

# **Family & Scholar Handbook**



**MONUMENT**  
ACADEMY

**School Year: 2025-2026**

# Monument Academy Student and Family Handbook

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## WELCOME FROM THE CEO

Dear Scholars and Their 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 proud to lead the collaborative efforts as we strive for greatness at **Monument Academy Public Charter School (MAPCS)**! 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.

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.

I thank you for trusting me to guide **“OUR BABIES”** lead Monument Academy Public Charter School.

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, student life advisor, 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 CEO.

## **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 judgment, 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 Chief of Well-Being who, together with the Manager of Student Life, oversees a staff of social workers, licensed counselors, clinical student interns, and student life advisors 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 through the Habitudes curriculum. 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.



# General Information

## 2025-2026 SCHOOL CALENDAR



### 2025 - 2026 School Calendar

July 2025						
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		

August 2025						
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	

September 2025						
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	29	30				

October 2025						
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	

November 2025						
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						

December 2025						
Su	M	T	W	TH	F	
	1	2	3	4	5	
7	8	9	10	11	12	
14	15	16	17	18	19	
21	22	23	24	25	26	
28	29	30	31			

Sunday Arrival						
Sunday check-in is between 7:30 and 9:30 pm every Sunday. On weeks where school is closed on Monday, check-in will take place on Tuesday morning beginning at 7 am.						

January 2026						
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	

February 2026						
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	

March 2026						
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	31				

April 2026						
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		

May 2026						
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	

June 2026						
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	29	30				

The Academic Day						
There are 184 Instructional Days. The academic day runs from 8:45 AM to 5:30 PM, with Student Life Programming afterwards. On Fridays, the instructional day runs from 9 AM to 12 PM.						

Legend	
	Student Attendance Day
	Student Early Dismissal at 12 pm
	Student Remediation/Enrichment (Attendance Day)
	Student Engagement Week (Optional)
	Summer School Instructional Day
	ESY Instructional Day
	School Closed for Students

Important Dates	
Jul 7 - 11	Summer School
Jul 14 - 24	Extended School Year (ESY)
Aug 11	First Day of School (no boarding first week)
Aug 19	Boarding Begins for New Students
Aug 18 - 22	NWEA MAP Fall Testing Window
Aug 24	Boarding Begins for Returning Students
Aug 28	Back to School Night
Aug 29 - Sep 1	Labor Day Weekend - No School
Sep 12	Trimester 1 Progress Reports Distributed
Oct 10	Trimester 1 Progress Reports Distributed
Oct 13	Indigenous Peoples Day - No School
Nov 10	Veterans Day Observed - No School
Nov 11 - 14	Student Remediation & Enrichment
Nov 14	End of 1st Trimester
Nov 17 - 21	Student Engagement Week
Nov 21	Trimester 1 Report Cards Distributed
Nov 24 - 28	Fall Break - No School
Dec 1	Beginning of 2nd Trimester
Dec 8 - 12	NWEA MAP Winter Testing Window
Dec 15 - 18	Student-Led Conferences
Dec 19 - Jan 3	Winter Break - No School
Jan 16	Trimester 2 Progress Reports Distributed
Jan 19	MLK Day - No School
Feb 8	Super Bowl - No Sunday Boarding
Feb 16	Presidents Day - No School
Mar 9 - 13	Student Remediation & Enrichment
Mar 13	End of 2nd Trimester
Mar 16 - 20	Student Engagement Week
Mar 20	Trimester 2 Report Cards Distributed
Mar 23 - 27	Spring Break - No School
Mar 30	Beginning of 3rd Trimester
Apr 6	Holiday - No School
Apr 13 - 16	Student-Led Conferences
Apr 17	Emancipation Day Observed - No School
May 1	Trimester 3 Progress Reports Distributed
Apr 28 - May 7	NWEA MAP Spring Testing Window
May 10	Mother's Day - No Sunday Boarding
May 11 - 22	State Assessment Window
May 25	Memorial Day - No School
Jun 1 - 18	Student Field Experiences/Explorations
June 10	Trimester 3 Report Cards Distributed (8th Only)
June 14	Father's Day - No Sunday Boarding
June 17	8th Grade Promotion Ceremony
June 17	Trimester 3 Report Cards Distributed (9th - 7th)
June 18	End of 3rd Trimester/Last Day of School

## **STAFF CONTACT INFORMATION**

Please visit the “Monument Team” page on the Monument Academy website for a full staff list, along with contact information. This page can be accessed at [monumentacademy.org/team](https://monumentacademy.org/team).

