

SOCIAL JUSTICE SCHOOL

Table of Contents

ABOUT SOCIAL JUSTICE SCHOOL	7
Core Beliefs	7
Who We Are	8
PARENTAL INVOLVEMENT	11
COMMUNICATIONS	12
Student and Family Contact Information	12
Communications Between Families and Staff	12
Weekly Robocalls and Emails	14
Website & Social Media	14
Communicating in Languages Other than English	15
Visiting the Social Justice School	15
Family Meetings and Events	15
Stop By for a Visit	15
Classroom Visits	15
ADMISSIONS AND ENROLLMENT	16

Admissions	16
Enrollment	16
Lottery	17
Preference	17
Waitlist(s)	17
ACADEMICS AND PROGRAMS	18
Curriculum	18
Assessments	20
Student Support Team (SST)	23
Wellness	23
English Language Learner (ELL) Support	24
Special Education and Inclusion	25
Grading	25
Scholar-Activists Awards	26
Student Promotion Policy	26
Reassessment	27
HOMEWORK	27
Textbooks	28
Field Work	28
STUDENT EXPECTATIONS	29
ATTENDANCE	29
Absences	31
Appeals	34
Skipping Class and Leaving Without Permission	37

Extended Absences	38
Leave of Absence (need to think about this)	38
Withdrawals	39
DRESS CODE	40
TOYS, VALUABLES, AND OTHER PERSONAL ITEMS	40
ATHLETICS AND EXTRACURRICULAR ACTIVITIES	41
Athletics Academic Eligibility Requirements	41
Athletic Behavior and Code of Conduct	42
Athletics and Students with Disabilities	42
PHILOSOPHY AND APPROACH TO SCHOOL CULTURE	43
Crew	43
The Crew Model	43
Positive Behavior Intervention Systems (PBIS)	44
Social Justice School Habits of Character & Learning Targets	45
Classroom Management through Developmental Designs	45
Social Contract	46
Pathways of Self Control	46
Student Behavior Responses	47
Suspension and Expulsion Process	52
In-school Suspension (ISS)	53
Out-of-school Suspension (OSS) – Short Term (5 days or less)	54
Out-of-school Suspension (OSS) – Long Term (6 days or more)	55
Expulsion	56
Appeals	57

Suspension & Expulsion of Students with Disabilities	58
Suspensions of 10 School Days or Less	58
Suspensions of More than 10 School Days	58
Special Circumstances	59
Hearing Officer	60
Students Not Yet Found Eligible for Special Education or Related Services	60
BULLYING & SEXUAL HARASSMENT	61
CALENDAR AND SCHEDULE	61
Calendar	61
Hours of Operation	61
SNOW DAYS OR EMERGENCY DAYS	62
SCHOOL EVENTS	63
HEALTH, SAFETY AND SECURITY	64
Emergency Contact Information	64
Physical and Emotional Information	64
First Aid	64
Illness	65
Medications	65
Child and Family Services Agency Mandated Reporting	66
Insurance	66
Emergency Contingency Plan	66
Fire Drills	67
STUDENT TELEPHONE USE	67

DELIVERIES	67
CELL PHONES	67
Consequences	67
ELECTRONICS AND OTHER NUISANCES	68
STUDENT SEARCHES	68
INTERNET USE	69
Acceptable Use	69
Personal Responsibility	69
Internet Safety	70
E-Mail/Communication Safety	70
TRANSPORTATION	70
DROP-OFF AND PICK-UP PROCEDURES	71
MEALS AND HEALTHY EATING	73
Junk Food-Free School	73
Nuts, Seafood, and Shellfish	74
Breakfast	74
Lunch	74
FACILITIES & RESOURCE POLICIES	75
Visitors	75
Lost and Found	75
School Supplies	75
School Fees	75

Lockers	76
GRIEVANCE	76
Grievance Procedures	76
What May Be Grieved	77
Who May Grieve	77
Other Remedies	77
Informal Grievance	77
Formal Grievance	77
Appeals	78
OPEN MEETINGS AND TRANSPARENCY POLICY	80
NON DISCRIMINATION	81
FEDERAL NOTIFICATIONS	81
Title I School	82
Parents’ Right to Know–Teacher and Paraprofessional Qualifications	82
Parents’ Right to Know–Non-Highly Qualified Teachers	82
Family Involvement Policy	82
Notification of Rights Under FERPA	83

ABOUT SOCIAL JUSTICE SCHOOL

Core Beliefs

The mission of the Social Justice School (SJS) is to catalyze an integrated community of middle-school learners to be scholar-activists who are designers of a more just world. In order to design a more just world, our students require an education that embraces and lives out a set of core beliefs about what it means to be human. Our school is rooted in our three Core Beliefs:

Core Belief #1: We believe that students, staff, and families are F.R.E.E.

At SJS, we believe that a more just world requires that well-informed, caring, and activated individuals are:

Fearless— in the face of injustice;

Relentless— in the pursuit of justice;

Empathetic— to the feelings, thoughts and experiences of others; and

Engaged— with heart and mind.

Core Belief #2: We believe in providing every student with an inclusive learning environment.

SJS is an inclusive educational space where students build deep relationships across differences. The culture of the students, families, and teachers are reflected in the curriculum of our school—cultural differences are celebrated, and we are intentionally integrated. A key structure that we use to cultivate these community bonds is Crew, the advisory program at the core of the EL Education model. Crews are diverse teams of students and teachers who work together during daily sessions to build and sustain the relationships and habits that are the strong foundation of a social-emotional learning environment. Crew creates an intentional culture where every student is known, and where every member of the community is a vital part of the whole—EL Education describes this interconnected support by saying that “there are no passengers, only crew.”

Core Belief #3: We believe that effective educational systems are design-oriented and iterative.

SJS believes that students should engage in work that is meaningful, active, and rooted in problem-solving that contributes to a better world. Students engage with the world as active learners. They see the world as a process and not a product. As such, they feel more empowered to change their reality. To do this, the process through which students learn must be centered around problem-solving.

Who We Are

Myron Long, Founder and Executive Director

Mr. Myron Long is the Founder and Executive Director of the Social Justice School. He is a native Washingtonian, a graduate of DC Public Schools, and a veteran D.C. teacher and principal, most recently at the E.L. Haynes Public Charter School. Students under his leadership mostly performed above the District average on state assessments. He is a self-reflective learner and has sought out feedback on his prior work from leading educational professionals during the incubation of the Social Justice School. At every stage of his career, Long has brought a commitment to social justice into his practice. He graduated from Morgan State University with dual degrees in philosophy and political science and received his master's degree in philosophy with a concentration in social policy from American University. He is a NewSchools Venture Fund grantee, a Camelback Ventures Fellow, an inaugural Expeditionary Learning School Design Fellow, as well as a 4.0 Schools Fellow. He met his wife when they were teachers at KIPP DC Aim Academy where she is now the principal. They are the proud parents of their first child, Honor.

Brandon Johnson, Founding Principal

Mr. Brandon Johnson was a Math Instructional Coach at Browne Education Campus. He led the elementary and middle school efforts to create, implement and monitor the school-wide math initiatives and goals. He began his career in education with the Cleveland Metropolitan School District where he worked as a community-based social worker at an alternative high school. In conjunction with working full time, Brandon Johnson attended graduate school at Case Western Reserve University where he obtained his masters in nonprofit management and community and social development. After completing his masters, Brandon Johnson was accepted into the Urban Teacher Residency Program in 2011 where he began his career as a 3rd-grade math and science educator. Upon completing the program, he received two additional master's degrees in elementary education and special education. As an educator, Mr. Johnson partook in many fellowships and leadership

positions such as the CityBridge Education Innovation Fellowship, the Teachers Central to Leadership Fellowship, and the DCPS Chancellor’s Cabinet. He served as a District of Columbia Public School Teacher Selection Ambassador, Department Chair, and Grade Level Lead.

Michele Gray, Director of Student Support Services

Michele Gray has been in education for 25 years with a background in special education, early childhood, and dual language acquisition. She earned her Bachelor’s of Science in Special Education with a minor in Spanish Literature and later earned a certificate in Education Policy from the University of Maryland at College Park. She taught for nine years in Maryland and Virginia in both inclusive and self-contained environments and later held leadership positions including Instructional Coach, Manager of Specialized Instruction and Assistant Principal here in the District. Michele has always been a champion for students with disabilities and their families. She was a consultant and advocate for children in the abuse and neglect system for DC Superior Court and assigned attorneys. As a consultant, she wrote the project-based science curriculum for Urban Teachers Teacher Preparation program in collaboration with the University of Virginia. In her off time, Michele is an avid comic book reader, joke writer, and mother to two nearly grown boys and an oversized cat.

Reginald Galloway, Director of Operations

Reginald Galloway is a dynamic young professional and change agent dedicated to creating quality and life-changing educational opportunities for DC youth. Professionally, Reginald has specialized in helping to scale and grow emerging organizations with his programmatic and operational expertise. Prior to joining the Social Justice School, Reginald served as the founding Charter Systems Manager at Democracy Prep at the Agassi Campus (DPAC) a K-12 turnaround Title I public charter school located in an underserved community in West Las Vegas, Nevada. In this capacity, Reginald developed and executed the school’s operational and compliance strategies which supported the delivery of a rigorous college preparatory education for over 1,100 students.

Dominique Diggs, Founding School Operations Manager

Dominique Diggs is the Founding School Operations Manager at SJS. She has always been passionate about serving diverse communities. Her love for education began when she joined Uncommon Schools as a Teaching Fellow at Excellence Boys Middle Academy in Brooklyn, NY. She then launched her teaching career as an English and Intensive Reading teacher for two years. She chose to transition into school operations in order to focus on fostering a community school model. Dominique believes that community schools are essential in communities of color because they deliver high lever opportunities to scholars and their families. She received her B.A. in English and Afro American Studies from Howard University and is currently enrolled at American University's School of Public Affairs to receive her Master of Public Policy with a concentration in Education Policy.

The Board of Trustees

A Board of Trustees governs SJS. The board is composed of key stakeholders who bring a variety of perspectives to the governance of the school. We are privileged to have the following individuals as members of our Board of Trustees :

Founding Group Member Names	Role
Rael Nelson James	Board Chair
Meena Nankani	Board Treasurer
Samantha Abrams	Board Member
Justin Jones	Board Member
Tammy Tuck	Board Member
Lorraine Ramos	Board Member

Maia Shanklin-Roberts	Board Member
Aaron Stallworth	Board Member
Tiffany Clemens	Board Member
Derrick Johnson	Board Member

PARENTAL INVOLVEMENT

At SJS we believe the collaboration of our families and staff is integral to student success. As partners in our students' education, we will build relationships based on love, trust, and respect. We believe that families have just as much to offer our school community as the school community has to offer them, and therefore, SJS parents, guardians, and staff collaborate in multiple ways. We will develop deep, loving, and trusting relationships with our families in order to develop a two-way partnership that supports the success of every student as we prepare them to become scholar-activists. When we partner effectively, students will be positioned to choose their own path to success.

Our commitment to family involvement is driven by three key goals:

- To build deep, loving, and trusting relationships between staff and families
- To partner on academics and advocacy to ensure student success
- To maintain ongoing proactive communication and productive dialogue that is rooted in collective problem-solving.

