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Maya Angelou Public Charter School – Student and Family Handbook

2018-2019



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## Welcome Letter

Welcome Students and Families of MAPCS!

My name is Dean L. Weeks and I am very excited to serve as your new Principal for this upcoming school year 2018-2019. Our school family here at MAPCS are super energized and highly motivated to welcome you to a new and exciting school year. We continue to work very hard to meet the needs of all of our students by providing a renewed partnership with our parents/guardians, stakeholders and community organizations that help us with a shared responsibility for our student's success in school and beyond. Please take a moment to review our Parent/Student Handbook in full detail to understand and learn our policies and procedures.

I am calling on all parents/guardians to be a part of our school team, by volunteering your time and efforts to many of our planned events and activities mentioned in our activities calendar. My vision for the school year is one where we along with our parents can "build" a better Maya and truly live up to the name of our illustrious and wonderful namesake of our school who believed in the virtue of our young adult students.

Maya Angelou Public Charter School will be a place where our students are learning, earning, having fun and preparing themselves for the future where all things are possible. Please feel free to contact me at the school to be a part of our school family and see how you can help us "build" and grow our students for the future. If there are any questions or concerns you might have please contact the Main Office at any time. Thank you and let's have a great school year.

Dean L Weeks  
Principal



## About the See Forever Foundation

*Since it began operating in 1997, the See Forever Foundation's mission has been to create learning communities in lower income urban areas where all students, particularly those who have not succeeded in traditional schools, can grow socially and academically. The See Forever Foundation operates the Maya Angelou Public Charter School (MAPCS) and Young Adult Learning Center (YALC) in DC, as well as the Maya Angelou Academy at New Beginnings(MAA), a secure facility for committed youth in Laurel, MD. Our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change. If you are interested in learning more about See Forever, please visit our website at [www.seeever.org](http://www.seeever.org).*

## Maya Angelou Public Charter High School Matriculation

All students are expected to meet standards of the District of Columbia, as passed by the Board of Education, to graduate from high school. Upon registering at MAPCS, the Registrar and Academic Counselors will review each student's official transcript to determine the appropriate course selection. Students and families need to ensure that all necessary documents and transcripts are received by the school to ensure appropriate course placement. Students will need to work closely with Academic Counselors to:

1. Review credits earned as indicated on an official transcript to determine if graduation requirements are being met.
2. Complete course registration forms accurately.
3. Check the student's schedule to ensure that it reflects the course registration form.

**Note about differentiated course levels and co-enrollments:** The principal approves all student schedules. Under certain conditions and as a result of extenuating circumstances, the principal may allow a student to take two same subject core courses simultaneously in order to graduate. Support will be given to the student (i.e. Success Plan, Memorandum of Understanding, para-professional, etc.). In addition, honors sections of core content may be offered in any given school year based upon demand. These courses would share the same name as the core courses listed in the manual. Example: English I Honors, World History I Honors, etc. This is also true for co-taught or self-contained sections.

## Changes in Schedule

It is very difficult to make satisfactory adjustments at the last moment. Selections should be considered final. Requests for schedule changes will be honored only under extenuating



circumstances. Only in unusual circumstances will schedule changes be made after the fourth week of the semester. Requests for schedule changes will be considered for the following reasons only:

1. Course prerequisites not met
2. Seniors who need specific courses to meet District graduation requirements
3. To correct an obvious error
4. Failing or non-qualifying grades in summer school courses
5. Excused absence documentation including student illness, death in immediate family, student legal proceedings, doctor's directives and/or religious observances
6. Extenuating circumstances requiring administrative approval

**TABLE 1. HIGH SCHOOL GRADUATION REQUIREMENTS**

SUBJECT AREA	SPECIFIC CREDIT REQUIREMENTS	ASSESSMENT REQUIREMENTS <sup>1</sup>
ENGLISH	4 credits	PARCC (English II)* PEG Writing** Performance Series**
MATHEMATICS	4 credits (Including Algebra I, Geometry, Algebra II and an Upper Level Math)	PARCC (Geometry)* Performance Series**
SCIENCE	4 credits (Including Biology, 2 lab sciences and 1 other science)	PARCC (Biology)*
SOCIAL STUDIES	4 credits (Including World History I and II, DC History, US Government and US History)	
<b>OTHER REQUIREMENTS</b>		
ART	.50 credit	
COLLEGE LEVEL OR CAREER PREP	2 credits: At least 2 credits of the 24 required credits must be identified AP, IB, HI-SCIP, CTE, and/or other college level courses. (Students will be strongly encouraged to complete 1 credit in the Future Focus sequence)	
FOREIGN LANGUAGE	2 credits Each student will complete two years of the same foreign language.	
HEALTH/ Physical Education	1.5 credits	DC Health Assessment*



<b>MUSIC</b>	.50 credit
<b>OTHER ELECTIVES</b>	3.5 credits
<p><b>24 Total Credits Required:</b> Four credits must be earned after completion of Grade 11 per local requirements. At least two (2) of the twenty four (24) Carnegie Units for graduation must include a College Level or Career Preparatory (CLCP) course approved by the LEA and successfully completed by the student. The course may fulfill subject matter or elective unit requirements as deemed appropriate by the LEA. CLCP courses approved by the LEA may include courses at other institutions. Under truly exceptional circumstances, the MAPCS Board of Directors may exempt a student from a credit requirement. This process is governed by the Chief of Schools and petitions will be documented in board meeting minutes included in the student's cumulative record.</p> <p><b>Community Service:</b> 100 Hours of Community Service are required, with 25 hours earned by the end of each year to be considered on track. Students must complete a locally-developed program approved by the Chief of Schools.</p> <p><sup>1</sup><b>ESSA Tests:</b> MAPCS requires all students to take the statewide assessment that applies to their enrolled courses <i>*Every Student Succeeds Act Legislation</i>. In addition, students are required to take LEA specific tests for authorizer oversight.</p> <p><i>**School Reform Act Legislation</i></p>	

Each student is required to take four English, Math, Science and Social Studies credits to graduate. Their grade level is determined by their English class and the number of credits they have successfully completed. For example, if a student has passed English 1, Algebra 1, and has a total of six credits then they are classified as a sophomore. The promotion requirements for MAPCS are listed below.

#### **How are promotions defined at MAPCS?**

The grade levels are as follows:

- Promoted to 10th grade: Must have already passed English 1, assigned math, and have six total credits
- Promoted to 11th grade: Must have already passed English 2 and have 12 total credits
- Promoted to 12th grade: Must have already passed English 3 and have 18 total credits

\*For All Students entering High School (first time 9<sup>th</sup> Graders) during the 2016-2017 School Year Algebra 1 will be taken during their 10<sup>th</sup> Grade Year.

#### **If my child is not promoted, will they repeat all courses?**

No. Please know that the grade level will not affect students' core course enrollment. Students will move on to the next section of any course that they have passed, and they will never repeat a course that they have previously passed.

For additional information about academic policies please see our Course Manual for SY2018-19.

### **MAPCS Culture and Climate**

#### **Historical Context**

Since opening, the Maya Angelou Schools have devoted significant resources to actively recruiting students who have a history of struggling both academically and behaviorally. Additionally, many of the students who come to the Maya Angelou Schools self-report that they have experienced significant trauma (more than 80%). To that end, an essential component of the Maya Angelou Schools' programming has been the delivery of



integrated school-based mental health services. Recognizing and committing resources in this area is one of the major differences between the Maya Angelou Schools and many other schools. We believe that every student benefits from having dedicated professionals whose major responsibility is the students' academic, social and emotional growth development. In order to reach this vision, the Maya Angelou Schools recognize incorporating mental health services, intensive case management, residential counseling services and ongoing academic advising as integral components of the school program, is critical to the success of our students.

The Social Emotional Learning (SEL) Department has served as grade-level counselors, providing clinical and case management support for all students. However, our approach to serving students will change this year in an effort to streamline and optimize the services delivered to our students and their families. What is more, we have created the **Student Development Specialist** (SDS) position to provide classroom-based support and intense case management to our students. SDS staff are expected to work collaboratively with all school personnel (teachers, administrators, support staff), to remove the barriers which prevent students from accessing instruction. We believe that every student benefits from having dedicated professionals whose major responsibility is students' emotional growth and well-being. To that end, the **Student Development Specialist** will play an integral role in helping our students have better academic, behavioral and attendance outcomes.

**Student Development Specialists** will be held accountable for:

- Maintaining a comprehensive file on all students, which involves working closely and collaboratively with the Clinical Counselors, Academic Counselors, Administrative Team, Teachers and school office personnel to support all students.
- Aggressively monitoring and responding to truancy by calling and mailing appropriate letters to families, notifying Metropolitan Police Department and other state agencies (when relevant), and submitting truancy reports to Court Social Services.
- Scheduling and facilitating conferences with parents and/or community based organizations related to students' truancy, discipline, and academic outcomes.
- Attending and actively participating in all student-related conferences, as requested.
- Coordinating efforts with the Postsecondary Student Success Department.
- Providing feedback concerning student progress to all stakeholders.
- Implementing strategies to foster confidence and improve self-esteem in students.
- Conducting routine home visits, as part of their attendance monitoring.
- Engaging in collaborative efforts with teaching faculty to help students develop healthy social and emotional outlooks that will help them succeed in class and beyond.
- Performing other duties as assigned by the Director of Socio-Emotional Learning or Principal.