## **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 3 hours and 30 minutes (3.5 hours) between the hours of 8:45am and 5:30pm are considered absent. Any student arriving to school after 12:15 pm or leaving school before 2:00pm is considered partially absent.

**In the Distance Environment:** A student is considered to be fully absent if he/she does not complete any work or make any contact with school staff.

**Fridays:** A student is considered to be absent if he/she misses more than 72 minutes of class 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 student life advisors or Student Life Manager 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 Student Life Manager 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 CEO 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
3 unexcused absences	Notification to parent/guardian with list of absences, as well as a reminder of consequences of absenteeism
5 unexcused absences	Referral of student to school-based student support team (SST) SST meets to determine underlying causes of absences and implement action plan for addressing absenteeism
10 cumulative absences	Notification to parent/guardian regarding absences Mandatory parent conference with SST to develop a plan for immediate intervention
9 unexcused absences during a school year	Notification to parent/guardian with list of absences, as well as a reminder of consequences of absenteeism
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/guardian
10 unexcused absences during a school year by a child age 5-13	Referral of student to Child & Family Services (CFSA) for educational neglect investigation
15 cumulative absences	Mandatory Home Visit
15 unexcused absences during 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 reserves the right to drop enrollment
20 unexcused absences	School reserves the right to retain the student

## **STUDENT DAILY SCHEDULE**

### **Monday through Thursday:**

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

### **Friday:**

<b>7:00am</b>	Wake up and prepare for the day
<b>7:00am-8:30am</b>	Morning routine including personal hygiene regimen, morning exercise, family meeting, breakfast and chores.
<b>8:35am-8:55am</b>	Transition to drop off personal items and head to Academic classes
<b>9:00am-12:00pm</b>	Academic classes Lunch/Recess Electives

## **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 gray 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 bottom 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 conditionally permitted at Monument Academy. Students returning to school Sunday evenings or in the mornings should seek approval before bringing outside food back to school or the student life homes. Additionally, families should not bring or deliver outside food to the school for their child unless they receive prior approval. 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 no 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 Theme-based curriculum (aligned with the Common Core State Standards) builds in complexity and rigor as students progress through the grade levels. Reading and writing are essential components 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 CEO.



## **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
- VMath
- VELA

## **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. Ashley DeCruise, [ashley.decruise@mapcsdc.org](mailto:ashley.decruise@mapcsdc.org)  
Brittany David, [brittany.david@mapcsdc.org](mailto: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 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), Maryland Assessment and Recovery Scale (MARS), Patient Health Questionnaire (PHQ-9), Generalized Anxiety Disorder Questionnaire (GAD-7), Student and Parent Intake Assessments, and Adverse Childhood Experiences Survey. 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, 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. 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.

### **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 Brittany David 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 Brittany David. Observations will be limited to two hour blocks.

Observers may not make or 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 CEO and Head of School and will involve collaborative discussions with the staff, parents or guardians, and the student.

## **STUDENT AGE-OUT POLICY**

Monument Academy sets guidelines for the maximum age of a student while enrolled during the school year. Any student that turns 16 during the school year will be considered as "aging-out" and therefore will be socially promoted to high school.

## **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: 25%
- Quizzes: 20%
- Classwork: 30%
- Homework: 20%
- Work Habits: 5%

Students receive a course grade every trimester. For full-year courses, the final course grade is the average of the three trimester 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 trimester and report cards at the end of each trimester.



### **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 Director of Student Support.

### **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 projects; please ensure your child works on these projects 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, licensed counselors, clinical student interns, related service providers such as a psychologist, occupational therapist, and a speech and language pathologist, along with community-based mental health agencies. Well-Being team members are assigned specific caseloads, and all students have access to these team members, located in the well-being suite, 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 student life advisors.