We encourage families to express any questions or concerns they have to school staff as they arise. Questions or concerns relating to your child specifically on their classroom instruction should be directed to their teacher; questions or feedback on school policies and procedures may be shared with school administrators. Teachers and administrators are often in their classrooms or the hallways and lobby during arrival and dismissal and may be available for a short conversation. If you have a

question, suggestion or concern that may take more than a few minutes to discuss, please schedule a meeting in advance so we can be sure to devote adequate time and attention to your feedback.

Teachers or school administrators may also request to meet with families if we have something important to discuss. If an SJS staff member requests a meeting with you, we expect you will do your best to honor their request to meet at your soonest opportunity. Additionally, if you receive a personalized phone call during the day from the school, it means we really need to speak with you about your child and therefore expect that you will return the call as promptly as you can.

All parents and guardians are encouraged to offer their participation, time and energy to the SJS community in a variety of ways.

COMMUNICATIONS

Student and Family Contact Information

The school must have up-to-date contact information for each student and his or her family at all times for emergencies, changes in schedule, or other important information. If telephone numbers on file do not work, then emergency contact numbers will be called. Please visit the front office to fill out a form with changes in telephone numbers or address.

Communications Between Families and Staff

SJS believes partnering with families is critical to our success as a school. If you have an issue or concern that you would like to speak about with an SJS staff member, you may set up a meeting by calling our school at (202) xxx-xxxx. Each staff member has an email account and a voicemail box and will check messages regularly. Staff members will make every effort to meet with parents/family members as soon as possible.

As partners in your child's education, we are committed to developing a strong relationship with all of our families. You can expect all staff members to listen and assume the best intent from you. We ask that you extend the same respect to all staff members. Although some issues and concerns may be urgent and important, all staff and family members must

model appropriate language and behavior for our students when resolving challenging issues.

All staff have email accounts they check daily. Addresses typically follow the pattern of: first name and @thesocialjusticeschool.org (for example, Myron Long’s email address would be myron@thesocialjusticeschool.org). You can find a complete list of staff emails on our website.

A list of our staff emails is below.

<i>Employee First Name</i>	<i>Last Name</i>	<i>Role</i>	<i>Email</i>
Myron	Long	Executive Director	myron@thesocialjusticeschool.org
Reginald	Galloway	Director of Operations	reginald@thesocialjusticeschool.org
Michele	Gray	Director of Student Support	michele@thesocialjusticeschool.org
Brandon	Johnson	Principal	brandon@thesocialjusticeschool.org
Diane	D’Costa	Liberation Lab Teacher	diane@thesocialjusticeschool.org
Symone	Odoms	Science & Wellness Teacher	symone@thesocialjusticeschool.org
Rebecca	Ain	Literacy Teacher	rebecca@thesocialjusticeschool.org
Danyelle	Smith	Inclusion Teacher	danyelle@thesocialjusticeschool.org
Dominique	Diggs	Operations Manager	dominique@thesocialjusticeschool.org
Shaqueal	Lewis	Social Worker	Shaqueal@thesocialjusticeschool.org
Ondrae	Jackson	Math Teacher	ondrae@thesocialjusticeschool.org
bria	Wade	Family Engagement Specialist	bria@thesocialjusticeschool.org

Weekly Robocalls and Emails

Each Sunday evening, parents will receive a robocall and email from our Principal, Mr. Johnson. These notifications will include important updates for the coming week. If you are not receiving regular emails from SJS, please update your information directly through our student information portal. If you need assistance, please reach out to our front office staff.

The Social Justice School Times

Grade level teams prepare monthly newsletters for families, which are sent home on Fridays. SJS also sends home The Social Justice School Times, our school newsletter that highlights upcoming events, school-wide news, and key school accomplishments. It is an important way our school communicates with all families. Please check your child's backpack every month for the SJS Times, although it will also be emailed to families for whom we have an email address on file. Extra copies will also be available with other key documents in the lobby. If you have an item appropriate to share with the school community, please email your announcement to Mr. Galloway at reginald@thesocialjusticeschool.org.

Website & Social Media

SJS' website (www.thesocialjusticeschool.org) contains useful information for families including a calendar, announcements, lunch menus, and re-enrollment information. With the help of family volunteers, we expect to use it more and more to provide key information to our families both in Spanish and in English.

We also encourage families to follow SJS on Facebook, Instagram and Twitter for updates.

- Facebook: <https://www.facebook.com/thesocialjusticeschool>
- Twitter: <https://twitter.com/SJSchool2020> (@sjs2020)
- Instagram: <https://www.instagram.com/thesocialjusticeschool> (@thesocialjusticeschool)

Parent/Student/Teacher Conferences

SJS staff share important assessment information with each student's family at the November, and April Conferences. Parents/guardians receive progress reports before or at conferences. It is mandatory for parents/guardians to attend the

student-led conferences.

Communicating in Languages Other than English

In order to support students whose families speak a language other than English, SJS translates key documents into Spanish and has bilingual staff members who are fluent in Spanish and other languages. SJS provides Spanish interpretation at all parent meetings and most school-wide events. In addition, parents/guardians who speak Amharic or other languages may request translations or interpretation for student-led conferences in November, and April. Please let administrators know if you or a parent you know needs translation into languages other than Spanish or Amharic.

Visiting the Social Justice School

Family Meetings and Events

Family meetings and events will be listed in the Social Justice Times, on the family calendar found on our website, and posted in the lobby. Please introduce yourself to other families and encourage their participation in parent events.

Stop By for a Visit

Teachers and other staff members are frequently around during arrival and dismissal, either in the lobby or classrooms. They are often available for short conversations or are happy to schedule meetings as necessary.

Classroom Visits

Families are encouraged to visit class and volunteer within the school community. As part of our philosophy around parent engagement, we welcome classroom visits. Parents are encouraged to visit their child's classroom to volunteer and spend time with their child to better understand your child's learning environment and experiences. If you are interested in spending time in your child's classroom, please contact your child's teacher in advance. Typical classroom visits may include observing or shadowing your own child, volunteering to help with a project, presenting or sharing information with the class. Please note that the classroom teacher may direct your use of time and student interaction during a classroom visit. The goal of any visit to the classroom is for families to increase their familiarity of the classroom community, spend time with their child during learning time, or help the classroom community when needed. Visits should benefit the community and be used in a

positive manner for students, families, and teachers. If a classroom visit is disruptive or negative in a way that may detract from student learning, a parent may be asked to leave and future requests could be denied.

The start of the school year is an important time to set routines and expectations for the school year so we ask that parents wait until school has been in session for six weeks before arranging a classroom visit. Although students get accustomed to visitors throughout the year, it is helpful for teachers and students to be able to set classroom systems and structures these first few weeks without interruption or distraction. Please speak with the Principal directly if you would like to visit during the first few weeks of school. Due to the pandemic, SJS will limit access to physical school in order to ensure that our community is safe. However, parents are able to join any remote lesson provided that they give prior notice to the Principal.

ADMISSIONS AND ENROLLMENT

Admissions

SJS is open to all students who live in the District of Columbia. To apply to SJS, families must submit an application through My School DC. Details about the application process and lottery can be found online at MySchoolDC.org

Enrollment

Families must complete the re-enrollment process each spring, beginning on or around April 1st, in accordance with District of Columbia laws and school policies. Students are automatically guaranteed a seat in the subsequent grades as long as families complete the re-enrollment process on time each year. The school will distribute enrollment and residency verification materials each spring with the published deadlines for families to return documents. Failure to complete the entire re-enrollment process prior to published deadlines will result in loss of space and the student will need to re-apply for admission through the My School DC Lottery and may be placed on the waitlist if no space is available. If circumstances change after re-enrollment deadlines have passed, students may still be able to re-enroll at the discretion of the Executive Director (pending available seats in the student's specified grade). If a student is expelled from SJS, they will not be able to re-enroll.

Lottery

SJS participates in the My School DC common lottery, a single, random lottery that determines placement for new students at all participating schools. Student-school matches are based on the number of available spaces at each school; siblings, and other lottery preferences; how each student ranked his or her school choices; and each student's random lottery number. Students' whose applications are submitted after the deadline specified on the My School DC website (www.myschooldc.org) are given post-waitlist lottery numbers and will automatically be placed at the end of any waitlists, in the order in which they signed up.

Preference

The District of Columbia Charter Law states that siblings of enrolled students receive preference for admissions. The sibling preference is managed by My School DC. Thus, if a family of an enrolled student would like a sibling to attend SJS, the family must submit a completed application to My School DC prior to the lottery deadline. Siblings of enrolled students will receive preference over applicants from new families. If there are more siblings than spaces available for a particular grade level, the student will be placed on the preference wait list in the order of their assigned lottery number.

SJS uses the following definition for sibling: Siblings are children who share one or more biological or step-parents or who share a custodial guardian. First cousins residing in the same dwelling each with their own parent and no common guardian are not considered siblings for the SJS sibling preference.

The law also provides for a preference for founding board members and full time staff. These individuals must also apply through the My School DC lottery on time and claim their preference through our Operations team. The school distributes information about these preferences directly to founding board members and current staff.

Waitlist(s)

As spots become available for a particular grade during enrollment season, students will be offered seats according to the order of the waiting list for that grade. In accordance with the regulations set forth by the D.C. Public Charter School Board,

SJS must start new waiting lists each year. For instance, a waiting list for sixth grade this year cannot automatically roll over to become the seventh grade waiting list for next year. Thus, every family on the waiting list will need to re-apply through My School DC every year.

ACADEMICS AND PROGRAMS

SJS creates a rigorous academic environment that will prepare students to become scholar-activists who are designers of a more just world. Consistently living the core value of academic excellence and Social Justice is critical to success at SJS. The school expects that each student will give their best effort daily with all academic work.

Curriculum

We use various curricula throughout our grades to ensure students are mastering the Common Core State Standards and the Next Generation Science Standards appropriate to their grade level. The table below highlights curricula used throughout the middle school program.

Content Area	Curriculum	Purpose
ELA	EL Education	To support students as readers and writers who can deeply analyze various types of text, discuss texts with others, and apply knowledge of text to their own written work.
Math	Illustrative Math	Students use mathematics to make mathematical connections and develop conceptual understanding. Students enjoy mathematics while they discuss and defend their reasoning.