**Intense Mentoring Program**



## Rapport-Building and Fostering a Sense of Community

In addition to the individualized academic support afforded all students of MAPCS, all staff members (teachers, counselors, administrators and support staff) are committed to mentoring a small cohort of students as they mature and negotiate the challenges of high school. This mentoring will include informal daily check-ins, maintaining consistent communication with parents/guardians/community supports and collaborating with the other adults within their cluster to facilitate town hall discussions and coordinate meaningful team building activities for all students. Consistent with the research, high school-aged adolescents respond favorably to positive interactions from caring adults. All staff members of the MAPCS espouse to this basic premise and work earnestly to establish rapport with all students. We believe these prosocial relationships are critical in leading to the academic, attendance, behavioral and social emotional outcomes that we desire for all of our students.

### The MAPCS Incentive Program

#### Positive Behavior Interventions and Support (PBIS)

The High School's Incentive program elicits the promotion of three core values: Respect, Responsibility, and Community through the five Social Emotional Learning (SEL) pillars that are tantamount to the success of a character-driven school community. The pillars include **Relationship Building, Social Awareness, Self-Awareness, Responsible Decision Making, and Self-Management**. Built into a student's daily routine will be the reinforcement, exposition and reminders geared toward supporting students in having a vested interest in said values/pillars.

The initiative blocks, town halls, etc., of the 2018-2019 school year will focus on character development, teaching students to exemplify each pillar, and how to identify when each pillar is properly utilized.

**Relationship Building:** Students will be shown ways of building, maintaining and mending positive relationships with not only their peers, but family members, teachers and staff.

**Social Awareness:** The utilization of being knowledgeable about one's community, local politics and socio-economic status will help guide the student in the pursuit of their life ambitions.

**Self-Awareness:** Student will be shown examples of self-avocation, personal inventory and situational understanding.

**Self-Management:** The SEL Department will work with students on strategies and resources to reign in tempers and frustrations brought about through home life and academic stresses.

**Responsible Decision Making:** The successful navigation of the aforementioned pillars will give students a tool kit in which to properly choose wisely on a myriad of day to day decisions.

**How it Works:**



All staff and Administrators will have access to a universal tracking document and software “Live School” that gives students debits and credits. Students will have the ability to gain points to earn positive rewards. School staff members will have an opportunity to give points or take them away based on how well students show their success in navigating individual pillars throughout the course of the day.

Students will be able to “cash in” points from a menu of options designed to incentivize them for their progression in the program. Students will have the ability to actively monitor their own progress in earning points.

### **Community Expectations**

#### **MAPCS Students are expected to:**

- Be aware of and abide by the rules set forth in the Maya Angelou Public Charter Schools.
- Be respectful of and invested in the learning of all members of the MAPCS.
- Seek out opportunities for consistent feedback and reflect on their own progress.
- Be willing to participate in all MAPCS activities.
- Arrive promptly to all classes and school events.
- Be active participants in school classes, events and activities.
- Make informed choices about their own success.
- Respect and follow classroom and school rules and expectations.

#### **MAPCS Student Support System (Family, Caregiver, etc.) is expected to:**

- Be aware of and abide by the rules set forth in the Maya Angelou Public Charter Schools Code of Conduct.
- Assertively seek out opportunities for consistent feedback and reflect on student’s own progress.
- Regularly monitor their student’s progress via the school’s student management system (PowerSchool).
- Participate in as many MAPCS community engagement activities as their schedule permits.
- Communicate regularly with school staff about student’s academic progress and engagement to ensure student success.
- Commit to 10 hours of school activity participation per school year.
- Maintain/update contact information.

#### **MAPCS Staff Members are expected to:**

- Use long and short term plans to ensure the academic success and engagement of all students.



- Help students meet their graduation goals by ensuring students have constant and consistent feedback.
- Be aware of students' academic and emotional needs
- Regularly communicate to parents concerning student's academic and behavioral progress.
- Refer students/parents to appropriate resources inside and outside of the school.
- Have an open door policy.
- Develop and maintain a professional relationship with students being mindful of appropriate boundaries.

### **Student Community Service Requirement**

At Maya Angelou, we see community service as an opportunity for our students to serve as leaders and change makers in their own communities. While gaining community service hours is a requirement for graduation, we know that the skills and values in learning about and addressing social justice issues that concern our students will be invaluable experience as our students strive to become citizens of world. To that end, students at MAPCS will participate in service learning projects through elective classes. Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

### **Maya Angelou Guiding Principles of Service Learning (100 hours required/25 hours per year)**

1. Service is youth-led and student-centered. We believe that our youth have powerful voices that, when given the opportunity, can create meaningful and positive change in their communities. Students will be involved in all levels of decision-making- from identifying issues to planning and taking action.
2. Service is meaningful and addresses a real need or social justice issue in the community. It allows students to gain insight and take action on an issue that directly affects their lives and invokes their passion.
3. Service and learning must exist simultaneously. Students are given opportunities to learn about and research topics that are meaningful to them, giving them a chance to pose questions, challenge perceptions, and develop plans for change. Post-service reflection is key for students to gain a real understanding of the impact they have made both for their community and in their lives.
4. Service provides exposure through linking students' personal experiences, interests, and values to broader community issues locally, nationally, or internationally.



Additionally, for those students who demonstrate ability and interest, they will have an opportunity to connect with community-based organizations to volunteer on a regular basis, with support from our Student Development Specialists and Service Learning Coordinator.

**NOTE:** Seniors are required to have 100 hours of community service in order to graduate. Each year, students **MUST** complete a minimum 25 hours in order to remain on pace for graduation. While it is the students' responsibility to obtain these hours, Maya Angelou will provide multiple opportunities to earn hours, both in school and out of school.

### **Process for approval of acceptable service hours:**

Students participating in Service Learning Projects as part of an elective class will receive service hours as determined by the classroom teacher and as approved by the Principal. If students do not complete all aspects of the service learning project, they will only be given partial credit for the hours they completed.

Students volunteering in non-profit organizations must present a Service Project Plan, including details of the service they will be completing and timeline to the Service Learning Coordinator for approval of the project. The Service Project Plan must be signed by both the non-profit site coordinator and Service Learning Coordinator. After students complete service hours, students must have a debrief meeting with the Service Learning Coordinator to reflect on their service before service hours can officially be approved.

No students will be given credit for service hours that are not connected to Maya Angelou Guiding Principles of Service Learning, as determined by school leadership. For example, students will not receive service hours for babysitting services, completing chores around their house, or other tasks that are not directly related to creating positive change in their communities.

### **Student Attendance Policies**

Attending classes is an essential commitment that each student has made to the school and, more importantly, to themselves. If a student is absent or late, it can negatively affect their learning and the learning of others. Daily attendance outreach is led by the Student Development Specialist (SDM) team members. This outreach consists of making phone calls home, sending letters and conducting home visits with the goal of understanding barriers to student attendance and identifying solutions and supports. While excused and unexcused absences are distinguished for recordkeeping purposes, it is important to note that missing significant time from school can adversely impact overall student performance.



## Truancy

MAPCS knows that a significant percentage of our students come to us having been truant previously and require a comprehensive approach to helping them become comfortable in the school setting. MAPCS complies with the District of Columbia Compulsory Education and School Attendance requirements in accordance with DCMR § 5-A21 (see specifics below) and also personalizes our approach to attendance monitoring by conducting routine home visits, facilitating parental meetings, convening a Student Support Team (SST) meeting and recommending students to join our Residential Program, which is prioritized by need and circumstance.

**In the unfortunate circumstance that a student reaches 20 consecutive unexcused absences (full days), MAPCS reserves the right to recommend this student be unenrolled from the school.** Consistent with the due process rights afforded all students who are residents of the District of Columbia, every student has the opportunity to appeal the school's decision to have them removed. Students who are recommended to be removed from the schools' roster will be provided information to contact and schedule a hearing with the See Forever Foundation Chief of Schools.

## Attendance Accountability

**For the 2018-2019 school year, MAPCS will follow the aforementioned School Attendance Clarification Amendment Act of 2016.** The regulations the Act put forth are included in the following sections on absences and truancy.

- If a student reaches 10 full days of **unexcused absences**, MAPCS is obligated to call CPS.
- If a student reaches 20 consecutive full days of **unexcused absences**, MAPCS reserves the right to remove the student from the rolls for non-attendance.

## Excused vs. Unexcused Absences for School-Aged Students

- **Excused absences** are absences from school with a valid excuse.
- **Unexcused absences** are absences from school without a verified.

