



SEE FOREVER FOUNDATION
MAYA ANGELOU
PUBLIC CHARTER SCHOOL

high
school

PARENT & STUDENT handbook



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HANDBOOK



Greetings from the Executive Director

We are so glad that you have chosen to become part of the Maya Angelou Public Charter School family! This handbook will provide critical information about the school and describe the roles and expectations of members of our community. At the end of this handbook, the scholar and parent will be asked to sign the handbook. This acknowledges that you have read the handbook, understand the policies, and agree to support those policies as a part of our school community. Please read through this handbook carefully and feel free to reach out to your principal or any staff member if you have any questions.

We are looking forward to a successful year!

Sincerely,

Lucretia Murphy J.D., Ph.D.

Executive Director

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OUR MISSION

Our mission is to create learning communities in lower income urban areas where all students, particularly those who have not succeeded in traditional schools, can reach their potential. At Maya Angelou, our students develop the academic, social and employment skills that they need to build rewarding lives and promote positive change in their communities.

HISTORY

Founded in 1997 by David Domenici and James Forman, Jr., the See Forever Foundation was created to offer a holistic program to teens involved in the juvenile justice system. At that time, court-involved teens told our co-founders that they wanted to earn money, learn marketable skills, and gain responsibility. When they returned to school, they also wanted to attend small classes with teachers who cared about them, and they wanted help making hard decisions.

We opened our doors in 1997 as a comprehensive program for 20 teens, all of whom were committed to the D.C. Department of Youth and Rehabilitation Services or on probation. That year we sponsored a school naming contest. Sherti Hendrix, a member of our first graduating class (Class of 1999), wrote the winning essay, advocating for the school to be named after Dr. Maya Angelou. The Maya Angelou Public Charter School was incorporated in the spring of 1998 as separate nonprofit subsidiary. That same year we purchased the historic Odd Fellows Building at the corner of 9th and T Street, NW. We moved into the building in the fall of 2000, after completing a \$3 million renovation. We grew each year, as students from all over the city and from all sorts of academic backgrounds actively sought admission. Some of these young people were out-of-school, some were doing poorly in traditional school settings and heard about our program and the one-on-one support offered to

students, and others were referred to us by governmental agencies.

To meet the needs of our growing student population, particularly in the Ward 7 and Ward 8 areas of D.C., in September 2004 the See Forever Foundation opened a second campus of the Maya Angelou Public Charter School in partnership with the District of Columbia Public Schools (DCPS). Our second campus, located in the former DCPS Evans Middle School is located in the 5600 block of East Capitol Street, NE.

We assumed operation of the Maya Angelou Academy (formerly the Oak Hill Academy) during the summer of 2007, and we also operate an affiliated Transition Center in Washington, D.C. Nearly all of the students at that campus are years behind grade level academically, many have special needs, and most have experienced significant trauma at some point in their lives. At the Maya Angelou Academy and the Transition Center, we aim to provide these students with the best education they have ever had.

DCPS/MAPCS Partnership **Evans Campus**

In 2004, the District of Columbia Board of Education approved the first partnership in Washington, D.C. between a public charter school and DCPS. This partnership enabled us to expand the Maya Angelou school model and serve an increased number of students. This partnership lays the foundation for future collaboration between public charters and the District.



GRADING POLICY AND HONOR CODE

Grading Policy

MAPCS will provide families with an official grade report every quarter, and parent/student conferences with teachers will be held quarterly. Parents and students will receive and review progress reports bi-weekly. Progress reports are organized to inform the parent about the kind of work being done in class. It is not only designed to keep the parent informed, but also to indicate the steps that should be taken if improvement is required by the end of the advisory. All progress reports and report cards will be mailed to the student's home address.

All students will be assessed based on the following scale and grade composition:

- **60% Unit Exam, Projects, Portfolio (or alternate)**
- **30% Quizzes and Short Essay**
- **10% Classwork, Homework (practice), Group Participation**

Grade Scale

Number Grade	Letter Grade
100+	A+
99-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69 or below	I = Incomplete, Needs Revisions

In addition, all students will be required to present portfolios in every core class in order to pass the course. Students are allowed to revise work that is presented to the teacher in a timely fashion.

Note: See "On Time Work Policy."

Course grades of "Incomplete" are converted to "F" one term after the course concludes and are entered on the student transcript as "F."

On Time Work Policy for Major Projects, Major Assessments and Tests

- When assigning a project, teachers will provide rubric, guidelines, and a clear due date.
- Students must turn in a “gradable” project by that due date unless ***in advance*** they have requested ***and have been granted*** an extension, due to extenuating circumstances, at the discretion of the teacher and administrators.
- Projects that are not turned in by the due date are not accepted.
- Once a project has been turned in, it may be revised as long as necessary, as determined by the teacher. This may be done on a case by case basis.
- When a student has absences leading up to a due date, each excused absence will push their due date of a project back a day. Similarly, with tests, each excused absence will give the students one additional “study day” before they are required to take the test.
- For an unexcused absence, students’ projects are due, and tests are taken the day they return to school.

Revision Process

- A calendar of completion will include reteaching and relearning. (When no revision is required, student(s) will be provided with extension activities designed to further demonstrate standards mastery)
- Where possible, parents should provide the teacher with a request for revision (only for Unit Tests, Projects)
- The teacher reserves the right to provide a revision requirement that is different from the original assignment
- The revision is done for Full Credit
- No revisions during the last week of the quarter. This means that final assessments have to occur before the last week.

Maya Angelou Public Charter School Honor Code

MAPCS is known for preparing students for the “real world”. Our Honor Code is designed to teach students integrity, respect, honesty, and responsibility, which are all key factors of independence and maturity. Our Honor Code helps students build character and to realize their academic potential.

Abiding by the MAPCS Honor Code means:

Doing your own work

No Plagiarism – Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.

No Cheating – this includes, but is not limited to:

- Looking on or copying another student's work
- Talking or hand gestures while testing
- Pre-warning a student about a pop quiz or telling him/her the answers
- Writing answers on hand, clothes, or paper before testing
- Using any text or reference sheets without permission
- Using electronic devices while testing

Having Integrity

In addition to being honest, having integrity means you strive to do the right thing, even when no one is watching. If you have integrity, you have the maturity and responsibility to hold yourself accountable. The MAPCS community expects all members to abide by the norms of the school and follow the Honor Code at all times. That means we do not accept cheating from others. We discourage others from cheating and do not tolerate cheating if we see it.

NOTE: Adapted from Agnes Scott College:

http://www.agnesscott.edu/studentlife/p_honorsystem.asp

Langley High School:

<http://www.fcps.edu/LangleyHS/honorcode.html>

Contributing Students: Ebony Ham Class of 2007, Chanice Little Class of 2009

Consequences for an Honor Code Violation:

1st Offense: The student does the compromised assignment again for *half credit only*; parent notification; student must complete a character packet; student will have a conference with the grade level administrator, the teacher involved, and/or counselor. This violation is kept on file but not placed in the student's academic record.

2nd Offense: The student fails the assignment; conference with administrator, parent and student. This violation is kept on file but not placed in the student's academic record. Student completes a written exercise on integrity.

3rd Offense: The student fails the assignment; conference with parents, administrator and student. This violation may become part of the student's discipline and academic record. Student will be suspended for 1-5 days.

In the event of subsequent offenses, the student's ability to remain a student at MAPCS will be discussed.



STUDENT AWARDS AND INCENTIVES

We ask a lot of students at MAPCS, and we work hard to celebrate them at every opportunity. We have a number of incentive programs designed to motivate, sustain and encourage students to bring their best selves to school all day, every day. These are just a few of our incentives.

Value Stars

When a student exemplifies one of our school values - Respect, Heritage, Responsibility, Community and Growth – we recognize them for the value they have displayed. For instance, if a student always comes into class quietly, prepared and starts working immediately, the teacher might want to recognize the student with a Value Star for responsibility. Also, students can recommend another student to get a star. An example would be if a student assists another student with a project or assignment, they might recommend that the helpful student receive a Value Star for community. Prior to the next drawing, students can submit all of the stars they have accumulated to participate in drawings for prizes. The Value Star drawings will occur bi-weekly.