Social Studies/LDT	One-World, World Savvy and Teaching Tolerance	The goals of the Liberatory Design Thinking Lab are for teachers and students to see themselves as equity-centered designers, to iterate on their projects until they are exemplary, and to build identities, beautiful objects, and relationships. Students will learn how to apply the Liberatory Design Thinking (or LDT) process, and students will tackle real world problems by using the process.
Science	Amplify	Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.
Health & Wellness	In-house	The middle school physical education program strives to develop students' personal fitness and skill-related abilities. The program reinforces students' understanding and application of fitness concepts and motor skills through a variety of movement forms. The program also aims to develop students' personal and social responsibility, self-management skills, and ability to make informed choices. The overall goal of this program is to enhance students' disposition toward leading a physically active lifestyle.
Learning Expeditions	EL Education	Learning Expeditions are 6-12 week in-depth investigations of a single topic or problem. These long-term, in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. Learning expeditions at SJS will be

		<p>largely centered around social justice issues that our students feel compelled to investigate and address. Rooting expeditions in Social Justice provides an organic frame to investigate and identify local and broader issues, leading to the learning, design, and application of ethical solutions. Learning expeditions involve students in original research, critical thinking, and problem solving, and they build character along with academic skills.</p>
--	--	---

Assessments

Assessment	Purpose
------------	---------

<p>PARCC</p>	<p>The Partnership for Assessment of Readiness of Reading for College and Careers (PARCC) is a series of examinations that are meant to evaluate college and career readiness starting at a young age and shows how much students learned during the course. By evaluating readiness early and often, teachers and parents are better able to help children prepare for the future.</p> <p>All students in grades 5-8 will take the PARCC assessment in the Spring for Math and Reading. This assessment is a measure of how much students learned during the course. Students will receive their scores the following school year in the Fall</p> <p>Score Breakdown</p> <ul style="list-style-type: none"> ● Level 1 – Did not yet meet expectations. ● Level 2 – Partially met expectations. ● Level 3 – Approached expectations. ● Level 4 – Met expectations. ● Level 5 – Exceeded expectations. Represented by an up arrow. <p>What to know... Passing Score: 4 or 5 Type of Assessment: Standardized Content Specific, Timed Time of Year: Spring</p>
	<p>DC Science is the District of Columbia’s statewide assessment of the <u>Next Generation Science Standards (NGSS)</u> for grades 5 and 8. It is an online assessment that focuses on sense-making and problem solving in science. During the test, students use scientific</p>

<p>DC Science</p>	<p>principles, skills, and behaviors to observe phenomena, generate questions, conduct investigations, create models, predict outcomes, analyze results, and engage in argumentation and communication. The DC Science assessment presents students with tasks that are built around scientific phenomena as well as engineering design challenges.</p> <p>What to know... Type of Assessment: Standardized Content Specific, Timed Time of Year: Spring</p>
<p>MAP</p>	<p>MAP Growth reveals how much growth has occurred between testing events and, when combined with our norms, shows projected proficiency. Educators can track growth through the school year and over multiple years.</p> <p>What to know... Type of Assessment: Standards Based Time of Year: 3 times a year</p>
<p>i-Ready</p>	<p>i-Ready is an online learning program focused on reading and math. The program starts with a diagnostic and adaptive assessment to determine a student’s individual math and reading abilities. The program also has the ability to create skill specific lessons targeted to address a student’s specific needs. The diagnostic assessment and progress monitoring features support teachers in differentiating instruction.</p> <p>What to know... Type of Assessment: Reading and Diagnostic and Progress Monitoring; Untimed</p>

	Time of Year: Beginning of Year, Middle of Year, and End of Year
--	--

Student Support Team (SST)

At SJS, we strongly believe that all students can reach high levels of success. We value diversity of all kinds in our community. We also recognize that students can benefit and may require additional support along the way to help them realize their full potential.

The Student Support Team is committed to providing additional support to students through wellness support, English Language Learning (ELL) support, specific academic interventions and special education support. The Director of Student Support Services, Ms. Michele Gray, manages the student support program at the SJS.

Wellness

SJS's' Wellness Team are licensed social worker and who work with our scholar-activists to develop strategies and tools to promote student advocacy, iteration, and academic success. Our wellness services include mental health support for students through individual and group counseling, classroom presentations, and student and parent programs. Additionally, the SST Crew provides assessment and \referral for community-based services and attendance intervention support.

The Wellness Team provides services to special education students with identified social- emotional needs on their Individualized Education Program (IEP), as well as to the general education population. Students can self-refer or be referred by a teacher, staff member, or parent. A Wellness Team member will review referrals and assign students to an SJS social worker or counselor, or a community based mental health organization, depending on need and capacity.

If a student reports intention of harming him/herself or others, a Wellness Team clinician will conduct a threat or risk assessment, develop a safety plan if appropriate, and will notify the parent or guardian. If the student is in crisis, (e.g.

displaying extreme emotions with the inability to communicate needs) and unable to be de-escalated within 15-30 minutes the Child and Adolescent Mobile Psychiatric Service (CHAMPS) or an ambulance will be called to provide further assessment and support.

SJS' Student Wellness Team provides our students with the supports, strategies, and tools necessary to promote student advocacy, iteration, and academic success. promote perseverance, resilience, pride, and success. The Wellness Team is available to assist students in achieving their academic goals by helping students stay healthy and emotionally well. Our wellness services include prevention, education, and counseling support for students through individual and group counseling, classroom presentations, and student and parent programs. Additionally, the team provides brief assessment and referral for community-based services.

English Language Learner (ELL) Support

SJS has developed its English Language Learning (ELL) program to support the success of our students who are culturally and linguistically diverse in the general education curriculum. The purpose of our ELL program is to:

- Develop the language and literacy skills of non-native English speakers.
- Ensure access to the general education curriculum for students who are still developing cognitive academic language proficiency.

Our Student Support Team team achieves these goals through identification of students (all students who speak a language other than English are assessed using the ACCESS test to see if they would benefit from ELL services), direct instruction, consultation with general education teachers, professional development for staff, and participation in Multi-Tiered System of Supports (MTSS) and Multi-disciplinary team (MDT) meetings. Our SST teachers monitor the progress of students' language and literacy acquisition quarterly by conducting assessments, making observations, and soliciting input from general education teachers. They prepare quarterly ELL progress reports for families of students who receive direct language services. In accordance with guidelines determined by the D.C. Office of the State Superintendent of Education (OSSE), we use annual

ACCESS test scores to track the progress of students' language and literacy development over time.

Special Education and Inclusion

SJS values diversity of all kinds in our community. Our strong belief is that all students, including those with disabilities, can achieve at high levels. We also believe that all students benefit from the inclusion of students with disabilities in the general education classroom. Both research and our own experience demonstrate that students with disabilities perform better with greater access to the general education curriculum and non-disabled peers. Based on this belief, we only remove students from the general education classroom when absolutely necessary for the student to learn. Our special education program is designed to provide access to our students with disabilities through Individualized Education Programs (IEPs) and 504 plans.

The SJS Student Support Team includes a variety of skilled professionals including but not limited to inclusion teachers, general education teachers, social workers, speech-language pathologists, occupational therapists, and a school psychologist. These team members collaborate with general education teachers, ELL teachers, and each other to provide students with disabilities the necessary instructional environment, tools, and support to benefit from their special education programs and access the general education curriculum.

The special education program and team has two main priorities:

- To identify students with disabilities through a rigorous and timely referral, evaluation, and eligibility process; and
- To provide excellent services to students with disabilities so that they may meet their IEP goals.

Grading

Homework is graded at least once a week by each teacher. This grade is returned to students within 48 hours of submitting the homework.

Letter Grade	Numeric Score
A+	98 – 100
A	94 – 97
A-	90 – 93
B+	87 – 89
B	84 – 86
B-	80 – 83
C+	77 – 79
C	74 – 76
C-	70 – 73
D+	67 – 69
D	61 – 50

Scholar-Activists Awards

Scholar-activists will be recognized in our quarterly Angela Davis Awards Ceremony. Scholar-activists can be recognized for the following awards: Bobby Hutton Habits of Scholarship Award, Malcolm X Growth Award and the Ella Baker Scholar-activist Award. Scholar-activists who demonstrate a commitment to our habits of scholarship are eligible to earn the Bobby Hutton Habits of Scholarship Award. Scholar-activists who meet or exceed their growth goal on their MAP Assessment, or Unit Assessment or demonstrate an improvement in any of their classes eligible to earn the Malcolm X Growth Award. Scholar-activists who earn an overall GPA of 3.0 or higher are eligible to earn the Ella Baker Scholar-activist Award.

Student Promotion Policy

We take promotion decisions very seriously and only consider retention when a student is significantly behind or has accumulated excessive absences. We seek to communicate concerns about the possibility of retention with families early on.

While teachers may recommend retention, the ultimate decision rests with the Principal and is made based upon many factors including input from a variety of Crew members, including of course, the student's family. Families may request retention but this must be done so in writing before lottery results are announced.

The following guidelines assist with decisions regarding student promotion/retention:

1. A range of academic and/or behavioral strategies and interventions must be utilized and documented before retention is explored.
2. Retention is not to be used as punishment
3. Retention is not to be used to postpone or determine other educational services such as special education
4. Promotion decisions will made based upon a variety of factors and considerations

We will communicate with families before the end of Quarter 2 if retention is being considered for their child for the following school year. Teachers will meet with families to discuss progress, problem solve and determine if retention will continue to be considered. We will communicate promotion decisions before the My School DC enrollment lottery closes.

Reassessment

Students are expected to meet with teachers to determine an appropriate plan of action when faced with evidence that student mastery is not satisfactory. Reassessment plans should reflect efforts of re-teaching and relearning that occur prior to any reassessment. Reassessment efforts may be limited to specific areas of concern and are not expected or required to reassess all topics covered by the original assessment. Reassessment grades should replace and/or modify original grades so that they are reflective of current levels of mastery. Reassessment opportunities should be available to all students. This does not imply that reassessment opportunities are identical for all students or that they use the same format as the original assessment. Opportunities for reassessment are limited by teacher discretion. However, reassessment should take place within two weeks of the assignment.

HOMEWORK

Homework is an integral part of achieving our academic goals. Homework provides time and space for students to practice skills learned in class. We believe that practice makes permanent (credit: Doug Lemov in Practice Perfect). Homework is given

regularly when school is in session and may also be assigned over breaks. Homework is given on a daily or weekly basis and is due either the following morning or the following week, depending on the grade level system. Teachers will explain their homework policies in their welcome letters and/or at Back to School Night. Some homework assignments may include work on longer-term projects, which may have multiple deadlines for completion.

Homework is practice of skills that have already been introduced to students so those skills become automatic. Homework is NOT a time to learn new skills or figure out something unknown unless students are working on a long-term project that requires research outside of the classroom. Additionally, we expect that each night students will be reading independently or with an adult.

Teachers review homework and monitor homework completion for all students. Depending upon the grade level, students may or may not receive a grade or feedback on their homework. If a student is absent and did not receive the homework, s/he should ask their teachers for homework, complete it, and turn it in the following day or as agreed upon with their teacher. It is the student's responsibility to ask for, complete, and return his/her homework.

Textbooks

Students are to protect textbooks from damage. If you notice a problem with the textbook when it is checked out to you, let staff know within the first 2 weeks so you are not held responsible for the damage.

Students should write your name in the front inside cover or its facing page of the book when it is issued to them. All textbooks and materials checked out to the student must be returned in good, usable condition, with the barcode still attached to the book or material (e.g., calculator) at the end of a class. If a textbook or material is lost or damaged, the student is required to pay all costs for the textbook or material that was checked out to him or her.

Field Work

Teachers plan trips to offsite locations to enrich student learning expeditions throughout the year, often to help deepen understanding of a particular topic or theme that is being covered in class. When a class plans a trip, each child will bring

home a permission slip, which must be signed and returned to the teacher in order for the student to participate. We cannot accept verbal permission for students to attend a field work experience. Parent and/or guardian volunteers are welcome to serve as chaperones on most trips. In some instances, a parent/guardian may be required to attend a field trip with their child. If a child does not go on a field trip, the school will make arrangements for the child to have a productive day.