Under DCMR 5-A2102.2 LEAs "shall define categories of **valid excuses for an absence**, which shall include the following categories:

- (a) Illness or other bona fide medical cause experienced by the student;
- (b) Exclusion, by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
- (c) Death in the student's family;
- (d) Necessity for a student to attend judiciary or administrative proceedings as a party to the action or under subpoena;



- (e) Observance of a religious holiday;
- (f) Lawful suspension or exclusion from school by school authorities;
- (g) Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other condition(s) or emergency requiring a school closing or suspension of classes;
- (h) Failure of the District of Columbia to provide transportation in cases where the District of Columbia has a legal responsibility for the transportation of the student;
- (i) Medical or dental appointments for the student;
- (j) Absences to allow students to visit their parent or a legal guardian, who is in the military; immediately before, during, or after deployment; and
- (k) An emergency or other circumstances approved by an educational institution.

<b>Unexcused Absences (Full School Days)</b>	<b>School Response / Consequence for Student</b>
1-2	Phone Call Home
3-4	Letter Home/Home Visit Designee Robo Call
5	SST/Truancy Conference Attendance Intervention Plan
6	Home Visit Conducted/Warning Letter Sent
10	Truancy Warning Letter/Contact CPS
15	Court Social Services Letter/Truancy Report Submitted
20	Roster Removal Notification Letter

### **Excused Absence Documentation**

Excused absences are clearly defined by the MAPCS and can be accepted as excused absences by the following documentation as the ONLY documents / methods of communication that will result in an excused absence for any student:

- a. Note from a physician on their letterhead with the date and reason for the absence
- b. Absence resulting from a court appearance, probation appointment or absence related to a legal issue or concern that is documented on letterhead from that law affiliated organization.
- c. Appointment with a social service agency/employee on the letterhead for that organization



- d. Handwritten notes by parent or legal guardian (Must include dates, reason for absence, contact number, and students' full name)
- e. Email notification from parent or legal guardian (Must include dates, reason for absence, contact number, and students' full name)
- f. Obituary of family member
- g. Phone call to school or SDS providing the date, reason for absence, contact number and students' full name

**Note: Absence notes must be turned in within five days of the student returning to school.**

### **Student Tardy Policy (Arrival to school)**

Students are expected to arrive on time to school every day. MAPCS staff will be at the designated school entry door beginning at 8:10 AM to check students in each day. Students may eat school breakfast from 8:10 AM – 8:40 AM each morning.

All students who arrive after 8:45 AM are considered tardy, will receive a tardy slip from SDM at Post 1 and must report to their assigned class as soon as they arrive to school. Students will be allowed to enter the building until 9:00 AM. After 9:00 AM, admittance requires one of the following:

- Official excuse on letterhead from a medical or court official.
- Verified Parent Excuse.

**The accumulation of multiple late arrivals to school in a month's time, determined by the school leadership team, will result in a letter being sent home, a parent conference with the school's administration, as well as additional interventions to provide both support and accountability for the student in order to correct the behavior.**

### **Early Departures**

Students who need to leave prior to the approved end of their school day must follow the below procedure:

- A parent/guardian must be reachable and verify the approval of early departure. Parents can call or send a written note for dismissal.
- These procedures apply to all students regardless of age. Students 18 years of age or older may not simply "sign themselves out" and leave the building without a guardian or responsible adult to escort them or a faxed release authorization that is signed by the adult on record for the student.
- Any community support worker attempting to retrieve a child must present proper credentials upon arriving to the main office and prior to speaking with a student.
- A pattern of early dismissals will require an SST referral. Three unexcused early dismissals (Walking out or leaving the building) will be considered an unexcused absence and the student may not return until a parent conference is held.



## **Code of Conduct**

### **Academic Dishonesty/Plagiarism (copying others' work)**

#### **MAPCS defines plagiarism as:**

- Presenting someone else's work, including the work of other students, as one's own.
- Ideas, images or original thoughts taken from another source for either written or oral use must be correctly cited and the original author given full credit.

#### **Consequences for Academic Dishonesty/Plagiarism:**

- 1st offense per academic year: The student has to redo the assignment for ½ credit. The assignment must be accompanied by an essay on the importance of submitting authentic work. (Length to be determined by the teacher from the original assignment.)
- 2nd offense per academic year: The student forfeits the grade from the given assignment and a parent conference is scheduled with the teacher and administration. May include other consequences as determined in parent meeting.
- 3rd offense per academic year: The student forfeits the grade from the given assignment and may receive a short-term suspension. Further offenses will result in additional suspensions and failure of the course.

### **Technology Acceptable Use Policy**

The Technology Acceptable Use Policy contains general policies for the use of technology along with policies related to the usage of non-Maya Angelou Public Charter School (MAPCS) provided devices, such as personal laptops. The laptop Usage Agreement specifically refers to devices provided by MAPCS for the educational use by students. The laptop Usage Agreement must be signed and returned prior to a student being issued a laptop.

The MAPCS Acceptable Use Policy applies to all technology resources including, but not limited to: personal computers and devices, school computers, cell phones, video and audio equipment, copy machines and information storage devices. MAPCS students are expected to use school resources in a considerate, ethical, moral and legal manner.

All MAPCS technology systems and information stored on them are governed by school policies and are subject to school supervision and inspection whether they reside on school owned computers or computers or external drives brought on campus by students. MAPCS reserves the right to monitor, access, retrieve, read and disclose all messages, information, and files created, sent, posted from, stored on laptops brought onto campus, or stored on its systems to



law enforcement officials or others without prior notice. Any student who violates this policy or any applicable local, state or federal laws, is subject to disciplinary action, a loss of technology privileges, and may face legal prosecution.

### **Acceptable Use on and General Computer Use**

MAPCS provides computer network access to students who use the access in accordance with the mission and philosophy of MAPCS. Students agree to the following terms as a condition of having network access:

1. **Appropriate Use:** Student use of the MAPCS computer network must be consistent with the philosophy of MAPCS and its educational goals. Misuse includes any Internet conduct on or off-campus that negatively affects the reputation of MAPCS including messages sent, posted or received that suggest harassment, racism, sexism and inappropriate language or symbols.
2. **Vandalism/Hacking:** Students will not use their MAPCS access or other Internet access to interfere with or disrupt network users, services, MAPCS data or data of another student, or equipment, either locally or off campus.
3. **Unauthorized Entry:** Students will not access or try to make unauthorized entry to any machine/software accessible via the network or on remote networks. If a student notices a security problem, the student must notify school personnel immediately.
4. **Inappropriate Messages:** Students will not use their MAPCS access to transmit threatening, obscene or harassing/bullying materials, including chain-letters, solicitations, inappropriate photos, or broadcast messages via our network or email system.
5. **Inappropriate Material:** The Internet contains certain material that is illegal, defamatory, inaccurate or potentially offensive to some people. Students will not use their MAPCS access to knowingly visit sites that contain this material nor import, transmit and/or transfer any of this material to other computers.
6. **School Personnel:** Students may not post to websites or blogs, images, photos or video of employees of MAPCS. This includes the creation of fan pages or groups on social networking sites.
7. **Private Use:** Students will not share their MAPCS access or password.
8. **Personal Privacy:** Students will not communicate their address, phone number or other personal information to any person or company on the Internet or through email.
9. **Unauthorized Programs or Computers:** Students may not use, copy, delete, or install any program on a school computer or save any executable program without the permission of school personnel. Students may not use personal laptop computers without prior permission from the Technology Director.
10. **Copyright:** Students are not to post to websites or blogs any photos or logos that are the property (intellectual property) of MAPCS.



Any unauthorized technology used for the purpose of bypassing security systems, including internet filtering is not permitted. This includes the use of ssh, proxy-bypass software, remote desktop sessions, and other technologies.

Any costs, charges, liabilities or damage by misuse of the computers are the individual student's responsibility. Any consequences of service interruption or privacy violation will lead to disciplinary action according to the school code of conduct.

### **Permitted Use of Personal Electronic Devices**

The use of personal laptop computers, tablets and mobile devices on campus is a privilege that is subject to the policies in the school code of conduct and the following rules. All policies set in place in this Acceptable Use Policy continue to apply when a student brings a personal device for use on campus.

1. Students are responsible for securing their devices (laptop, tablet, etc.) on campus. **MAPCS assumes no responsibility or financial liability for any damage the student or parent suffers, including but not limited to theft, physical damage, loss of data or software malfunctions of the personal laptop computer. If a device/computer appears to have been stolen, the student will immediately report the incident to the Assistant Principal.**
2. The student must adhere to any additional guidelines which the MAPCS personnel may require. **The use of the electronic device may in no way disrupt or distract from the learning environment.**
3. Students may ONLY connect wirelessly to the school's network using ONLY MAPCS issued technology. Students are not permitted to connect their personal device to the school network at any time. Devices that do not support this network connectivity are not permitted. All usage must be in accordance with the policies in the Student - Parent Handbook and be consistent with the Mission and Philosophy of MAPCS. Students are strictly prohibited from using peer-to-peer software, file sharing programs, telnet/ssh, or messenger programs as well as other resource/network intensive applications. The use of network monitoring software or applications considered intrusive by the school is considered to be a serious offense, and will result in disciplinary action articulated in the school code of conduct.
4. The student is responsible for coming to school with a fully charged device and may not connect to any classroom outlets for charging their device without adult permission.
5. Student use of a personal laptop on campus must meet the requirements of the Acceptable Use Policy. Laptops are not to be used for games, chat, DVD viewing or other forms of entertainment.