Dean's List Award

Students who earn a 3.4 GPA or better, with no l's, are eligible for the Dean's List. Students who make the Dean's List will have \$75 contributed to their Individual Development Account (IDA) and receive a bonus check for \$25. The Dean's List Award will be honored each semester.

Perfect Attendance Award

Perfect attendance means ZERO unexcused absences, ZERO unexcused late arrivals (w/one excused tardy allowed), and no more than one excused absence. Students who have perfect attendance have \$75 contributed to their IDA Account and receive a bonus check for \$25. The Perfect Attendance Award will be honored each quarter.

Student Ambassador Award

Students who demonstrate exceptional responsibility and commitment to the school values are eligible to be elected as a Student Ambassador by the staff. Students who are selected as student ambassadors have \$75 contributed to their IDA Account and receive a bonus check for \$25. Student Ambassadors will be nominated each semester.



OUR VALUES AND CORE RESPECTS

At MAPCS we believe in:

Respect

We are a collage of diverse individuals, and we honor and respect each piece that has helped to create us. We embrace the unique differences each student and staff member brings to our school as sources of growth and learning.

Responsibility

We strive to be dependable and reliable members of the MAPCS community and beyond. We are responsible for each other and each of us is accountable for our own actions.

Heritage

We value the diverse cultural heritage of our school and community. We recognize the contributions of those who came before us and will work to create an enduring legacy.

Community

We are a community of learners who strive to serve our families, neighborhoods, and larger society through the exchange of ideas and the sharing of resources.

Growth

We strive for intellectual, social, and moral growth. We continue to cultivate our intellectual curiosity in order to become leaders with integrity.

Respect yourself...Respect others...Respect our environment

Maya Angelou's school norms are built around the three Core Respects.

The school norms are as follows:

Drugs/Alcohol/Smoking: Respect our school property: alcohol, smoking, and drugs and people under the influence of any of those are not welcome on school grounds.

Fighting: Resolve differences peacefully. Use non-violent forms of conflict resolution.

Food/Drink: Water is welcome in our learning space. Food and drinks are only welcome in our cafeteria unless otherwise notified.

Tardiness/Absenteeism: Come to school on time and every day. We have work to do, and we cannot do it if we are not here!

Language/Profanity: Profanity is not welcome in our learning environment.

Skippping Class: Students must regularly attend classes and participate in electives, advisories, internships and tutoring opportunities.

Harassment: Create an environment where everyone is free to be themselves without being bothered.

Weapons: We keep our space safe. Guns, mace, knives and other dangers are not permitted on school grounds.

Cell Phones and Electronic Devices: You may bring your cell phones, walkmans, and/or games with you to school, but they are not allowed for use in our classrooms because we are learning. Use them only during meals.

Graffiti: Express yourself—but in a positive way without damaging school or public property.

Theft: Please be mindful of others' things. Think about how you would feel if someone disrespected your belongings or materials.

Dress: Dress appropriately—adhere to the dress code. Keep it respectful! Not a lot of exposure!

Role of Students

- Participate in upholding school wide and classroom norms.
- Take an active role in monitoring support of norms.
- Be an active member of the class and school community, take leadership, demonstrate self-discipline, offer assistance and guidance to others, and support the norms.
- Participate in the team approach to problem-solving.

Role of Parents/Guardians

- Become familiar with the norms, rules, routines and rituals of the classroom and school building.
- Take an active role in school governance.
- Visit the school as often as possible and participate in activities as often as possible (see application).

- Reinforce the expectations and norms out of school.
- Seek support as needed and offer support to other parents.
- Participate in the team approach to problem-solving.

Role of Faculty/Advisors

- Learn and use instructional strategies that address socio-emotional development, build character and self-discipline, and that are personalized based on students' level of development.
- Reinforce school wide norms in the classroom and establish classroom rituals and routines.
- Communicate with parents about proactive strategies for meeting student needs.
- Participate in a team approach to problem-solving with students, parents, support staff and administrators.

Role of Counselors

- Provide professional development for faculty in the use of instructional and interpersonal strategies that address socio-emotional development, build character and self discipline, and are personalized based on students' level of development.
- Participate in a team approach to problem-solving with students, parents, support staff, and administrators.
- Develop systems for case finding, case management, and referrals to ensure wraparound services for students.
- Provide individual and group counseling to help students solve problems.

Role of Administrators

- Provide leadership and a process to create a school wide commitment to ensure a positive climate.
- Provide for ongoing professional development in socio-emotional development and instructional strategies, classroom management, and behavior management.
- Serve as a resource inside and outside the classroom in modeling learning strategies.
- Provide leadership for continuous school community involvement in setting the climate.
- Activate the team approach (student, teacher, parent, counselor) to address persistent problems experienced by students.
- Keep and analyze data to evaluate the effectiveness of approaches being used.



ATTENDANCE AND TIMELINESS

Attendance

Students are expected to attend school daily, on time, and for the entire day. Coming to school every day is one of the ways that students demonstrate their commitment to achieving academic success. Poor attendance is a major reason for limited academic progress. It is for this reason that unexcused absences will not be accepted and repeated unexcused absences are considered a violation of the Student Code of Conduct.

Parents/Guardians are expected to provide a written excuse when a student is absent from school. When possible, this note should be provided before the absence; if this is not possible, then the excuse should be brought to school when the student returns. **Any absence without a valid excuse will be considered an unexcused absence.**

Acceptable excused absences include:

- **Doctor's appointments**
- **Court appearances (not to support a family member or friend)**
- **Illness (if more than 3 consecutive days, must have a doctor's excuse)**
- **Death in the student's family**
- **Lawful suspension or exclusion from school by school authorities**

- **Temporary school closing due to severe weather or other emergency conditions as determined by the school**

When a student is absent from school, the parent/guardian is required to notify the Office Manager/Registrar of their student's absence as soon as possible. A message can be left directly with the Office Manager/Registrar during school hours, and/or on the voice mail after hours. When returning to school after an absence, the student must bring a note to the Office Manager/Registrar the day of their arrival. A doctor's note must be provided for medical appointments scheduled during the school day, or for absences longer than two consecutive days. Student attendance records will not be altered to change unexcused absences if the required documentation has not been received upon the student's return to school. Students shall be referred by MAPCS to the Child and Family Services Agency (CFSA) no later than two (2) school days after the accrual of ten (10) unexcused absences within one school year and completion of the intervention process or immediately at any time education neglect is suspected.

The school staff is committed to exhausting all possible opportunities to assist students and families in improving school attendance. The following chart outlines the interventions that the school staff will provide to address unexcused absences, and consequences for repeated unexcused absences. Students with 12 unexcused absences will be referred for withdrawal from the school's rolls. Students who are withdrawn from the roll for absences may appeal. Please see the appeals process within this handbook for further information.

School Interventions for Unexcused Absences

Number of Absences	Intervention(s)	Responsible Person(s)
1	Call home from school	Office Manager/Registrar
2	Call home; Counselor & Administrator informed	Office Manager/Registrar
3	Call home/ Letter home Mandatory parent conference; *SST Referral; Home Visit	Assistant Principal: Call, Conference and *SST Referral Office Manager/Registrar: Letter for Assistant Principal's signature; Counselor conducts home visit based on SST referral
4	Call home; Home visit, if conference not held; Letter if conference held	Office Manager/Registrar: Call home Counselor: Home visit Office Manager/Registrar prepares letter for Assistant Principal's signature
5	Call home; Student presented to *SST; Success Plan developed	Office Manager/Registrar: Call home Counselor: Success Plan
6	Call home; Letter sent; Home visit	Office Manager/Registrar: Call home; Letter home sent Counselor: Home visit
7	Call home; Counselor works with student to develop commitment letter	Office Manager/Registrar: Call home Counselor: Letter
8	Call home; Student presents commitment letter to Discipline Committee	Office Manager/Registrar: Call home Dean: Schedules Town Hall Presentation

School Interventions for Unexcused Absences

Number of Absences	Intervention(s)	Responsible Person(s)
9	Call home; Second mandatory parent conference; written agreement developed - if no conference, home visit	Office Manager/Registrar:
10	Call home – If middle school *CFSA report made; Counselor meets with student	Office Manager/Registrar: Call home Counselor: * CFSA report and meeting with student
11	Call home; Warning letter sent	Office Manager/Registrar
12	Call home; Letter removing student from roster	Office Manager/Registrar prepares letter for Assistant Principal's signature Assistant Principal: Call home

*SST: *Student Support Team*

**CFSA: *Child and Family Services Agency*

When students reach 7 or more unexcused absences, they will be assigned detention to be served during lunch and/or Saturdays depending on the individual situation. A student who accumulates 12 unexcused absences is subject to disciplinary action for violations of the code of conduct. Disciplinary action can include suspension or recommendation for expulsion. Identified Special Education students require a variation on the chart. These students will have emergency multidisciplinary team meetings instead of parent conferences. Also, exclusion from school will be absolutely the last option. The school recognizes and accepts its responsibility to provide a free and appropriate education with as few interruptions as possible.