Family members who volunteer to chaperone a field trip must be at least 18 years of age. Depending upon the transportation method, we may ask families to find their own means of transportation, often because of space restrictions. We ask that family members who are responsible for supervising additional children refrain from volunteering to chaperone field trips.

STUDENT EXPECTATIONS

SJS believes that every child can and will be a scholar-activist who is a designer of a more just world. As a school, we hold ourselves responsible for each student's success and do everything possible to ensure it, including problem solving with families to help a student achieve their potential.

ATTENDANCE

Attendance is critical to every student's success at SJS. Therefore, we expect students to attend school every day, arrive on time, and leave on time.

Regular In-Person Learning Schedule

For all SJS's scholar-activists, Monday, Tuesday, Thursday and Friday school begins at 8:30 AM and ends at 4:15 PM. On Wednesday, school begins at 8:30 AM and ends at 1: 00 PM for all students.

Distance Learning Schedule

Please see below for the distance learning schedule

M, T, Thr,F	KWAME TURE PERSONAL MEETING ROOM	BAYARD RUSTIN PERSONAL MEETING ROOM	ANNA COOPER PERSONAL MEETING ROOM
TIME	5A-TURE	6S-RUSTIN	6J-COOPER
8:30	CREW	CREW	CREW
9:00	ELA	MATH	LDT*
9:30	ELA-WORK TIME	MATH-WORK TIME	LDT WORK TIME
10:00	MATH	LDT*	ELA
10:30	MATH WORK TIME	LDT WORK TIME	ELA WORK TIME
11:00	ELA POWER	MATH POWER	SCIENCE
11:30	MATH POWER	SCIENCE	ELA POWER
12:00	LUNCH	LUNCH	LUNCH
12:30	RECESS	RECESS	RECESS
1:00	LDT*	ELA	MATH
1:30	LDT WORK	ELA WORK TIME	MATH WORK TIME
2:00	SCIENCE	ELA POWER	MATH POWER
2:30-4:30	COACHING/PLANNING/ OFFICE HOURS	COACHING/PLANNING/ OFFICE HOURS	COACHING/PLANNING/ OFFICE HOURS

WEDNESDAY	
TIMES	
9:00-9:30	CREW

9:30-10:30	IREADY/INDEPENDENT READING/ebooks
10:30-11:30	DREAMBOX
11:30-12:30	OFFICE HOUR/DATA REVIEW RELATED SERVICES/ADDITIONAL SMALL GROUP
12:30-1:00	LUNCH
1:15-2:30	PROFESSIONAL DEVELOPMENT
2:30-3:30	COLLABORATIVE PLANNING/IPP

If a student is absent with a valid reason, parents or the student must turn in written documentation within 5 days of the student’s return. This will show up as an “excused absence” in our system and will allow students to make up work in their classes. If a student has over 10 days of unexcused absences, the family will be referred to Child and Family Services Administration (CFSA) for truancy.

Students with more than 4 total unexcused absences are required to have a Crew meeting led by an administrator, Crew Leader, and a Wellness Team member. Students and families may be required to participate in other interventions such as attendance plans, home visits, and frequent check-ins to support their student’s attendance.

Absences

Attendance will be recorded in each classroom shortly after the beginning of the school day. An absence is defined as attending less than 80% of a school day.

If you know your student will be absent, please send an email to attendance at bria@thesocialjusticeschool.org/reginald@thesocialjusticeschool.org _or send in a note when your child returns to school.

In order to excuse an absence, the school must receive a note or email from the family or a doctor. In the case of an absence longer than three days, a doctor's note is required. Notes and emails must be received within 5 school days of the absence. You may call the school's front office to inform us that your child will be absent; however, this call WILL NOT excuse the absence and is for our information only. The note/email must include the date of absence, parent name, student name, and the valid reason for absence and be turned into the main office at the student's campus. Forms are available at the front desk. If no documentation is submitted to the Operations Associate, the absence will be considered unexcused. Reporting the absence does not automatically excuse the absence.

Excused absences are granted for the following reasons:

1. Illness of the student or doctor's appointment;
2. Exclusion due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
3. Illness or other immediate family emergency which requires the presence of the student outside the school;
4. Death in the student's immediate family;
5. Necessity for a student to attend any judicial proceeding as a party or witness;
6. Observance of religious holy days;
7. Suspension or expulsion from school by an administrator pursuant to Section 3;
8. Temporary closing of the school facility or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other conditions requiring the closing of the school facility or suspension of classes; and
9. Other absences approved in advance by an administrator upon the written request of a parent/guardian.

Extensive absences significantly diminish the ability of the student to learn. **Families are expected to schedule recreational activities, school visits and vacations only during designated school breaks.** If you need to schedule an

appointment for your child, please try to do so on weekends, or before/after school.

Persistent absenteeism from school will result in the following actions being taken:

Each unexcused absence	After each unexcused absence the parent/guardian of the student will receive an automatic call, text, or email to notify them of the unexcused absence. <i>(Note: Please keep an up-to-date telephone number with your child's campus front desk.)</i>
3 unexcused absences	Once a student accrues 3 unexcused absences, the school will send a formal letter to the student's family regarding their student's unexcused absences explaining the school's attendance expectations.
4 unexcused absences (cumulative)	Once a student has accrued 4 unexcused absences, the student and their family are required to meet with a Crew Leader, school administrator, or Wellness Team member to create an attendance intervention plan. Other interventions may include: <ul style="list-style-type: none"> ● A letter mailed to the student's family regarding absences ● Referral to programs for truancy prevention support.
8 unexcused absences (cumulative)	Once a student has accrued 8 unexcused absences, a school administrator will send a letter to the student's family warning that their student is close to being considered "chronically truant", and the student and family will be required to meet with a school administrator (i.e. attendance interventionist, school leader, Crew Leader and a Wellness Team member) to discuss/revise the student's Attendance Intervention Plan. SJS staff may conduct a home visit to ensure the safety of the student.

10 unexcused absences (cumulative)	<p>SJS will immediately refer all students who are ages 5-13 who have accrued 10 or more unexcused absences to the Child and Family Services Agency (CFSA), as required by D.C. law.¹</p> <p>Additionally, the school will send a letter home notifying the family of their student's truancy status.</p>
15 unexcused absences (cumulative)	<p>SJS will immediately refer all students who are ages 14- 17 who have accrued 15 or more unexcused absences to the Court Social Services Division of the Superior Court of the District of Columbia and to the Office of Attorney General Juvenile Section, as required by D.C. law².</p> <p>Additionally, the school will send a letter home notifying the family of their student's truancy status.</p>
20 or more consecutive unexcused absences and withdrawal	<p>If a student is absent 20 or more consecutive full school days without a valid reason or excuse, SJS has the discretion to officially withdraw the student from the school.³ SJS will notify the family that the student has been withdrawn.</p> <p><i>Please note, if a withdrawn student wants to return to SJS for the next school year, s/he will need to reapply through the annual lottery process through My School DC.</i></p>

Appeals

A student's parents/guardians have five school days to challenge an attendance violation by submitting an appeal of the school's decision, in writing, to the Executive Director. The Executive Director will issue a decision in writing to the

¹ D.C. Mun. Regs. tit 5, § A2103.5(a) (2014).

² D.C. Mun. Regs. tit 5, § A2103.5(b) (2014).

³ D.C. Code § 38-203 (f-2) (2017).

parents/guardians and the school administration within 5 school days after receiving the appeal. The Executive Director shall convene a meeting to consider the appeal of the attendance violation. The student and his or her parents/guardians, the student’s teachers, a Principal, and other school staff may be invited to participate in this special meeting. The decision of the Executive Director in affirming or reversing a Principal’s decision is final.

Students with disabilities will not be treated adversely for absences that are directly caused by their disabilities. As a result, it is important for staff and parents to work in tandem to support student attendance.

Distance Learning Attendance Policy

Touchpoints that (SJS) will use, include the following methods:

- Direct ‘face-to-face’ online contact through class Zoom, and Google Hangout, etc.
- Completed exit tickets (Google form, etc.)
- Completed assignments on I-Ready and Dreambox
- Completed assignments uploaded to secure folder within school’s system (Google) from daily activity (>50% complete will be considered present, regardless of accuracy)

Attendance Policy

Attendance Touchpoints by Learning Type for SJS

Code	On-site synchronous	On-site asynchronous	Remote synchronous	Remote asynchronous
------	---------------------	----------------------	--------------------	---------------------

Present	<p>Present: Student attends school for >80% of the school day.</p> <p>OR</p> <p>Attends <80% of school day on-site AND is remote learning for the remainder of the school day.</p>	<p>Present: Student attends school for >80% of the school day.</p> <p>OR</p> <p>Attends <80% of school day on-site AND all assignments due for the day are completed.</p>	<p>Present Remote: Student presence is detected throughout school day's activities</p> <p>(B) participates by one or more of the following touchpoints:</p> <ul style="list-style-type: none"> • is "seen" in virtual classroom, • submits exit ticket • participates in group activities • participates in community building activities(games, etc.) • Submit assignments via Google Classrooms/I-Ready and Dreambox 	<p>Present Remote:</p> <p>Student fully or partially complete >50% of the day's assignments.</p>
Partial Day Present	<p>Partial Present: Student attends school for <80% of the school day and is not captured in remote touchpoints when physically absent.</p>	<p>Partial Present: Student attends school for <80% of the school day and is not captured through remote touchpoints when absent.</p>	N/A	<p>Present Remote:</p> <p>Student fully or partially complete <50% of the day's assignments.</p>
Absent	<p>Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.</p>	<p>Absent: Student is not on-site during the school day and is not captured in Remote Touchpoints.</p>	<p>Absent Remote: Student is not captured in any of the remote touchpoints AND does not meet remote asynchronous touchpoints.</p>	<p>Absent Remote: Student does not produce evidence that assignments are partially complete.</p>

The families of middle school scholar-activists who are learning remotely or in-person will receive the following:

- A robo reminder call to get ready for school at 8:00 AM.
- A robo tardy call if not present by the end of Crew, which is 9:00 am .
- An email if not present by end of second activity or by 10:00am, whichever occurs first (engagement specialist copied)

- A call from the family engagement specialist following up on email after 10:00 am.
- A robocall, email, and text to the family notifying them of the student's absence from school.
- A bi-weekly email and/or video with a list of the day's assignments and expectations

Skipping Class and Leaving Without Permission

Students are expected to attend every class, every day. Skipping class and/or leaving school without permission directly impacts students' learning and will be treated similarly to absenteeism.

When a student is absent from class for 2 or more consecutive days in a week, their Crew Leader will contact the student's parent/guardian to inform them of their student's absence from class and hold a conference with the student to discuss the reason why the student was absent. The teacher will log all instances of skipping and contacts made with the student and student's parent guardian in ESchoolPlus.

When a student leaves school without permission, an administrator will contact the student's parents to inform them of their student's behavior and notify the student's teachers. The Administrator and Crew Leader, family and student will discuss the reason why the student left school without permission and identify ways to support the student. The Administrator Will log all instances of a student leaving school without permission in ESchoolPlus.

If a student demonstrates a chronic pattern of skipping class and/or leaving school without permission, the teacher may request an in-person meeting with the student, their Crew Leader and their family, as well as other relevant school staff who support the student's attendance. If appropriate, the school may also request the student's parent/guardian to participate in a shadow day with their student.