This Laptop Acceptable Use Policy is intended to promote responsible use and protect students and the school from liability resulting from any misuse of the school-issued laptop. Technology, on or off-campus, must be used in accordance with the mission and philosophy of MAPCS as



well as the Acceptable Use Policy for Technology. Teachers and Student Development Specialists (SDS) may set additional requirements for use in their respective class.

The laptop remains the property of MAPCS at all times. Therefore, there is no assumption of privacy. MAPCS reserves the right to inspect student laptops at any time during the school year. Misuse of the laptop may result in disciplinary action up to and including reimbursement of a damaged device.

Above all, the laptop program at MAPCS is an academic program, and the policies governing the use of the laptop support its academic use. To maintain the integrity of the laptop program, all students and parents/guardians must acknowledge and agree to the following conditions of use:

### **I. Laptop Distribution and Care**

1. Students must not have food or beverages anywhere in the vicinity of the assigned laptop.
2. The laptops issued to students are the property of MAPCS and are made available to as learning tools.
3. Students will be issued their laptops at the beginning of the school year. The laptops are to be returned at the end of each School Day or session, depending on the mode of instruction for the day.
4. Students are responsible for knowing how to properly operate and protect the laptop. This includes not leaving the laptop in a location where it can be damaged by cold, heat, or moisture.
5. Students/parents are solely responsible for the care and security of student laptops.  
**LAPTOPS MUST NEVER LEAVE THE ASSIGNED PUPIL LEARNING COMMUNITY (PLC).**
6. If the laptop is damaged or malfunctions, students must take the laptop to their SDM as soon as possible (before the end of the school day) for evaluation. If a student damages the laptop (outside of reasonable wear and tear), **the students/parents are responsible for the expense of repairing or replacing the device.**
7. If the laptop is lost or stolen, the student must report the incident to the SDM immediately. In the case of theft, **students/parents are responsible for replacing the lost or stolen laptop at his/her own cost.**
8. Students are not permitted to repair, alter, modify or replace laptops without express authorization from MAPCS. Under no circumstance will MAPCS replace or repair a student laptop without the required payment from the student/parent.
9. Laptops must remain free of any writing, drawing, stickers or labels that are not the property of MAPCS.



## **II. General Expectations**

1. Students are responsible for understanding and adhering to all Acceptable Use Policy for Technology regulations from the Student-Parent Handbook relating to the use of technology in addition to this laptop Agreement.
2. Students may not remove or circumvent the management system installed on each laptop. This includes removing restrictions or “jailbreaking” the device.
3. Students may only connect to the Internet via the wireless network provided by MAPCS while on campus.
4. Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
5. Earphones will be issued to each student for use with the laptop as needed. The earphones must be returned at the end of the class period or learning session depending on the instructional mode of the day.

## **IV. Prohibited Use**

1. Leaving the laptop unattended.
2. Exchanging laptops with another student.
3. Allowing other students to retain or remove the laptop from their presence.
4. Copying certain Internet materials or reproducing or transmitting materials without the permission of the author or other right-holder.
5. Plagiarizing academic materials. It is the student’s responsibility to respect and adhere to all copyright, trademark and other intellectual rights and trade secrets laws.
6. Using the laptop for any action that violates existing school rules or public law.
7. Creating, accessing or distributing offensive, profane, bullying/threatening, pornographic, obscene, rumors/gossip, sexually explicit or other content not aligned with the school’s mission and philosophy.
8. Use of chat rooms or messaging services not authorized by the teacher for academic use.
9. Accessing sites selling term papers, book reports, and other forms of student work.
10. Spamming: sending mass or inappropriate emails.
11. Gaining access to other students’ accounts, files, and/or data.
12. Use of the school’s internet/E-mail accounts for financial or commercial gain or for any illegal activity.
13. Bypassing the MAPCS web filter through a web proxy.
14. Sharing passwords, addresses, or other personal information on the Internet without the authorization of a parent or school representative.
15. Using or possessing hacking software.



## V. Precautions

1. In consideration for receiving the laptop from MAPCS, each student and his or her parent or legal guardian agrees not to sue and hereby releases, waives, discharges, holds harmless, indemnifies, and defends MAPCS, as well as their respective employees, personnel, staff, volunteers, agents, directors, affiliates and representatives, from any and all liability, losses, damages, claims, actions and causes of action of every nature for any and all known or unknown, foreseen or unforeseen, bodily or personal injuries, property damage, or other loss, whether claimed by the student, parent, legal representative, or any third party, relating in any way to the use of the laptop furnished by MAPCS to the student.
2. This laptop Acceptable Use Policy applies to MAPCS students at all times, whether or not the students are on campus, as MAPCS students are school representatives at all times.

## Cell Phones and Personal Electronic Devices

Students are authorized (with their teacher's permission) to utilize personal technology **in an instructional assistive manner (ex. calculator, google searches, dictionary).** **Personal student technology must not interfere with the instructional environment. Constant disruption of the instructional environment will result in disciplinary consequences.**

When a student is found using their device in a non-instructive manner, the student will be asked to surrender his/her device to MAPCS personnel. Behavior personnel will return the device at end of the day. Refusal to follow instructions will result in a response from the student code of conduct. After five (5) incidents in a quarter, a parent or guardian will be required to attend a conference and retrieve the device.

**MAPCS does not assume responsibility of the security of student personal technology that has not been confiscated by the school.**

## Cell Phone Policy

**Student Cell phones are prohibited throughout the school day and on school sponsored activities.**

Cell phones, while they provide a great source of communication for families, can also be disruptive and a source of safety and security issues in the school. Any parent needing to contact a student may call the main office and students may make emergency calls from the main office or counselor suite.



Students, upon entering the building, must surrender their cell phones to be placed in personal cell phone lockers located at post 1.

Cell phones will be returned to students at the end of the day and/or during early dismissal for those students with approval from a parent/guardian. Students not adhering to the cell phone policy may be subjected to the following:

- No entry into the school building
- Parent/guardian contacted for student conference
- Cell phone confiscated with parent/guardian having to collect phone from the school
- other disciplinary actions as determined by the School Principal and or designee

### Hallway Protocols

Once dismissed from class, students must show respect for themselves, others, and their surroundings. Students have five (5) minutes to arrive in their next classroom. Students who are late to class will be documented in our database and may be required to attend tardy-hall. After three tardies, a student may receive a consequence, which may include an after school detention to make up for lost instructional time.

### Leaving Class

Students must obtain an official MAPCS hall pass and sign out of class before exiting a room and or office. Students must return to class in a timely manner and must sign back in. Staff will not write or issue passes for students they are not currently monitoring. Students are expected to be respectful and quiet at all times so that they do not interrupt instruction. Most importantly, students who leave class without permission will receive consequences that affect their discipline and attendance records.

### Dress Code Policy

In order for students to be in school and to foster learning, students must be dressed appropriately.

**Tops:** Students must wear an approved Red or Gray MAPCS shirts will be the only shirt permitted to be worn by students. Students can also wear a solid Red or Solid Gray Polo Shirt. The shirt must not be altered in any way (example, cut off, tied above the stomach, tied behind the back., etc)



**Bottoms:** Students must wear tan/brown khaki and or black pants, skirts or dresses. (must not be excessively short or tight). The MAPCS definition of excessively short is if the bottom of the garment is shorter than the longest finger when the arm is fully extended down the leg. Bottoms must also not have holes, rips, graffiti, inappropriate language or images.

**Shoes:** Athletic shoes, laced shoes and/or boots, loafers, dress shoes, or other closed toes/closed heel shoes are permitted. Mules described as closed toes and open heel are appropriate. Students shall not wear house slippers, flip-flops, or any other type of footwear that could constitute safety hazards. Students are also prohibited from wearing steel-toe boots or shoes to school.

## Language

We expect all students and staff to refrain from using inappropriate language, gestures or body language that may offend others. MAPCS is a learning environment that encourages students to use language appropriately to express opinions, provide feedback and ask questions. Students who choose to repeatedly use inappropriate language will receive consequences in accordance to the student code of conduct.

## Smoking

There is absolutely no smoking in the building (to include bathrooms, stairwells) or within 100 yards of the building at any time. This includes any field trips or activities, which are sponsored by MAPCS.

## Drugs and Alcohol

Students who appear to be under the influence, caught using, selling or possessing illegal substances will be apprehended swiftly and will receive appropriate consequences to include parent notification for early dismissal. The Maya Angelou Public Charter High School Code of Student Success have explicit and strict consequences for behavior of this nature. Maya Angelou Learning Center is a drug free zone, which includes the 100 yards around the campus. Within this zone, legal penalties are stricter than in other public areas. DC law mandates consequences for drug possession and distribution on school property. This is a serious situation that threatens the safety of the entire community. They will have to meet with a counselor and will be referred to a community-based agency for therapeutic support. Multiple offenses will require a parent meeting and could include other disciplinary action.