Each campus will have a designated attendance subcommittee as a part of its school improvement team. This team will have the responsibility for regularly monitoring and reporting attendance.

EVANS DAILY SCHEDULE

Monday, Tuesday and Thursday	
9:00 - 10:30	1 st Period
10:30 - 11:00	2 nd Period
11:03 - 12:30	3 rd Period
12:33 - 1:13	LUNCH
1:16 - 2:46	4 th Period
2:49 - 4:20	5 th Period
4:25 - 5:25 (6:30)	Enrichment/Electives (BUILD)

Wednesday	
9:00 - 9:40	1 st Period
9:43 - 10:23	2 nd Period
10:26 - 11:06	3 rd Period
11:09 - 11:49	Intervention Block
11:52 - 12:32	4 th Period
12:35 - 1:05	LUNCH
1:05 - 4:30	Internships

EVANS DAILY SCHEDULE

Friday	
9:00 - 9:58	1 st Period
10:03 - 10:31	2 nd Period
10:34 - 11:32	3 rd Period
11:35 - 12:15	LUNCH
12:18 - 12:58	4 th Period
1:01 - 1:59	4 th Period
2:02 - 3:00	5 th Period

Vocational Program	
1:00 - 5:00	1 st , 2 nd and 3 rd Wednesdays
9:00 - 5:00	4 th Wednesday

School Hours of Operation

Evans: Monday, Tuesday and Thursday, 9:00 a.m. to 6:30 p.m.;
Wednesday, 9:00 a.m. to 1:00 p.m.; Friday, 9:00 a.m. to 3:00 p.m.

Parents are encouraged to arrange appointments at times that do not conflict with the instructional program. When it is absolutely necessary for a student to arrive late or leave school prior to the standard dismissal time, a written request should be sent to school, preferably on the day before the date of the half-day absence. Students, who have been granted early dismissal, must sign out in the main office, get an early dismissal pass and leave the premises immediately.

SHAW DAILY SCHEDULE

Monday, Tuesday and Thursday	
7:40 - 8:40	Zero Period
8:45 - 9:05	Advisory
9:08 - 10:38	A-Day 1 st Period/B-Day 5 th Period
10:41 - 12:11	A-Day 2 nd Period/B-Day 6 th Period
12:11 - 12:44	LUNCH
12:50 - 2:20	A-Day 3 rd Period/B-Day 7 th Period
2:23 - 3:53	A-Day 4 th Period/B-Day 8 th Period
4:00 - 5:15	Elective Period
5:15 - 5:30	Snack
5:30 - 6:30	Tutoring

Wednesday	
8:45 - 9:45	A-Day 1 st Period/B-Day 5 th Period
9:48 - 10:48	A-Day 2 nd Period/B-Day 6 th Period
10:51 - 11:51	A-Day 3 rd Period/B-Day 7 th Period
11:54 - 12:54	A-Day 4 th Period/B-Day 8 th Period
12:54 - 1:30	Lunch
1:30 - 5:30	Internships

SHAW DAILY SCHEDULE

Friday	
8:45 - 10:15	A-Day 1 st Period/B-Day 5 th Period
10:18 - 11:48	A-Day 2 nd Period/B-Day 6 th Period
11:51 - 12:25	LUNCH
12:30 - 2:00	A-Day 3 rd Period/B-Day 7 th Period
2:08 - 3:33	A-Day 4 th Period/B-Day 8 th Period

Vocational Program	
1:30 - 5:00	Wednesdays
9:00 - 5:00	On specific Days as Outlined in the School Calendar

School Hours of Operation

Shaw: Monday, Tuesday and Thursday, 8:45 a.m. to 6:30 p.m.;
Wednesday, 8:45 a.m. to 1:30 p.m.; Friday, 8:45 a.m. to 3:33 p.m.

Parents are encouraged to arrange appointments at times that do not conflict with the instructional program. When it is absolutely necessary for a student to arrive late or leave school prior to the standard dismissal time, a written request should be sent to school, preferably on the day before the date of the half-day absence. Students, who have been granted early dismissal, must sign out in the main office, get an early dismissal pass and leave the premises immediately.

Timeliness to Classes/Tutoring

As with attendance, you cannot learn if you are not in class/study hall. These policies are meant to help students get to classes on time every day, particularly before school, after lunch, and after break.

1. It is the students' responsibility to get into class and tutoring **ON TIME**. Students, *not staff*, must pay attention and get themselves from lunch and dinner to class/tutoring on time.
2. Arriving to class late will require a pass from the main office.
3. After receiving three (3) tardy passes from the main office, the student will be required to serve lunch detention. (Continued or excessive tardiness will result in further consequences which may include extended or Friday detention, revoking of privileges, parent conferences and suspension.)
4. Under the direction of the principal, six unexcused "tardies"/absences to a class in a quarter will result in a student's quarterly grade in the course being dropped by one letter grade.



INTERNSHIPS AND EVENING PROGRAMS

Our Internship Program is a centerpiece of MAPCS. We incorporate into our regular school week the opportunity for our students to work-for-pay an average of 4-6 hours. In order to prepare students for successful adult careers, we place them in real-world work experiences at such varied places as nonprofit organizations, business offices, retail operations, and child-care settings. Prior placements have varied from the D.C. City Council to law firms, from museums to flower shops, from hospitals to veterinary offices. Students must master workplace skills and learn relevant content assigned by the career prep/vocational coordinator at their campus to complete their internship assignments.

MAPCS also arranges Winter Exposure placements for students who are caught up on their academic work. Winter Exposure provides an opportunity to work 30-40 hours/week for a two-week period in January. In addition, MAPCS students participate in Summer Exposure, which includes an opportunity for students to work 4-8 weeks in a summer job.

The See Forever Foundation (SFF) secures financial resources so that MAPCS students can be paid for their Internship and Exposure work placements. SFF also joins with families to support our students' enrollment in the Summer Youth Employment Program. MAPCS values good money management, so we encourage our students

to save a share of their earnings; seniors can open Individual Development Accounts (IDAs). IDAs grow because every dollar a student saves is matched with three dollars provided by SFF. Students may save up to a maximum of \$1,000, and if they do, they will then have an account balance of \$4,000 that can be invested in their educational pursuits after high school.

Participation in internships and evening programs (enrichment and tutoring) is mandatory. It is a part of the entire school day, and failure to participate can affect continued enrollment. Therefore, the same standards of behavior and attendance are expected during these times. Accordingly, the same consequences apply to students who commit infractions during these periods of the day.

Internships

1. **Parents** are required to notify both the career prep/vocational coordinator and the worksite supervisor **immediately** if their child(ren) must miss their internship experience.
2. **Reasons for excused absences:** doctor's appointment, illness, family emergency, death in the family, etc. Babysitting or other similar reasons are not excusable reasons for being absent.
3. **Students who miss three (3) or more days (excused or unexcused)** in a term may lose their internship placement depending on the career prep/ vocational coordinator and host site recommendations.
4. **Half day Internships:** Students are to report to school as usual by 8:45 a.m. and then report to their internships no later than 1:30 p.m.

5. **Whole day Internships:** Students are to report to their internships no later than 8:45 a.m. Students do not report to school on these days.
6. **Timeliness:** Students are expected to arrive at their internship on time and stay on task throughout the assignment and keep accurate timesheets. Career Prep/ Vocational Coordinators and worksite supervisors **must** both be contacted in advance if a student will be late or have to leave early. Career Prep/Vocational Coordinators will be contacted if students abuse their break or lunch times and such students may lose their internship placement.
7. **Breaks:**
 - Students working 1-6 hours get one 15 minute break.
 - Students working 6-8 hour get one 30 minute break.
 - Students working 8+ hours get a one hour break.