NOTE: A student's opportunity to make-up any work that was missed as a result of the student skipping class and/or leaving school without permission is limited by teacher discretion.

Extended Absences

As mentioned above, extensive absences (excused or unexcused) significantly diminish the ability of students to learn. Families are expected to schedule recreational activities, school visits and vacations during school breaks. However, we understand that students may have extenuating circumstances that require an extended absence from school.

If you are aware that your child will be absent for more than 5 consecutive days (due to a valid reason such as a family emergency, medical issue, and/or legal obligation), we request that parents schedule a meeting with a Wellness Team member or grade-level administrator to establish a work plan for your student to make-up the work that will be missed during their absence.

Students who are home- or hospital-bound because of a health issue are entitled to tutoring services. In order to activate this service, families must obtain paperwork from your school's Assistant Director of Special Education or Wellness Team member and obtain a signature from your student's doctor. SJS will coordinate tutoring services with the family based on the student's schedule.

Leave of Absence (need to think about this)

SJS understands that there are special circumstances under which our families must leave the country or the D.C. Metropolitan Area (within 50 miles) for a temporary period of time. Applicable scenarios may include out-of-state employment, military and Foreign Service posts, and family commitments.

Current SJS families who need to leave the school for a period of time due to any of the above reasons may request a leave of absence from the Executive Director (ED). In order to initiate the process to request a leave of absence, the family must submit a written request including the following information:

- Reason for the request
- Estimated period of the absence
- Contact information for the parent/guardian that will remain in contact with SJS throughout the period of absence.

All written requests must be submitted to the ED prior to the last day of the current school year or at the time of departure for students leaving mid-year. Once the written request has been received by the ED, the ED will review the request with the school's leadership team and inform the family of a final decision. If a leave of absence is granted, the student will be able to re-enroll at SJS without reapplying through the My School DC Lottery for up to two years from the date of departure. Extensions are available by request and at the discretion of the ED.

Please note that the SJS Leave of Absence Policy exists outside of the official My School DC enrollment process and has no impact on any existing student waitlist for the impacted grades.

Withdrawals

SJS encourages families to keep their children in the school community once the school year has begun, as mid-year transfers can be disruptive to student learning and development. It is also important to understand that once you withdraw your student, returning to SJS for the next school year will require you and your student to re-apply through the normal application and lottery process. Former students do not receive preference on the SJS lottery or waitlist. In the event you make the decision to withdraw your student from SJS, please follow the immediate steps below:

1. Notify your student's Principal and/or a school administrator of your intent to withdraw your student from SJS
2. Schedule a meeting to discuss your reason for leaving
3. Return a completed Student Withdrawal Form, including the contact information for the new school in which you will be enrolling your student, to the main office.

If you do not complete and submit the Student Withdrawal Form before your student leaves SJS, your student will remain enrolled and be marked as "absent without a valid excuse" (unexcused) until the form is submitted.

Once we have received a completed confirmation of enrollment from the receiving school in which you have enrolled your student, SJS staff will transfer your student's transcript directly to the receiving school. Please note that you must provide parental consent on the Student Withdrawal Form in order for your student's transcripts to be released to the new school. If

circumstances change, and you decide you want your student to remain at SJS you must contact your student's principal and/or a school administrator within five (5) business days from the date you notify the school of your intent to withdraw.

If you have any questions regarding the withdrawal process, please contact your student's Principal.

DRESS CODE

The SJS student dress code allows students a sense of personal choice. The following guidelines help us ensure a safe and productive learning environment and must be adhered to at all school related activities and events:

- Students should wear an SJS uniform shirt at all times.
- Students should wear or have available clothing suitable for both our air-conditioned and heated building and the outdoors.
- Students may not wear clothing that presents a safety risk or is distracting or offensive to others.
 - No backs or midriffs may be exposed.
 - Pants and/or jeans with excessive tears and/or holes are not permitted.
 - Shorts and skirts must be at an appropriate length.
 - There may be no graphic or violent images on clothing.
- Students should not wear hoods or hats in the building unless needed for medical or religious reasons.
- Students must wear footwear at all times, and that footwear should allow them to participate actively in dance, fitness, and recess. Wheeled shoes are not permitted, and shoes with heels or open toes, such as slides and sandals, should not be worn.

Failure to follow these guidelines will result in a parent being called for a change of clothing. Students will not be allowed to attend class until dressed appropriately.

TOYS, VALUABLES, AND OTHER PERSONAL ITEMS

Students should not bring toys, games or other personal belongings to school unless invited to share by their teacher.

On these occasions, students will be expected to keep the items in their backpacks until the appropriate time in class or have their teacher hold on to the item(s). If students have toys or other personal belongings that are interfering with the learning environment, an adult may decide to hold onto it and return it either to the student or a family member.

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

SJS encourages all students to get involved with fitness, athletic, and extracurricular activities. These activities are a valuable part of a strong school culture and high school experience. Participation in competitive athletics and games is a privilege, not a right. Students will be deemed eligible to participate in these activities so long as they are in good academic standing, are passing all of their classes, and have consistently abided by the school's core values. This eligibility shall be determined by the school. Students may be removed from a team or club at any point in the season should a student fall out of good academic (2.5 GPA or higher) or behavioral standing.

All school policies and rules apply to athletic and club activities, practices, games, and transportation to and from such events. Students must demonstrate the highest levels of sportsmanship and exemplify the school's core values during participation in any of these activities. Students with disabilities will be provided with any necessary services and supports so that they have an equal opportunity to participate in all SJS programs and activities.

Athletics Academic Eligibility Requirements

SJS encourages academically qualified students to participate in interscholastic athletics. We believe that the athletic program functions as a critical part of the total academic curriculum. It is the primary concern of the athletic department that each student-athlete fulfill his/her obligation first as a student, and then as an athlete. This academic eligibility policy was created and adopted with the best interest of the students/athletes in mind.

To be eligible to compete on an interscholastic athletic team at SJS and as a member of the PCSAA, students/athletes must maintain a C+ average to participate in athletic programs and must pass all classes.

A scholar-athlete who fails to meet the following academic eligibility standards is subject to probation, suspension from

competition or even permanent removal from the team for the remainder of the sports season. The academic eligibility policy will be implemented and enforced during the sports seasons throughout the school year.

Athletic Behavior and Code of Conduct

All student scholar-athletes at SJS are expected to behave in a manner that is consistent with the school's code of conduct. Student athletes have the privilege to participate in and represent SJS in interscholastic and/or extracurricular programs. The extension of this privilege depends upon adherence to standards of academic and behavior that reflect positively upon the individual as well as the school.

Student athletes, including team managers, who represent SJS through the interscholastic sports programs, are expected to demonstrate good citizenship in the school and local communities. These expectations apply to every athlete whether on or off the school premises, regardless of whether school is in session at the time of the conduct.

Students who do not demonstrate good citizenship will be held accountable for their behaviors, choices, and decisions. Students who do not adhere to these standards are subject to disciplinary action by the school athletic department, coaches and administration.

All behavior and tardiness incidents that take place will impact athletic eligibility. The Crew Leaders, coaches and staff will work with the Administrators to help make a determination on eligibility, which may result in missing practices, game or the entire sports season.

Athletics and Students with Disabilities

Students with disabilities may request reasonable modifications and/or aids and services needed to allow them to participate in SJS's athletics programs. Upon request, SJS will engage in an individualized inquiry to determine if modification to the school's athletics policies are reasonable and necessary to ensure that the student has an equal opportunity to participate.

PHILOSOPHY AND APPROACH TO SCHOOL CULTURE

Crew

SJS aspires to create a positive, supportive, emotionally and physically safe school culture infused with SJS school values, where students feel that they are supported and part of a community. Furthermore, we want our students to feel that they are empowered to create positive change in their community.

As an Expeditionary Learning (EL) Education school, we strive to foster and celebrate students' character development by building a culture in which students and staff work together to become effective learners and ethical people who contribute to designing a better world. Our students will "live and breathe" the school values throughout all they will do at SJS. To ensure students learn to embody the values of the school, SJS will work to build a spirit of Crew: students and staff working together as a team to sustain a learning community where students feel that they are empowered to create positive change in their community, belong, and succeed. We will do this through the structures discussed below. Our work is informed by EL Education Core Practice 21: Creating a Community of Learning and Core Practice 23: Building the Culture and Structure of Crew.

The Crew Model

SJS will implement Crew, a highly successful model from EL Education, as a key component of each school day. According to EL Education, the tradition of Crew is both a culture and a structure because in EL Education schools, "there are no passengers, only crew." The culture of Crew inspires all members of a school community to work together as a team to pitch in and help others. We will implement a developmental design culture, one where students and teachers work together to democratically establish consistent schoolwide positively stated expectations. These expectations will be taught and practiced during Crew.

A key component of our model is that "every student is known." Students are more likely to be successful if they have an adult that they feel they can trust, to guide them with academics, social, and emotional challenges. Every SJS student will be paired with a school educator who will be their Crew leader throughout the duration of their years at the school. If a teacher should leave, a new Crew will be selected through a process that ensures an effective and meaningful student and Crew leader

match. The Crew leader's goals are to make connections with the student and the family, to monitor progress academically, emotionally, and behaviorally, and to be the primary point of contact for the school and the family.

Before the school year begins, teachers and leaders will create intentionally integrated Crews, which will be diverse in terms of gender, race/ethnicity, students with disabilities, and languages spoken. Students refer to and view advisory as a team, or "Crew," synonymous with a team working together to all achieve their collective goal of being prepared for college and citizenship.

The bedrock structure of Crew is daily meetings to support everyone's learning and growth. During this time, students, in a small setting, will build meaningful relationships with peers and their Crew leader while reflecting on and monitoring academic progress and focusing on character development. As SJS, Crews will meet once daily for 30 minutes each time.

Other school structures can help build Crew culture and ensure that every student is well known and supported by peers and adults. Crew is an engine for equity and inclusion, a place where all students feel they belong and can succeed; it is a place for teaching Social Justice strategies, where students will also participate in race and equity seminars. In Crew, we will implement the lessons and strategies that are articulated in *Being the Change: Lessons and Strategies to teach Social Comprehension*. Each chapter in *Being the Change* contains lesson plans and strategies that help students understand and analyze a social comprehension issue. Students explore diversity, bias and learn to address microaggressions. These lessons will be aligned to the Social Justice Standards. Parents will also participate in race and equity seminars on a semester basis to ensure the school community is meeting its commitment to equity.

Positive Behavior Intervention Systems (PBIS)

Part of learning Habits of Character is understanding how to make choices that lead to positive outcomes. We will use the Positive Behavior Intervention Supports System (PBIS) to encourage positive behavior. This is a research-based program, shown to work with similar populations that includes incentives for positive behavior, and consistent behavioral expectations across the school. In addition to PBIS, we have school-wide supports for recognition of positive behavior and exemplars of the Habits of Work and Character such as awards and recognition at Morning Meetings. "Habits Bucks" as both an incentive and a

reward. We support students by explicitly teaching Habits of Work and Character and setting Habits goals, as well as facilitating community-building activities during Crew. When harm occurs, restorative practices will be used for those involved “to understand what happened, its impacts, and how to repair the harm.

