

Family & Scholar Handbook



MONUMENT ACADEMY

School Year: 2020-2021

Monument Academy Student and Family Handbook

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WELCOME FROM THE HEAD OF SCHOOL/CEO

Dear Families,

An exemplary educational leader is one who knows and understands the students and families he/she serves. This exemplary educational leader also ensures his teachers adopt a compatible mindset. I strive to be an exemplary school leader who will consistently communicate and model my vision.

My vision for a high performing school is simple –
“Learn all of the stakeholders, then lead.”

My expectation is for this vision to align with my practice of the school’s teachers –
“Learn all of the students, then teach.”

I am extremely excited to lead the **MONUMENTAL EFFORTS** that will be implemented at **Monument Academy Public Charter School (MAPCS)** during SY20-21! Working with students, staff, families, and community partners will enable me to meet the Mission of MAPCS of significantly raising academic achievement and preparing our scholars for productive lives as adults.

Our scholars will be engaged with research-proven, data-driven curriculum resources that are aligned with the Common-Core Standards. Our teaching staff will be effectively trained to facilitate classroom instruction while using these resources within a culture and a climate that are conducive to teaching and learning. Our student support staff will celebrate, counsel, and redirect our scholars to navigate this increasingly complex world.

The families of Monument Academy will play an important role in the operation of our school by participating in ongoing collaboration throughout the existence of the school. Our monthly breakfasts, Parent University, and parent-based organization will ensure MAPCS identifies and utilizes best practices for family-engagement.

Due to the Coronavirus Monument Academy PCS will begin the school year implementing instruction via virtual modes. We hope that we will be in the school in the very near future to deliver lessons in-person.

Lastly, our partnerships with superb community-based resources will enable MAPCS to achieve the goals outlined by the school’s stakeholders. As a school, we are fortunate to have forged relationships with dedicated and compassionate residents and business owners who believe in the school’s mission.

This school year will be historic for the positive gains we make in the pursuit of our goals. I thank you for the opportunity you have afforded me as I lead Monument Public Charter School. Thus, I proclaim I will not tire in my efforts to exceed the expectations and standards you have set for me.

Educationally yours,

Dr. Jeffrey F. Grant

HANDBOOK PURPOSE

This handbook was designed to provide an introduction and a reference guide to students and guardians about Monument Academy, including our programs, policies, and expectations. The goal of this handbook is to provide clear information and answer questions you have about how we operate. Please read this manual closely, and discuss it with your student so you are all familiar with expectations and how we are setting up structures for success. Please keep in mind this handbook contains selected summaries of policies and procedures and is not, nor is it intended to portray every detail of Monument Academy's policies and procedures documents. The School's policies and programs may change, at the School's discretion, from time to time and without immediate notice to guardians or students. This handbook will be updated regularly to reflect these changes and other edits as necessary.

This handbook is not a contract. However, we do require that caretakers sign the page at the end of the document that acknowledges that they have read the handbook and agree to the policies and expectations for students and families. Should you have any questions concerning the Academic or Student Life program, feel free to reach out to the relevant teacher, houseparent, well-being counselor or the Director of those departments. If you still have questions or have other topics of concern, please reach out to the Head of School.

PENDING UPDATED MISSION

“Our mission is to empower students, particularly those who have experienced significant adversity, including involvement or risk of involvement in child welfare and/or other social service systems with the requisite academic, social, emotional and life skills to be successful in college, career and community. In addition, we aim to create an outstanding school that attracts, supports, and retains exceptional and caring people.”

PHILOSOPHY

The philosophy for educating the students of Monument Academy is rooted in a belief that all students have the capacity to succeed at high academic levels and experience positive life outcomes. The school's founders believe that while many students may have been subject to adverse childhood experiences, these events do not define who they are or predetermine their trajectories. We also believe in the growth mindset paradigm, where adults and students value hard work, persistence and the process of learning, and understand that valuing dedication and effort, not “talent” and “fixed ability,” foster a love of learning and improved outcomes both academically and personally. Our school is designed with an emphasis on personalized learning, experience-based learning, and social emotional well-being to ensure that all students, including those with disabilities or who are English Language Learners, will benefit from our school.

The Monument Way: Monument Academy Core Principles, Values, and Professional Expectations

Monument Academy's approach is guided by the following Core Principles and Values:

Developmentally Focused: Monument Academy works from the evidence-based understanding that all children have the same basic requirements for growth and development, but progress varies from child to child, in part based on their lives' experiences. Our work is to meet children where they are developmentally and provide the additional support and healing experiences that help them through whatever events may have impeded their development.

Family Involved: Monument Academy respects and includes a child's ethnic, racial and cultural identity, and encourages guardians' involvement and mentorship in the student's education and school experience. Family-focused engagement creates the most positive outcomes for students.

Relationship Based: We build relationships with students and staff. We recognize that relationships are the most significant predictor of success for students and model this in our relationships with our peers. We help students develop competencies that build their trust and effectiveness in forming meaningful relationships throughout their lives.

Competence Centered: Monument helps children and their peers become competent (combination of skills, knowledge and attitude to negotiate effectively). As for students, we motivate them to master academics and their environment and motivate them to cope with challenges and master new skills. For peers, we motivate each other to improve our skills and relationships.

Trauma Informed: Monument Academy staff demonstrate knowledge and practice based on the understanding that children who have a history of violence, abuse, and neglect experience debilitating effects on their growth and development and benefit from activities, routines, expectations and interactions that take this into account. Monument maintains an environment with a culture of nonviolence and safety so that children feel safe and can learn new responses to stressful situations.

Ecologically Oriented: Monument Academy creates an environment and opportunities that help each child grow and develop. In addition, MAPCS communicates a belief in the child's own strengths and abilities.

Operating with Integrity: We are transparent and truthful in our interactions with students and other staff.

Using a Lens of Positivity for Self and Others: At Monument Academy, we assume good intentions and seek to understand. We do not rush to judgement, but ask for clarification and information

Mindful and Present: When we work with staff and students, we are focused on them.

Showing Kindness Toward One Another: We lead with empathy and understanding and always strive to help each other in the service of our mission and personal goals.

Modeling Excellence: We work hard to continually improve.

5 PILLARS

Monument Academy will focus on five central pillars that are part of the schedule, curriculum, hiring, and professional development. These pillars are: 1. Excellent and Engaging Education; 2. Social Emotional Well-Being; 3. Permanency and Stability; 4. Adult Connections; and 5. Life Skills. The five pillars are based on research on the factors that lead to long term success for students as they emerge into adulthood.

EXCELLENT AND ENGAGING EDUCATION

Monument Academy personalizes each student's learning so that they receive an excellent and student-directed education. We connect their education to everyday life with field trips and real-world problem solving. This allows students to make connections between their school work and the world. In the classroom we provide students choices in selecting how they practice, learn, and show what they know. This could mean that students choose to practice through hands-on work or technology, or demonstrate what they know through a project, oral presentation, or written assignment.

SOCIAL EMOTIONAL WELL-BEING

Monument Academy focuses on social emotional well-being in multiple ways. We have a Director of Well-Being who, together with the Director of Student Life, oversees a staff of social workers and houseparents for the academic and residential programs. All staff members, not just the Well-Being staff, are trained in strategies that address the social and emotional needs of children.

We have made this a pillar of our school because we believe that the social-emotional well-being of students plays a pertinent role in student achievement and long-term success. Our schedule reflects a commitment to social-emotional well-being and goal setting.

PERMANENCY AND STABILITY

Monument Academy is a weekday boarding school designed to help ensure stability, structure and regular attendance for students. In addition to providing improved academic and emotional support, residential stability provides caretakers with the comfort of knowing that their children are in school and being supported to be high achievers. We will work with families/guardians so that they know how their children are doing during the week. We will also have time during handoffs on Sunday night and Friday afternoon to connect caregivers and staff so they can talk about how students are doing and ask questions.

ADULT CONNECTIONS

Each student at Monument Academy has access to a wealth of adult support throughout the building. Students that have behavioral support hours written into their

Individual Education or 504 Plans will be assigned a well-being counselor to address their needs. Students without IEPs or 504s that show a need for additional support will be referred and connected to therapeutic services through our partnership with SMILE Therapy Services, LLC. All services are rendered either on campus or virtually and take place during the school day or in the evenings during the extended day portion of the day. Additional adult support will be provided in the form of mentorship programs that will formulate and grow through the school year. These designated entities will maintain the lines of communication and collaboration between students, parents, staff, and community partners to ensure that the proper care and social emotional support is provided for the students.

LIFE SKILLS

Our middle school residential program will include life skills such as personal hygiene, laundry, cleaning, cooking and financial literacy. Students will be expected to participate in each of these areas and learn the basics of each task during the residential program so that they may become successful and independent adults.

From staffing to schedule to culture and beyond, every aspect of Monument Academy is designed with these five pillars in mind to ensure that your students will be successful in college and in life.

2020-2021 SCHOOL CALENDAR

July 2020						
Su	M	T	W	TH	F	
			1	2	3	
5	6	7	8	9	10	
12	13	14	15	16	17	
19	20	21	22	23	24	
26	27	28	29	30	31	

August 2020						
Su	M	T	W	TH	F	
2	3	4	5	6	7	
9	10	11	12	13	14	
16	17	18	19	20	21	
23	24	25	26	27	28	
30	31					

September 2020						
Su	M	T	W	TH	F	
			1	2	3	4
6	7	8	9	10	11	
13	14	15	16	17	18	
20	21	22	23	24	25	
27	28	29	30			

October 2020						
Su	M	T	W	TH	F	
				1	2	
4	5	6	7	8	9	
11	12	13	14	15	16	
18	19	20	21	22	23	
25	26	27	28	29	30	

November 2020						
Su	M	T	W	TH	F	
1	2	3	4	5	6	
8	9	10	11	12	13	
15	16	17	18	19	20	
22	23	24	25	26	27	
29	30					

December 2020						
Su	M	T	W	TH	F	
		1	2	3	4	
6	7	8	9	10	11	
13	14	15	16	17	18	
20	21	22	23	24	25	
27	28	29	30	31		

	Leadership Retreat/Planning
	Professional Development, No School for Students
12	First/Last Day of School
	Holiday for Students and Staff, Building closed
	No School for Students, Indirect Staff Report
	Student Days
	Half day for students
*	Virtual
30	End of Academic Quarter

Date	Event	Alternate Schedule
July 2020		
*1-2	No School for Students	Indirect Staff Report
*3	School Closed	Building closed
*6-31	No School for Students	Indirect Staff Report
August 2020		
*3-14	Professional Development	No School for Students
*17	First/Last Day of School	
September 2020		
*6	No Boarding	
*7	Holiday for Students and Staff	Building closed
*25	Professional Development	No School for Students
October 2020		
30	End of 1st Academic Quarter	
November 2020		
2	Professional Development	No School for Students
3	Election Day	No School for Students
22-24	No School for Students	Indirect Staff Report
25-27	Holiday for Students and Staff	Building closed
29	No School for Students	Indirect Staff Report
December 2020		
18	Professional Development	No School for Students
20-22	No School for Students	Indirect Staff Report
23-25	Holiday for Students and Staff	Building closed
27-31	No School for Students	Indirect Staff Report
January 2021		
1	Holiday for Students and Staff	Building closed
15	Professional Development	No School for Students
17	No Boarding	
18	Holiday for Students and Staff	Building closed
29	End of 2nd Academic Quarter	
February 2021		
12	Holiday for Students and Staff	Building closed
14-19	No School for Students	Indirect Staff Report
March 2021		
12	Professional Development	No School for Students
April 2021		
4-9	Spring Break	Indirect Staff Report
16	Professional Development	No School for Students
16	End of 3rd Academic Quarter	
May 2021		
28	Professional Development	No School for Students
30	No Boarding	
31	Holiday for Students and Staff	Building closed
June 2021		
17	Last Day of School/End of 4th Academic Quarter	
18	Professional Development	No School for Students
22-30	No School for Students	Indirect Staff Report

IMPORTANT TIMES	
School Starts	9:00 AM
School Dismissal	3:15 PM
DBT/SLC	3:15 PM - 3:45 PM
Extended Day	4:00 PM - 5:00 PM

January 2021						
Su	M	T	W	TH	F	
					1	
3	4	5	6	7	8	
10	11	12	13	14	15	
17	18	19	20	21	22	
24	25	26	27	28	29	

February 2021						
Su	M	T	W	TH	F	
31	1	2	3	4	5	
7	8	9	10	11	12	
14	15	16	17	18	19	
21	22	23	24	25	26	
28						

March 2021						
Su	M	T	W	TH	F	
				1	2	
4	5	6	7	8	9	
11	12	13	14	15	16	
18	19	20	21	22	23	
25	26	27	28	29	30	

April 2021						
Su	M	T	W	TH	F	
				1	2	
4	5	6	7	8	9	
11	12	13	14	15	16	
18	19	20	21	22	23	
25	26	27	28	29	30	

May 2021						
Su	M	T	W	TH	F	
2	3	4	5	6	7	
9	10	11	12	13	14	
16	17	18	19	20	21	
23	24	25	26	27	28	
30	31					

June 2021						
Su	M	T	W	TH	F	
		1	2	3	4	
6	7	8	9	10	11	
13	14	15	16	17	18	
20	21	22	23	24	25	
27	28	29	30			