### **School-Wide Social-Emotional Framework:**

Monument Academy PCS (MAPCS) offers comprehensive mental health services to all students via the multi-tiered support systems' model. All students have access to Tier 1 school-wide social-emotional learning programs, which is the Dialectical Behavior Therapy (DBT) skills training groups. Students will focus on the following DBT skills within groups: Mindfulness, Distress Tolerance, Emotional Regulation, and Interpersonal Effectiveness. Also, students will participate in well-being advisory lessons facilitated by the Purpose Prep curriculum which focuses on capacity and character building and life skills guided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies. Additionally, all students will participate in monthly gender-specific assemblies that will foster healthy peer relationships, promote positive communication, increase mental health awareness, and expose, educate, and guide students by discussing appropriate topics related to students' developmental stages and ages.

Additionally, Tier 2 services will assist students with intensive needs by utilizing universally-deployed screening assessments and tools such as student and parent intake assessments, mental health questionnaires, the Adverse Childhood Experiences survey, and DBT-related assessments: Difficulties in Emotional Regulation Scale (DERS), Maryland Assessment of Recovery Scale (MARS), and the Ways of Coping Checklist-DBT to identify additional specific needs. Tier 2 services will be delivered through targeted groups that will enable students to form secure peer relationships, process complex emotional responses, and learn additional coping strategies and skills for optimal functioning.

Lastly, Tier 3 services will offer students individual counseling and clinical case management rendered by licensed counselors, graduate level clinical interns, and mental health therapists who are partnered with our School. At present, MAPCS is partnered with April/May Therapy Services, Life Enhancement Services., Howard University School of Social Work, and the Chicago School of Professional Psychology. In addition to the prescribed behavior support services documented on student IEPs,

students will be identified for individual counseling and clinical case management by the referenced screening assessments and tools, staff observations, and the current internal well-being referral system.

If you feel that your child might benefit from therapeutic services, please contact the Chief of Well-Being. 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 one of our partner agencies to receive therapeutic services.

### **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, socially-emotionally and/or behaviorally. If you would like your child tested, please contact the Director of Student Support. 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 Chief of Well-Being or the Director of Student Support.

# **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. 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. Cell phones are checked in at the front office during the check-in process, labeled and will be stored in a student life home specific locked container. If a student would like to make a call home during the week, they will have access to a phone.

Cell phones are relinquished to students daily contingent upon them meeting the requirements of the Mobile Device Policy & Contract. Phone access for those students who have earned the privilege begins at 6 PM and ends at 9 PM. All mobile devices are returned to students at the end of the week during the check-out process. Any student who does not turn in his/her cell phone on Sunday is in violation and will not have access to their mobile devices until check-out.

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 regardless of being granted access to their personal mobile devices or not. A majority of these phone calls are made during the evening. Exceptions to this time frame require prior approval of the student Life Advisors 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. All visits must be pre-planned and approved by administration.

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 the Chief of Student & Family Engagement. Once approved, Student Life Advisors will be notified of the upcoming visit and a designated visit location will be determined. Visitors are expected to sign-in at the front or check in with the on-duty security personnel prior to entering the campus 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 in 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**

Monument Academy utilizes Chromebooks in each class. In the student life homes, or if there is a need to utilize a distance learning environment, Monument Academy provides a “1 to 1” iPad program. These tools equip students to be digitally literate, to differentiate the curriculum based on students’ needs, and to foster an academic environment of collaboration and creativity. Families are expected to utilize DC’s “Internet for All” program to equip themselves with Wi-Fi access, although hot spots can be provided under specific circumstances. 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 CEO
- 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 event that a student is unable to participate in in-person learning, Monument Academy will issue the following four items to students for the purpose of receiving distance learning in their place of residence:

- One iPad
- One Gumdrops 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-useable (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 Data Systems & IT Chief, immediately (email: [jeff.mchugh@mapcsdc.org](mailto: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](mailto:jeff.mchugh@mapcsdc.org) or 914-721-0613 or Jovan Nash at [jovan.nash@mapcsdc.org](mailto: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.
- The 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, Dr. Ashley DeCruise, at [ashley.decruise@mapcsdc.org](mailto:ashley.decruise@mapcsdc.org).