We have a tiered PBIS system so that ALL students can participate in incentives and not just the same group of students. There is an earned incentive twice a month, such as a roller-skating party, and there are quarterly incentives that all students will be able to participate in as members of our community. In addition, students may use their “Habit Bucks” at our school store. Students can purchase snacks and other SJS swag at the school store. Teachers use Class Dojo in order to track student behavior.

Social Justice School Habits of Character & Learning Targets

Habit	Compassion	Perseverance	Designers	Responsibility	Think Critically
Descriptor words	Practice kindness & empathy	Be relentless in academic and social justice pursuits	Create your highest quality work	Own your role and be accountable	Ask questions, explore, and design solutions

Teachers use Class Dojo in order to track student behavior.

Classroom Management through Developmental Designs

Developmental Designs is an approach to creating a school culture where students are invested. In this model, teachers teach students to be self-aware and to manage their behavior. To do this, students and teachers work together and democratically establish 3 to 5 consistent schoolwide positively stated agreements. These agreements are taught and practiced during Crew.

Some of the components of Developmental Designs are:

- *Goal Setting:* In Crew, students and Crew Leaders work together to establish short term and long term academic and social goals.
- *Modeling/Practicing:* Staff, students and families model the school-wide expectations and students practice the school-wide expectations in class and during Crew. Teachers model the Habits of Character and students practice them in class and during Crew.

Social Contract

Students and teachers work together to create a Social Contract. The Social Contract outlines between three and five schoolwide agreements that will govern the school. The three to five consistent school-wide positively stated agreements will be based on the themes of Safety, Belonging, Mutual Respect, and Engagement. Teachers and students also work together to democratically establish three to five schoolwide pathways (redirections) towards self-control.

Pathways of Self Control

The pathways of self-control are strategies that students use to get back on track when a disciplinary issue has occurred. It's important to note that Developmental Design stands in contrast with rigid one-size-fits-all classroom management frameworks. There are prescribed consequences for specific actions in rigid classroom management frameworks. For example, if a student does X then they automatically receive consequence. Developmental Designs is built on the idea that teachers have a menu of pathways (consequences) to use in order to get students back on task. The teacher assigns the pathway that works for that student based on their relationship and knowledge of that student's need.

Those pathways could include:

- Take a Break in the classroom: Student is assigned or chooses to go to the designated "take a break" space with their work and rejoins the class when they are focused

- Take a Break outside of the classroom: Student is assigned to or chooses a space in a different teacher’s classroom to go to and take a break space with their work, and rejoins the class when they are focused and check-in with the teacher
- Loss of Privilege: Student might not be able to attend recess or choose their seat during lunch
- Short Problem-Solving Conference: Student and teacher meet to identify a written agreement that both the teacher and student agree to in order to resolve the problem
- Long-Term-Problem Solving Conference: Student, teacher, Principal and family meet to identify a written agreement that both the teacher and student agree to in order to resolve the problem that the student is facing
- After School Reset: If referred to detention, the student will attend detention from 4:00 PM - 4:30 PM on Tuesdays and Thursdays. After School Reset is a space for students to reflect on their behavior, understand its impact on themselves and others, and to develop a plan to repair the harm done or to make the situation better.

Student Behavior Responses

We will use the following responses when students act inappropriately. It is also important to note that teachers may use a variety of different redirections to ensure that students get back on track. In addition, school administrators have discretion to take appropriate disciplinary action even if not explicitly listed in this policy. This policy applies to behavior on school grounds, during any school-activity, and off campus behavior, even if not during a school-activity, if the behavior has an impact on another SJS student, the school community or disrupts the school environment.

Disciplinary action will be individualized, fair, equitable, developmentally appropriate, proportional to the severity of the student’s offense, and, if appropriate, restorative.

	Sample Behaviors	Redirection
1	Minor disrespect	Reminder/redirect

	<p>Not following norms</p> <p>Calling Out</p> <p>Unaccountable Talk</p> <p>Checked out, off-task</p>	<p>Proximity</p> <p>Regroup/take break</p> <p>Positive modeling</p> <p>Teacher/advisor check-in</p> <p>Move student</p> <p>Formal apologies</p> <p>Teach Habits of Character</p> <p>Reflection sheets</p>
2	<p>Using profanity</p> <p>Possession of electronic items during the school day</p> <p>Disruptive behavior</p> <p>Horseplay</p> <p>Disrespect to staff or other students</p> <p>Excessive noise in the classroom, hall, or building</p> <p>Running in the hall, or building</p> <p>Offensive gestures (non-sexual or non- threatening)</p> <p>Writing or tagging that is not permanent or etched/engraved into school property</p>	<p>Office referral</p> <p>Family Meeting⁴</p> <p>After school reflection</p> <p>Restorative circle</p> <p>Community service</p> <p>Short-term problem solving conference</p>
3	<p>Destruction of school or personal property valued at less</p>	<p>Meeting with family and Crew Leader</p>

⁴ Student's return to school is not contingent on parent attendance at a family meeting.

<p>than \$500</p> <p>Academic Dishonesty</p> <p>Excessive disrespect to staff or other students</p> <p>Failure to attend detention or class during the regular school day</p> <p>Forgery (including forging passes i.e. bathroom, library, nurse, etc.)</p> <p>Repeated Office Referrals</p> <p>Gambling</p> <p>Lying or giving misleading information to school staff</p> <p>Non-threatening verbal altercations including language that is bigoted or prejudicial or stereotypical</p> <p>Offensive gestures that are sexual or threatening behavior</p> <p>Possession, sale, or distribution of flammable products such as matches, lighters, lighter fluid, torches, firecrackers, etc.</p> <p>Promotion of fighting or other violent behavior</p> <p>Skipping class and/or leaving class without permission.</p>	<p>Restorative Circle</p> <p>Community Service</p> <p>After school reflection</p> <p>Saturday School Service Projects</p> <p>Re-entry procedure</p> <p>Behavior Plan</p> <p>Family Meeting⁵</p> <p>Long-term problem solving conference</p>
---	--

⁵ Student's return to school is not contingent on parent attendance at a family meeting.

	<p>Leaving the building without permission.</p> <p>Use of electronic devices (phones, laptops, e-readers, tablets, smart watches, etc.) access inappropriate content</p> <p>Unauthorized possession of over the counter or prescription medication</p>	
4	<p>Unauthorized use, selling or distribution of over the counter or prescription medication</p> <p>Bullying</p> <p>Sexual misconduct, sexual harassment, lewd or indecent public behavior; engaging in sexual acts on school premises or at school-related functions</p> <p>Possession, sale, distribution or use of drugs, alcohol, tobacco products or other items that classify as drugs</p> <p>Possession or use of any item that can be used as a weapon</p> <p>Arson, biohazard or bomb threats</p> <p>Possession of any gun</p>	<p>Tier 3 Consequences</p> <p>In-School Suspension</p>
5	<p>Any willful behavior that caused, attempted to cause, or</p>	<p>Suspension</p>

<p>threatened to cause bodily injury⁶ or emotional distress⁷ on or off school grounds.</p> <p>Such behavior includes but is not limited to the following actions:</p> <p>Bullying that causes, attempts to cause, or threatens to cause bodily injury or emotional distress</p> <p>Unauthorized sale or distribution of Schedule 1 through Schedule 3 controlled substance⁸ that causes, attempts to cause, or threatens to cause bodily injury or emotional distress</p> <p>Sexual misconduct, sexual harassment, sexual assault, lewd or indecent behavior that causes, attempts to cause, or threatens to cause bodily injury or emotional distress</p> <p>Dating violence that causes, attempts to cause, or threatens to cause bodily injury or emotional distress</p> <p>Sale or distribution of drugs, alcohol, or other items that cause, attempt to cause, or threaten to cause bodily injury or emotional distress</p>	<p>Expulsion</p>
---	------------------

⁶ “Bodily injury” means a cut, abrasion, bruise, burn, or disfigurement; physical pain; illness; impairment of the function of a bodily member, organ, or mental faculty; or any other injury to the body, no matter how temporary.

⁷ Emotional distress” means mental suffering or distress that requires more than trivial treatment or counseling.

⁸ As defined by 21 U.S.C. §813.

	<p>Possession or use of any item that can be used as a weapon that causes, attempts to cause, or threatens to cause bodily injury or emotional distress</p> <p>Arson, biohazard or bomb threats that causes, attempts to cause, or threatens to cause bodily injury or emotional distress</p> <p>Possession of any firearm (as defined by the Gun Free Schools Act)⁹</p>	
--	---	--

Suspension and Expulsion Process

When restorative responses are not available, and only for the most serious incidents of harm as a matter of ensuring safety, out of school suspension and expulsion may be used. Before any student is suspended, he/she will receive due process as outlined below. Any student who is suspended will continue to receive all assignments during the suspension, will have the opportunity to communicate with school staff about the assignments, and will have the opportunity to make up any work missed as a result of the suspension if it cannot be completed during the suspension. The assignments and staff contact information will be shared with the student and his/her parent(s).

Definitions:

- In-school Suspension means temporarily removing a student from the student’s regular class schedule as a disciplinary consequence, during which time the student remains on school grounds under the supervision of school personnel who are physically in the same location as the student.

⁹ Possession of a firearm will result in automatic expulsion

- Out-of-school Suspension means the temporary removal of a student from school attendance to another setting for disciplinary reasons, during which time the student is not under the supervision of the school's personnel and is not allowed on school grounds.
 - Out-of-school suspension includes the removal of the student from school attendance for less than 1/2 of a school day for disciplinary reasons, during which time the student is not under the supervision of school personnel and is not allowed on school grounds
 - For students with disabilities, the term "out-of-school suspension" includes a removal in which no IEP services are provided because the removal is 10 days or fewer as well as removals in which the student continues to receive services according to the student's IEP.
- Expulsion means the removal of a student from the school for disciplinary reasons permanently. Students who are expelled will not be eligible to reenroll. Students who are withdrawn during the expulsion process before an expulsion decision can be made will not be eligible to reenroll.
- Emergency removal means the immediate out-of-school suspension of a student based on the school's reasonable belief that the student's presence poses an immediate and continuing danger to other students or school staff

In-school Suspension (ISS)

Before a student is assigned to ISS, he/she will be given a chance to meet with the Principal to discuss the behavior and tell his/her side of the story. During this meeting, the Principal will share with the student what the behavior of concern is and the information that the school has to believe the behavior occurred. The student will then be given a chance to share their side of the story and/or explain the behavior. If the student is assigned to ISS, the Principal will notify the student and parent(s) in writing of the reason for and length of the in-school suspension.

Any student who is suspended will continue to receive all assignments during the suspension, will have the opportunity to communicate with school staff about the assignments, and will have the opportunity to make up any work missed as a result of the suspension if it cannot be completed during the suspension. The assignments and staff contact information will be shared with the student and his/her parent(s).

Out-of-school Suspension (OSS) – Short Term (5 days or less)

A student will only be assigned to OSS if the student willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that occurs off school grounds. “Bodily injury” means a cut, abrasion, bruise, burn, or disfigurement; physical pain; illness; impairment of the function of a bodily member, organ, or mental faculty; or any other injury to the body, no matter how temporary. “Emotional distress” means mental suffering or distress that requires more than trivial treatment or counseling.