Total Instructional Days	183
Total PD Days	20

STAFF CONTACT INFORMATION

<u>Role</u>	<u>Staff Name</u>	<u>Email</u>
5th/6th grade Math Lead Teacher	Rakeim Rucker	rakeim.rucker@mapcsdc.org
5th/6th Science Lead Teacher	Keionna Barrett	keionna.barrett@mapcsdc.org
5th/6th Social Studies Lead Teacher	Alexis Murray	alexis.murray@mapcsdc.org
7/8 ELA Lead Teacher	Karam Morris	karam.morris@mapcsdc.org
7/8th Social Studies	Kimberly Jackson	kimberly.jackson@mapcsdc.org
7th/8th ELA Co-Teacher	Kimani Staves	kimani.staves@mapcsdc.org
7th/8th grade Math Lead Teacher/Coach	Travis Bolden	travis.bolden@mapcsdc.org
7th/8th Science Lead Teacher/Coach	Stacie McLaurin	stacie.mclaurin@mapcsdc.org
Academic Technology Specialist	Jovan Nash	jovan.nash@mapcsdc.org
Alternative Learning Coordinator	Victor Bell	victor.bell@mapcsdc.org
Awake Overnight Houseparent	Dennis Turner	dennis.turner@mapcsdc.org
Behavior Specialist	Quentin Morrow	quentin.morrow@mapcsdc.org
Behavior Specialist	Jada Queen	jada.queen@mapcsdc.org
Behavior Specialist	Nia Williams	nia.williams@mapcsdc.org
Chief of Staff	Kristina Sammy	kristina.sammy@mapcsdc.org
Chief of Well-being	Dr. Paris Gasque	paris.gasque@mapcsdc.org
Chief Operating Officer	Keisha Morris	keisha.morris@mapcsdc.org

CLC ELA/Social Studies Lead Teacher	Karissa Garmon	karissa.garmon@mapcsdc.org
CLC ELA/Social Studies Teacher Assistant	Shanice Lewis	shanice.lewis@mapcsdc.org
CLC ELA/SS Teacher Assistant	Daevon Johnson	daevon.johnson@mapcsdc.org
CLC Math/Science Lead Teacher	Dee Hadley	dee.hadley@mapcsdc.org
CLC Math/Science Teacher Assistant	Andre Pope	andre.pope@mapcsdc.org
Clinical Manager	Danielle Nelson	danielle.nelson@mapcsdc.org
DBT Coordinator	Mariah Covington	mariah.covington@mapcsdc.org
Dedicated Aide	Shoshanna Gleaton	shoshanna.gleaton@mapcsdc.org
Dedicated Aide	Ahmani Graves	ahmani.graves@mapcsdc.org
Dedicated Aide	Andre Green	andre.green@mapcsdc.org
Dedicated Aide	LaToya McCarthy-Scott	latoya.scott@mapcsdc.org
Development Manager	Anna Scudiero	anna.scudiero@mapcsdc.org
Director of Academics	Dr. Ashley DeCruise	ashley.decruise@mapcsdc.org
Director of Behavior Management	Gerron Cooper	gerron.cooper@mapcsdc.org
Director of Data Systems & IT	Jeff McHugh	jeff.mchugh@mapcsdc.org
Director of Family Engagement	Katrice Whitaker	katrice.fuller@mapcsdc.org
Director of Operations	Greg Gaskins	greg.gaskins@mapcsdc.org
Director of Safety	James Long	james.long@mapcsdc.org
Director of Student Life	Brandon C. Scott	brandon.scott@mapcsdc.org

Head of School/CEO	Dr. Jeffrey Grant	jeffrey.grant@mapcsdc.org
Houseparent	Marcus Brown	marcus.brown@mapcsdc.org
Houseparent	Raquilla Carey	raquilla.carey@mapcsdc.org
Houseparent	Mikera DeVille	mikera.deville@mapcsdc.org
Houseparent	Alona Durham	alona.durham@mapcsdc.org
Houseparent	Damien Durham	damien.durham@mapcsdc.org
Houseparent	Niya Gregg	niya.gregg@mapcsdc.org
Houseparent	Vinchetta Hankinson	vinchetta.hankinson@mapcsdc.org
Houseparent	Michelle Haughton	michelle.haughton@mapcsdc.org
Houseparent	Zalia Mohammed	zalia.mohammed@mapcsdc.org
Houseparent	Sirlena Moore	sirlena.moore@mapcsdc.org
Houseparent	Blake Newbon	blake.newbon@mapcsdc.org
Houseparent	Brianna Newbon	brianna.newbon@mapcsdc.org
Houseparent	Ed Newbon	ed.newbon@mapcsdc.org
Houseparent	Lisa Newbon	lisa.newbon@mapcsdc.org
Houseparent	Brandon Prather	brandon.prather@mapcsdc.org
Houseparent	Barry Raynor	barry.raynor@mapcsdc.org
Houseparent	Carlisha Smith	carlisha.smith@mapcsdc.org
Houseparent	Downetta Tate	downetta.tate@mapcsdc.org

Houseparent	Jeremiah Tate	jeremiah.tate@mapcsdc.org
Houseparent	Keyana Taylor	keyana.taylor@mapcsdc.org
Houseparent	Alfred Wells	alfred.wells@mapcsdc.org
Houseparent	Karlean Wells	karlean.wells@mapcsdc.org
Houseparent	Trineca Yellock	trineca.yellock@mapcsdc.org
Houseparent/SL Coordinator	Niquay Harper	niquay.harper@mapcsdc.org
HR Specialist	Kiasha Bryant	kiasha.bryant@mapcsdc.org
Math Co-Teacher	Paul Tarrance	paul.tarrance@mapcsdc.org
Math Interventionist	LeRoy Marshall	leroy.marshall@mapcsdc.org
Music Lead Teacher	Tyrone Pearsall	tyrone.pearsall@mapcsdc.org
PE/Health Lead Teacher	Jamaur Law	jamaur.law@mapcsdc.org
Performing Arts Teacher	Briana Reynolds	briana.reynolds@mapcsdc.org
Registrar and Engagement Coordinator	Lakisha Lyles	lakisha.lyles@mapcsdc.org
RELA Instructional Coach/Interventionist	Nicole Hill	nicole.hill@mapcsdc.org
Safety Specialist	Amonti Blake	amonti.blake@mapcsdc.org
Safety Specialist	Sharaud Blake	sharaud.blake@mapcsdc.org
Safety Specialist	Sharece Howard	sharece.howard@mapcsdc.org
Safety Specialist	Travis Johnson	travis.johnson@mapcsdc.org
Safety Specialist	Requita McNeil	requita.mcneil@mapcsdc.org

Safety Specialist	Steven Watkins	steven.watkins@mapcsdc.org
School Counselor	Max Maurice	max.maurice@mapcsdc.org
Science Co-Teacher	Pushaen Gunasinghe	pushaen.gunasinghe@mapcsdc.org
Social Studies Co-Teacher	Brian Moore	brian.moore@mapcsdc.org
Social Worker	Erica Poe	erica.poe@mapcsdc.org
Spanish Lead Teacher	Diancy Hector	diancy.hector@mapcsdc.org
Student Services Manager	Brittany David	brittany.david@mapcsdc.org

INCLEMENT WEATHER POLICY

Monument Academy will follow its own schedule for inclement weather closings. In some circumstances, students will remain on property in the event of inclement weather. This policy considers the safety of our students and families by minimizing travel. With an on-campus overnight adult to student ratio of 1:4, we have ample staff to conduct school programming without any impact from inclement weather. In the event that there is inclement weather on the day when students are scheduled to return to school, we will analyze all weather-related information shared by local meteorologists, DC Government, and site-based stakeholders and make a decision by noon on the day in question. Information about Monument Academy's closing will be communicated via text, email, and/or voice message (as indicated in parent preferences) and will be posted on our website and social media pages.

ATTENDANCE POLICY

Attendance and punctuality are important life skills that lead to success in college and in careers. For our students, attendance throughout the Academic and Student Life programs, including Sundays and evenings during the week, is imperative so that students do not miss instruction around academics, life skills, or social emotional well-being. In order to achieve at high levels, students must come to school every day and work their hardest.

Excessive absences put students at a significant disadvantage due to the missed learning opportunities and community opportunities at the school. This affects not only the student's personal progress but also the progress of the cohort of students and our school community. Please do not allow your child to miss a day of school except for serious illness or emergency situations. All absences – “excused” or “unexcused” -- are considered absences. A child is marked absent any day s/he does not attend school. Any appointments that need to be made during the day should first attempt to be

scheduled on days when school is not in session. If this is not possible, the appointment should be coordinated with the school in order to ensure the smallest impact on the learning and progress of the student.

In the In-Person Environment: Students who are out of school for more than three (3) hours between the hours of 8:45am and 4:30pm are considered absent. Any student arriving to school after 11:15am or leaving school before 2:00pm is considered absent.

In the Distance Environment: A student is considered to be absent if he/she attends fewer than two course sections during the academic day.

If a parent or guardian brings in a note (or other official documentation, such as a court appointment, doctor's note, etc.), the absence can be excused. Documentation can also be emailed to **attendance@mapcsdc.org**. Valid excuses from school include:

- (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.
- (l) For distance learning: A technical problem with a school-provided device that is beyond the capacity of the student or family to resolve.

DC law also requires that a parent verify the reason for an absence within 5 days of the student's return or the absence will be unexcused.

If a child will be arriving after 8:30pm on Sundays, parents and/or guardians must call the houseparents or Director of Student Life prior to 6pm on Sunday. If a child needs to leave campus for any reason during the week, such as for an appointment, the parent or guardian should pre-arrange this with the front office. The student should be signed in and out at the front desk between the hours of 7am and 7pm and with the Director of Student Life between 7pm and 7am. All absences from property must be explained in writing, and illnesses that require more than two (2) consecutive days require a doctor's

note in order to be excused. Family vacations and other planned trips are generally not considered excused. Such trips should be cleared in advance with the Head of School and consideration will be given to each individual situation to determine whether the absences will be excused.

Based on DC law, 10 days of unexcused absences in a school year mandate immediate referral to Child and Family Services Agency for students ages 5-13. Students age 14+ who have accrued 15 unexcused absences or more will be referred to the Court Social Services Division of the Superior Court of the District of Columbia and to the Office of Attorney General Juvenile Section. A significant number of absences may require that a student be retained.

Triggering Event	Mandated Truancy Intervention
1 unexcused absence	Reasonable and diligent efforts at personal contact with the parent to obtain an explanation of reason for absence
5 unexcused absences within marking period	Referral of student to school-based student support team School-based student support team meets to determine underlying causes of absences and implement action plan for addressing absenteeism
5 Cumulative Absences	Notification to parent regarding absences Mandatory parent conference with school-based student support team to develop a plan for immediate intervention Referral of student to school-based student support team
10 Cumulative Absences	Notification to parent regarding excessive absences Mandatory parent conference with school based student support team to develop a plan for immediate intervention Failing grade(s) in relevant courses School may recommend to Community Office that the student be dropped from enrollment (PK3-PK4 students only)
10 unexcused absences during a school year	Provide plan to School Administrator for immediate truancy intervention including delivery of community-based or other services on an emergency basis Notice to OSSE to send truancy prevention resource guide to parent
10 unexcused absences during a school year by a child age 5-13	Referral of student to Child and Family Services (CFS) for educational neglect investigation
15 Cumulative Absences	Mandatory Home Visit
15 unexcused absences within a school year by a child age 14-17	Referral of student to Court Social Services Division for Persons In Need of Supervision (PINS) investigation Referral of student to Office of the Attorney General Juvenile Division for PINS investigation
20 consecutive unexcused absences	School may recommend drop from enrollment
20 Unexcused Absences	School reserves the right to retain the student

STUDENT DAILY SCHEDULE

STUDENT MORNING SCHEDULE (In-Person Learning)

7:00am	Wake up and prepare for the day
7:00am-8:30am	Morning routine including personal hygiene regimen, morning exercise, family meeting, breakfast and chores.
8:35am-8:40am	Transition to Gym and Commons for iPad distribution
8:45am-3:30pm	Academic classes Lunch/Recess Electives
3:15pm-4:00pm	DBT Steps A/ SLC Data
4:30pm-5:30pm	Extended Day & Extended Learning Opportunities
5:30pm-9:00pm	Student Life Homes <ul style="list-style-type: none">• Family activities (by home)• Student socials and game nights• Dinner• Reading, homework, DBT cards, and study time• Chores• Showers• Goals reflection• Bed
9:00pm-9:30pm	Reading, journaling Lights out

STUDENT UNIFORMS

Students are required to wear the Monument Academy uniform every day. This school year we are requiring that all students' uniforms remain at school so that they are always clean and prepared for the week. All clothing that comes to school with a child should have his or her name on the tag in permanent marker in order to ensure that their clothes return to them after wash day. The specific components of the uniform are described below.

Students are only allowed to bring 1 small to medium sized duffle bag or carry-on suitcase as uniforms will remain at school.

CASUAL UNIFORM: Casual uniforms are worn Monday through Thursday. This uniform includes the following:

- **Bottoms:** uniform bottoms of appropriate fit, length, and design. Pants may not be worn below the waist or hips. Black, gray, navy or khaki bottoms are appropriate. No leggings are allowed unless they are under a uniform skirt. Shorts and skirts are allowed

as long as they are uniform material. Both should be as long as the length of the child's middle finger when hands are held with arms straight down to his/her side. Jeans are not allowed as part of the uniform.