Evening Programs (Tutoring and Enrichment)

Some say that we save the best for the last part of our academic day, for that is when our enrichment classes meet. These classes are often taught by guest instructors with specific expertise in areas beyond our core academic program, depending on what we are able to schedule. We have offered such courses as drama, dance, street law, sign language, basketball, yoga, and boxing. Sometimes these courses are also opportunities to partner with community organizations, including: the National Foundation for Teaching Entrepreneurship, and Urban Alliance.

Our evening tutoring program is staffed by more than 150 community members who come to our campus each week to work with students. Our volunteers include college students, senior citizens, and an array of other interested people committed to our students' success. The majority of our volunteers are busily employed people who take time from their days to offer one-on-one homework assistance and tutoring support our MAPCS students. Student attendance at enrichment and tutoring is mandatory. Students may be excused from evening programs to fulfill legal obligations, or attend night school, however proper documentation is required.



COUNSELING

Our counselors practice a team approach to problem-solving with students, parents, support staff and administrators. They support faculty in the use of instructional and interpersonal strategies that address socio-emotional development, build character and enhance self-discipline. Additionally, counselors are helpful in tracking progress and supporting student growth across all program elements.

Recognizing and committing resources in this area is one of the major differences between Maya Angelou Public Charter School and many other schools. To that end, every student is assigned a counselor and is expected to participate in individual and group counseling sessions. **This is required for every student attending MAPCS. Counseling sessions are not optional.** Students and parents are free to consult with counselors whenever they need assistance. Decisions about the level and intensity of services are determined by the assigned counselor and the needs of the student. When appropriate, counselors make outside referrals to substance abuse and mental health service providers to ensure wraparound services for students.

There are four primary goals for the MAPCS Mental Health Department. They are to:

- Promote academic, social-emotional, and vocational skills development
- Build upon student resiliency and strengths
- Increase self-efficacy and achievement
- Strengthen social-emotional competence

The MAPCS Mental Health Department's interventions are guided by the social emotional Competencies that are based on the concept of emotional intelligence. There are five major areas:

- Self awareness
- Self management/Regulation of emotions
- Social awareness
- Relationship skills
- Responsible decision making

The adoption of these competencies was guided by research that identified the social emotional skills necessary to become a successful, responsible adult.



STUDENT SUPPORT

Books

Books are loaned to all students for use during the school year and must be returned in good shape or paid for. The process for receiving and returning books is as follows:

- Parents/Guardians and students sign the textbook loan agreement form.
- Students receive books, place textbook number on receipt, and give the receipt to the subject area teacher.
- Students place their names on the designated bookplate inside the book's front cover. No other writing may appear in or on books.
- Students must cover their books and keep them protected throughout the year.
- Students return the same books they were issued, as identified by the corresponding numbers on both the book receipt and the book.

Lockers

A locker and a combination lock are assigned to each MAPCS student. Students can place their own lock on the locker, but they must provide the combination or a copy of the key to the Dean of Students. Only one student may occupy each locker, and the combination must not be given to anyone else. The school is not responsible for money and valuable personal property placed in lockers.

Lockers may be used before the first class, during

meal times, and at dismissal. Lockers are the property of MAPCS, and must not be abused in any way; including by slamming or kicking.

MAPCS Administration reserves the right to search people, belongings, and lockers if there is reason to believe that a student may have illegal substances, weapons or an object of theft.

Computer Use

SFF/MAPCS provides computer accounts and e-mail account for middle school and high school students. These accounts are for academic purposes. Access to technology resources is a privilege. All use should be in accordance with the Network Acceptable Use Policy. Any student who chooses to misuse technology and violate the terms of the Network Acceptable Use Policy is in jeopardy of losing their right to use school technology.

SFF/MAPCS strives to protect students from exposure to information that may be considered offensive or inappropriate by school, staff, or parents and guardians by use of content filters and internet restrictions. If such an event occurs, the student should terminate the exposure and report the incident to the teacher in charge. SFF/MAPCS also blocks selected sites which are deemed as distractions to the academic goals at its discretion.

Personal websites, such as MySpace, Facebook, and blogs, are obviously very popular with our students. These websites can be used as excellent means by which to stay in touch with friends or to serve as an evangelical tool for sharing one's faith. However, these sites can also be used to express material that would be inconsistent with the school's guidelines for acceptable student behavior. While the school does not actively monitor student websites, if the content on a student

website is brought to the school's attention and deemed inappropriate, the student will be asked to change the content.

Computer Labs

1. Students may only use computers for academic use during class times as stated on the Daily Schedule.
2. Students using computers during class time without staff permission will be referred to an administrator.
3. Inappropriate use of computers (i.e., viewing pornographic material, social networking sites, plagiarism) is not permitted and will result in a loss of computer privileges for a period of time as determined by the Discipline Committee, and a letter will be sent to the parent/guardian.

Access and Disclosure of Student Records

In compliance with the Family Educational Rights and Privacy Act (FERPA), parents and legal guardians may review their children's cumulative education records at the school office upon request. If student education records are inaccurate or misleading, the student's parent or guardian may request an amendment by contacting the school principal. Cumulative records are treated as confidential material, and the privacy rights of parents and students are safeguarded. Except as provided by law, no external agencies or individuals may have access to a student's record without the written consent of the student's parent. Parents/guardians have the right to file a complaint with the Family Compliance Office, U.S. Department of Education for failure to comply with FERPA. Whenever a student transfers from one school or school division to another, the scholastic and discipline record or a copy of the scholastic and discipline record will be transferred to the school or school division upon request from the school or school division.



BEHAVIOR AND CONDUCT CODE

At MAPCS, we work tirelessly to keep all of our students actively and constantly engaged in the learning process, so that we can accomplish all of our academic and socio-emotional goals. We expect students to monitor their behavior closely and hold themselves accountable to each other, and to the adults in the building. Our discipline system works to create a safe learning environment for everyone, and **every adult in the building consistently enforces all school rules, and addresses student misbehavior.** At the same time, **every adult in the building consistently recognizes and celebrates positive student behaviors that improve the quality of our learning environment.**

At Maya Angelou, we use principles of judicious discipline. Judicious discipline creates a school community that practices democracy where educators deliberately teach and model principles of civility as the foundation for personal growth and interactions among its members. It is a school in which individual differences are respected and all feel they have permanent value as citizens and students. We use disciplinary strategies as learning tools. Students reflect on their actions, and strive not to repeat the offenses. At MAPCS, we match disciplinary consequences to their infractions. For example, a student who writes on school walls may be required to wash and/or repaint the walls affected. In addition, problem behaviors distract us from our goals of constant improvement and achievement, so students may

be required to address a committee of their peers or the entire school community after their infraction.

We will strive to ensure that our disciplinary procedures, norms and guidelines:

- Recognize and respect the individual's human dignity and worth.
- Are instructive in application rather than punitive.
- Are preventative, eliminating or treating causes, rather than treating results.
- Fit the nature of the incident or situation.
- Are fair in nature, firm, and consistent in application.
- Afford due process for students.
- Are developed cooperatively by the faculty and students.

Our mission, as it relates to behavior and conduct at MAPCS, is to strive to assist in creating well rounded, highly accountable, highly respectful and respected individuals to go into the world and continue to flourish as adults that can manage themselves and all situations in which they find themselves. The way we achieve this goal is:

- To have students grow in their level of accountability as it relates to their behavior and socio-emotional evolution.
- To consider the impact of their behaviors on themselves and others.
- To increase his/her commitment to the MAPCS community.
- To grow in self-awareness and use pro-social techniques when managing emotions, reactions to different people, situations, climates and how

to apply this knowledge in circumstances inside and outside of MAPCS.

- To help students build confidence in expressing themselves through constructive conversation and making appropriate decisions.

These skills are required to assist students in developing the skills necessary to excel socially and in academic or work settings.

Appropriate Language

Students who curse, use direct racial slurs, or similar comments at staff members will be suspended for two (2) days and will have a mandatory parent conference in order to return to school. A repeat of this type of incident will result in a five (5) day suspension and a mandatory parent conference.