Students in grade 5 will not be suspended for more than 5 consecutive school days for an incident, unless the student is facing expulsion. Students in grades 6 through 8 may not be suspended for more than 10 consecutive school days for an incident, unless the student is facing expulsion.

No student will be suspended for more than 20 cumulative school days in a school year unless:

- the student is facing expulsion;
- the Executive Director provides written justification to the student and parent(s) explaining why more than 20 days is a more appropriate disciplinary action than another type of action; or
- the Executive Director provides written justification to the student and parent(s) explaining why the conduct necessitated an emergency removal.

Before a student is assigned to OSS, he/she will be given a chance to meet with the Principal to discuss the behavior and tell his/her side of the story. During this meeting, the Principal will share with the student what the behavior of concern is and the information that the school has to believe the behavior occurred. The student will then be given a chance to share their side of the story and/or explain the behavior. If the student is assigned to OSS, the Principal will notify the student and parent(s) in writing of the reason for and length of the suspension.

If the student’s continued presence at school poses an immediate and continuing danger to other students or school staff, the Principal may suspend the student for the rest of that day and the following day without meeting with the student. However,

before any further suspension is issued, the Principal will meet with the student as outlined below. This meeting could occur by phone if the student's presence at school poses a continuing danger to other students or school staff.

Students who are suspended are not permitted on school grounds and can't attend school-related activities or events for the duration of their suspension.

Out-of-school Suspension (OSS) – Long Term (6 days or more)

The Principal may make a recommendation for long term suspension. The Executive Director makes the final decision after a disciplinary hearing is held with the student and parent(s). Once a recommendation for long term suspension is made, the student will be suspended pending a hearing.

Before the Principal makes a recommendation for long term suspension, he will meet with the student to discuss the behavior and give the student an opportunity to tell his/her side of the story. During this meeting, the Principal will share with the student what the behavior of concern is and the information that the school has to believe the behavior occurred. The student will then be given a chance to share their side of the story and/or explain the behavior.

If the student's continued presence at school poses an immediate and continuing danger to other students or school staff, the Principal may suspend the student for the rest of that day and the following day without meeting with the student. However, before any further suspension is issued, the Principal will meet with the student as outlined below. This meeting could occur by phone if the student's presence at school poses a continuing danger to other students or school staff.

If necessary, the Principal will investigate the circumstances of the behavior and the student's explanation. The investigation will be completed within three days of the incident or within three days of when the school was notified of the incident. If appropriate, the Principal may issue a short-term suspension pending the investigation.

If long-term suspension is recommended, the Principal will notify the student and parent(s) in writing of the reason for and length of the recommended suspension. This notice will include information about the basis for the recommendation, the information that the school has to support the recommendation, and the disciplinary hearing process. A disciplinary hearing will be held within 5 school days of the date that the recommendation for long-term suspension is issued. Extensions of this

deadline may be made on a case by case basis if necessary.

The Executive Director will preside over the disciplinary hearing. At the disciplinary hearing, the Principal will share the information relied on to support the recommendation for long-term suspension. The student and parent(s) will be given an opportunity to fully respond to the information shared by the Principal and to present any additional information that they want the Executive Director to consider. The student may be represented by an attorney.

The Executive Director will notify the student and parent(s) in writing of the final determination on the next school day following the hearing.

Students who are suspended are not permitted on school grounds and can't attend school-related activities or events for the duration of their suspension.

Expulsion

The Principal may make a recommendation for expulsion. The Executive Director makes the final decision after a disciplinary hearing is held with the student and parent(s). Once a recommendation for expulsion is made, the student will be suspended pending a hearing.

Before the Principal makes a recommendation for expulsion, he will meet with the student to discuss the behavior and give the student an opportunity to tell his/her side of the story. During this meeting, the Principal will share with the student what the behavior of concern is and the information that the school has to believe the behavior occurred. The student will then be given a chance to share their side of the story and/or explain the behavior.

If the student's continued presence at school poses an immediate and continuing danger to other students or school staff, the Principal may suspend the student for the rest of that day and the following day without meeting with the student. However, before a recommendation for expulsion is issued, the Principal will meet with the student as outlined below. This meeting could occur by phone if the student's presence at school poses a continuing danger to other students or school staff.

If necessary, the Principal will investigate the circumstances of the behavior and the student's explanation. The investigation will be completed within three days of the incident or within three days of when the school was notified of the incident. If

appropriate, the Principal may issue a short-term suspension pending the investigation.

If expulsion is recommended, the Principal will notify the student and parent(s) in writing of the reason for the recommended expulsion. This notice will include information about the basis for the recommendation, the information that the school has to support the recommendation, and the disciplinary hearing process. A disciplinary hearing will be held within 5 school days of the date that the recommendation for expulsion is issued. Extensions of this deadline may be made on a case by case basis if necessary.

The Executive Director will preside over the disciplinary hearing. At the disciplinary hearing, the Principal will share the information relied on to support the recommendation for expulsion. The student and parent(s) will be given an opportunity to fully respond to the information shared by the Principal and to present any additional information that they want the Executive Director to consider. The student may be represented by an attorney.

The Executive Director will notify the student and parent(s) in writing of the final determination on the next school day following the hearing.

Students who are expelled are not permitted on school grounds and can't attend school-related activities or events for the duration of their expulsion.

Appeals

A student's parents/guardians have five school days to challenge a long-term suspension or expulsion by submitting an appeal of the Principal's decision, in writing, to the Executive Director and Chair of the Board of Trustees. The Board of Trustees will issue a decision in writing to the parents/guardians and the school administration within 5 school days after receiving the appeal. The Chair of the Board of Trustees shall convene a special meeting of the Board of Trustees to consider the appeal of the suspension or expulsion. The student and his or her parents/guardians, the student's teachers, a Principal, the Executive Director and other school staff may be invited to participate in this special meeting as the Board sees fit. The decision of the Board of Trustees in affirming or reversing a Principal's or Board of Trustees' decision is final.

Suspension & Expulsion of Students with Disabilities

Suspensions of 10 School Days or Less

Students with disabilities may be suspended for up to 10 consecutive or cumulative school days per school year in the same way that general education students are suspended. Special education services will not be provided during the first 10 days of suspension in a school year.

Suspensions of More than 10 School Days

Additional disciplinary procedures will be followed for students with disabilities who are suspended for more than 10 days in a school year. These procedures may include a manifestation determination review meeting and the provision of services during the suspension.

A manifestation determination review meeting is required if:

- A student is suspended for more than 10 consecutive or cumulative school days in a school year, and
- The reason for the suspension constitutes a pattern based on these factors:
 - The child's behavior is substantially similar to their behavior in previous incidents that resulted in previous removals; and
 - The length of each removal, the total amount of time for each removal, and how close the removals are to each other.

When a manifestation determination review meeting is required, the Principal or Director of Student Support Services will notify the parent in writing and provide the parent with a copy of the IDEA's procedural safeguards on the day that the notice of suspension or expulsion is issued. The manifestation determination review meeting will be held within 10 school days to determine if a student's behavior was a manifestation of their disability.

The review meeting covers the relationship between a student's disability and the behavior that caused the suspension. If a student's behavior was a manifestation of their disability, the student must return to school unless the IEP team agrees

otherwise. If the student's behavior is not a manifestation of their disability, the student may be disciplined according to the school's discipline policy applicable to all students. If the student's behavior is a manifestation of their disability, the IEP team must also conduct a functional behavior assessment if one hasn't already been completed and develop a behavior intervention plan. If the student already has a behavior intervention plan, the existing plan must be modified, as needed.

A manifestation determination review meeting is not required if:

- A student is suspended for more than 10 cumulative school days in a school year, and
- The suspensions don't constitute a pattern based on these factors:
 - The child's behavior isn't substantially similar to their behavior in previous incidents that resulted in previous removals; and
 - The length of each removal, the total amount of time for each removal, and how close the removals are to each other.

Educational services will be provided for any student with a disability who is suspended for more than 10 days in the school year while they're suspended, but in another setting. Services will be provided to enable the student to continue to participate in the general education curriculum and make progress towards their IEP goals. If appropriate, a functional behavior assessment and behavior intervention services and modifications will also be provided to ensure that the behavior does not recur.

Special Circumstances

There are situations when a student with a disability can be removed from school for up to 45 school days without regard to whether their behavior was a manifestation of their disability. These situations include:

- Possession of a weapon on school premises or during a school function
- Possession or use of an illegal drug on school premises or during a school function
- Infliction of serious bodily injury on school premises or during a school function

With parent consent, the IEP team reserves the right to change a student's placement at any time.

Hearing Officer

If there is concern that a student's attendance at school is substantially likely to result in injury to themselves or others, the school can request a hearing officer's approval to place the student in an interim alternative educational setting for up to 45 school days. The interim alternative educational setting would continue to provide services to enable the student to continue to participate in the general education curriculum and progress towards their IEP goals.

Students Not Yet Found Eligible for Special Education or Related Services

There may be a situation where a student hasn't yet been determined as eligible for special education and related services, but may still receive the same discipline procedure as students with disabilities. This is possible only if the school knew the student potentially had a disability before the behavior requiring action took place.

For the school to know that a student may have a disability, one or more of these actions must have occurred before the behavior occurred:

- The student's parent expressed concern in writing about the need for special education to the Executive Director, The student's parent or guardian requested an evaluation of the student.
- The student's teacher or another member of our school's personnel expressed specific concerns about a behavior pattern to the Director of Student Support Services Principal or Executive Director.

The school will not be deemed to have knowledge a student may have a disability if:

- The student was previously evaluated and didn't qualify for special education services;
- The parent refused special education services; or
- The parent refused to allow an evaluation of the child.

BULLYING & SEXUAL HARASSMENT

In the creation and support of school climates that are safe places to learn, there is an evolving recognition that bullying is a very toxic form of abuse among peers. Students who are bullied and those who instigate bullying are at significant risk of experiencing a range of health, safety, and educational risks. At SJS, we will do everything possible to create and preserve a safe school climate for all students through proactive anti-bullying education, immediate enforcement to stop bullying behaviors along with well-defined and effective consequences for violations.

Please see [Appendix 7](#) or our website for our comprehensive

CALENDAR AND SCHEDULE

Calendar

The official school calendar can be found on our website, www.thesocialjusticeschool.org.

Hours of Operation

At SJS, the academic day starts promptly at 8:30 AM every day for all students in grades 5-8. Students should arrive by 8:15 to ensure that they are in their classroom, ready to learn at 8:30 AM. SJS will NOT offer Before School Programming until we enter Phase 3. Students may arrive any time after 8:15 AM, unless they are enrolled in the Before School Program, which begins at 7:45 AM. If a student arrives between 8:20 and 8:30 AM, he/she will walk directly into their classrooms.

On Monday, Tuesday, Thursday and Friday, the school day ends at 4:15 PM. On Wednesdays, the school day ends at 1:00 PM so that teachers can meet for professional development (please see the distance learning schedule above).

SJS will NOT offer After School Programming until we enter Phase 3. Once we are in Phase 3, the After School Program will begin at 4:15 and end at 6:00 PM on Monday, Tuesday, Wednesday and Friday. On Wednesday, it will begin at 1:00 and end at 5:30 PM..