If MAPCS shifts 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 behaviors 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 CEO or his designee.

## **SERIOUS/EGREGIOUS 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.
- False Accusations - Deliberate misrepresentations of the truth demonstrate a lack of personal integrity that could affect a person's character in an adverse way.
- 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 Head of School and the CEO. Infractions that occur during the residential component of the program are in the domain of the Chief of Student and Family Engagement. 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 CEO.

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 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 CEO 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. Behavior Intervention Plan (BIP)
2. Conflict resolution
3. Dialectical Behavior Therapy (DBT)
4. Individual or group counseling
5. Intervention by a mental health profession
6. Mediation
7. Parent conference
8. Positive Behavior Intervention System
9. Restorative Practices
10. 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 prohibit 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 require 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.

### Progressive Discipline Rubric

Level	1st Offense	2nd Offense	3rd Offense	4th Offense
1 (one)	Administrative Action <ul style="list-style-type: none"> <li>• Restrict Activity</li> <li>• Assign detention</li> <li>• ALC</li> </ul> Interventions <ul style="list-style-type: none"> <li>• Meet with counselor</li> <li>• Identifying contributing functional and environmental variables</li> <li>• Behavior contract</li> <li>• Parent conference</li> </ul>	Administrative Action <ul style="list-style-type: none"> <li>• Restrict Activity</li> <li>• Assign detention</li> <li>• ALC</li> </ul> Interventions <ul style="list-style-type: none"> <li>• Meet with counselor</li> <li>• Identifying contributing functional and environmental variables</li> <li>• Review behavior contract</li> <li>• Parent conference</li> </ul>	Administrative Action <ul style="list-style-type: none"> <li>• Restrict Activity</li> <li>• Assign detention</li> <li>• ALC</li> </ul> Interventions <ul style="list-style-type: none"> <li>• Provide intervention - behavior coach</li> <li>• Provide Tier Two supports</li> <li>• Parent attends school</li> <li>• Develop Behavior Support Plan (BSP)</li> </ul>	Administrative Action <ul style="list-style-type: none"> <li>• 1-3 day suspension</li> <li>• Assign detention</li> <li>• Restrict activity</li> <li>• ALC</li> <li>• Contact SRO</li> </ul> Interventions <ul style="list-style-type: none"> <li>• Review behavior Support Plan (BSP)</li> <li>• Parents attends school</li> <li>• Review behavior management</li> </ul>

			<ul style="list-style-type: none"> <li>Refer to Behavior management team</li> </ul>	interventions <ul style="list-style-type: none"> <li>Consider Tier Three supports</li> </ul>
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Level	1st Offense	2nd Offense	3rd Offense	4th Offense
2 (two)	Administrative Action <ul style="list-style-type: none"> <li>Restrict Activity</li> <li>Assign detention</li> <li>ALC</li> </ul> Interventions <ul style="list-style-type: none"> <li>Meet with counselor</li> <li>Identifying contributing functional and environmental variables</li> <li>Review behavior contract</li> <li>Parent conference</li> </ul>	Administrative Action <ul style="list-style-type: none"> <li>1-3 day suspension</li> <li>Assign detention</li> <li>Restrict activity</li> <li>Contact SRO</li> </ul> Interventions <ul style="list-style-type: none"> <li>Provide intervention - behavior coach</li> <li>Provide Tier Two supports</li> <li>Parent attends school</li> <li>Develop Behavior Support Plan (BSP)</li> <li>Refer to Behavior management team</li> </ul>	Administrative Action <ul style="list-style-type: none"> <li>1-3 day suspension</li> <li>Assign detention</li> <li>Restrict activity</li> <li>Contact SRO</li> </ul> Interventions <ul style="list-style-type: none"> <li>Review behavior Support Plan (BSP)</li> <li>Parents attends school</li> <li>Review behavior management interventions</li> <li>Consider Tier Three supports</li> </ul>	Administrative Action <ul style="list-style-type: none"> <li>1-5 day suspension</li> <li>Restrict activity</li> <li>ALC</li> <li>Contact SRO</li> </ul> Interventions <ul style="list-style-type: none"> <li>Review behavior Support Plan (BSP)</li> <li>Parents attends school</li> <li>Review behavior management interventions</li> <li>Re-examine Tier Three supports</li> </ul>