Examples:

- If a teacher asks or tells a student to leave the room, or to stop engaging in some behavior, and a student responds back with an expletive, that student will be suspended.
- If a teacher asks or tells a student to leave the room, or to stop engaging in some behavior, and a student responds back with some clear code word instead of cursing, the student will be suspended.

Students who curse and use offensive language in the halls, cafeteria and outside will be reprimanded and may earn detention. Teachers will reprimand students to reinforce this rule, but repeated, excessive use of inappropriate language may result in detention, suspension or scheduling a parent conference.

Theft

Any theft will result in at a minimum of a three (3) day suspension and a parental conference with possible expulsion as deemed by the Discipline Committee. Multiple thefts will result in automatic expulsion.

Fighting and Threatening to Fight Other Students

1. Fighting is prohibited with another student on school grounds, at any MAPCS/See Forever activity and on the way to or leaving from school.
2. Fighting will result in a **MINIMUM** of a 2-day suspension and a **MAXIMUM of EXPULSION**, depending on the nature of the conflict and the student's behavior, and whether the student has been involved in prior fights.
3. A fight where a weapon is used will result in **AUTOMATIC EXPULSION**.
4. Threatening to fight or assault another student may be considered fighting, once a student has been warned.
5. Threatening to fight or bullying another student through the use of electronic media (cell phone calls and/or texting, social networking sites, Skype, Twitter, etc.) is strictly forbidden and will result in suspension, and depending on the severity, expulsion.
6. Threatening to bring friends, family members, or associates to the school to fight or jump another student will be considered a threat. Once a student has been warned about making such a threat, the student may be suspended. Repeated threats will result in a parental conference, extended suspensions, and possible expulsion.
7. Bringing family members, friends, or associates to the school to fight or jump another student will result in **AUTOMATIC EXPULSION**.
8. Students who engage in shouting matches or verbal exchanges that require staff involvement to prevent a fight will first meet with their counselor to attempt to

de-escalate the tension and will have to participate in a mediation session before returning to classes. If this is unsuccessful, then the student may be suspended. Student's failure to adhere to the mediation agreement will result in suspension or possible expulsion.

Note: When determining whether a student should receive more than a 2-day suspension, the Discipline Committee will consider factors such as: (a) whether the student has been in other fights, (b) whether the student was the aggressor, (c) whether the student responded to staff attempts to intervene, and (d) whether the student has had prior discussions with staff about avoiding conflicts with the other student.

Sexual harassment of anyone is strictly prohibited.

Sexual harassment is defined by, but not limited to:

- unwanted physical touching, i.e., pinching, patting, hugging, grabbing, smacking, groping
- unwanted verbal statements, i.e., sexual jokes, vulgar language/comments, noises with sexual implications, conversation concerning sexual subjects
- unwanted glances or sexual gestures
- sexually suggestive pictures, reading materials, pornographic materials
- repeated pressures for dates or sexual favors

Initial violation of the sexual harassment policy will result in a warning—verbal and a written letter to the parent/guardian, and mandatory counseling.

Subsequent sexual harassment will result in a two (2) day suspension, parental conference, a student-specific agreement that will include the possibility of long term (five days or more) suspension and/or expulsion for any

subsequent violations of the sexual harassment policy, and mandatory counseling.

Students who are in relationships with other students should use good judgment at school. They are not permitted to demonstrate excessively intimate actions in school such as kissing, hugging, or sexually suggestive behaviors.

Assaulting or Threatening to Assault Staff

1. Assaulting or threatening to assault a staff member, verbally or physically, is not permitted.
2. The purposeful destruction of the property of staff will be considered a physical attack on that person.
3. Students who assault or threaten to assault a staff member will receive a **MINIMUM** of a one-week (five days) suspension and a **MAXIMUM of EXPULSION**, depending on the nature of the conflict and the student's behavior as determined by the Disciplinary Committee.
4. If a student has been suspended once for threatening a staff person and then threatens a staff person again within any 12-month period, the second threat will result in an **AUTOMATIC EXPULSION**.
5. Any verbal threat accompanied by a push, shove, or other touching of a staff member will result in an **AUTOMATIC EXPULSION**.
6. Making a general threat (see example below) toward school, students or staff will result in a minimum three (3) day suspension and may result in expulsion. During that time, the student and his/her guardians must meet with an administrator. Based on an assessment after this meeting, the student may be

suspended for a longer period of time, expelled, or permitted to return to school.

Example: If a student makes a statement such as, “I’m going to blow up this whole school” or “I’m gonna kill all of you,” it is considered a general threat.

Alcohol and/or Illegal Drugs or Substances

Under The Influence

Any student who comes to school and is suspected to be under the influence (as determined by the Principal and/or Assistant Principal) will be:

- Suspended for two (2) days
- Required, upon return from suspension, to have an intervention and assessment conducted by a counselor and/or school nurse to determine the nature, severity, and ongoing treatment of the problem
- Required to follow the counselor’s recommendations and treatment in order to continue to be enrolled at MAPCS

MAPCS does not conduct drug testing and can suspend a student based on the suspicion of intoxication.

A letter will be sent to the Parent/Guardian clarifying that if the student arrives under the influence again, the student will not be able to return until the Parent/Guardian has come to school for a conference. At this conference, the Parent/Guardian, Student, Counselor and the Director of Mental Health Services will review/revise a treatment plan for the student. This could include mandatory substance abuse counseling. Complying with the

treatment plan may be a condition of continued school attendance.

Possession of Drugs/Alcohol

1. Possessing or using alcohol or illegal drugs on campus or at any MAPCS/See Forever activity is strictly prohibited.
2. Possessing or using alcohol or illegal drugs on campus or at any MAPCS/See Forever activity will result in a minimum of a **ONE WEEK (5 DAYS) SUSPENSION** and a maximum of **EXPULSION**, depending on the nature of the violation as deemed by the Disciplinary Committee.
3. If a student has been suspended once for possession of alcohol or illegal drugs and violates the policy again, the student will face an **AUTOMATIC EXPULSION**.
4. Similarly, if a student is in possession of a large amount of illegal drugs such that staff reasonably believes he/she could be selling or distributing the drugs or alcohol, the student will face **AUTOMATIC EXPULSION**.

MAPCS Administration reserves the right to search people, belongings, and lockers if they have reason to believe that a student may have on his/her person illegal substances, weapons or an object of theft.

Possession of Weapons

1. Weapons are strictly prohibited on campus or at any MAPCS/See Forever activities.
2. Involuntary/Voluntary discovery of a gun: If a student is discovered to have a gun on campus or at a MAPCS/See Forever activity, the police will be

notified, and the student will face an **AUTOMATIC PERMANENT EXPULSION**.

3. Involuntary/Voluntary discovery of a knife: If a student involuntarily/voluntarily turns over a knife to a staff member when requested (because the staff has reason to believe the student may have a weapon), the student will face an automatic 5 day suspension and a parent conference. If a similar situation comes up again within a 12-month period, the student will face **AUTOMATIC EXPULSION**.
4. Notes and explanations:
 - a. A weapon includes, but is not limited to: a firearm of any type, a knife of any type, or similarly threatening article.
 - b. Weapons expulsions may be permanent or may be for a minimum of one term, depending on the circumstance.
 - i. Any weapon discovered in the context of a confrontation or disagreement will result in permanent expulsion.
 - ii. A weapon involuntarily discovered in other ways may result in an expulsion, with the possibility of the student returning after one term, depending on the circumstance and willingness of the student to meet readmission criteria.
 - c. If the student receives special education services, a manifestation meeting will be held prior to any final disciplinary decision being made.

MAPCS Administration reserves the right to search people, belongings and lockers if they have reason to believe that a student may have on his/her person illegal substances, weapons or an object of theft.

Gang/Crew (or related) Activity

MAPCS recognizes the need for appropriate rules and regulations to ensure a safe and healthy environment that is conducive to teaching and learning.

In that connection, MAPCS acknowledges the existence of criminal gangs in our society, and the importance and necessity of deterring all persons from emulating gangs or contributing to the proliferation of gangs/crews. A gang/crew in this policy is defined as “any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying signs, colors, and/or symbols.”