- **Tops:** white, gold, navy, or grey polo or long or short sleeve with or without the Monument Academy logo. In addition, students may wear approved shirts created as part of a Monument Academy activity (e.g., a house-themed t-shirt), or college t-shirt or sweatshirt approved by leadership.
- **Shoes:** shoes must be closed toe and have a back to attach to the whole foot. Flip-flops, slides, slippers or sandals may not be worn outside of the Student Life Home.
- **Socks:** students may select their own socks and stockings/tights (though fishnets or "woven" tights are not permitted) as long as they are appropriate for school. Students must wear socks or footed tights.
- **Outerwear:** students may wear their own optional outerwear. Solid color uniform blue or grey fleece, sweatshirt, pullover sweater or cardigan, all with the Monument Academy logos are available for purchase. Coats are not allowed to be worn inside the building.
- **Headgear:** hats and bonnets (in any form other than a decorative headband or for religious purposes) are not allowed during academic hours anywhere in the building.
- **Bandanas:** bandanas may not be worn hanging outside of a pocket or tied around the body. If a bandana is determined to be a distraction or disruption to the learning environment, the school reserves the right to have a student remove the bandana.
- **Make-up:** make-up deemed distracting to the learning environment is not allowed during academic hours anywhere in the building. Houseparents reserve the right to determine whether make-up is deemed appropriate and is allowed during after school hours for special events.

FRIDAY UNIFORM: The student may wear any appropriate top and/or bottoms of their choosing. Tops must be modest and have sleeves. Pants must not have holes that expose excessive skin (as determined by staff). The school reserves the right to determine whether student clothing is school-appropriate.

EXTENDED DAY CLOTHING

Students participating in athletic extended day activities (sports, dance, cheerleading) are encouraged to bring no more than 3 changes of appropriate (as determined by staff) athletic apparel for the purpose of wearing during practice.

SLEEP

At bedtime students must wear pajamas, a nightgown, or some type of top and bottom to bed (e.g., t-shirt and shorts). Students should always wear two layers outside of their bedroom.

STUDENT MEALS

Breakfast and supper are assembled and served in the student life homes each day, and lunch is served in the Commons. Students are responsible for setting up and cleaning up after each meal. Monument Academy participates in the National School Lunch Program, and weekly school menus are posted on the school's website. Free breakfast is provided to all students; free lunch is provided to all students who qualify for free or reduced lunch under the National School Lunch Program. In addition, free

supper is provided to all students. Monument Academy also provides free afternoon snacks to all students, and fruit is available throughout the day. Monument Academy understands that some students may have dietary food restrictions based upon food allergies, other medical issues, and/or religious preference. All reasonable attempts will be made to accommodate food restrictions. Medical and other documentation must be submitted to the school.

Outside food is not permitted at Monument Academy. Students returning to school Sunday evenings or in the mornings should not bring outside food back to school or the student life homes. Nor should families bring or deliver outside food to the school for their child. If families want to donate a snack to the entire school, student's class, or student life home, they should request permission from school leadership and houseparents. It should be a packaged item so that the ingredients are known. This helps protect students with food allergies or other medical restrictions. It also helps Monument Academy hold high standards of nutrition and assists with keeping the campus clean. This also means that students should not bring gum, candy, flavored water, or other food items on campus. Any outside food items brought by students will need to be consumed outside immediately or thrown away. There is not space available to store food items for the week.

ACADEMIC PROGRAM

Monument Academy's goal is to empower students with the knowledge, skills, and attitudes to succeed in college and the workplace. Our Academic program is designed to achieve this result by:

1. Providing a challenging curriculum that is aligned to high-quality instructional standards;
2. Conducting frequent assessments of student progress and using the resulting information to focus instruction;
3. Providing intensive, individualized intervention to students requiring extra support.

Curriculum coursework is designed around extended blocks of time broken into brief, small group instructional periods dedicated to English Language Arts (ELA), Mathematics, Science, Social Studies, Electives (Performing Arts, Spanish, Music and Health). We believe that a strong curriculum develops students' thinking skills and should focus on deep mastery of the material. Monument Academy's curriculum (based on Common Core State Standards) builds in complexity and rigor as students progress through the grade levels. Reading is an essential part of Monument Academy's educational program. It is designed to build on and reinforce essential skills taught in the classroom, help students develop a deeper understanding of concepts, and promote good study habits. Students are expected to read or write in the home every night. Parents and guardians are encouraged to make time during the weekend for students to read. They can help by creating routines at home for students to follow each day, providing a quiet, organized place to work, and checking that they have read for at least an hour each day (the more the better, so if you can encourage more reading, your child will benefit by progressing academically).

Monument Academy also ensures that students have opportunities to engage in physical movement and practice reflection and mindfulness throughout the day.

ASSESSMENTS AT MONUMENT ACADEMY

We believe that regular monitoring of student progress is essential to providing an academic program that is targeted and appropriate for every child. We use a range of academic assessment tools, selected for their validity and their developmental appropriateness, to ensure that our students are progressing toward mastery of grade level content. Academic assessments that are used annually for all students include:

- NWEA Measures of Academic Progress (MAP) - ELA Mathematics
- Partnership for Assessment of Readiness for College and Careers (PARCC) - ELA, Writing, and Mathematics
- DC Science Assessment (5th and 8th grades)
- State Health Assessment (5th grade)

RESPONSE TO INTERVENTION

Response to Intervention (RTI) is a multi-tiered approach to supporting individual academic, social-emotional, and behavioral student needs. Through the RTI process, the School develops comprehensive, classroom-based, student-centered interventions and uses the data generated by these interventions to determine whether or not a child should be referred for further evaluation. If you believe your child may be in need of interventions or further evaluation to determine if a disability is present, please contact one of your child's teachers, the Manager of Student Services, or the Head of School.

ACADEMIC RESPONSE TO INTERVENTION

Monument Academy provides a program of intensive academic support for students who enter school significantly below grade level or who have special learning needs including English Language Learners and students eligible for special education services. Broadly used interventions include (but are not limited to):

- Wilson Reading System
- Just Words
- Visualize/Verbalize
- Multi-sensory Mathematics Instruction
- ST Math

STUDENTS WITH SPECIAL NEEDS

CHILD FIND POLICIES

Under the Individuals with Disabilities Education Act (IDEA), Monument Academy is responsible for conducting continuous efforts intended to identify, locate, and evaluate all children with disabilities between the ages of three (3) and twenty-two (22) years of age enrolled in Monument Academy, including children with disabilities who are homeless, children who are in the custody of the District of Columbia Child and Family Services Agency (CFSA) or committed to the District of Columbia Youth Rehabilitation Services Agency (DYRS), children who are making progress grade to grade, and highly

mobile children who are in need of special education and related services. These duties are called Child Find responsibilities. This policy establishes procedures for fulfilling Child Find responsibilities at Monument Academy, and applies to all children enrolled in Monument Academy and all staff employed by Monument Academy. Monument Academy staff are expected to know and act in accordance with the requirements and procedures established by this policy. Monument Academy trains staff on an annual basis to ensure staff understand and execute Child Find responsibilities.

POINTS OF CONTACT

Parents are encouraged to speak with any Monument Academy staff if they have concerns about their children. Parents and other stakeholders should contact one of the following Monument Academy staff to discuss Child Find, the referral process, and the availability of special education programming at Monument Academy:

Dr. Paris Gasque, paris.gasque@mapcsdc.org
Brittany David, brittany.david@mapcsdc.org

TARGET POPULATIONS

This policy and Monument Academy's Child Find efforts apply to children between the ages of three (3) and twenty-two (22) years of age enrolled in Monument Academy, including children who are:

- Newly enrolled;
- Homeless;
- In the custody of the District of Columbia Child and Family Services Agency;
- Committed to the District of Columbia Youth Rehabilitation Services Agency;
- Making progress grade to grade; and
- Highly mobile children.

PUBLIC AWARENESS

Monument Academy is committed to ensuring that our entire school community has the information needed to collaboratively provide excellent academic and emotional support to all of our students, including those who have specific learning needs. Students will be referred to the RTI team for delivery of evidenced-based interventions and data collection.

In support of this commitment Monument Academy staff will receive ongoing training in recognizing when a student may have a disability, how to best serve students with disabilities, intervention programs, and the special education process.

We encourage parents, staff, and the entire MAPCS community to stay informed on how to access the special education evaluation process and to be empowered to proactively participate in the process. If there is a concern that a student may have a disability, parents and staff should submit a referral form to the Special Education Department. The evaluation and eligibility process is outlined further below.

To ensure the local and school communities are aware of the availability of special education and related services for eligible children with disabilities and the methods for requesting such services, Monument Academy provides public notice through a variety of methods:

- Monument Academy provides information to parents and the school community at school events such as parent-teacher conferences, back-to-school events, summer enrollment events, parent breakfasts, etc.;
- Monument Academy publishes information in the Student Parent Handbook;
- Monument Academy staff provides information to parents during quarterly parent-teacher conferences, the parent portal; and
- Brochures regarding special education services are available for parents and the public in the Family Engagement Office.

COORDINATION WITH NON-EDUCATIONAL DISTRICT AGENCIES

To ensure coordination with appropriate District agencies to facilitate the identification, location, and evaluation of children with disabilities enrolled in Monument Academy, Monument Academy maintains contacts with the following District agencies:

- District of Columbia Public Schools (DCPS) Early Stages program;
- The Child and Family Services Agency (CFSA);
- Department of Behavioral Health (DBH);

Monument Academy conducts meetings with representatives of the above agencies as needed to ensure open and cooperative lines of communication regarding Monument Academy's Child Find, referral, and initial evaluation processes and procedures, as well as continuously updating agencies of changes in appropriate points of contact.

Monument Academy may establish agreements with other entities responsible for administering various education, health, and social service programs to children from birth through age 22. Those agencies include, but are not limited to: District of Columbia Public Schools (DCPS), Department of Human Services (DHS), Department of Healthcare Finance (DHCF), Department of Health (DOH), Department of Behavioral Health (DBH), Child and Family Services Agency (CFSA), and the Department of Youth Rehabilitation Services (DYRS).

UNIVERSAL SCREENING

Monument Academy uses universal screeners as one way to identify students who may need early intervention. Academic assessments were listed in the prior section. The three screeners utilized for social emotional and/or behavioral needs are the Difficulties and Emotion Regulation Scale (DERS), Dialectical Behavior Therapy Ways of Coping Checklist (DBT-WCCL), and Maryland Assessment and Recovery Scale (MARS). Based on the results of these screeners, students will receive targeted interventions and instruction. Combined with other data, the results of the screening and the attempted interventions over the course of 6 weeks will provide a basis for referral to the special education evaluation process. Additional data sources that may be used include, but are not limited to, the following: observations, parent interviews, parent and student intake assessments, staff interviews, attendance data, health screening data, grades, and standardized assessment scores. If a student is referred for special education evaluation, all applicable data sources will be included in the data analysis portion of the

process. Monument Academy screenings must not delay the initial evaluation of a student who may be a child with a disability in need of special education and related services.

TRANSFER STUDENTS

Monument Academy reviews the records of any new student transferring from another school system whether transferring from DCPS or from out of state. If the records indicate that the student has been identified as a student with disabilities and that the student requires special education and related services, the student is given an appropriate program including services comparable to those described on the student's IEP within the first 20 days of enrollment. Within 30 days of enrollment the IEP team will meet to adopt the current IEP or to revise the IEP as necessary.

For students transferring from another state Monument Academy may also conduct an evaluation if determined to be necessary and develop a new IEP, if appropriate. If the IEP team determines that an evaluation is necessary, the eligibility process will be completed in no more than 60 days.

CURRENTLY ENROLLED STUDENTS

Students attending Monument Academy receive ongoing and individualized attention of professional personnel to help support their successful learning. When there is increased concern around behavior, attendance, or academic progress in school, students are referred to the Response to Intervention team to begin early intervention support. Such students are identified through anecdotal records, conversations with parents, individual performance records, informal and formal classroom assessments and standardized test results.

The team, which includes the RTI Coordinator, classroom teachers, well-being counselors, and student life houseparents, works collaboratively with parents, other significant adults in the student's life, and other service providers from external agencies to develop and document strategies to assist the student within the general education program. If the student's difficulties persist, a referral for evaluation is made to the Special Education Department. Response to Intervention (RTI) efforts must not delay the initial evaluation of a student who may be a child with a disability in need of special education and related services.

SPECIAL EDUCATION ELIGIBILITY AND IEP PROCESS

Upon receiving a referral for evaluation, the special education eligibility process begins. The eligibility process consists of the following six steps:

1. REFERRAL

A referral for evaluation can be made at any time by any member of the school community, parents and legal guardians, or other referral sources. A standard referral form is used to document all referrals to the Special Education Department. This form is

available at the front office or the special education office. Once the form is completed, it is given to the Special Education Manager or the Chief of Well-Being. The completion of this referral form initiates the special education eligibility process. If a parent makes an oral referral and does not complete this form, school staff must assist the parent in completing the form and/or otherwise notify the Special Education Manager or the Chief of Well-Being.

2. REFERRAL NOTIFICATION

Monument Academy notifies parents and eligible students in writing within three school days after the date of a referral to special education. The notice contains the following elements:

- Reason for notice;
- Source of the referral;
- Date of the referral; and
- Statement of parental rights or eligible student's rights to review.

A full explanation of all procedural safeguards available to the parent or eligible student is sent with the referral notice.