## Provided School Meals

MAPCS provides nutritious meals in compliance with the DC Healthy Schools Food Act of 2010. If students choose not to consume provided meals, they may bring meals prepared at home. All meals must be consumed in the school cafeteria unless taking place in a special event sanctioned by administration. Additionally, students are prohibited from warming food



in the offices of adults. Students are not permitted to order food to be delivered to the school.

## **Weapons**

No weapons of any kind will be tolerated in any school, and there are no extenuating circumstances. Weapons include but are not limited to lighters or tasers, mace, guns, sticks, razor blades, laser lights, brass knuckles, box-cutters, knives or any item that can be used to inflict physical harm. MAPCS staff reserve the right to determine what is considered a weapon upon inspection. If a student brings these or any other weapons to school, serious consequences including Long-term Suspensions or Expulsion may follow.

## **School Behavior Management, Safety and Security**

The Maya Angelou Public Charter Schools have specific expectations for students of the Maya Angelou Public Charter High School. Furthermore, guidance interventions, supports and consequences are also outlined. A quick reference guide of the MAPCS Code of Conduct.

In addition, MAPCS follows the Referral Ladder (See Appendix) that integrates all of the supports and services of the school. The intention of the Referral Ladder is to ensure that all supports have been utilized to understand the nature of an issue or problem BEFORE it escalates. MAPCS Behavior Management policies will be reviewed in great detail at Student Orientation and on the first day of school, but should you have any questions, please do not hesitate to ask.

## **School Behavior Management, Safety and Security and Students with Disabilities**

Please note that the Code of Conduct Disciplinary Responses and Interventions for Student Success and the Referral Ladder will be applied to children with disabilities in a manner consistent with Federal and State law (i.e., the Individuals with Disabilities Education Act (IDEA),

20 USC §1400 et seq. and its implementing regulations, 34 CFR Part 300; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq. and its implementing regulations, 34 CFR Part 104; and DCMR § 5-E30). MAPCS' Procedures when disciplining children with disabilities are provided in the District of Columbia Notice of Procedural Safeguards, Rights of Parents of

Students with Disabilities (Procedural Safeguards). Copies of the Procedural Safeguards are available in the main office or by contacting Russell Waller at [rwaller@seeforever.org](mailto:rwaller@seeforever.org)

## **Campus Security**

Security guards partner with school staff to ensure the safety and security of the entire Maya Angelou Learning Center (MALC). Please report any concerns about security to the Principal and



or the leadership team. Under no circumstances should students or parents communicate concerns to security officers, without informing a MAPCS staff member.

### **Entering and Exiting the Building**

Students will enter the building through the 1st Floor student entrance, located on the corner of East Capitol Street and 57th Place, NE. After being scanned (see “scanning” below) by Security Officers, students will walk to the 3rd floor (for breakfast) or to their classrooms. Students must receive permission from their parents in order to obtain a pass to leave the building. Students who leave the building without permission will receive a tier 1 consequence accompanied with parental contact.

To exit the building, students will use the 1st floor Main entrance. Because we share the building with other schools, it is extremely important that you follow the designated path, described here, for entering and exiting the building. This way, you will not disrupt campus traffic, transitions and schedules.

### **Scanning**

For the safety of the building, all students, school visitors and their belongings are screened whenever students enter the building. During this process, the student may be asked to open bags or other packs. Students may also be asked to submit to a closer inspection in which a Security Officer uses a handheld scanner.

We want each student to remember to be respectful of the scanning process, as every effort is being made to treat each student with respect. Keep in mind that the purpose of scanning is to ensure every student can learn in an environment that is safe and secure.

### **Student Identification**

MAPCS students will be issued a photo identification card that includes their name, photo and student ID number. All students will be required to take a photo and maintain their school IDs. Students must scan their ID card or enter their student identification number when entering the building and accessing assigned lunch period. Student ID must be visible to staff and security personnel on lanyards at all times while in building. Lost ID cards will be re-issued at the leisure of the Facilities Manager at a specified date and time.

### **Applicability**



Maya Angelou Public Charter School Student Success Code is applicable for all students in the following situations:

1. When the student is on school grounds, traveling to and from school, or off school grounds participating in or attending any function or activity, including field trips, class trips, extracurricular activities, or athletic contests that are sponsored by or are under the auspices of MAPCS;
2. When the student is off school grounds and traveling on transportation provided by MAPCS and the activity involves any conduct prohibited by this chapter;
3. When the student commits a prohibited offense that occurs during before-school or after-school programs;
4. When a student has committed a prohibited offense off school grounds or outside regular school hours that results in a significant disruption to the school environment.
5. All students, whether of compulsory (5-17) or non-compulsory (18 and over) age are governed by MAPCS Code of Conduct Disciplinary Responses and Interventions for Student Success.

### **Student Code of Conduct**

- The intent of the interventions and disciplinary responses outlined below is to repair harm/wrongdoing done to individuals or groups within the school community and are intended to serve as guidelines to be used with administrative discretion. Administrators, teachers and staff will work to apply disciplinary responses in a consistent and equitable manner.
- Students are responsible for completing classwork and assignments when sent home for suspensions. Parent/homes without access to the internet/computers must contact MAPCS to obtain assignments by alternate means.
- We invite and encourage parents to attend a conference for their student who is re-entering school after serving a suspension for 3 or more days.
- Short Term, Long Term and Expulsion Recommendations decisions can be appealed by contacting See Forever Foundation with an appeal hearing request. Expulsion Recommendations not appealed will be valid on the date identified on the form.

### **Tier 1**

Tier 1 behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic environment but do not involve damage to school property or harm to self or others. Tier 1 behaviors result in classroom-level disciplinary responses that may be elevated to administrative response if they are not successfully abated by the teacher or the appropriate school-level committee.



Behavior	Interventions:
1.1 Dress code violation	<ul style="list-style-type: none"> <li>• Verbal redirection or reprimand</li> <li>• Teacher/student conference</li> <li>• Parental contact in writing or by phone</li> <li>• Teacher/Parent conference</li> <li>• Temporary Removal of Student from Classroom</li> <li>• In-School Disciplinary Action</li> <li>• Behavior contract</li> <li>• Reflection essay or day</li> <li>• Restorative conference (with the harmed person)</li> <li>• Clean up duty</li> <li>• After school detention</li> <li>• Saturday detention</li> <li>• In-School Suspension</li> <li>• Other school-based consequences as approved by a person designated by the Principal</li> </ul>
1.2 Harassment	
1.3 Disrespecting staff	
1.4 Disrupting the learning environment	
1.5 Food/Drink in class	
1.6 Inappropriate use of technology	
1.7 Inappropriate language	
1.8 Late arrival to school	
1.9 Exiting the building without permission	
1.10 Insubordination	
1.11 Unexcused lateness to class	
1.12 Inappropriate use of cell phone	
1.13 Plagiarism	
1.14 Property damage (under \$500)	
1.15 Skipping/Leaving class without permission	
1.16 Theft	
1.17 Suspicion of possession or use of drugs (indicated by visual or olfactory)	
1.18 Uniform violation	
1.19 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others	

## Tier 2

Tier 2 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier 2 behaviors result in school-based and administrative disciplinary responses.

Behavior	Interventions:
2.1 Disrespecting staff	<ul style="list-style-type: none"> <li>• Verbal redirection/reprimand</li> </ul>



2.2 Inappropriate or disruptive physical contact between students	<ul style="list-style-type: none"> <li>• Teacher/student conference or Administrator/student conference</li> <li>• Parental contact in writing or by phone</li> <li>• Administrator/parent conference</li> <li>• Temporary Removal of Student from Classroom</li> <li>• In-School Disciplinary Action</li> <li>• Behavior contract</li> <li>• Reflection essay or day</li> <li>• Restorative conference (with the harmed person)</li> <li>• Clean up duty</li> <li>• After school detention</li> <li>• Saturday detention</li> <li>• In-School Suspension</li> <li>• 1-4 day suspension with student contract</li> <li>• 5-10 day suspension with student contract</li> <li>• Other school-based consequences as approved by a person designated by the Principal</li> </ul>
2.3 Intentional misuse of school equipment/supplies/facilities	
2.4 Inciting others to commit violence	
2.5 Throwing objects that may cause injury or damage property	
2.6 Assault/ (verbal or physical) / fighting	
2.7 Sexual harassment	
2.8 Exiting the building without permission	
2.9 False fire alarm	
2.7 Trespassing	
2.8 Participation in violent neighborhood activity	
2.9 Weapon possession	
2.10 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others	
2.11 Documented pattern of persistent Tier 1 behavior 2.12 Refusal to submit cellphone to school personnel upon school building entry	

### Tier 3

Tier 3 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences, Tier 3 behaviors may result in either on-site or offsite Suspension.