Level	1st Offense	2nd Offense	3rd Offense	4th Offense
3 (three)	Administrative Action <ul style="list-style-type: none"> <li>1-3 day suspension</li> <li>Assign detention</li> <li>Restrict activity</li> <li>ALC</li> <li>Contact SRO</li> </ul> Interventions <ul style="list-style-type: none"> <li>Provide intervention - behavior coach</li> <li>Provide Tier Two supports</li> <li>Parent attends</li> </ul>	Administrative Action <ul style="list-style-type: none"> <li>1-3 day suspension</li> <li>Assign detention</li> <li>Restrict activity</li> <li>ALC</li> <li>Contact SRO</li> </ul> Interventions <ul style="list-style-type: none"> <li>Review behavior Support Plan (BSP)</li> <li>Parents attends school</li> <li>Review behavior</li> </ul>	Administrative Action <ul style="list-style-type: none"> <li>1-5 day suspension</li> <li>Restrict activity</li> <li>ALC</li> </ul> Interventions <ul style="list-style-type: none"> <li>Review behavior Support Plan (BSP)</li> <li>Parents attends school</li> <li>Review behavior management interventions</li> <li>Re-examine</li> </ul>	Administrative Action <ul style="list-style-type: none"> <li>5 day suspension</li> <li>Contact SRO</li> <li>Possible recommendation of expulsion</li> </ul> Interventions <ul style="list-style-type: none"> <li>Prevention Program</li> <li>Identify contributing functional and environmental variables</li> <li>Develop behavior</li> </ul>

	<ul style="list-style-type: none"> <li>school</li> <li>Develop Behavior Support Plan (BSP)</li> <li>Refer to Behavior management team</li> </ul>	<ul style="list-style-type: none"> <li>management interventions</li> <li>Consider Tier Three supports</li> </ul>	Tier Three supports	<ul style="list-style-type: none"> <li>contract: assign adult mentor</li> <li>Parent conference</li> </ul>
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Level	1st Offense	2nd Offense	3rd Offense	4th Offense
4 (four)	<p>Administrative Action</p> <ul style="list-style-type: none"> <li>1-3 day suspension</li> <li>Assign detention</li> <li>Restrict activity</li> <li>Contact SRO</li> </ul> <p>Interventions</p> <ul style="list-style-type: none"> <li>Prevention Program</li> <li>Identify contributing functional and environmental variables</li> <li>Develop behavior contract: assign adult mentor</li> <li>Parent conference</li> </ul>	<p>Administrative Action</p> <ul style="list-style-type: none"> <li>1-5 day suspension</li> <li>Restrict activity</li> <li>Assign Detention</li> </ul> <p>Interventions</p> <ul style="list-style-type: none"> <li>Counselor provides parent with multiple district and community resources</li> <li>Provide Intervention - Behavior Coach</li> <li>Develop Behavior Support Plan (BSP)</li> <li>Parent conference</li> </ul>	<p>Administrative Action</p> <ul style="list-style-type: none"> <li>5 day suspension</li> <li>Contact SRO</li> <li>Possible recommendation of expulsion</li> </ul> <p>Interventions</p> <ul style="list-style-type: none"> <li>Counselor provides parent with multiple district and community resources</li> <li>Provide Intervention - Behavior Coach</li> <li>Parent attends School</li> <li>Consider Tier 3 supports</li> <li>Review BSP</li> </ul>	<p>Administrative Action</p> <ul style="list-style-type: none"> <li>5 day suspension</li> <li>Contact SRO</li> <li>Recommendation of expulsion</li> </ul> <p>Interventions</p> <ul style="list-style-type: none"> <li>Counselor provides parent with multiple district and community resources</li> <li>Provide Intervention - Behavior Coach</li> <li>Parent attends School</li> <li>Consider Tier 3 supports</li> </ul>