3. ANALYSIS OF EXISTING DATA

Data will be collected and analyzed by members of the school community who can share information on the student's current or past functioning. This analysis will pull from a variety of sources, including but not limited to, educational data, behavioral data, attendance data, health information, parent information, pre-referral interventions and strategies, classroom-based assessments, and observations by teachers and related service providers. A team will meet no later than 15 days after the initial referral to analyze the data and decide, as a team, whether further formal evaluations are needed to determine whether the student has a disability. All potential areas of concern will be considered when determining which formal evaluations will be conducted. A student is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. Based on the result of the team analysis of the data, the student's parent or guardian will give consent for further evaluations to be conducted by a qualified professional. Reasonable and documented efforts will be made by Monument Academy to obtain parental consent for an initial evaluation within 30 days of receiving the referral, which includes attempting to contact the parent at least three (3) times on three (3) different dates using at least two (2) modalities.

4. EVALUATIONS

The formal evaluations, selected by the team at the Analyze Existing Data (AED) meeting, will be conducted within 45 days of receiving parental consent. At the completion of all evaluations, all evaluation reports will be sent home for the parent to review at least 5 school days prior to the eligibility meeting.

5. ELIGIBILITY MEETING

Upon completion of all evaluations, the student's team will reconvene for an eligibility meeting no later than 60 days after the parent provided consent. At this meeting, all

team members will review the data collected from the formal evaluation in order to determine whether the student has a disability and, if so, the nature and extent of special education services and related services that the student may need.

If the student is found ineligible for special education services, the team will consider the possibility of alternative intensive interventions or the need for a 504 Plan.

In all cases, the Monument Academy team will not determine that a student has a disability if the suspected disability is because of a lack of instruction in reading or math. If the student is not proficient in English, our team will not identify the student as disabled if the limited English proficiency is the cause for the suspected disability.

6. IEP MEETING

If the student is found eligible for special education and related services, the team will reconvene within 30 days of the eligibility meeting to create an Individualized Education Plan (IEP) to provide the student with the necessary support. The parent or guardian will provide consent for the school to provide the services to the student.

SERVING THE STUDENT

Once a child has been identified with a disability, Monument Academy will fully implement and revise the IEP as required by law.

1. MAPCS will conduct an annual review of each IEP to ensure that each student at Monument Academy is making progress, continuing to work on appropriate goals, and receive appropriate services in the Least Restrictive Environment (LRE).
2. Monument Academy will conduct a comprehensive re-evaluation of each student with a disability at least every three years to determine if the student remains eligible for special education services or related services under the same disability category. This process will follow the same steps as those outlined above for initial special education referrals.
3. Monument Academy will hire and retain professionals who are qualified to implement the services required on our students' IEPs.
4. Monument Academy will consistently track the progress of each student through quarterly progress reports and ongoing data collection to provide students with appropriate and targeted instruction in their LRE based on their goals and needs.

PARENT PROCEDURAL SAFEGUARDS AND RIGHTS

Parents' legal rights during the Child Find process are defined by IDEA and District of Columbia law. In the event of a disagreement, parents may pursue dispute resolution and due process rights, including mediation, due process complaints, or state complaints. Parents can learn more about their rights under IDEA by referring to the Part B Procedural Safeguards located on OSSE's website <https://osse.dc.gov/publication/rights-parents-students-disabilities-idea-part-b-notice-procedural-safeguards> or by contacting Dr. Paris Gasque to obtain a copy of their procedural safeguards.

SPECIAL EDUCATION OBSERVATION POLICY

In accordance with DC law, Monument Academy permits parents, guardians or a designee with professional expertise in the area of special education (not including lawyers representing parents or anyone with a financial interest in litigation) to observe the child's current or special education program. No conditions or restrictions on the observation will be imposed except those necessary to:

- Ensure the safety of the children in the program
- Protect other children from the disclosure of personally identifiable information
- Avoid any potential disruption arising from multiple observations occurring in a classroom simultaneously

Monument Academy requires advance written notice of the observation and coordination of the observation date and time. Observation requests can be sent to Dr. Paris Gasque. Observations will be limited to two hour blocks.

Observers may not make take any photographs, video or audio recordings while on campus. Observers may not interact with students or staff absent express permission while on campus. Any observer who causes disruption to the school or classroom will not be permitted to continue their observation.

Monument Academy reserves the right to set other conditions and/or limitations on observations at its discretion and in accordance with DC law.

PROMOTION CRITERIA

In keeping with its high academic expectations, Monument Academy has clear but rigorous standards for promotion. Promotion decisions are based on a combination of growth and overall mastery of grade level content including the student's grades, standardized test scores, attendance, and homework completion record. Students with special education needs are held to the same high expectations as their non-disabled peers and will be eligible for promotion to the next grade based on mastery of grade level standards and IEP goals. Students with disabilities can be retained due to academic deficits. Decisions regarding the retention of students with disabilities are made by the Head of School and will involve collaborative discussions with the staff, parents or guardians, and the student.

STUDENT PROGRESS REPORTS AND CONFERENCES

Monument Academy students enter the school at a wide array of academic performance levels. We've designed our grading system to capture a student's progress toward mastering course objectives as well as the academic skills and work habits they will need to be successful in school and beyond.

These are the five categories upon which students are graded, as well as their weight on the overall grade:

- Tests: 40%
- Quizzes: 30%

- Classwork: 15%
- Homework: 10%
- Work Habits: 5%

Students receive a course grade every quarter. A student's semester grade is the average of the two quarter grades. For full-year courses, the final course grade is the average of the two semester grades. Courses are graded on the following scale:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: Below 60%

Monument Academy will send home progress reports at the middle of every quarter, as well as report cards at the end of each quarter.

STUDENT RECORDS

Families can review their child's school records and request copies if desired. In consideration of our busy office staff, families should request their intent to view records or to make a copy in writing at least 24 hours in advance. Families must view records under the supervision of the school office personnel and may not remove records from the school office. For more information see the Family Educational Rights and Privacy Act in this document. Special education records are filed separately from the regular student files. Requests to view these records should be made directly to the Special Education Coordinator.

HOMEWORK POLICY

Students are assigned homework in the evenings to be completed in the student life homes. On the weekends, we ask that students read as much as possible and track their reading on a reading log. During extended breaks there are mandatory homework packets; please ensure your child works on these packets every day during breaks. We encourage you to ask your child about what they are reading and, if possible, share the experience by reading together as well.

WELL-BEING PROGRAM

The Well-Being team at Monument Academy focuses on improving the overall wellness of each individual student as a part of their education. This includes services that target wellness objectives in academic success, emotional support, interpersonal effectiveness, and physical health. The following sections have important information about the general school-wide well-being services and policies, as well as how to gain access to additional and more comprehensive well-being services that are offered.

Well-Being Support Services

Our Well-Being support team includes clinical social workers, school counselors, and psychologists. Well-Being team members are assigned to grade specific teams, and all students have access to these team members to help overcome challenges throughout each day. There are also additional well-being services that support students in the evening to have a successful boarding experience with peers and houseparents. Additionally, all students have access to a well-being lounge where they can access support from well-being staff when needed.

School-Wide Social-Emotional Framework:

Monument will continue the implementation of a school-wide social emotional framework called DBT (Dialectical Behavioral Therapy). DBT is a therapeutic framework that can be implemented in the academic classroom, student life boarding homes, and in individual and group therapy. DBT was initially created as a therapeutic intervention, and has since been modified in order to be taught within a school's general core curriculum. DBT is currently the only evidence-based SEL framework in the country that addresses emotional distress. Monument has partnered with the creators of DBT Skills In Schools, Dr. Jim and Dr. Lizz Mazza, to implement DBT into our unique school structure. Every student at Monument will now be receiving evidenced-based skills of DBT, which include:

- mindfulness
- emotional regulation
- distress tolerance
- interpersonal effectiveness.

Individual and Group Therapy

All students with an IEP indicating behavioral support hours will automatically have access to individual therapeutic services. The Well-Being staff can also provide individual or group therapy for students who need additional support. If you feel that your child might benefit from therapeutic services, please contact the Clinical Manager. We will partner with you to decide if we are the best team to provide those services for your child. We can also help connect you with an outside agency to receive therapeutic services.

Individualized Approach

Every student at Monument is different. Therefore, it is extremely important to us that we individualize each student's Well-Being support services as much as possible. In an effort to determine which students can benefit from various wellness services, staff will complete assessment measures that help guide an individualized approach for each student. Student assessments will be completed by their houseparents, teacher/s, and relevant Well-Being team members. Because students often present differently in the

home and school settings, caregiver participation in these measures is encouraged in order to ensure we have a complete understanding of your child. If the results of the Well-Being assessments indicate that your student will benefit from more comprehensive therapeutic support services, we will contact you.

Psychological Evaluations

Monument Academy can provide psychological assessment services. These psychological assessments can help determine special education eligibility by providing cognitive functioning and present levels of performance academically, adaptively, social-emotionally and/or behaviorally. If you would like your child tested, please contact the Response to Intervention (RTI) coordinator. If we feel psychological testing may be helpful for your child, we will contact you and collaborate with you to initiate this process.

Confidentiality

All information received is kept confidential. Monument adheres to confidentiality requirements by the The Family Educational Rights and Privacy Act (FERPA) and/or the Health Insurance Portability and Accountability Act (HIPAA) when relevant to health and therapy. Data from assessments or general therapy data information (e.g., dates of service, goals of treatment), may be shared with other members of Monument Academy staff as it's relevant to the student's academic achievement. In all but a few situations, your child's confidentiality (that is, your child's privacy) is protected by District of Columbia law and by the rules of mental health professions. Confidentiality is not protected when a student discloses a serious threat to their own safety. If a child reports unsafe behavior, we will collaborate with you to determine how to better support the student. Of note, all staff at Monument Academy are mandated reporters and are legally bound to report any harm disclosed by the child to proper legal authorities.

If you have any general questions about the Well-Being program, please contact the Director of Well-Being and Student Services.

STUDENT LIFE, EXTENDED DAY, AND BOARDING PROGRAM

OVERVIEW/PURPOSE OF STUDENT LIFE PROGRAM

The Student Life Program is designed to replicate a safe, stable, predictable family-like environment in order to prepare students to fully engage and learn during the academic day. Students reside on campus Sunday Evening through Friday End of Day dismissal to provide the opportunity to learn independent living skills in an authentic, experiential way. Students also participate in extended day learning which exposes them to a variety of extracurricular opportunities, explicitly to learn life skills and to engage in fun family activities. Students live in a single-gender, condo-style home with a houseparent couple.

EXTENDED DAY PROGRAM DESCRIPTION

The Extended Day Program will give each student the opportunity to explore many different types of activities including the arts, sports and exercise, and leadership. Our goal is to offer a variety of programming to allow a child to discover who they are and what unique talents they are interested in cultivating. In addition to the activities provided by Monument Academy Staff, the Extended Day Learning Program will be partnering with external organizations and individuals who are experts in their craft. Students will attend Extended Day activities after the academic day Monday through Thursday. Students will be assigned to activities according to their preferences, subject to demand and capacity constraints.

INDEPENDENT LIVING SKILLS

Independent Living Skills are a pillar of Monument Academy. We believe that students must have the necessary life skills for college, career, and community. We also know, through research, that life skills are best taught experientially. That is, life skills must be modeled to students, and they must have an opportunity to practice them. We teach life skills in the following domains:

- Social Skills
- Food & Nutrition
- Home Cleanliness
- Home Safety
- Technology Basics
- Home Repairs
- Health Care/Self-Care
- Personal Hygiene
- Sexuality
- Personal Development
- Developing Relationships
- Communication with Others
- Cultural Competency
- Legal Permanency
- Budgeting & Spending Plan
- Banking & Credit
- Housing
- Transportation
- Employment & Career

- Study Skills
- Legal
- Education Planning

Topics from these domains will be taught every week, and students will have opportunities to practice them. Students will also be assessed on these independent living skills.

EVENING COMMUNICATION POLICY (FAMILY/STUDENT)

All student cell phones are checked in upon entry to boarding. Thus, it is strongly recommended that students do not bring a cell phone to school. Cell phones are checked in at the front office during the check-in process and will be stored in a locked container until check-out. If a student would like to make a call home during the week, they will have access to a phone.

Cell phones are returned to students at the end of the week during the check-out process. Students who leave during the academic day and have not made prior arrangements with student life staff may not be able to retrieve their cell phones. They will remain under lock and key until the next check-out day. Any student who does not turn in his/her cell phone on Sunday is in violation of this policy.

Monument Academy is not responsible for phones damaged, lost, or stolen on campus. More information regarding Monument's Electronic Device policy can be found below.

Having families stay connected is as important to us as it is to you and your child. We want your child to share with you all the exciting news as well as any current challenges in his or her life on a consistent basis. Students will be allowed to call home throughout the week. A majority of these phone calls are made during the evening. Exceptions to this time frame require prior approval of the houseparents of that home. Please note that students will be making these calls during their evening routine so we encourage students to keep the conversation to twenty minutes or less.

FAMILY MEMBER VISITATION POLICY

Special events will occur throughout the school year and parents and guardians are encouraged to come to support and celebrate their children. Family engagement is an essential element of our school model and is important for the success of the children as well. We also understand that parents and guardians are curious about what goes on during an average evening at the student life homes and as long as it doesn't produce a disruption to the evening programming, visitation is a great way to engage the parent in the child's experience. For example, a parent might join for dinner and the evening activity. We do not have the space to accommodate a large number of visitors in the student life homes, so visits need to be pre-planned and approved.

If a parent/guardian is interested in coming to visit their child in the evening, they must secure prior-approval 24 hours in advance from their child's houseparents. Once approved, administration will be notified of the upcoming visit. Visitors are expected to sign-in at the front or check in with the on-duty administrator prior to entering the student life home for the evening program with their children.