Behavior	Interventions:
3.1 Group fight	<ul style="list-style-type: none"> <li>1-4 day suspension with students contract</li> <li>5-10 day suspension with student contract</li> <li>Other school-based consequences as approved by a person designated by the Principal</li> <li>11-45 day suspension student contract, per approval of the Chief of Schools</li> <li>Expulsion or referral to an alternative educational setting</li> </ul>
3.2 Illegal Drugs (Consumption)	
3.6 Sexual assault	
3.7 Staff assault	
3.8 Staff Threats (verbal or physical)	
3.9 Weapons (Usage)	
3.10 Gambling 3.11 Property Damage over \$500	

- The above responses to the violation of the code of conduct are applicable to the school campus, traveling to and from, and activities **off site or away from campus**.
- Cyber-bullying or social media libel are police matters to be handled by parents and not the responsibility of the school.

Please note that the High School Student Success Code will be applied to children with disabilities in a manner consistent with Federal and State law (i.e., the Individuals with Disabilities Education Act (IDEA), 20 USC §1400 et seq. and its implementing regulations, 34 CFR

Part 300; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq. and its implementing regulations, 34 CFR Part 104; and DCMR § 5-E30). MAPCS' Procedures when disciplining children with disabilities are provided in the District of Columbia Notice of Procedural Safeguards, Rights of Parents of Students with Disabilities (Procedural Safeguards). Copies of the Procedural Safeguards are available in the main office or by contacting Russell Waller at [rwaller@seeforever.org](mailto:rwaller@seeforever.org).

### Due Process

Due Process is defined as the regular administration of the law, according to which no student may be denied his or her legal rights and all laws must conform to fundamental, accepted legal principles. It is required that all disciplinary procedures and decisions be made in a timely and



equitable manner. Violation of a student's due process can lead to denial of proposed discipline.

### Releasing student from school for proposed and approved suspensions

Students under 14 years of age who have been suspended or expelled are not permitted to leave school grounds unless accompanied by parent/guardian.	Students over 14 years of age who have been suspended or expelled are not permitted to leave school grounds unless parent/guardian has been contacted.
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Any and all communication with parent must be documented in PowerSchool. If the parent or guardian of a student who has been suspended cannot be contacted by phone or in person before the next school day, and the student arrives at school, he or she must remain in the building until a parent or guardian can be contacted and given a reasonable opportunity to arrange for proper supervision of the student or until the end of the school day. The student may be separated from other students and must be appropriately supervised during this time. Any such day will count toward fulfilling the term of the student's suspension.

Except in cases of Immediate Emergency Suspensions, students shall remain in their regular assigned classroom or education setting until the final determination of the suspension has been made. Criteria for Emergency Suspensions are below:

### Emergency Suspensions

Criteria: An emergency suspension is defined as a removal of a student in a situation where: The behavior of an individual student is so disruptive or dangerous that he/she poses a very real and immediate threat to the health and safety of other members of the school community, or to the ability of the school community or the school or portion thereof to continue normal operations.

Please note that any emergency suspensions applied to children with disabilities will be conducted in a manner consistent with Federal and State law (i.e., the Individuals with Disabilities Education Act (IDEA), 20 USC §1400 et seq. and its implementing regulations, 34 CFR Part 300; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq. and its

implementing regulations, 34 CFR Part 104; and DCMR § 5-E30). MAPCS' Procedures when disciplining children with disabilities are provided in the District of Columbia Notice of Procedural Safeguards, Rights of Parents of Students with Disabilities (Procedural Safeguards). Copies of the Procedural Safeguards are available in the main office or by contacting Russell Waller at [rwaller@seeforever.org](mailto:rwaller@seeforever.org).



## Notice of Disciplinary Action

Parent engagement and communication is critical through the student discipline process. Except in cases of Emergency Suspensions, **no student may be suspended or expelled, including on-site Suspension, without prior written notice of the proposed disciplinary action to the adult student or minor student's parent or guardian.** The written notice must be provided either in person, through email, certified mail, or hand-delivered mail with a signature receipt. Disciplinary notices must be mailed to parents/guardian within a 24 hours.

Please note that prior written notice of disciplinary actions regarding children with disabilities will be provided consistent with Federal and State law (i.e., the Individuals with Disabilities Education Act (IDEA), 20 USC §1400 et seq. and its implementing regulations, 34 CFR Part 300; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq. and its implementing regulations, 34 CFR Part 104; and DCMR § 5-E30). MAPCS' Procedures when disciplining children with disabilities are provided in the District of Columbia Notice of Procedural Safeguards, Rights of Parents of Students with Disabilities (Procedural Safeguards). Copies of the Procedural Safeguards are available in the main office or by contacting Russell Waller at [rwaller@seeforever.org](mailto:rwaller@seeforever.org).

### *Manifestation Determination Process*

- Upon the Principal's execution of either of the following, the Special Education Team contacts the student's parent to schedule a manifestation determination meeting as soon as possible.
  - Administration of a suspension of ten days or more;
  - Recommendation for expulsion for a student with disabilities.
- The purpose of this meeting is to determine whether the grave infraction the student committed was or was not a manifestation of his/her disability.
- The meeting's attendees are: Special Education Case Manager (facilitator), Special Education Director, School Administrator, Counselor, General Education Teacher, Parent, and Student.
- The school provides the student and parent with a copy of our Procedural Safeguards prior to the start of the meeting and gives them time to review.
- Meeting Agenda Item 1: The student's attendance, academic progress, and behavioral history are discussed (relevant records and data are reviewed at this time).
- Meeting Agenda Item 2: The School Administrator details the infraction(s) that violated the school's Code of Conduct and resulted in a recommendation for expulsion.
- Meeting Agenda Item 3: The student and parent provide their description of the infraction/incident.
- Meeting Agenda Item 4: The Special Education Case Manager asks two questions: [1] Was this infraction a result of the school's failure to implement the student's IEP? YES OR NO [2] Was this infraction a result of the student's disability? YES OR NO; the entire



team of staff in attendance comes to a consensus to determine the YES or NO response to the aforementioned questions.

- IF THE ANSWER IS NO FOR QUESTION 1 AND 2: The group determines that the infraction is NOT a manifestation of the student's disability and an expulsion hearing is scheduled (sometimes held directly after the manifestation determination for scheduling purposes).
- IF THE ANSWER IS YES TO QUESTION 1: A re-entry meeting is scheduled so the student can return to school as soon as possible; further interventions are put in place during the re-entry meeting to help the student succeed.
- IF THE ANSWER IS YES TO QUESTION 2: The group determines that the infraction IS a manifestation of the student's disability; a re-entry meeting is scheduled in order to determine interventions the team should put in place to help the student succeed OR in the case of extreme infractions (i.e., staff assault, peer assault, possession or use of serious weapon on school grounds, possession or use of drugs on school grounds, etc.) the team reserves the right to recommend a 45-day placement or change of placement to be approved by the MAPCS Chief of Schools.
- The Special Education Manager documents the parent's agreement or non-agreement with the team's decision.

### Appeals for Disciplinary Decisions

Parents and guardians have the right to appeal disciplinary decisions regarding their child **within 3 school days of the issued consequence**. Phone appeals will be granted on a case by case basis. During the hearing, the parent or guardian, or adult student may present their argument for the requested appeal.

Requests for appeals for tier 1 and 2 (short term and long term suspensions) infractions will be addressed by the Principal. When requesting an appeal, contact the school's main office 202-379-4335 to be given an appeal date.

Parents requesting appeals for tier 3 (expulsions) will request an appeal hearing with the Chief of Schools by contacting The See Forever Foundation (202-797-8250).

Please note that any disciplinary action taken regarding children with disabilities and related requests for appeals will be conducted and reviewed in a manner consistent with Federal and State law (i.e., the Individuals with Disabilities Education Act (IDEA), 20 USC §1400 et seq. and its implementing regulations, 34 CFR Part 300; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq. and its implementing regulations, 34 CFR Part 104; and DCMR § 5-E30). MAPCS' Procedures when disciplining children with disabilities are provided in the District of Columbia Notice of Procedural Safeguards, Rights of Parents of Students with Disabilities (Procedural Safeguards). Copies of the Procedural Safeguards are available in the main office or by contacting Russell Waller at [rwaller@seeforever.org](mailto:rwaller@seeforever.org).



For non-disciplinary grievances or to report possible civil rights violations, please see the “Notice of Procedural Safeguards and Grievance Procedures for Students and Families” section of this handbook.

### **Family Education Rights and Privacy Act (FERPA) at MAPCS**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the MAPCS receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the MAPCS to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person



employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the MAPCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202

## **NOTICE OF PROCEDURAL SAFEGUARDS AND GRIEVANCE PROCEDURES FOR STUDENTS AND FAMILIES**

Parents and guardians who want to learn more about their rights under Section 504 of the Rehabilitation Act can obtain a copy of their procedural safeguards from the Section 504 Coordinator:

Dr. Kamal Wright Cunningham  
Director of Clinical Services  
5600 E Capitol Street NE  
Washington, DC 20019  
kwright-cunningham@seeforever.org  
(202) 379-4335

From time to time, students and families may want to bring *non-disciplinary* items to the attention of the school leader. Should a parent/guardian be unable to resolve an issue at the school level with the building principal, they should execute the school's grievance procedures (detailed below in a series of four steps).