Level	1st Offense	2nd Offense	3rd Offense	4th Offense
	<p>Administrative Action</p> <ul style="list-style-type: none"> <li>1-5 day suspension</li> <li>Restrict activity</li> <li>Assign Detention</li> </ul> <p>Interventions</p> <ul style="list-style-type: none"> <li>Prevention Program</li> <li>Identify contributing functional</li> </ul>	<p>Administrative Action</p> <ul style="list-style-type: none"> <li>5 day suspension</li> <li>Contact SRO</li> <li>Possible recommendation of expulsion</li> </ul> <p>Interventions</p> <ul style="list-style-type: none"> <li>Counselor provides parent with</li> </ul>	<p>Administrative Action</p> <ul style="list-style-type: none"> <li>5 day suspension</li> <li>Contact SRO</li> <li>Recommendation of expulsion</li> </ul> <p>Interventions</p> <ul style="list-style-type: none"> <li>Counselor provides parent with multiple</li> </ul>	

5 (five)	and environmental variables <ul style="list-style-type: none"> <li>• Develop behavior contract: assign adult mentor</li> <li>• Parent conference</li> </ul>	multiple district and community resources <ul style="list-style-type: none"> <li>• Provide Intervention - Behavior Coach</li> <li>• Develop Behavior Support Plan (BSP)</li> <li>• Parent conference</li> </ul>	district and community resources <ul style="list-style-type: none"> <li>• Provide Intervention - Behavior Coach</li> <li>• Parent attends School</li> <li>• Consider Tier 3 supports</li> </ul>	
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In the event of virtual learning our expectations for our scholars remain that they exhibit positive behaviors to ensure their academic success. Student are required to show up to class with the following expectations:

- Camera on
- Mics 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 behaviors 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 will 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 will 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 will 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 will 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 a scholar want to keep up with assignments being missed, they or a parent/guardian can contact the school and speak to the Head of School 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. CEO
  - b. Head of School
- B. Off-site Short-Term (5 days or less) Suspension:
  - a. CEO
  - b. Head of School
- C. Off-site Long-Term (more than 6 days) Suspension:
  - a. CEO
  - b. Head of School
- D. Expulsion
  - a. CEO 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 CEO or his designee will act as the hearing officer and will ensure that all due process procedures have been followed or waived. At the hearing, Monument Academy Director level staff and/or COO will present the information on which they relied 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 has a right to have counsel present at the hearing. The final decision for long term suspension or expulsion will be made by the CEO, or his designee. The hearing officer will issue a written decision within 2 school days of the hearing.

### **Academic Reset**

A student may be removed temporarily from the traditional classroom setting and placed on virtual learning if his/her behaviors continuously disrupt the learning environment. A student on an academic reset will be required to log onto classes using the virtual platform per his/her usual schedule. Scholars will receive their iPad to complete any given homework while on boarding restrictions. Teachers will be available via email and chat to support any questions or concerns that may arise while scholars are completing assigned work. Additionally, students will have access to all classroom materials and resources via Google classroom to assist with any assignments.



## **Boarding Reset**

A student may be removed temporarily from the residential program if his/her behaviors continuously disrupt the student life home.

Residential 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 from the Residential Program 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 from the Residential Program 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.

## **-ACADEMICS**

Scholars will receive their iPad to complete any given homework while on boarding restrictions. Teachers will be available via email and chat to support any questions or concerns that may arise while scholars are completing assigned work. Additionally, students will have access to all classroom materials and resources via Google classroom to assist with any assignments.

## **-WELL-BEING**

Scholars will receive primary therapeutic interventions and support during the academic day. During the scheduled Tier 1 evening programming such as school-wide social emotional learning, guided by Dialectical Behavior Therapy Skills' Training for Emotional Problem Solving for Adolescents, scholars will be invited to participate virtually on the designated virtual platform. The Well-Being Department will ensure that families are provided with appropriate mental health resources such as Children and Adolescents Mobile Psychiatric Services (ChAMPS) in the case of a mental health emergency.