MAPCS/See Forever prohibits the following on school property or at school related functions, and off school property if it involves intimidation or an attack on another MAPCS student:

1. Initiating, advocating, or promoting a gang/crew or any gang/crew-related activities;
2. Tagging or defacing school property with gang/crew names, slogans and/or insignias;
3. Conducting gang/crew initiations;
4. Threatening another with bodily injury and/or inflicting bodily injury on another in connection with a gang/crew or gang/crew-related activity

5. Inciting, soliciting, or recruiting others for gang/crew membership or gang/crew-related activities;
6. Aiding or abetting any of the above activities by one's presence or support.

Any student found to have engaged in any of the above shall be subject to consequences as determined by the Discipline Committee, including but not limited to suspension, and/or expulsion. For any disciplinary matter covered by the above or by any other part of the school's conduct code, a finding that the conduct was gang/crew-related or gang/crew-affiliated shall be considered an aggravating factor in determining the appropriate punishment.

The MAPCS administration further prohibits the following in school and at school-related events:

1. Wearing of gang/crew apparel, accessories, signs, insignias, or symbols on one's clothing or person.
2. Display of gang/crew apparel, accessories, signs, insignias, or symbols on personal property.
3. Communication in any method (verbally or non-verbally) designed to convey gang/crew membership or affiliation.

The MAPCS Administration and/or Discipline Committee shall determine, in consultation with law enforcement officials, what types of specific apparel, accessories, signs, insignias, and symbols are to be prohibited at each school under this policy, and may adopt regulations hereunder. The list may be part of a broader dress code applicable to all students at the school.

Our preferred response to the wearing or display of items prohibited by this policy is intervention rather than

discipline. The decision to intervene instead of imposing discipline is left to the discretion of the MAPCS administration and/or Discipline Committee, based upon all of the circumstances, including the nature of the violation, the adequacy of notice that the items were prohibited, and the student's overall behaviors in the school setting. Intervention may include counseling, meetings with parents and/or police recommendations for attending informational programs on gangs/crews. The purpose of such intervention is to discuss the school's observations and concerns and to offer the student and the parent/guardian information and an opportunity to ask questions or provide other information.

Adopted from Cranford Public Schools, Cranford, New Jersey: July 10, 2008.

School Grounds & Off-Campus Activities

School Grounds-Shaw Campus: School grounds are defined as the perimeter of MAPCS as they extend on 9th and T streets and to/from the Metro. **Students are not permitted in the alley or the**

School Grounds-Evans Campus: School grounds are defined as the perimeter of the Evans School building as it extends on East Capitol Street between 58th and 57th Place, and to and from the Capitol Heights Metro Station.

Off-Campus Activities: All areas where school related activities (including field trips/outings, electives, athletic events, internships, coming to and from school) are taking place outside of the school building are considered school grounds and MAPCS rules, and all disciplinary rules and consequences apply.

Dress Code

Students will be required to wear an MAPCS school uniform. For the Shaw High School, the uniform consists of a red, black or white polo style shirt with the MAPCS logo and black or tan pants. In lieu of the official uniform shirt, students can wear a plain red, black or white shirt with black or tan pants. Students who come to school without a uniform will be loaned a shirt to wear for the day. Students may wear any type of shoes. No denim is allowed. **There is no uniform policy at the Evans High School Campus.**

Continued failure to adhere to the uniform policy will require a parent conference with a school administrator or disciplinary action.

HEAD

- Headdresses can be worn indoors for religious or health reasons only.
- Hats, skullcaps, bandanas, and the like are not permitted.
- These items may not cover the face and may not in any way hinder the student's or anyone else's educational process.
- Mirrored sunglasses or sunglasses that prevent seeing the eyes cannot be worn during the school day. Prescription glasses that have a tint may be worn.

For all school activities where uniforms are not worn (i.e. prom, internships, etc.) the following dress code applies:

SHIRTS AND BLOUSES

- Shirts and blouses should be continuous from neckline to waist. The mid-section should not show. No tank tops and muscle shirts. All tops (dresses and shirts) must have straps at least

four (4) of the students' fingers wide. Spaghetti strap tops or tube tops are not permitted.

- There should be no visible cleavage, low cut, or see through tops.
- There should be no visible undergarments (bras, camisoles, underwear, shorts, boxers, PJs, etc.)
- No clothing with vulgar language, obscene pictures, weapons, drugs/alcohol or drug paraphernalia and tobacco products.
- No identifiable gang/crew clothing or paraphernalia.
- No see-through clothing or clothing with rips, holes, or tears.

SKIRTS, DRESSES, AND SHORTS

- Shorts and skirts must be at least as long as the student's fully extended arm. No mini-skirts.
- No see-through clothing or clothing with rips, holes, or tears.

PANTS

- Pants should be secured at waist: no sagging below waist to expose undergarments.
- **Leggings are hosiery.** They are not to be worn as pants.
- No see-through clothing or clothing with rips, holes, or tears.

SHOES

- Shoes must be worn at all times.

BEHAVIOR INFRACTIONS AND RESPONSES

Level 1 Infractions	Range of Responses
<ul style="list-style-type: none"> • Food/Drink/Candy/Gum • Walkmans/Games • Cell Phones • Inappropriate dress • Disrespect • Tardiness/Absenteeism • General disruption of learning environment 	<ul style="list-style-type: none"> • Warning • Conference with Student • Privileges withheld • Detention • Parent/Teacher Conference • Confiscation of property
Level II Infractions	Range of Responses
<ul style="list-style-type: none"> • Skipping Class/School/Internships • Trespassing in shared space or in other unauthorized areas • Failure to follow staff directions • Disrespect/Threats • Profanity to the extent of verbal abuse • Gambling • Smoking tobacco products on school grounds • Obscene materials • Graffiti • Committing multiple Level I infractions 	<p>Any of the above and/or:</p> <ul style="list-style-type: none"> • Immediate removal from class/school • Referral to Counselor/Administrator • Parent/Administrator conference • Behavior improvement plan • Wraparound services intervention • Removal from internship site • Public apology to school community • Short-term suspension (1 - 3 days) • Voluntary transfer • Referral to law enforcement officials
Level III Infractions	Range of Responses
<ul style="list-style-type: none"> • Fighting/Assault • Possession/Consumption/Distribution of Drugs/Alcohol • Harassment (Physical/Sexual) • Weapons • Theft/Property Damage • Disrespect/Excessive Profanity • Bullying (physical/online/verbal) • Committing Multiple Level I/II Infractions 	<ul style="list-style-type: none"> • Alternative Programs/Assignments (i.e., substance abuse counseling, anger management sessions, etc.) • Restitution • Public apology to school community • Long-Term Suspension (4 or more days) • Voluntary/Involuntary Transfer • Expulsion • Referral to law enforcement officials



SCHOOL WIDE CLASSROOM NORMS

Maya Angelou's school and classroom norms are built around three Core Respects – Respect yourself. Respect others. Respect your environment. Consequently, the staff at MAPCS is committed to consistently enforcing the following established norms in each and every classroom.

1. **Come prepared.**
2. **Follow norms and directions the first time they are given.**
3. **Respect the speaker and our space.**
4. **Use appropriate language.**
5. **Save all non-academic items (food, candy, drinks, gum, electronics, etc.) for meal times in the cafeteria.**

Cell Phone/Electronic Devices Policy

Because of our extended school day and evening program, we have granted our students the *privilege* to have cell phones/electronic devices on school property. These devices provide entertainment and access to safety for many students. At Maya Angelou, we work to protect our learning environment from interruptions *and* ensure the safety of our students. However, the following guidelines must be followed:

- **Cell phones/electronic devices must be turned off (not on vibrate) in the building during the school day with the exception of meal times.**
- Cell phones/electronic devices are to be stored out of sight in lockers, pockets, backpacks, or purses.
- Cell phones/electronic devices may not be used in any manner that will cause disruption to the educational environment.
- Cell phones/electronic devices cannot be used as calculators. Calculators are available.
- Cell phones cannot be used to take pictures or videos of students, or faculty at any time.
- Cameras are not to be used on school property at any time.
- ***Parents should not call students on their cell phones during class time.*** Parents can call the main office to reach their student. Students will still be held accountable and receive consequences if they are talking with their parent/guardian on their cell phone during/in between classes.