ADMINISTRATION OF MEDICATION

In addition to a nurse practitioner, we have staff trained in medication administration who are available to administer prescription medication day and night. First aid kits are kept in each student home, and our staff are trained in CPR, AED, and first aid. In the event of a medical emergency, parents will be contacted along with Emergency Medical Responders (i.e., through 911). Medication cannot be administered without a completed Medication Administration Authorization Form. The Medication Administration Authorization Form is available at the front desk. No medications, including over-the-counter (OTC) medications, should be sent to school with your child. All medication must be brought in by a parent/guardian in the original prescription/medication container, checked-in by a certified medication administrator, and secured in either the front office or the student life home. No medication will be self-administered by a student unless previously documented by their prescribing provider.

Monument Academy is committed to providing a continuum of services by ensuring that the health of a student is closely monitored by adhering to their medication regimen, which is paramount to their well-being and functioning level. If a student takes prescribed medication, Monument will need the medication on site, as well as a signed authorization from the prescribing provider. This will need to be submitted to the school along with the prescription medication. The top portion of the authorization must be completed by the parent/guardian, while the bottom portion is to be completed by the prescribing provider. Additionally, please be aware that Monument (like all schools in DC) cannot accept any medication that is not in the original container from the pharmacy. Additionally, the label must be legible and not altered in any manner. Parents also need to provide the school with a sufficient quantity of the student's medication to last for the period of boarding. Please note that students will not be able to board if any of these prescribed life-saving medication components are not in place during medication intake and student arrival for boarding: inhaler, epipen, insulin, asthma pump, nebulizer, and other prescribed medication deemed to be of life-saving capacity. Please note: **Please provide Monument with a list of allergies your child might have on the OTC form.**

DISCONTINUED MEDICATION

If a medication has been discontinued, documentation from the prescribing provider is required in order for Monument to stop dispensing that medication to the student and update the student's health record.

STUDENTS WITH ASTHMA

If a student has asthma, we must have an Asthma Action Plan (AAP) submitted to the school that has been completed by the student's doctor/pediatrician. If the student takes medication, or has an inhaler, we will also need the same authorization discussed above from the provider if those medications are not detailed on the asthma action plan, as well as any prescriptions and/or inhalers prior to boarding.

OVER-THE-COUNTER (OTC) MEDICATION

Parents need to ensure they have completed an OTC form for each student. The school will not dispense any OTC medications if we do not have this form on file.

These medical policies and procedures are subject to change according to current local, state, and federal policy. Families will be notified in writing when, and if, there are any changes.

EVENING ON-CALL AND EMERGENCY PROCEDURES

For suicidal and self-harm emergencies, Well-Being clinicians are available from 8am-8pm. For emergencies between the hours of 8pm-8am, we utilize the services of the Children and Adolescent Mobile Psychiatric Service (CHAMPS) for suicidal assessments and hospitalization.

It is expected that the clinician or administrator on-duty is contacted when the following occur:

- Statements concerning a desire to harm oneself or others
- Threats of killing oneself or others
- Self-injury
- Suicide attempt
- Boundary violations (inappropriate physical contact with hands, feet, tongue, etc.) and suspected sex abuse
- Arson

The Directors of Student Life or Well-Being will always contact the parent or guardian in the case of an emergency. The staff member will discuss the emergency and next steps with the parent or guardian. If the Monument staff determines that a student cannot be safely maintained at Monument Academy with supervision and is in imminent danger or harming themselves or another person, they will initiate a call to the parent or guardian first and then to CHAMPS and other appropriate providers. If no parent or guardian can be reached and the child is presenting an ongoing serious danger to him/herself or others, the school reserves the right to contact 911 as a medical emergency which usually results in a transfer to Children's Hospital.

MEDICAL EMERGENCIES

In the event of a medical emergency a staff member or designee will call 911 while another staff member remains with the child. An administrator will be notified to contact the child's parent/guardian to alert them of the incident and the next steps that will be taken. In the event that the administrator is unable to reach a parent/guardian, the individuals on the child's emergency contact list will be notified. If the child has lost consciousness or sustained an injury requiring immediate care, your child will be taken to the hospital via an ambulance. It is preferred that a parent/guardian comes to school to accompany the child on the ambulance; however, when this is not possible, a Monument Academy staff member will escort the child in the ambulance and will remain with the student until a parent/guardian arrives to the hospital.

SCHOOL POLICIES

Technology Policy

In the in-person environment, Monument Academy utilizes Chromebooks in each class. In the distance learning environment, Monument Academy provides a “1 to 1” iPad program and internet access to equip students to be digitally literate, to differentiate the curriculum based on students’ needs, and to foster an academic environment of collaboration and creativity. Monument Academy believes that well-researched resources available through the internet are of significant value in the learning process and in preparing students for future success. Monument Academy expects all users to operate technology in a responsible, civil, ethical, and appropriate manner.

Student use of school technology and the school’s wireless network is a privilege, not a right. Students are required to comply with this policy and the accompanying rules (Computer/Internet Acceptable Use Policy). If a student is found violating the Technology Policy, a consequence will be decided by administration, which may include revoking the student’s technology privilege.

All Monument Academy technology remains under the control, custody, and supervision of the school. The school reserves the right to monitor all technology and internet use of the students. Students are not allowed to use privately-owned computers at school, connect any personal device to the network, or access any wireless system by bypassing the network without the express written consent of the administration. Monument Academy uses filtering technology designed to block materials that are obscene or harmful to minors and child pornography in accordance with the Child Internet Protection Act (CIPA). The school takes precautions to supervise student use of the Internet and also educates students about appropriate use of the Internet; however, parents should be aware that the school cannot reasonably prevent every instance of inappropriate use, including access to objectionable materials and communications with persons outside of the school in violation of School policies, procedures, and rules.

ACCEPTABLE USE OF STUDENT TECHNOLOGY SYSTEMS

Students are permitted to use Monument Academy Student Technology Systems for the following:

- Finding information for school, home, or co-curricular assignments
- Using resources to complete classroom assignments and projects
- Using specific learning software as directed by classroom teachers
- Using Monument Academy email outside the normal school day to communicate with parents/sponsors, peers, teachers, coaches, advisors, and family members
- Age and time appropriate leisure activities that do not violate Monument Academy policies as approved by school staff
- Using music players and gaming devices with permission as instructed by the Student Life program

As a responsible user of the network, students will:

- Respect the privacy and integrity of other students' email accounts and student server folders.
- Be responsible for their individual email account and anything sent from their account (once their account is open, the students are responsible for the information the accounts contain).
- Use acceptable language in all correspondence – no profanity or discriminatory language.
- Report any and all harassment to houseparents, teachers, or administration.
- Log off the device when finished using it.

UNACCEPTABLE USE OF STUDENT TECHNOLOGY SYSTEMS

Students may not do the following:

- Possess or use any electronic device except as stated above or that which is distributed by faculty during the normal school day
- Use proxy Internet sites to bypass the Monument Academy Internet Filtering System
- Share passwords with other students; however, students may share passwords with authorized Monument Academy employees if requested to do so
- Use Technology System credentials (user IDs and passwords) that are not specifically assigned to them
- Use a piece of technology or system for which they are not authorized
- Access, send, and/or store internet sites which contain sexually explicit materials, encourage or support abusive behavior, or forward email chain letters
- Engage in any activity that is illegal under local, state, federal, or international law while using any technology resources
- Send email to entire groups, such as: "all school," "all managers," and "all students," without the approval of the Head of School
- Send emails or other electronic communications that attempt to hide the identity of the sender or represent the sender as someone else
- Download or install any software
- Violate any state or federal copyright regulations or software license agreements
- Attach any personal electronics (flash drives, cameras, etc.) to any computer or network that has not been purchased or authorized by the Technology Coordinator or school leadership
- Connect any devices to a non-Monument Academy managed system or network while on campus
- Experiment with any virus, malware or hacking-related software or files or infect any system with destructive software or files

Students will not use Technology Systems for the following:

- Commercial or private advertisement
- For-profit, lobbying or political purposes
- Making threatening, obscene, harassing, or bullying remarks
- Invading the privacy of others
- Using inappropriate language/graphics or profanity
- Monitoring or intercepting the files or electronic communications of other students or third parties

- Disabling or circumventing or attempting to disable or circumvent the School's security and monitoring systems
- Breaching, testing, or monitoring computer or network security measures

For Distance Learning: In the wake of the COVID-19 (coronavirus) outbreak, Monument Academy is issuing the following four items to students for the purpose of receiving distance learning in their place of residence:

- One iPad
- One Gumdrop brand protective case for the iPad
- One power adapter for charging the iPad
- One lightning cable for charging the iPad

It is the expectation of Monument Academy Public Charter School that each of these four items will be returned to the school, at the time when it is safe to return to the school, in the same condition that they were distributed to the student. **The student's family will be responsible for covering the repurchasing of any items that are lost or damaged, either in cash value or through work hours of community service.** Please note that any iPads that are not returned to the school will become immediately un-usable (see the "In the Event that the iPad is Lost or Stolen" section below for more details).

Initial Set-up / Connecting to Wi-Fi

Upon receiving your iPad, please connect to Wi-Fi by opening the "Other" folder on the top-left of the iPad's first page, and then opening the "Settings" app. Select the "Wi-Fi" button on the left-hand side, and then select the appropriate wi-fi network. Enter the network's password when prompted.

iPad Management

All iPads are managed by Monument Academy, so all necessary applications and restrictions can be delivered to the iPads wirelessly through a wi-fi connection.

In the Event that the iPad is Lost or Stolen

If your student's iPad is lost or stolen, please notify Jeff McHugh, the Director of Data, Systems, & IT, immediately (email: jeff.mchugh@mapcsdc.org; phone: 914-721-0613). The iPad will be put into "Lost Mode," which completely disables the iPad and allows Mr. McHugh to track the iPad's location. Please note that once an iPad is put into Lost Mode, it cannot be "jail-broken" or re-used in any way. It becomes, for all intents and purposes, a brick.

If Technical Support is Needed

If you or your student are in need of technical support with the iPad, please contact Jeff McHugh at jeff.mchugh@mapcsdc.org or 914-721-0613 or Jovan Nash at jovan.nash@mapcsdc.org or 336-422-6274.

MONUMENT ACADEMY'S ELECTRONIC DEVICE POLICY

Electronic devices including smart watches, gaming devices, music devices, computers, etc. are required to be checked in at the Monument Academy security or administrative offices. Students must turn in those devices during the check in period, but will have the opportunity to earn time on the devices as long as there are no behavior referrals above a level 3 two or more times from the previous week. These privileges will be evaluated on a week by week basis, (i.e. student may have their phone during weeks 1 and 2 may lose that privilege in week 3 if they had level 3 behaviors in week 2). Students will watch a "Smart technology and Proper social media use" video modeling for them the proper use of their phones and social media. Phones can and will be taken away for breach of contract and must be turned in during the academic day and extended day activities, unless otherwise agreed to with either the houseparents or, in the case of a field trip, the teachers.

Monument Academy strongly encourages families to keep all electronic devices at home. Even within the declaration policy, Monument Academy is not responsible for theft, loss, and/or damage of any electronic item relinquished to security onsite at the school.

The following guidelines are specific to Monument's Electronic Device policy:

- Parent/guardian and student will both declare the ownership and possession of any electronic device entering the grounds of Monument Academy. This will involve a description of the device, the phone number (if applicable), and a signature acknowledging this electronic device policy.
- Student will willingly turn in any electronic device upon entry to the building to the front desk staff member or school administrator. Electronic devices are NOT to be collected and/or stored by any other staff member that is not a front desk staff member or school administrator.
- If a student is found during the school day to have an undeclared electronic item in his or her possession (their own or someone else's), the device will be confiscated, an in-person parent/guardian meeting will be required, and the student will have to complete restoration work related to Monument's Core Value of Integrity.
- Monument will operate under a progressive confiscation policy regarding undeclared electronic items entering school grounds. The timeline is as follows:
 - 1st offense: device returned at the conclusion of an in-person parent meeting
 - 2nd offense: device returned after a period of 1 month
 - 3rd offense: device returned after a period of 3 months
 - 4th offense: device returned at the end of the school year

MONUMENT ACADEMY'S BULLYING PREVENTION POLICY

OBJECTIVES AND PURPOSE

A key responsibility of the Monument Academy community is to provide a safe space for all who reside within its walls. Acts of bullying, harassment, and intimidation are an attack on our core values. Thus, to facilitate our mission of creating a positive and

mindful community, Monument Academy has established this comprehensive bullying prevention policy. This policy protects the dignity and safety of the Monument Academy community and describes our strategies to identify and prevent incidents. Monument Academy will promptly report and investigate all incidents of bullying, harassment, and intimidation and provide appropriate remedies for victims of an incident.

The District of Columbia defines bullying as any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
 - a. Place the youth in reasonable fear of physical harm to their person or property;
 - b. Cause a substantial detrimental effect on the youth's physical or mental health;
 - c. Substantially interfere with the youth's academic performance or attendance; or
 - d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

Monument Academy additionally defines bullying as repeated, intentional negative conduct that involves a perceived power differential.