In addition, anyone who believes that Maya Angelou Public Charter School has violated the regulations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Act can submit a complaint pursuant to Maya Angelou Public Charter School's Grievance Procedures. A copy of the grievance procedures follows here and is also included in the appendix of this handbook. A hard copy also be obtained at the school's main office.

### *Step 1*

Should a student or parent/guardian wish to file a grievance about a non-disciplinary issue OR report a possible civil rights violation according to the aforementioned terms, they should contact the Chief of Schools:

Dr. Clarisse Mendoza  
Chief of Schools  
See Forever Foundation-Maya Angelou Public Charter Schools  
5600 E Capitol Street NE  
Washington, DC 20019  
cmendoza@seeforever.org  
(202) 379-4335

### *Step 2*

The Chief of Schools will investigate the grievance, including a meeting with student and/or family, resulting in one of the following actions:

- Resolution of the grievance
- Determination that no valid grievance exists

If the student and/or family is unsatisfied with the outcomes listed above, they should proceed to Step 3.

### *Step 3*

If a grievance is not resolved to the satisfaction of the student and/or family, they should contact:

Dr. Robert Simmons  
Chief Executive Officer  
See Forever Foundation-Maya Angelou Public Charter Schools  
600 Pennsylvania Ave. SE, St. 210  
Washington, D.C. 20003  
rsimmons@seeforever.org  
(202) 797-8250



The CEO will conduct further investigation into the grievance, including a meeting with student and/or family, with the goal of ensuring an agreeable resolution is reached.

If the student and/or family still does not find the resolution satisfactory, they should proceed to Step 4.

#### *Step 4*

If a grievance is still not resolved to the satisfaction of the student and/or family, they should contact:

Dr. Julie Johnson  
Board Chair  
Maya Angelou Public Charter Schools  
600 Pennsylvania Ave. SE, St. 210  
Washington, D.C. 20003  
jjohnson@facultyguild.org  
(202) 797-8250

### **Parent/Guardian Involvement Activities**

#### Parent Involvement Statement

As part of the collaborative effort at Maya Angelou Public Charter School (MAPCS) we strongly believe that your role as Parent/Guardian is crucial. It is important that your child see you support them in their drive for academic excellence. Therefore, we ask that you commit **10 hours of volunteer service** for the school year. We at MAPCS realize that our Parent/Guardians do work or have other obligations. For your convenience, we have provided a list of mandatory and suggested activities that will help you achieve the **required** hours. This approach will enable the staff, parents, and student to work towards a unified goal of academic and personal excellence.

#### Mandatory Activities List:

- Attend Back to School Night (TBA)
- Parent/Student Orientation
- Attend Student-Led Parent/Teacher Conference (at least four times per year)
- Volunteer for any MAPCS sponsored activity/event (*Ex. Chaperone a field trip or help during lunch*)
- Attend all meetings convened by the school to address the unique needs of your student
- Attend one Edgenuity/PowerSchool training (occurs monthly)



Suggested Activity List:

- Parent/Student Orientation (TBD)
  - Parent Group Sessions/Parent Breakfasts (one per month on a Saturday)
  - PTO (once a month, date and time TB determined by parents)
  - Attend Quarterly Awards Banquet (once a quarter)
  - Proctor a test such as interim exams or PARCC
  - Hallway monitor during standardized exams
  - Represent MAPCS Parents on the MALC Board
  - School wide retreat
- **Yes**, I can commit to 10 hours a semester.      • **No**, I cannot commit to 10 hours a semester.

If **NO**, please list the reasons you cannot reach the 10 hours and the hour amount you can do.

Reason: \_\_\_\_\_

Hours Possible: \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## Appendix A: Student Contract

**I know that I have a right to:**

- be in a safe and supportive learning environment, free from discrimination and harassment;
- know what is appropriate behavior and what behaviors may result in disciplinary actions;
- be counseled by members of the professional staff in matters related to my behavior as it affects my education and welfare within the school;
- due process in instances of disciplinary action for alleged violations of school regulations for which I may be suspended.

**I agree to:**

- come to school on time and appear for each of my classes promptly, ready to begin work;
- be prepared with appropriate materials and assignments for all classes;
- show respect to all members of the learning community;
- resolve conflicts peacefully, and avoid fighting inside or outside of the school;
- behave respectfully, without arguing, and cooperate when a staff member gives direction or makes a request. I understand that I will be given an opportunity to voice my concerns at an appropriate time if I do not agree with the request;
- take responsibility for my personal belongings and respect other people's property;
- dress appropriately and do not wear any revealing, suggestive or threatening clothing;
- refrain from wearing clothes which have any signs of gang affiliation (e.g. scarves, bandanas) and refrain from using gang signs, calls, chants, movements, handshakes;
- refrain from bringing weapons, illegal drugs, controlled substances and alcohol to school;
- refrain from bringing personal possessions that are disruptive (e.g., cell phone, ipod);



- share information with school officials that might affect the health, safety or welfare of the school community;
- keep my parents/guardians informed about school-related matters and make sure I give them any information sent home;
- follow all rules in the MAPCS Student Handbook; including the school's cell phone/uniform (dress code) policy
- behave responsibly as described in the Bill of Student Rights and Responsibilities and MAPCS Student Handbook.

**BY SIGNING BELOW, I ACKNOWLEDGE TO HAVE RECEIVED, FULLY READ AND UNDERSTOOD THE MAYA ANGELOU PUBLIC CHARTER SCHOOL COMMUNITY HANDBOOK. FURTHERMORE, I AGREE TO COMPLY AND RESPECT THE POLICIES AND PROCEDURES HEREIN.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Student Full Name

\_\_\_\_\_  
Date

#### **Parent/Guardian Section**

**I agree to help my child follow this agreement by:**

- encouraging my child to be a respectful and peaceful member of the school community;
- encourage my child to follow the school's cell phone and uniform/dress code policy at all times;
- discussing the contents of the MAPCS Community Handbook, Discipline Code and the Bill of Student Rights and Responsibilities with my child;
- participating in any discussions and decisions concerning my child's education;
- attending scheduled appointments with school staff;
- providing the school with current telephone numbers and emergency contact information;
- alerting the school if there are any significant changes in my child's health or well-being that affect his/her ability to perform in school.

**BY SIGNING BELOW I ACKNOWLEDGE TO HAVE RECEIVED, FULLY READ AND UNDERSTOOD THE MAYA ANGELOU PUBLIC CHARTER HIGH SCHOOL COMMUNITY HANDBOOK. FURTHERMORE, I AGREE TO COMPLY AND RESPECT THE POLICIES AND PROCEDURES HEREIN.**

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Parent/Guardian Full Name

\_\_\_\_\_  
Date



## Appendix B: MAPCS Community Service Verification Form (Sample Only)

**\*Reminder:** All fields of this form must be completed with the required signatures.  
Submit to the principal for approval.

**Campus:** \_\_\_\_\_ **Date Submitted:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Type of Community Service:** \_\_\_\_\_ **Number of Hours:** \_\_\_\_\_

### Community Service Site Information

**Name of Service Agency/Organization:**

\_\_\_\_\_

**Address of Service Agency/Organization:**

\_\_\_\_\_

**Contact Number or Email Address of Agency/Organization:**

\_\_\_\_\_

**Explain Community Service Duties in Detail:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Date(s) and Time(s) of Service:** \_\_\_\_\_

**Printed Name of Authorizer:** \_\_\_\_\_

**Signature of Authorizer:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### STATUS

**APPROVED**

**NOT APPROVED/Reason:** \_\_\_\_\_



## Appendix C: Definitions of Disciplinary Responses

**Character Development** focuses on non-punitive responses to infractions with the Code of Conduct. Students will work to “right the wrong” caused to the scholastic community through addressing the affected. Actions can include addressing peers, physical repair of damaged property and the planning of social justice activities.

**Community Development** - As a new alternative to punitive consequences, community improvement offers students who have violated the code of conduct an opportunity to assist in the development of the school community by serving in various capacities. Community Development is offered as a first response to Tier 1 and 2 infractions identified in the Code of Conduct. Parents will be contacted and informed of the assigned responsibility and the expected completion time frame. If the student refuses to serve, a punitive response will be issued. Assigned responsibilities can include:

- Campus Beautification
- Landscaping
- Cafeteria Cleanup
- Recycling Collection
- Janitorial Duties
- Contribution to Campus Artwork
- Campus Event Duty

**Temporary Removal of Student from Classroom** is the removal from the student’s classroom for less than half a school day, not to extend beyond the time of dismissal on the day of the disciplinary action. During any such removal, the student shall be supervised and provided with instructional materials.

**In-School Disciplinary Action** – Disciplinary actions such as after-school detention, loss of privileges, exclusion from extracurricular activities, written reflection, conflict resolution, mediation, or similar actions of short duration that do not result in the student’s loss of academic instruction time.