Consequences for cell phone use are as follows:

1st Offense:

- If a student ignores a warning and request to turn off and put away a cell phone/electronic device, it will be confiscated, a disciplinary referral will be written, and the student can pick up the cell phone from the Dean of Students at the end of the school day.

2nd Offense:

- Student's cell phone/electronic device will be confiscated, a disciplinary referral will be written, a consequence will be applied and the *parent* must pick up the phone/device from the Dean of Students.

3rd Offense:

- Student's cell phone/electronic device will be confiscated, the student's parent must pick up the phone/device and the student will be given an individualized restriction on bringing cell phones/electronic devices to school. At the administration's discretion, students may be assigned additional disciplinary consequences.

The school and school personnel are not responsible for the loss or damage of any electronic device brought onto school property. In addition, the school will not be responsible for the condition of any confiscated device upon its return to the owner. Unclaimed devices will be disposed of after the end of the school year.

Detention, Suspension, and Expulsion: The staff at MAPCS is committed to taking all reasonable steps to create a learning environment where each of our students can succeed. In this context, prior to suspension or expulsion the staff takes many steps to help students develop positive and productive behaviors and to shed negative and destructive ones.

Among our many strategies, we often:

- Provide counseling for students with members of our counseling staff and/or outside professionals,

- Meet with students, parents, social workers, siblings, and others involved in our students' lives, and
- Explore peer-mediation.

Nonetheless, some students may still behave in ways that will not permit them to remain . The guidelines below are meant to provide MAPCS students, parents/guardians, and staff with examples of student behaviors that MAPCS cannot tolerate. An administrator or Disciplinary Committee will use the guidelines below to determine appropriate consequences. In the case of students eligible for special education services, the Multidisciplinary Team will review decisions of the Disciplinary Committee.

Detention will be held at a faculty or staff member's discretion on a school day for any of the following reasons:

- Tardiness
- Incomplete work
- Off-task or unprepared in class
- Excessive talking or fooling around in class
- Failure to follow classroom norms, including following directions.

Detention Procedures

- Students are expected to complete all assigned activities and assignments during detention.
- A student who fails to serve detention as assigned may be required to serve it at another time or may be subject to suspension and/or parent conference at the discretion of an administrator.
- Students who fail to comply with school staff during detention will be referred to

school administrators and appropriate actions will be taken.

Suspensions are a very serious discipline and are intended to communicate this seriousness to the student.

- **Earning more than three (3) suspensions in any one term will result in expulsion.**
- **Mandatory meeting after suspension:** Depending on the nature of the suspension - the student, the student's parent/guardian, an administrator and/or the staff person involved in the dispute, along with the student's counselor—must meet before the student can return to school. **Failure to attend the meeting will result in an additional day of suspension.**
- Students suspended for more than two (2) days must meet with their counselor before returning to classes.
- After two (2) suspensions in one term (and at times sooner), a student may be placed on a Behavior Improvement Plan outlining specific behaviors that the student will address with their counselor to remain at the school.
- **Students who are suspended should not be on school grounds for any reason other than a pre-arranged meeting during their suspension. Failure to adhere to this policy will result in an additional day of suspension.**

Definitions

- **Short-Term Suspension:** 1-3 days
- **Long-Term Suspension:** 4 or more days
- **Suspension during Internships:** Unless authorized, students are not to report to their internship site while serving a suspension.

Students cannot receive their paycheck while on suspension.

Expulsion: Expulsions are reserved for students whose conduct constitutes danger to the physical or emotional health of other students and/or faculty. There will be zero tolerance for bringing deadly weapons to school or for any assault or threats on students and/or faculty members. A student may also be expelled for possession, use of, or selling of alcohol, drugs or controlled dangerous substances while on school property. Expulsion may also apply to a student who has been repeatedly suspended and demonstrates no ability to respond to intervention or corrective measures such as improvement plans, modification plans, detention, suspension, advisor support, counseling and parental involvement. Upon expulsion, a student is no longer enrolled at the Maya Angelou Public Charter School.

Appeals Process

The Division of Academics exists to support the priority goals of Maya Angelou Public Charter School (MAPCS). We believe that all students will be educated in learning environments that are safe, drug free, and conducive to learning. The Director of Academics seeks to provide the leadership and decision-making necessary to implement policies and school administrative procedures related to its functions.

I. The Director of Academics has responsibility for appeals:

- schedules, hears, and renders decisions on many types of appeals, including expulsion requests, transfers, tuition waivers, and certain personnel issues;

- processes requests for rescissions of expulsions;
- reviews and decides miscellaneous appeals;
- maintains correspondences, files, and statistics on all cases; and
- reports resolution of appeals to Executive Director

II. Student Appeals of Long-Term Suspensions and Expulsions

The purpose is to provide procedures for use in student appeals of long-term suspensions and expulsions.

The Director of Academics will hear the presentations from the parties and make decisions on behalf of the Executive Director and the Board based on the record and findings of fact, conclusions of law and recommendations. The intent is to ensure objectivity and fairness.

A. Definitions: Filed or filing means received by the Division of Academics/MAPCS.

- Written Notice shall be complete upon actual delivery or upon deposit of said notice in the United States mail, stamped and addressed to the addressee at the mailing address provided or appearing on the records of the Maya Angelou Public Charter School.
- Party or parties include each person, group, or entity named or admitted as a party, including a student, parent, parent surrogate, or guardian of a student, and shall include school officials.

B. Procedures: Applicability

- These rules govern appeals of student long-term suspension and expulsion proceedings. Appeal hearings are from a decision of the Principal, or Designee, that

suspension of a student for more than 10 days or expulsion of a student is warranted.

C. Initiation of Appeals or Requests for Hearings:

- All appeals to the Director of Academics shall be from a final action or decision of the Principal or Designated representative, which adversely affects the person or persons who are appealing.

- An appeal of a long-term student suspension or expulsion shall be made by filing a notice of appeal with the Division of Academics within ten (10) days after written notice of the determination by the Principal or the designated representative to the student or the parent or guardian. Such notice shall advise the student or the parent or guardian of the right to appeal to the Director of Academics.

- With the notice of appeal or request for hearing, or in any event, within 10 days after the notice of appeal or request for hearing has been filed, the person or persons filing the appeal or request for hearing must file with the Director of Academics, with a copy to the principal, the following:

1. A concise statement of the issues presented by the appeal or the request for hearing for decision by the Director.
2. A concise statement of the facts on which the person or persons taking the appeal or requesting the hearing relies to support their position.
3. A statement by the person or persons taking the appeal or requesting the hearing that they agree or disagree with the findings of fact set forth by the Principal, or Designee; and, if the person or persons taking the appeal or requesting the hearing disagree only in part with the findings of fact set forth by the Principal, or Designee, a statement of the facts with which such person or persons disagree(s).

4. A copy of all documents upon which the person or persons appealing or requesting a hearing relies or believes is relevant.

D. Referral to Hearing Examiner:

- Each appeal and request for hearing involving the long-term suspension of a student or an expulsion shall be referred to a hearing examiner for hearing.

III. Hearings

A. Notice

- The Director shall give notice of hearings to all interested parties not less than five days prior to the hearing.
- Such notice shall state the date, time, and place of the hearing. Any disagreement concerning the charges, issues, or acts shall be resolved as part of the disposition of the appeal.

B. Representation

- All parties appearing at a hearing under these procedures shall have the right to appear in person or with a representative of their choice. All parties shall have the right to be accompanied, represented, and advised by counsel. If counsel is in attendance, the MAPCS must have equal counsel for the meeting to proceed.

C. Records – Transcript

- The Director shall prepare or cause to be prepared official records, which shall include all pleadings, testimony, exhibits, tape recording and other memoranda or material filed in the proceedings. The Director shall provide the entire record of appeal to the Executive Director. The meeting/hearing may not be taped without the written consent of all parties including the Director and Executive Director.
- The Director shall provide an accurate record of all hearings, disputes,

or controversies in order that, if an appeal is taken, the record shall be submitted. The records shall be maintained by SFF/MAPCS central.

D. Order of Procedure

- Appellants shall present their case first and carry the burden of persuasion.