PROHIBITION AGAINST BULLYING

Acts of bullying, including cyberbullying, whether by youth, volunteers or staff, are prohibited:

1. On Monument Academy grounds and immediately adjacent property, at sponsored or related events on and off Monument Academy grounds, on any vehicle used for Monument Academy business, at any transit stop at which youth wait to be transported to Monument Academy, or through the use of any electronic devices owned by Monument Academy, leased by Monument Academy or used for Monument Academy business; and
2. At a location or function unrelated to Monument Academy, through the use of any electronic devices, including those not owned or leased by the Monument Academy, if the acts of bullying or cyberbullying create a hostile environment at school for the victim or witnesses, infringe on their rights at Monument Academy, or materially and substantially disrupts the orderly operation of Monument Academy.

Retaliation against a youth, volunteer, or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

Monument Academy will promptly investigate and address concerns about bullying. For more information about the investigation process and Monument Academy's bullying prevention process, please see the full Monument Academy Bullying Prevention Policy available on the school website and at the front desk. For any questions on our Bullying Policy, please contact our Anti-Bullying Coordinator, Gerron Cooper (gerron.cooper@mapcsdc.org).

Addendum

Due to MAPCS shifting to a digital platform for a significant period of time, it is imperative that we include measures to ensure the safety of our students while on this digital platform. Therefore, any student who engages in any of the aforementioned bullying behaviours will be addressed accordingly. Students are using MAPCS devices and as such should any incident may result in that device and its contents being examined to determine the validity of the complaint.

DISCIPLINE POLICY AND DUE PROCESS

Conduct inconsistent with the best interest of Monument Academy, its core values, educational mission, public safety and welfare, or that which is unlawful, may be subject to discipline. This policy applies regardless of whether the conduct is specifically prohibited and whether it occurs on or off Monument Academy grounds, at a school-sponsored event, during school hours, off-campus after school hours, or on the Internet.

Monument Academy reserves the unconditional right to discipline any student at any time for violation of rules, whether stated or not, regulations, expectations of student behavior, or whose behavior, on or off campus or on-line, is a threat, in Monument Academy's judgment, to the well-being and safety of the student body and the community. Such discipline may include, but is not limited to, the loss of privileges, limited participation in non-academic programs, dismissal, suspension, expulsion, or any other responsive action that Monument Academy deems most appropriate to the situation. Monument Academy reserves the right to involve stakeholders in the discipline process and to hold them accountable for efforts taken to resolve persistent issues that cause disruption to the Monument Academy staff and families. Violations of rules and standards resulting in disciplinary measures, including suspension and expulsion, are determined by the Head of School or his designee.

SERIOUS VIOLATIONS

Some behaviors are especially contradictory to the values of the community and merit disciplinary action:

- Cheating - This includes the deliberate copying of another's work on tests, homework, reports, or any other assignment, or providing such information. Cheating also includes deliberate copying from resources on the Internet or other sources and misrepresenting it as one's own. Such activity represents disrespect

for others, academic dishonesty, and lack of integrity. This violation goes directly against the core values of Monument Academy.

- Lying - Deliberate misrepresentations of the truth demonstrate a lack of personal integrity.
- Use or possession of drugs, including alcohol - Students may not be on Monument Academy grounds, attend school events, or attend any school-sponsored activities if they have consumed or are under the influence of alcohol or controlled legal or illegal substances. Furthermore, students may not be in the possession of, use, or distribute substances on Monument Academy grounds or at any school functions. These are also considered criminal offenses and, as such, the authorities may also be called dependent on the severity of the offense.
- Bodily injury of another person - Threats of violence or actual violence against any member of the student body or community will be treated with the utmost seriousness. We will not tolerate those who threaten, intimidate, or hurt others.
- Possession of weapons - Any student possessing a weapon of any kind will be subject to immediate suspension or expulsion from Monument Academy and referred to the proper authorities (see the section on the Gun-Free Schools Act).
- Stealing - Taking someone else's property without prior permission is prohibited. This includes "borrowing" from another's locker, backpack, notebook, computer files, or any other private space without permission.
- Vandalism - Damaging, defacing, mistreating, or destroying the property of any member of the community or of the school itself will not be tolerated.

DISCIPLINE PROCEDURES

Discipline procedures are designed to be focused on education first. Most disciplinary issues are routine and are handled by the teachers and staff members in partnership with parents/guardians so that the child learns to function successfully in their environment. Disciplinary action is taken at the discretion of the Monument Academy administration. In general, there are three levels of responses to disciplinary problems:

1. For routine behavioral and disciplinary problems, the intervening staff member is responsible for responding to the incident. The result will be direct written documentation in the student's record in addition to a conversation with the student. An appropriate response will be formulated and may take many forms. Depending on the situation, parents/guardians may receive a phone call and information from the staff.
2. For patterns of problematic behavior or more serious disciplinary problems, the administration may call home to alert parents/guardians that a pattern is

developing, and it may be necessary to arrange a conference with parents/guardians to discuss a course of remedial action.

3. If a pattern of negative behavior persists or if a student engages in an activity that represents a Serious Violation, the issue is immediately the domain of the Director of Behavior Management and the Head of School. Other staff involved in the incident in question are also part of the discussion. This level of response is the most serious and may involve suspension or, in very serious cases, expulsion from Monument Academy. Any recommendation for extended suspension (more than 5) or expulsion from the school will be determined by the Head of School.

Instances of Serious Violations are documented. Some situations may require a letter home from the administration to summarize the issue for parents/guardians, especially if the incident is serious and merits an administrative response, including all situations in which a suspension or expulsion may be recommended. In any event, our purpose is not only to uphold the standards of the community, but to do so in partnership with families in the best interests of the child.

SUSPENSIONS AND EXPULSIONS

It is the policy of Monument Academy Public Charter School (MAPCS) that a safe environment conducive to learning shall be maintained. To build and maintain this environment, MAPCS shall provide students, families and staff with clear expectations and rules for appropriate school behavior and also under which conditions a student may be removed in order to maintain the safety and balance of the school community. No student in 5th through 8th grades may be subject to an out of school suspension or expulsion, unless a school administrator determines that the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person.

Students in grade 5 will not be suspended for more than 5 consecutive school days at a time. Students in grades 6-8 will not be suspended for more than 10 consecutive school days at a time. No student will be suspended for more than 20 total school days in a school year unless the Head of School provides written justification to the student and parent describing why exceeding the 20-day limit is a more appropriate disciplinary action than alternative responses or the student's conduct necessitated an emergency removal, and the head of the LEA provides a written justification for the emergency removal to the student and parent. Possession of a firearm requires expulsion pursuant to the Guns Free Schools Act.

Options for prevention, intervention and remediation include but not limited to:

1. Anger management
2. Behavior Intervention Plan (BIP)
3. Conflict resolution
4. Dialectical Behavior Therapy (DBT)
5. Individual or group counseling
6. Intervention by a mental health profession
7. Mediation
8. Parent conference

9. Positive Behavior Intervention System
10. Restorative Practices
11. Other appropriate intervention strategies

The following behaviors will result in an appropriate disciplinary response from Monument Academy. This list is not necessarily exhaustive.

1. Use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants other intoxicant or drug paraphernalia
2. Verbal, written or physical threat to person or property (including posturing)
3. Obscene, serious offensive or abusive language or gestures
4. Bullying - As defined in the MAPCS handbook
5. Engaging in sexual acts on school premises or at school related function
6. Possession of tools or instruments which school administrators deem could be used as weapons
7. Engaging in reckless behavior that may cause harm to self or others
8. Fighting
9. Sexual harassment
10. Bullying
11. Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants other intoxicants, controlled or drug paraphernalia
12. Possession of fireworks or explosives
13. Theft or attempted theft using force, coercion, intimidation or threat of violence
14. Assault or physical attack on student or staff
15. Fighting which results in a serious physical injury
16. Participating in group fight which has been planned, causes major disruption to school day or results in substantial bodily injury
17. Using an article that is not normally considered a weapon to injure another individual
18. Use, threatened use, or transfer of any weapon
19. Use, possession or bringing to school a loaded or unloaded firearm as defined in 18 U.S.C. §921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles and shotguns
20. Any behavior that violates the Gun-Free Schools Act
21. Deliberate acts that cause severe physical injury to another person(s)
22. Commission or attempted commission of any act of sexual assault or sexual aggression
23. Bomb threat

Guidance for Discipline Decisions:

LEVEL 1:

Classroom support and referral to Behavior Management team. The following interventions are examples but not an exhaustive list of supports that may be appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or interventions have not been put in place:

- Teacher/Student Conference

- Parent Call
- Reflective Assignments
- Additional Instructional Time

LEVEL 2:

Intensive Behavior Management interventions and referral to appropriate governmental or community based agency for additional support. The following interventions are examples but not an exhaustive list of supports that may be appropriate when the behavior has continued to negatively influence the learning experience of the student and others:

- Attendance Intervention Plan
- Behavior Intervention Plan
- Mediation
- Counseling
- Restitution
- Restorative practices/circle
- Referral to Community Based Mental Health Agency
- Referral to CFSA or Court Social Services regarding attendance

LEVEL 3:

In- school Alternative Learning Community (ALC) and continued student support from Behavior Management team – (No more than 3 consecutive days). The following interventions are examples but not an exhaustive list of support that may be appropriate given the seriousness of the offense and impact of the student's behavior on the school community and/ or when documented interventions and supports have been put in place but the behavior is escalating:

- Loss of Privileges
- Confiscation of Inappropriate Items
- Community Service
- Referral to ASTEP/Substance Abuse Services
- Additional assignments and/or reflections

LEVEL 4:

Out of school suspension and continued student support by Behavior Management team – (5 consecutive days or less). May be appropriate when a student attempts or willfully causes or threatens to cause bodily injury to another student who requires more than de minimis medical attention or emotional distress that requires more than de minimis professional treatment or counseling.

LEVEL 5:

Expulsion. May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day.

NOTE: District laws prohibits out-of- school suspensions for attendance- related conduct. District law does require students ages 5-13 who accumulate 10 or more

unexcused absences be referred to CFSA and students ages 14-17 who accumulate 15 unexcused absences be referred to Court Social Services Academic Dishonesty 202 Cheating, plagiarizing, etc.

NOTE: Student may receive a failing grade for that assignment Activation of False Alarm / Bomb Threat 301 Student threatens, attempts or willfully activates a false alarm or makes a bomb threat that causes bodily injury or emotional distress to another student who sustains only de minimis physical injuries that require only minor medical attention or minimal professional treatment or counseling. Student threatens, attempts or willfully activates a false alarm or makes a bomb threat that causes bodily injury or emotional distress to another student who sustains more than de minimis physical injuries that requires more than minor medical attention or more than minimal professional treatment or counseling.

NOTE: Commits or is involved in committing false alarms/or bomb threat.

Addendum

During virtual learning our expectations for our scholar remain that they exhibit positive behaviours to ensure their academic success. Student are required to show up to class with the following expectations:

- Camera on
- Mic's muted unless asking or answering questions
- No eating or drinking (water bottles are acceptable)
- Appropriate Attire
 - No head wraps
 - No inappropriate graphic shirts
- No laying in bed

Should a student engage in any of these behaviours and has to be consistently addressed by a staff member it will result in a phone call home detailing the nature of the infractions. Due to the hands off nature of distance learning it is very important that families work with us to ensure the students compliance and educational success.

POLICY FOR SUSPENSIONS AND EXPULSIONS

Out of school suspension and expulsion will be limited to only the most serious offenses as necessary to ensure safety. All extenuating circumstances will be considered and all alternative interventions will be tried before the recommendation of suspension or expulsion will be made. MAPCS provides a large number of additional support systems and interventions that attempt to remove barriers for the students social emotional growth.

Students who have been suspended or expelled shall not be eligible to participate in any school function for the duration of their suspension or expulsion. The only exception would be for the completion of system wide testing and that would be organized in a way that once the student has completed testing they will have to leave the premises and will be tested individually as to not come in contact with any member of the student body.

Students younger than the age of fourteen (14) who have been suspended or expelled shall not be allowed to leave school grounds during school hours unless accompanied by a parent or guardian, or his or her designee. Students older than fourteen (14) who have been suspended or expelled shall not be allowed to leave school grounds during school hours until a parent or guardian, or his or her designee, has been contacted by phone or in person and given a reasonable opportunity to arrange for proper supervision of the student. If the parent or guardian of a suspended student cannot be notified by phone or in person, the student will remain at school until the end of the academic school day.

Plan for Continuing Education

A student who has been suspended or expelled shall have access to an Education Plan as follows:

- If a student is suspended for fewer than eleven (11) days, the Head of School initiating the suspension shall provide an Education Plan that meets the students educational needs and allows the student to make up any class and homework assignments and exams without penalty.
- If a student is suspended for eleven (11) or more or expelled, the student shall be placed in an Alternative Educational Setting that will allow the student the opportunity to continue to earn credits towards promotion or graduation requirements.
- Students will be given a packet of work to be completed during the course of their suspension, should they want to keep up with assignments being missed they themselves or a parent/guardian can contact the school and speak to the Director of Academics who would be able to put together another packet for the student.
- Students on suspension or expelled are not permitted on the premises and as such, it will be up to the parents/guardians to ensure that the students' work packet is picked up. In most instances the school will send a work packet home with the student and/or via email if s/he has access to a computer to complete during their time lost.