## **-FAMILY SUPPORT**

FACE Department will contact the parents and guardians to schedule a Re-entry Preparation Home Visit/Meeting to identify internal and external supports that are needed to ensure scholar success upon their return to school. Additionally, FACE will provide additional family conflict resolution trainings via our Peace Ambassador (student based) and Parent Skills (guardian based) programming and any continuous liaison support needed.

## **-EXTENDED DAY OPPORTUNITIES**

Scholars under Boarding Reset are not permitted to attend Extended Day Activities or Athletic Programming at Monument Academy. Independent enrichment activities may be provided for the students to complete at home. Physical copies and virtual copies

will be made available upon request.

#### **-DATA/IT**

In the event that a scholar is placed under Boarding Reset, that scholar will have the opportunity to take an iPad, and charger if needed, home with them for the purpose of completing homework each evening. The expectation is that they return the iPad and the charger when they resume boarding.

#### **REENTRY FOLLOWING SUSPENSION**

On the first day that the student returns to school following a suspension, a parent or guardian is strongly encouraged to 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 CEO 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 will 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 CEO 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.

### **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 CEO. 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 CEO. Grievants may use the Grievance Form, which is available from the COO. 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 CEO can be reached at the contact information provided in this document. The COO or CEO 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 CEO 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 CEO 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](mailto: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, CEO ([jeffrey.grant@mapcsdc.org](mailto: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.

## **McKINNEY VENTO HOMELESS ASSISTANCE ACT RIGHTS AND POLICIES**

The McKinney-Vento (MKV) Homeless Assistance Act is a federal law that protects the educational rights of homeless students. Most recently, MKV was reauthorized by the Every Student Succeeds Act of 2015 (ESSA) to ensure that every homeless child receives services of support to eliminate barriers and meet the changing needs in education.

Students experiencing homelessness have the right to:

- Enroll, attend classes, and participate in all school activities immediately, even if they do not have their school records, medical records, or any other documents schools ask for during the enrollment process.
- Stay in their school of origin, or the school in which they were last enrolled before becoming homeless, if it is in their best interest to do so for them to be successful in school.
- Attend the local school closest to the place where the family currently lives if it is in the best interest of the child or youth.
- Receive transportation assistance to and from school, if needed.
- Receive uniform assistance if wearing uniforms is a requirement of the school.
- Request help from the local homeless liaison for other supports, such as medical, dental, mental, and other health-related services.

Monument Academy has a school-based homeless liaison to help families with enrollment, make educational decisions, and provide support to families experiencing homelessness. Some of the supports include school supplies; assistance with medical, dental and other services; and free school meals. The homeless liaison also can set up transportation to and from the school. Monument Academy's 2023-2024 liaison is Erica Poe, [erica.poe@mapcsdc.org](mailto:erica.poe@mapcsdc.org).

### What is the parent/guardian's responsibility?

It is your responsibility, and local law requires you, to ensure that your children ages 5 to 17 are enrolled in and are attending school. If you have trouble identifying the school-based homeless liaison at your child's school or getting your child enrolled, contact OSSE immediately at [HEP.OSSE@dc.gov](mailto:HEP.OSSE@dc.gov) or (202) 654-6123.

### What if a dispute arises over school selection or placement?

If a dispute arises over school selection or placement, a school must:

- Admit children or youth experiencing homelessness to the school in which enrollment is sought by the parent, guardian, or unaccompanied youth, until the dispute is resolved.
- Provide the parent, guardian, or unaccompanied youth with a written statement of the school placement decision and the appeal rights. The written notice will outline the specific reasons for the school's decision.
- Refer the unaccompanied youth, parent, or guardian to the school liaison, who must carry out the dispute resolution process in a timely manner.
- Ensure disputes that cannot be resolved at the local level are referred to OSSE immediately by email to [HEP.OSSE@dc.gov](mailto:HEP.OSSE@dc.gov) or fax to (202) 299-2136. For additional assistance, call (202) 654-6123.

## **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 Crisis Prevention Institute (CPI) 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 CPI 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



## **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 CEO a written request that identifies the record(s) they wish to inspect. The CEO 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 CEO to 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.*

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Student's Signature

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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.*

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Parent / Guardian Signature

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Date