E. Examination of witnesses and Introduction of Evidence

- The strict judicial rules of evidence shall not be applicable to evidentiary hearings and the test of admissibility shall be whether the evidence is reasonably relevant to a material issue and whether it has substantial probative value with respect to such a material issue. The Director may limit or refuse to admit cumulative or repetitive evidence and may curtail redundant questioning. The hearing examiner shall encourage the parties, where possible, to make stipulations as to matters not reasonably in dispute and to make proffers and stipulations in place of cumulative evidence.
- A party, or where a party is represented by counsel or other representative, such counsel or representative may submit evidence that is new and/or different.
- The Principal or Designee shall be accorded the same rights as a party to submit evidence.
- The Director may examine all witnesses. The Director may call as a witness any person whose testimony may be relevant and material.

E. Written Memoranda

- Each party and the Principal or Designee may submit written memoranda on the issues of fact and law involved in the hearing in such form as the Director may designate. Such memoranda may be submitted at any time prior to the hearing of a matter. With the approval of the Director,

and on such schedule as the Director may designate, written memoranda may be submitted after a hearing.

F. Findings of the Director of Academics

- In all matters heard by a Director, the Director shall make findings of fact, conclusions of school law, and recommendations. Upon request, the Director shall submit a record of proceedings, exhibits, findings of facts, conclusions of law, and recommendations to the Board of Directors. The Director shall distribute or mail to all parties and the Board the findings of fact, conclusions of school law, and recommendations not more than five (5) business days after completion of the hearing. In the event that a parent or the Principal or Designee want to file written exceptions before the Executive Director and/or Board of Directors to the findings of facts, conclusions of school law and recommendation of the Director, such written exceptions must be filed within five (5) business days following issuance of the Director's recommendation to the Board of Directors.

G. Decision of the Board and Order

- The Executive Director and/or Board of Directors shall render a decision based on the records and the findings and recommendations of the Director. Each decision and order of the Board shall be delivered in writing, with copies to all parties. Each written decision and order shall be accompanied by written findings of fact, conclusions of the Director, and a specific description of the disposition of the case.

H. Ex Parte Communications

- While a matter is under consideration by the Director, Executive Director, or by the Board of Directors, neither the Director, Executive Director, or the Board shall receive communications from or communicate orally with any party outside the presence of all other parties, or in writing, without supplying copies to all other parties and providing an opportunity for response, as to any matter

pending before the Board. No information concerning a pending matter may be released by the Board, a Board member, Director, or a member of the Maya Angelou Public Charter Schools' administration unless it is a matter of public record, or unless it is released to a party and copies supplied simultaneously to all other parties.

I. Time and Notice Requirements: Computation of Time

• In computing any period of time prescribed by these rules or by any applicable statute, the day of the act or event after which the designated period of time begins to run is not to be included. When the last day so computed would fall on a Saturday, Sunday, or legal holiday, the period shall extend to the first day thereafter not one of these days. For filing of documents with the Board of Directors, if the SFF/MAPCS office is not open during its regular hours on the last day of the period, the documents shall be filed on the next day thereafter when the office of the Board is so open. For good cause, the Board of Directors, upon its own motion or at the request of either party, may at any time shorten or extend the time provided under these procedures for filing any document or providing any notice.

K. Filed or filing means received by the Board of Directors

•Written Notice shall be complete upon actual delivery or upon deposit of said notice in the United States mail, stamped, and addressed to the addressee at the mailing address provided or appearing on the records of the Maya Angelou Public Charter School.

IV. Re-Application after Expulsion

At the discretion of the MAPCS administration, *some* students who are expelled will have the option to re-apply for admission after being removed from the MAPCS roster for no less than one semester. Students will only be re-admitted during the months of January and July.

Re-application does not guarantee re-acceptance to MAPCS. The re-application process is as follows:

1. The student will obtain, complete and submit a re-application form along with records from their previous school to include but not limited to official transcript or report cards, behavior reports and a recommendation letter from a staff member.
2. The student will be scheduled for an informational session with a Re-Application Committee.
3. The student will be given their re-application assignment which includes but is not limited to a community service segment.
4. The student will be scheduled for an interview with the Re-Application Committee once their re-application assignment is completed.

Student and Parent/Guardian Acknowledgement

We have received and read this Student and Parent Handbook which includes the discipline and attendance policies. We understand the consequences of failing to adhere to these policies. I also have read and understand what it takes to participate in the various incentive programs.

In addition to the above, I understand that I must participate as an active team member with MAPCS staff to support the success of my child which includes, but is not limited to attending:

- parent/teacher conferences
- required meetings
- parent group meetings
- family nights and other recognition events

Student

Date

Parent/Guardian

Date

Staff

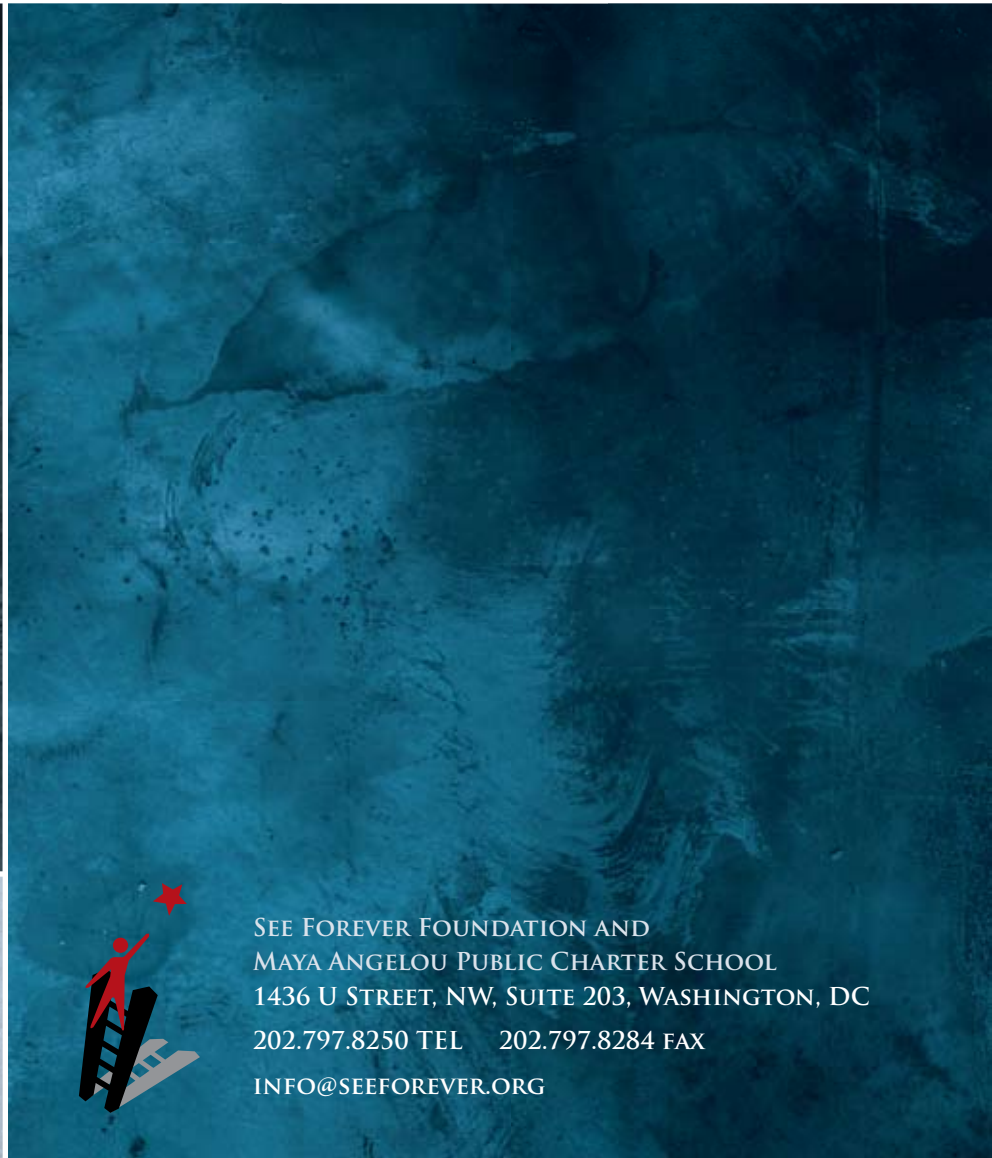
Date

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