**Short-Term Suspension**—on-site or off-site suspension for one (1) to five (5) school days.

**Long-Term Suspension**—suspension for eleven (11) to ninety (90) school days.

**Expulsion**—the denial of the right of a student to attend the Maya Angelou Public High School, including all classes and school activities. **An expulsion from MAPCS waives the student’s option to register for subsequent school years.**



**Weapons**— Include, but not limited to: weapons enumerated in DC Official Code 22-4514 (2001); firearms, knives, martial arts devices, air gun, bb gun, paintball gun, mace, pepper spray, tear gas, explosives, slingshot, bullets, chemical weapon, razor blade, razor, other weapons or instruments designed to be or commonly used as weapons (chains, clubs, knuckles, night sticks, pipes, studded bracelets) and others as listed in Chapter 25 (found on DCPS website).

**Notice of non-discrimination.** In accordance with the D.C. Human Rights Act of 1977, as amended, D.C. Official Code §§ 2-1401.01 et seq. (Act), the District of Columbia does not discriminate on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or place of residence or business. Sexual harassment is a form of sex discrimination which is prohibited by the Act. In addition, harassment based on any of the above protected categories is prohibited by the Act. Discrimination in violation of the Act will not be tolerated. Violators will be subject to disciplinary action.

For grievance procedures and investigations for student complaints of sexual harassment and other forms of discrimination, please contact the Chief Executive Officer.



## Appendix D: Student Technology Usage Agreement

The technology usage agreement must be signed and returned prior to a student being issued a laptop. Students/Parents must agree to the following terms

### Laptop Distribution and Care

1. Students must not have food or beverages anywhere in the vicinity of the assigned laptop
2. The laptops issued to students are the property of MAPCS and are made available to as learning tools.
3. Students will be issued their laptops at the beginning of the school year. The laptops are to be returned at the end of each School Day or session, depending on the mode of instruction for the day.
4. Students are responsible for knowing how to properly operate and protect the laptop. This includes not leaving the laptop in a location where it can be damaged by cold, heat, or moisture.
5. Students/parents are solely responsible for the care and security of student laptops. **LAPTOPS MUST NEVER LEAVE THE ASSIGNED PROFESSIONAL LEARNING COMMUNITY (PLC)**
6. If the laptop is damaged or malfunctions, students must take the laptop to their SDS as soon as possible (before the end of the school day) for evaluation. If a student damages the laptop (outside of reasonable wear and tear), **the students/parents are responsible for the expense of repairing or replacing the device.**
7. If the laptop is lost or stolen, the student must report the incident to the SDS immediately. In the case of theft, **students/parents are responsible for replacing the lost or stolen laptop at his/her own cost.**
8. Students are not permitted to repair, alter, modify or replace laptops without express authorization from MAPCS. Under no circumstance will MAPCS replace or repair a student laptop without the required payment from the student/parent.
9. Laptops must remain free of any writing, drawing, stickers or labels that are not the property of MAPCS.

### General Expectations

1. Students are responsible for understanding and adhering to all Acceptable Use Policy for Technology regulations from the Student-Parent Handbook relating to the use of technology in addition to this laptop Agreement.
2. Students may not remove or circumvent the management system installed on each laptop. This includes removing restrictions or “jailbreaking” the device.
3. Students may only connect to the Internet via the wireless network provided by MAPCS while on campus.



4. Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
5. Students will be issued their own individual laptop by their Professional Learning Community (PLC) and each laptop will have a registration number that is associated to the student its issued to.
6. Earphones will be issued to each student for use with the laptop. The earphones must be returned at the end of the school day or learning session depending on the instructional mode of the day.

Student Printed Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Printed Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Appendix E: Grievance Procedures for Students and Families

### **MAYA ANGELOU PUBLIC CHARTER SCHOOL GRIEVANCE PROCEDURES FOR STUDENTS AND FAMILIES: NON-DISCIPLINARY ISSUES AND POSSIBLE CIVIL RIGHTS VIOLATIONS**

*(Updated August 2018)*

From time to time, students and families may want to bring *non-disciplinary* items to the attention of the school leader. Should a parent/guardian be unable to resolve an issue at the school level with the building principal, they should execute the school's grievance procedures.

In addition, anyone who believes that Maya Angelou Public Charter School has violated the regulations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Act can submit a complaint pursuant to Maya Angelou Public Charter School's Grievance Procedures. A copy of the grievance procedures follows here, and is included in the appendix of this handbook. A hard copy also be obtained at the school's main office.

#### *Step 1*

Should a student or parent/guardian wish to file a grievance about a non-disciplinary issue OR report a possible civil rights violation according to the aforementioned terms, they should contact the Chief of Schools:

Dr. Clarisse Mendoza  
Chief of Schools  
See Forever Foundation-Maya Angelou Public Charter Schools  
5600 E Capitol Street NE  
Washington, DC 20019  
cmendoza@seeforever.org  
(202) 379-4335

#### *Step 2*

The Chief of Schools will investigate the grievance, including a meeting with student and/or family, resulting in one of the following actions:

- Resolution of the grievance
- Determination that no valid grievance exists

If the student and/or family is unsatisfied with the outcomes listed above, they should proceed to Step 3.



### *Step 3*

If a grievance is not resolved to the satisfaction of the student and/or family, they should contact:

Dr. Robert Simmons  
Chief Executive Officer  
See Forever Foundation-Maya Angelou Public Charter Schools  
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Washington, D.C. 20003  
rsimmons@seeforever.org  
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The CEO will conduct further investigation into the grievance, including a meeting with student and/or family, with the goal of ensuring an agreeable resolution is reached.

If the student and/or family still does not find the resolution satisfactory, they should proceed to Step 4.

### *Step 4*

If a grievance is still not resolved to the satisfaction of the student and/or family, they should contact:

Dr. Julie Johnson  
Board Chair  
Maya Angelou Public Charter Schools  
600 Pennsylvania Ave. SE, St. 210  
Washington, D.C. 20003  
jjohnson@facultyguild.org  
(202) 797-8250



## Appendix F: Bell Schedule

**2018- 2019 Bell Schedule**

<b>Bell Schedule (Full Day)</b>	<b>Starts</b>	<b>Ends</b>
Student Breakfast/Check-in	8:10 AM	8:40 AM
1st Period	8:45 AM	10:08 AM
2nd Period	10:11 AM	11:11 AM
Lunch	11:01 AM	11:41 AM
3rd Period	11:44 AM	1:09 PM
4th Period	1:12 PM	2:02 PM
5th Period	2:05 PM	3:35 PM
6th Period Graduating Seniors	3:35 PM	5:00 PM
<b>Bell Schedule (2 Hour Early Release)</b>	<b>Starts</b>	<b>Ends</b>
Student Breakfast/Check-in	8:10 AM	8:40 AM
1st Period	8:45 AM	9:25 AM
2nd Period	9:28 AM	10:18 AM
Lunch	10:21 AM	11:01 AM
3rd Period	11:04 AM	11:44 AM
4th Period	11:47 AM	12:27 PM
5th Period	12:30 PM	1:30 PM



<b>Bell Schedule (2 Hour Delay)</b>	<b>Starts</b>	<b>Ends</b>
Student Check-in	10:10 AM	10:40 AM
1st Period	10:43 AM	11:23 AM
2nd Period	11:26 AM	12:06 PM
Lunch	12:09 PM	12:49 PM
3rd Period	12:52 PM	1:32 PM
4th Period	1:35 PM	2:15 PM
5th Period	2:18 PM	3:35 PM
6th Period	3:35 PM	5:00 PM

<b>Bell Schedule (Subject to Change) (School-Wide Assessment)</b>	<b>Starts</b>	<b>Ends</b>
Student Breakfast/Check-in	8:10 AM	8:40 AM
1st Period	8:45 AM	9:57 AM
Testing/Lunch Lunch (11:00-11:40)	10:00 AM	1:00 PM
3 <sup>RD</sup> Period	1:03 PM	2:15 PM
5 <sup>th</sup> Period	2:18 PM	3:35 PM



## Appendix G: 2018-2019 Academic Calendar

### MAYA ANGELOU PUBLIC CHARTER HIGH SCHOOL 2018-2019 SCHOOL CALENDAR

August 2018				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
S: 5		T: 20		

September 2018				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
S: 19		T: 19		

October 2018				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26**
29	30	31		
S: 21		T: 22		

November 2018				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
S: 19		T: 19		

December 2018				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
S: 14		T: 15		

January 2019				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18**
21	22	23	24	25
28	29	30	31	
S: 20		T: 21		

February 2019				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	
S: 15		T: 15		

March 2019				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29**
S: 20		T: 21		

April 2019				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
S: 17		T: 17		

May 2019				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
S: 22		T: 22		

June 2019				
M	T	W	T	F
3	4	5	6	7
10	11	12	13**	14
17	18	19	20	21
24	25	26	27	28
S: 9		T: 11		

July 2019				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31	1	2

#### Key:

	Student Days
	No School for Students or Teachers
	Holiday / Holiday Observance (School Closed)
	Full Day PD for Staff / No School for Students
	Graduation / No School for Students
	Summer Term
xx**	End of Term

#### Totals:

Student Days: 180  
Teacher Days: 197