PROCEDURES FOR SUSPENSIONS AND EXPULSIONS

Authority to impose Suspensions and Expulsions is as follows:

- A. On-site Short-Term (5 days or less) Suspension - Alternative Learning Community:
 - a. Head of School
 - b. Chief of Operations
 - c. Director level staff
- B. Off-site Short-Term (5 days or less) Suspension:
 - a. Head of School
 - b. Chief of Operations
 - c. Director level staff, with input from executive staff when possible
- C. Off-site Long-Term (more than 6 days) Suspension:
 - a. Chief of Operations
 - b. Director level staff, with input from executive staff when possible

D. Expulsion

- a. Head of School or designee will make final determination

Due Process:

On-site short term suspension (5 days or less) - Alternative Learning Community

Any student who is considered for Alternative Learning Community (ALC) shall be escorted to the ALC classroom with her/her work. Subject teachers are in the classroom over the course of the day to support students in their various subject matters. Due to cross collaboration planning, all teachers are able to support students in ALC on their grade level. Parents/Guardians of the student will be contacted and informed when their child has been placed in ALC and for what length of time. Students are expected to complete their work, along with possibly a reflection and extra assignment while in ALC.

Short Term Suspension (5 days or less)

Any student who is considered for suspension or expulsion shall be given a conference with the school official responsible for proposing the disciplinary action, prior to a proposal being made. The conference will include:

- A. Notification of the alleged behavior and the grounds for possible disciplinary action including a citation of the rule(s) upon which the action is based and description, in reasonable detail, of the facts and events upon which the disciplinary action is proposed.
- B. An explanation of the evidence or facts in which the school official used to determine the infraction.
- C. An opportunity for the student to present their version of the facts or to explain the events or actions.

A student may be suspended prior to a conference if he or she is contributing to an emergency situation in the school. An emergency situation may exist either because of general conditions in the school (e.g., a series of fires or false alarms; a manifestly high level of student tension or increasing number of fights or physical attacks.) or because 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 part of the school to continue operation. In the event that a student is suspended prior to the conference due to emergency conditions, the conference shall be held no more than three (3) school days after the suspension is initiated.

Students and parents or guardians shall be provided written notice of all suspensions and expulsions. Verifiable written notice using the contact information provided by the parent or guardian of all authorized or proposed suspensions and expulsions must be sent out no later than one (1) school day after the decision has been authorized. A

student who has been given a notice of proposed expulsion may be immediately placed on suspension.

Long Term Suspensions (6 days or more) and Expulsions

If, after the conference described above, Monument Academy determines that a long term suspension or expulsion is recommended, a disciplinary hearing will be held to determine whether to proceed with that recommendation. The student will serve a suspension pending the disciplinary hearing.

Disciplinary hearings shall be held at a time and place that is reasonably convenient to the student and parent or guardian. Disciplinary hearings shall be held not more than four (4) school days after a written notice regarding disciplinary action is provided to the parent or guardian and may be postponed not more than five (5) additional days upon the request of the parent or guardian in which it would be necessary to prepare for the hearing or provide attendance of necessary parties. It shall be the burden of MAPCS to show by the majority of evidence that the student did commit the infraction(s) upon which the disciplinary action is based and that the proposed disciplinary action is appropriate.

The Head of School or his designee will act as the hearing officer and shall ensure that all due process procedures have been followed or waived. At the hearing, Monument Academy Director level staff and/or Chief of Operations will present the information that they relied on as the basis for the recommendation for disciplinary action and then the parent/student will be given an opportunity to respond and provide whatever information they want the hearing officer to consider. Prior to the hearing, the parent/student will be provided with a summary of the evidence that Monument Academy plans to present at the hearing along with copies of any education records or other documents that will be shared with the hearing officer. The hearing officer may question any witness or party and shall examine all documentary evidence. Neither Monument Academy nor the parent/student may cross examine witnesses. The hearing officer shall ensure that the hearing is conducted in a fair and orderly manner and shall have the authority to exclude any party or other person from the hearing on the grounds of substantial interference or obstruction of the orderly hearing process. The student/parent have a right to have counsel present at the hearing. The final decision for long term suspension or expulsion will be made by the Head of School, or his designee. The hearing officer will issue a written decision within 2 school days of the hearing.

REENTRY FOLLOWING SUSPENSION

On the first day that the student returns to school following a suspension it is requested a parent or guardian accompany the student for a formal re-entry meeting to discuss behavioral expectations and steps moving forward to ensure the educational success of the student.

COOPERATION WITH SCHOOL INVESTIGATIONS

Students must cooperate with Monument Academy investigations. Students are expected to be honest, but honesty is not necessarily a mitigating factor in the disciplinary process, and students' own statements may be used against them. Failure to cooperate with an investigation may be cause for disciplinary action. If a student refuses to participate or cooperate at any stage of an investigation for whatever reason, including, but not limited to, pending criminal charges, Monument Academy reserves the right to take action, including proceeding without a statement from the student.

DISCIPLINE APPEAL

Any student who is expelled or receives a long term suspension has the right to appeal the decision in writing to the Head of School within five (5) school days of the written notice of expulsion being issued. The following process shall be implemented for all appeals.

1. An appeal hearing date will be set within seven (7) school days of the receipt of the appeal request.
2. The appeal hearing date will occur within fourteen (14) calendar days from the date of the hearing being set.
3. Appeal hearings will be heard by three members of the Board of Monument Academy, the "Appeal Panel." A staff member may replace one of the Board members on the Appeal Panel.
4. The student may be represented by his/her parent/guardian and one additional advocate.
5. The student has the right to speak on his/her behalf at the appeal. The student may choose not to speak at the appeal.
6. The student may not return to Monument Academy and participate in school activities while an appeal is pending.
7. Appeals are closed to the public.
8. If a parent/guardian fails to appear at the appeal hearing the right to appeal is waived, and the original disciplinary decision will stand.

In making its decision, the three-member Appeal Panel will:

1. Review all evidence, and documentation regarding the incident and the school's investigation;
2. Review the Code of Conduct; and

3. Ask questions regarding the matter to anyone present at the hearing. One advocate may speak on the student's behalf; the student has the right not to speak on his/her own behalf.

If the expulsion is overturned, the cumulative record of the student and any other school-maintained records will reflect that conclusion. If the Appeal Panel upholds the expulsion, the expulsion shall be imposed, and such decision will be final. Decisions made by the Appeal Panel will be final. Written decisions of the Panel will be provided within 3 school days of the hearing.

STUDENTS WITH DISABILITIES

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and district laws. Each school year, parents/guardians will be given a manual which informs them about their children's rights in terms of discipline procedures. Students with disabilities at Monument Academy will have the same rights and responsibilities as other students, and they may be assigned disciplinary consequences for behaviors that do not meet the outlined behavioral expectations. If a student with a disability has an IEP that includes disciplinary guidelines, then, as required by the Individuals with Disabilities Education Act (IDEA), all disciplinary decisions for that student will be made according to those guidelines.

If a student with a disability has been assigned a removal from school (through suspension or expulsion) for more than 10 aggregate school days within a school year, he or she is entitled to a Manifestation Determination Meeting (MDR), to determine whether (1) the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or (2) the conduct in question was the direct result of the school's failure to implement his or her IEP.

The manifestation determination meeting will be held within 10 school days of the decision to suspend or expel. The student may serve the suspension pending the manifestation determination meeting. For any suspension served after 10 days in the school year, services must be provided to the student in an interim alternative educational setting so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.

If it is determined that the student's behavior was a manifestation of his or her disability, then the student must return to Monument Academy unless the parent and Monument Academy agree otherwise.

There are special circumstances where a student with a disability can be removed from Monument Academy to an interim alternative educational setting for up to 45 school days without regard to whether the student's behavior was determined to be a manifestation of his/her disability: possession of a weapon at school on school premises or during a school function; possession or use of an illegal drug at school on school premises or during a school function; infliction of serious bodily injury at school

on school premises or during a school function. At any time the IEP team, with parent consent, may change the student's placement.

If it is determined that the student's behavior was not a manifestation of the student's disability, the same disciplinary procedures applicable to a student without a disability, including long term suspension or expulsion may be applied to the student with a disability. Students who are suspended for more than 10 school days in a school year will continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.

GUN-FREE SCHOOLS ACT

In accordance with the Gun-Free Schools Act, the school shall expel, from the student's regular program for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to school. The Head of School may modify the term of expulsion for a student or assess another comparable penalty that results in the student's expulsion from the regular school program on a case-by-case basis.

For the purposes of this law, "firearm" means:

- Any weapon – including a starter gun – which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive from the frame or receiver of any such weapon;
- Any firearm muffler or firearm silencer;
- Any destructive device. "Destructive device" means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon – other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes – by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described, and from which a destructive device may be readily assembled.

MEDICAL AND IMMUNIZATIONS

Being physically healthy allows children to learn more effectively. For this reason, regular medical and dental checkups are essential for your child. All Monument Academy students must have a completed immunization record and physical exam form on file in the Front Office. Students will not be allowed to attend classes until these forms have been turned in. Monument Academy cannot guarantee the services of a full-time nurse. Monument Academy has at least one staff member who is certified to administer medicine to your child. If your child requires medication during school hours, please check with the school as soon as possible to ensure proper administration of

medication. Students may not carry medication of any kind. Monument Academy will keep in strict confidence all information regarding students who have a serious communicable disease, unless the requirements of the law stipulates otherwise (as a public health concern for other students/staff). The school has both day and evening staff prepared to attend to medical needs.

LOCKER POLICY

Monument Academy provides each student with a locker. The lockers will be organized by student life homes and will be used primarily to hold belongings for Friday dismissal or other after-school activities. On Thursday evenings or Friday mornings, before the start of school, students will place belongings in their lockers that they are taking home at dismissal on Fridays. On Friday afternoons, upon dismissal, students will retrieve the items from their lockers to take home for the weekend. NOTE: ANY ITEMS NOT PLACED IN A LOCKER BY A STUDENT IN THE MORNING WILL NOT BE ACCESSIBLE IN THE AFTERNOON.

Students are not allowed to access their lockers during the day without the consent and supervision of a Monument staff member.

PLEASE BE AWARE: The lockers are 36" tall, 15" wide, and 15" deep. Student items must fit within these dimensions, so please pack belongings accordingly.

The full locker policy and contract can be found as an addendum to this handbook.

TRANSPORTATION POLICY

Monument Academy Public Charter School does not provide transportation to and from school. Students should be transported by their parents/guardians, walk, or make use of the public Metro system. Students who receive special education services who have transportation services identified as part of their IEP will have OSSE-provided transportation on Fridays. If special transportation (e.g., a private bus, taxi, etc.) is required for field trips or extended day activities, parents will be notified by a permission slip which must be signed by the student's parent/guardian to enable his or her participation.

UBER/LYFT POLICY

Monument Academy Public Charter School generally does not provide students with rides home in car services like Uber or Lyft. Occasionally, special circumstances arise in which such a ride is necessary. Parents/guardians must sign the Uber/Lyft policy document found in the addendum to this handbook in order for the school to be able to send their child in an Uber or Lyft. Parents/guardians are welcome to send an Uber or Lyft for their child for dismissal. They should contact the front desk in advance to notify the school of the ETA and model of the car.

ELOPEMENT POLICY

If a student elopes or leaves the perimeters of the school campus during academic/day time hours without permission, and has walked/run beyond 25 feet of the gates surrounding the building, we will follow them at a reasonably safe distance, and let them know within our line of sight that leaving property is an unsafe behavior and the same

as running away, and that the police will be notified. If the student continues to walk/run we will call the police and provide them with a description of the student and the place and time they were last seen. Monument will call the parent/guardian of the student and let them know that the child has eloped and that law enforcement has been contacted. We will provide the parent/guardian with as much information as we have available at the time of the report. If the student returns on their own, we will make a follow-up call to the authorities and the parent/guardian to let them know that the child has returned safely. During the residential hours after dark if a student crosses into the road beyond the perimeters of the fences surrounding the building, staff will deem the behavior to be unsafe and will not follow them, and will immediately call the police and family.

GRIEVANCE PROCEDURES

It is the policy of Monument Academy that all employees, students, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to the school. Monument Academy recognizes the meaningful value and importance of full discussion in resolving misunderstandings and in preserving good relations between all community members. Accordingly, the following grievance procedure should be employed to ensure that complaints receive full consideration.

WHAT MAY BE GRIEVED

The grievance process should be used to (1) address complaints and concerns pertaining to educational environment, employment arrangements, or interpersonal conflicts; and (2) resolve complaints of discrimination and harassment based upon race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or otherwise.

WHO MAY GRIEVE

The procedures set forth below may be used by grievants who are employees, students, parents/guardians, or visitors.

OTHER REMEDIES

The existence of this procedure does not bar grievants from also filing claims in other forums to the extent permitted by district, state or federal law.

INFORMAL GRIEVANCE

Since most difficulties can be resolved by communicating a concern to someone, grievants are encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor, HR, the COO or the Head of School. The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

FORMAL GRIEVANCE

Within ninety (90) days of encountering the harassment, discrimination, or complaint that is the subject of the grievance, a grievant shall file a written notice with the COO or Head of School. Grievants may use the Grievance Form, which is available from the

COO or Head of School. The written notice shall identify the nature of the complaint, the date(s) of occurrence, and the desired result, and shall be signed and dated by the person filing the grievance. In the event a grievance is being filed by the parent/guardian of a student, the student and the parent/guardian shall sign and date the grievance. The COO and Head of School can be reached at the contact information provided in this document. The COO or Head of School will immediately initiate an adequate, reliable impartial investigation of the grievance. Each formal complaint will be investigated, and depending on the facts involved in each situation, will be decided after receiving information from the appropriate individuals. Each investigation will include interviewing witnesses, obtaining documents, and allowing parties to present evidence.

All documentation related to the investigation and discussions held in this process are considered EXTREMELY CONFIDENTIAL and are not to be revealed to or discussed by any participant with persons not directly involved with the complaint, its investigation, or the decision making process. This provision does not include discussions with governmental authorities.

Within thirty (30) business days of receiving the written notice, the COO or Head of School shall respond in writing to the grievant (the "Response"). The Response shall summarize the course of the investigation, determine the validity of the grievance and the appropriate resolution. If, as a result of the investigation, harassment, or a valid grievance is established, appropriate corrective and remedial action will be taken.

APPEALS

If the grievant is not satisfied with the Response, the grievant may appeal in writing to the Chair of the Board of Trustees within thirty (30) days of the date of the Response. The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the response. The appeal, in letter form, may be submitted to the Head of School who will relay it to the Chair of the Board of Trustees. Within twenty-one (21) days from receiving the written appeal, the Chair of the Board of Trustees will respond in writing to the appellant as to the action to be taken and the reasons therefor. The Chair of the Board of Trustees can be reached at tycely.williams@mapcsdc.org.

PROHIBITION AGAINST RETALIATION

Monument Academy pledges that it will not retaliate against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy. In addition, Monument Academy will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, or a concern, or who cooperates in an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

MODIFICATION

Monument Academy may approve modification of the foregoing procedures in a particular case if the modification (a) is for good cause, and (b) does not violate due process rights or policies of Monument Academy.

NON-DISCRIMINATION

In accordance with Title VI of the Civil Rights Act of 1964 ("Title VI"), Title IX of the Education Amendments of 1972 ("Title IX"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Age Discrimination Act of 1975 ("The Age Act"), and the District of Columbia Human Rights Act of 1977, applicants for admission and employment, students, parents/guardians, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Monument Academy are hereby notified that Monument Academy does not discriminate on the basis of race, color, national origin, sex, age, disability, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, source of income, status as a victim of inter-family offense, or place of residence or business in admission or access to, or treatment or employment in, its programs and activities. Students and/or parents/guardians having inquiries concerning Monument Academy compliance with Section 504, ADA, Title VI, Title IX, the Age Act, and/or DC Human Rights Act as they apply to students, employees or third parties or who wish to file a complaint regarding such compliance should contact Dr. Jeffrey Grant, Head of School (jeffrey.grant@mapcsdc.org), who has been designated by Monument Academy to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, the Age Act, and the DC Human Rights Act.

NOTIFICATIONS FOR TITLE I

Title I School Title I of the federal Elementary and Secondary Education Act (ESEA) is designed to help close the achievement gap between low income and minority students and their peers. With more than 80% of Monument Academy students eligible for free or reduced price lunch, the school is considered a Title I school as defined by the law and receives ESEA funds.

PARENTS' RIGHT TO KNOW -- TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Parents/guardians of Title I students may request certain information from the Front Office on the professional qualifications of the student's teachers and paraprofessionals providing services to the child.

PARENTS' RIGHT TO KNOW -- NON-HIGHLY QUALIFIED TEACHERS

Parents/guardians of students who are taught for four or more consecutive weeks by a teacher who is not highly qualified will be notified by the school.

FAMILY ENGAGEMENT POLICY

Monument Academy recognizes that family engagement is vital to achieve maximum educational growth for students in Title I programs. Therefore, in compliance with federal parental involvement requirements, Title I schools will meet with families to provide information regarding their school's participation in the Title I program and its requirements. Monument Academy will ensure that such meetings are held annually and at a convenient time. All parents/guardians shall be invited to attend. Title I funds may be provided for transportation, child care, home visits, or other parental

involvement services, as appropriate. Monument Academy will ensure equivalence among grades in teachers, administration, and other staff and in provisions of curriculum materials and instructional supplies. Parents/guardians will be informed of their right to be involved in the development of this Monument Academy family engagement policy, and the overall schoolwide plan. This family engagement policy will be developed, agreed upon, and reviewed annually with families. Monument Academy will ensure:

- Regular opportunities for families to meet with School leaders and staff.
- Involvement of families in the development of the Monument Academy overall schoolwide plan and the process of school review and improvement.
- Coordination, technical assistance, and other support necessary to assist the school in planning and implementing effective family involvement activities to improve student academic achievement and school performance.
- Development of activities that promote the schools' and families' capacity for strong parent involvement.
- Coordination and integration of family involvement strategies with appropriate programs, including the requirements of other federal title programs, as provided by law.
- Barriers to participation by families who are economically disadvantaged are disabled, and families who have limited English proficiency, limited literacy, or are of any racial or ethnic minority are identified.
- Findings of annual evaluations are used to design strategies for more effective family involvement and to revise, if necessary, the requirements of this policy.
- Involvement of families in the school activities and are provided a flexible number of meetings.
- Designation of a minimum of 1 percent of the Title I, Part A allocation for family involvement.
- Provision of the policy to families in an understandable and uniform format and, to the extent practicable, in a language the families can understand. The policy will also be made available to the local community.

Further information pertaining to Monument Academy's Family Engagement efforts are detailed in the Family Engagement Plan.

MONUMENT ACADEMY PHYSICAL INTERVENTION POLICY

Monument Academy believes that physical interventions to contain and/or control the behavior of children and students in our care should only be used to ensure safety and protection. Except where otherwise specified as part of an approved individual crisis management plan, physical interventions will only be employed as a safety response to acute physical behavior and their use is restricted to circumstances in which the student, other students, staff members or others are at imminent risk of physical harm.

Physical intervention is defined as a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.

As any physical intervention involves some risk of injury to the young person or staff, staff must assess this risk against the risks involved in failing to physically intervene when it may be warranted. Physical intervention should never increase (or create more) risk than the behavior it is trying to contain.

Physical interventions must never be used (1) as punishments or consequences, or (2) for “demonstrating who is in charge.” Physical restraint is never used for therapeutic purposes.

Physical interventions will only be employed after other less invasive approaches (such as behavior support techniques or verbal interventions) have been attempted unsuccessfully, or where there is no time to try such alternatives.

Physical interventions must only be employed for the minimum time necessary. They will cease when the student is judged to be safe and no longer at risk of self-injury or harming others.

Physical interventions may only be undertaken by staff who have successfully completed Therapeutic Crisis Intervention (TCI) training which includes: (1) crisis definition and theory; (2) the use of de-escalation techniques; (3) crisis communication; (4) anger management; (5) physical intervention techniques; (6) the legal, ethical, and policy aspects of their use; (7) decision-making related to physical interventions; (8) debriefing strategies; (9) signs of distress and effect on the student, and (10) the needs and behaviors of the population served. Staff must also have demonstrated competency in performing the intervention techniques, which is measured and documented according to relevant professional and/or state regulatory guidelines. A skills review within the previous six months must also be successfully completed.

Only physical intervention skills and decision-making processes that are taught in the comprehensive TCI course and approved by Monument Academy (and the District of Columbia) may be used. All techniques (including decision-making processes) must be applied according to the guidelines provided in the training and in this policy.

Two or more staff members must be involved in any physical intervention to ensure safety and accountability.

Students are not permitted to restrain or assist in the restraint of other students.

Following any incident involving physical restraint, Monument Academy must ensure that there is a post incident medical and follow-up evaluation, and that debriefing and support is offered to the student, the staff members, and any other people involved in or witnesses of the episode. Staff members should provide the student with an explanation for the intervention and offer the student an opportunity to express his or her views on what transpired.

Monument Academy has a formal grievance procedure in place for the students in its care (or their families). Please refer to the process outlined in the Grievance Procedures section.

Any initial use of physical restraint will be reported to Monument Academy on the Critical Incident Report and an agreed individual crisis management plan will be developed and implemented by the staff, student, and families. The plan will include positive and less intrusive intervention techniques and specify the circumstances under which physical restraint may or may not be an appropriate response in the future.

All incidents of physical intervention will be recorded on Monument Academy's Critical Incident Report on the same day as the restraint took place. The report will include: details of the incident, people involved, preventive strategies that were employed, actual techniques used, any injuries sustained by student or staff, and debriefing that was provided for the student. All such reports will be reviewed by Senior Leadership staff and parents/guardians will be notified. The following actions will be taken as needed: counseling for the student and/or staff, skills update, and notification of authorities.

If any injuries to the student result from the use of physical interventions, the details must be reported to the appropriate district authorities. A formal review of the incident and the individual crisis management plan should be conducted.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS
AMENDMENT
(PPRA)
(Federal Law)

PPRA affords parents and students who are 18 or emancipated minors (“eligible students”) certain rights regarding Monument Academy conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of-

1. Any other protected information survey, regardless of funding;
2. Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

Monument Academy will directly notify parents and eligible students of these policies at least annually by placing a copy of this notice in the student handbook, and after any substantive changes.

Parents/eligible students who believe their rights have been violated may file a complaint with:

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

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students age 18 or older ("eligible students") certain rights with respect to the student's education records.

(1) **The right to inspect and review** the student's educational records within 45 days of the day Monument Academy receives a request for access. Parents/guardians or eligible students should submit to the Head of School a written request that identifies the record(s) they wish to inspect. The Head of School or other appropriate school official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

(2) **The right to request amendment** of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents/guardians or eligible students may write the Head of School clearly identify the part of the records they want changed and specify why it should be changed. If Monument Academy decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

(3) **The right to consent (in writing) to disclosures of personally identifiable information** contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. For example, FERPA authorizes disclosure without consent of school officials whom Monument Academy has determined to have legitimate educational interest. A school official is a person employed by Monument Academy as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person or company with whom Monument Academy has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); an official of another school system where a student seeks or intends to enroll, or where the student is already enrolled; or a parent/guardian, student or other volunteer serving on an official committee, such as the disciplinary or grievance committee, or 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.

Additional situations where consent is not required for the disclosure of education records include disclosure:

- To State and local officials pursuant to a State statute in connection with serving the student under the juvenile justice system;

- To comply with a judicial order or subpoena (reasonable effort to notify parent or student at last known address);
- To accrediting organizations;
- To parents of a dependent student;
- To authorized representatives of Federal, State, and local educational authorities conducting an audit, evaluation, or enforcement of education programs;
- To organizations conducting studies for specific purposes on behalf of schools;
- In a health or safety emergency; and
- Directory information.

(4) **The right to withhold disclosure of directory information.** At its discretion, Monument Academy may disclose basic “directory information” that is generally not considered harmful or an invasion of privacy without the consent of parents/guardians or eligible students in accordance with the provisions of District law and FERPA. Directory information includes:

- A. Student Name
- B. Student Address
- C. Student Telephone Listing
- D. Name of School Attending
- E. Participation in Officially Recognized Activities and Sports
- F. Weight and Height of Members of Athletic Teams
- G. Diplomas and Awards Received
- H. Student’s Date and Place of Birth
- I. Names of Schools Previously Attended
- J. Dates of Attendance

Parents/guardians or eligible students may instruct Monument Academy to withhold any or all of the information identified above by completing the “Release of Student Directory Information” Form.

(5) **The right to file a complaint** with the U.S. Department of Education concerning alleged failure by Monument Academy to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

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

ELECTRONIC DEVICE POLICY

Electronic devices - including cell phones, tablets, smart watches, gaming devices, music devices, computers, etc - are prohibited at Monument Academy. Students carrying these devices must declare ownership and possession of devices upon entry to the school and turn them into front desk staff upon entering the building. Devices that are turned in appropriately will be stored safely by school staff and returned to the student during dismissal periods.

Monument Academy strongly encourages families to keep all electronic devices at home. Even within the declaration policy, Monument Academy is not responsible for the theft, loss, and/or damage of any electronic item turnover into our care or onsite at our school.

The following guidelines are specific to Monument's Electronic Device policy:

- Parent and student will both declare the ownership and possession of any electronic device entering the grounds of Monument Academy. This will involve a description of the device, the phone number (if applicable), and a signature acknowledging this electronic device policy.
- Students will willingly turn in any electronic device upon entry to the building to the front desk staff member or school administrator. Electronic devices are NOT to be collected and/or stored by any other staff member that is not a front desk staff member or school administrator.
- If a student is found during the school day to have an undeclared electronic item in his or her possession (their own or someone else's), the device will be confiscated, an in person parent meeting will be required to be completed, and the student will have to complete restoration work related to Monument's Core Value of Integrity.
- Monument will operate under a progressive confiscation policy regarding undeclared electronic items entering school grounds. That timeline is as follows:
 - 1st offense: device returned at the conclusion of an in person parent meeting
 - 2nd offense: device returned after a period of 1 month
 - 3rd offense: device returned after a period of 3 months
 - 4th offense: device returned at the end of the school year

Do you anticipate your student having an electronic device in their possession as they travel to/from school YES NO

If yes, what type of device will the student have? _____

What is the number for the device (if applicable)? _____

Is the device activated or is it only Wifi dependent? ACTIVATED ONLY WI-FI

I understand and agree to the electronic device policy outlined above.

Signature of Custodial Parent or Guardian: _____

Signature of Student: _____

Today's Date: _____

FAMILY AND STUDENT HANDBOOK CONFIRMATION PAGE

Monument Families and Students:

Please sign below the confirmation of having read this handbook and your agreement to abide by the policies of Monument Academy Public Charter School.

Please return this signed statement to the school.

I have read the Family and Student Handbook and agree to abide by all the rules and regulations of Monument Academy Public Charter School.

Student's Signature

Date

I have read the Family and Student Handbook and agree to abide by all the rules and regulations of Monument Academy Public Charter School.

Parent / Guardian Signature

Date