Students arriving after 8:30 AM are considered tardy, and a parent must sign the tardy list at the front desk in the Lobby if the student arrives after 9:00 AM. If a parent is not present, he/she will be called and notified. The school will address families who repeatedly bring their children to school late.

In the afternoons, students who are regularly picked up at 4:15 PM on Monday, Tuesday, Thursdays and Fridays and 1:00 PM on Wednesday will gather in the front of the building. All other students who are not enrolled in after school activities or sports will be asked to leave the building. Families who pick up students from the After School Program will check in at the Front Lobby. Staff will radio up for their student to be sent to the Lobby. Families will not be able to pick up their students directly from the classroom.

SJS dismisses students at 1:00 PM every Wednesday. Students will either go directly to the Extended Day Program (if they are enrolled), are picked up by adults, or have permission to walk home.

Day	Before School Begins	Drop-Off	School Day Begins	School Day Ends	Pick-Up	After School Ends
Monday, Tuesday, Thursday and Friday	7:45 AM	8:20 – 8:30 AM	8:30 AM	4:15 PM	4:15 -4:30 PM	6:00 PM
Wednesday	7:45 AM	8:20 – 8:30	8:30 AM	1:00 PM	1:00 -1:20 PM	5:30 PM

SNOW DAYS OR EMERGENCY DAYS

Generally, SJS follows the decision of D.C. Public Schools (DCPS) to open late or close due to inclement weather or weather-related emergencies. In these situations, local radio or television stations – and their corresponding websites – will

announce school closings. Family members are also encouraged to monitor the DCPS website and Facebook and Twitter accounts. You can also enroll for automatic text alerts for public school closures at www.dcps.dc.gov.

However, SJS reserves the right to open late or close when DCPS has decided to remain open. In these situations, SJS will email, text, and call family members. Family members are also encouraged to monitor the SJS website and Facebook and Twitter accounts.

Please ensure you are signed up for text communication in ESchools Plus. NOTE: All school and community activities, including athletic practices and events, will be canceled when school has been closed due to inclement weather.

Delayed Opening

In the event of a delayed opening, all programming, including before school services, will be delayed for the same amount of time as regular school programs. Field trips and other school activities that are scheduled to begin at 10:30 a.m. or earlier will likely be canceled in the event of a delayed opening.

SCHOOL EVENTS

Throughout the year SJS hosts events for parents, guardians, and family members. The purpose of these events is to connect families to the school and one another, build community across grade levels, share important information with SJS stakeholders, and gain from the talents and gifts families bring to SJS. As such, community meetings include:

- All School Meeting
- Back-to-School Night
- Student Performances (e.g. culminating events for expeditions, concerts, plays, etc.)
- Sports events
- Award Ceremonies
- Promotion
- Science Fair

- National History Day
- Celebrations of Student Achievement

A more detailed list of events is posted on our website.

HEALTH, SAFETY AND SECURITY

Emergency Contact Information

Access to up-to-date contact information at all times for each student is essential to our students' safety. In the event of an emergency, the office will call an ambulance before calling the parents/guardians. Emergency medical forms for each student are on file in the event of an emergency. Parents/guardians should ask to review their child's medical forms if they have questions or need to make changes.

Physical and Emotional Information

To support every student, parents/guardians must inform the school if a child has been injured physically or emotionally. Having this information will ensure that the school makes appropriate accommodations for the child (e.g. not going to health & fitness if physically injured or providing any other support the child may need, taking additional care in supporting a child who has just experienced a death in the family, or knowing about an injury that happened over the weekend while playing).

First Aid

We are delighted to have a full time nurse from the D.C. Department of Health on campus. That said, the first aid care the school can provide is very limited. If a child is hurt or complains of an illness, the teacher or administrator will give the student a pass to the nurse's office. The School Nurse will treat simple cuts or bruises by applying a bandage or ice but cannot administer more serious medical treatment. The Front Office or School Nurse will call the parent/guardian in the event of a more serious injury or illness, and the student will be kept in the office until the parent/guardian arrives to get the child.

Illness

In order to maintain a healthy school, parents/guardians must not send their children to school with any contagious diseases such as the flu, COVID-19, strep throat, chicken pox, measles, conjunctivitis (pink eye), ringworm, scabies, or lice. Students with any of these conditions will be sent home from school until they are no longer contagious. Parents must pick up their child within two hours of being notified that their child is sick with a contagious illness. SJS may request that the parent/guardian provide a doctor's note showing that their child is no longer contagious. Please notify the front office if you discover that your child may have been exposed to a contagious disease.

If your child is not feeling well in the morning, particularly if he or she has a fever of 100 degrees or more, do not send him or her to school. Parents/guardians should not send their children to school within 24 hours of vomiting or running a fever of 100 degrees or higher. Students should not return to school until 24-36 hours after beginning the course of antibiotics.

If your child has lice, we ask that the child is treated thoroughly. Upon return, your child needs to be re-checked by our nurse or designated staff member BEFORE returning to the classroom. If additional nits/eggs are found, the child will need to return home for additional treatments. Our nurse is available for consultation regarding the most effective treatments for lice removal.

Medications

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 medications, should be sent to school with your children. All medication must be brought in by a parent or guardian and kept in the Front Office. We strongly encourage parents/guardians to administer short-term medications, such as antibiotics, at home.

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.

Child and Family Services Agency Mandated Reporting

Every staff member and long-term volunteer at SJS is a “mandated reporter” requiring the reporting of any suspected abuse or neglect to D.C. Child Protective Services (CPS). Below is the process and guidelines that SJS staff members follow.

Anyone involved in the care and treatment of children under the age of 18 are considered “mandated reporters”: and are required to report cases of child abuse and neglect. According to D.C. Code 2-1357, any mandated reporter who fails to make a report will be fined or imprisoned. If child abuse or neglect is suspected, mandated reporters must immediately call D.C. Child and Family Services Administration (CFSA) reporting hotline at (202) 671-SAFE (671-7233).

Mandated reporters must call the CFSA hotline immediately, even if all the information is not available. If requested, reports may be required to follow up with a written report to the D.C. Child Protective Services. Once an abuse report is filed, CPS will assess and investigate the case. CPS determines the nature, extent, and cause of child maltreatment and assesses possible risk to the child if left in the situation. Please note that staff members who report suspected abuse or neglect are not allowed to disclose the report to parents or guardians.

Insurance

Students’ medical needs, including those that may arise on school grounds, must be covered by parents’/guardians’ insurance. Parents/guardians should notify the office if they do not have insurance for their child or have any questions about their child’s insurance coverage. The school may be able to provide information to parents/guardians interested in obtaining health insurance.

Emergency Contingency Plan

In the event of an emergency (e.g. a lock-down or evacuation of the building) our main concern is the safety of our students and staff. Parents will be called and notified as to the status of the situation, location of their child, and status

of the scheduled activities for the day as soon as possible given the situation. IT IS OF UTMOST IMPORTANCE THAT WE HAVE CORRECT CONTACT INFORMATION AT ALL TIMES. If your phone numbers change, please notify the Office Assistant.

Fire Drills

Fire Drills are conducted monthly to prepare staff and students for a safe and orderly evacuation of the building in case of an emergency.

STUDENT TELEPHONE USE

In order to limit disruption to the classroom, students will not be called to the telephone except in cases of extreme emergency. Only with permission from a member of the staff may students use the office telephone to make a phone call.

DELIVERIES

If a student leaves any necessary items at home, the items may be delivered to the school and left in the main office for the student to pick up.

CELL PHONES

SJS has a strict cell phone policy. If a student carries a cell phone into the school, the cell phone must be turned off and kept in the student's locker. It is the student's responsibility to secure their locker with a combination lock. Students are not allowed to carry their phones on their person while in school, with the exception of after-school programming. Turned off means off – not on silent or vibrate. Students may not use a cell phone inside the school building, during lunch/recess, or during after school activities. Unauthorized cell phones – either being carried or used by a student inside the school building – will be confiscated. Any cell phone that is visible while in the school building will be confiscated. Any cell phone that is heard during school hours will be confiscated.

Consequences

Social Justice Public Charter School Family Handbook 2020-2021

- 1st Incident: The phone will be confiscated and returned to the student at the end of the school day. Families will receive a text or phone call to alert them that their child had their phone confiscated.
- 2nd Incident: The phone will be confiscated and a parent/ guardian will be contacted. The parent/guardian must collect the confiscated phone from the Operations Manager in the main office.
- 3rd Incident: A contract or agreement will be made with the student that requires the students to turn in the cell phone daily. The cellphone will be secured and returned to the student at the end of the school day.

SJS is not responsible for the loss or damage of any electronic device brought on campus.

ELECTRONICS AND OTHER NUISANCES

Electronics are not allowed to be used in classrooms, the cafeteria, or the halls. If you are using an iPod, iPad, or other electronic device on the way to or from school, it must be turned off before entering the building. Turned-off devices must be stored in lockers while in school. All electronic devices are subject to confiscation if found with them. Laser pens and other similar nuisances are not allowed at SJS and will be confiscated and discarded.

STUDENT SEARCHES

A search of school property (including, but not limited to lockers and vehicles parked on school property) may be made at the discretion of the school administration if a reasonable suspicion arises that items considered illegal, disruptive, or a general nuisance to the educational process are being kept at school. School authorities may also search a student, including their body and/or personal property (e.g. desk area, backpack, etc.) whenever the school authority has reasonable suspicion to believe that a student is in possession of illegal or unauthorized materials. School officials will detain a student if there is reasonable suspicion that a student has drugs, narcotics, weapons, explosives, or other dangerous contraband in their possession, and if such possession constitutes clear and imminent danger and safety to the student, other persons, or school property. Furthermore, school officials will notify parents and the appropriate law enforcement agency of illegal possession of such materials.

INTERNET USE

Computers (including handhelds and peripherals), network, and Internet access are privileges available to students at SJS. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. These guidelines are provided so that students are aware of the responsibilities required to use technologies. The right to use computers at school may be revoked if a student does not adhere to the guidelines below.

Acceptable Use

Students' use of computers, the Internet, and the school network must be in support of education and research within the educational goals and objectives of SJS. Transmission of any material in violation of any US or local regulations is prohibited. This includes copyrighted material, threatening or obscene material, or material restricted by school policy or staff. Unauthorized access to any network or computer is strictly prohibited. Students may lose the privilege to use computers if the acceptable use policy is not adhered to.

Personal Responsibility

As a member of our school community, students accept responsibility for proper use of school technology and for reporting misuse of technology. Student use of school technology will meet the following guidelines:

- Computers will be used for academic purposes only. The use of technology to play music/games or to serve any purpose outside of a class activity is prohibited.
- Respect the privacy and dignity of students and teachers at all times. Do not use, copy, or delete another user's files, folders, or passwords.
- Keep your passwords private.
- Use appropriate language by refraining from the use of profanity or insulting language. Offensive and/or harassing messages that originate outside of school, but disrupt the school's educational process, may be subject to school consequences.
- Respect school equipment, including an absence of vandalism or computer viruses.
- Only use approved software.

- No online chatting with anyone except with instructors or members of a school-sanctioned working group

Internet Safety

The Internet provides opportunities to access new resources, but it also provides unique risks to students. SJS provides filtered access to the Internet, but to ensure safety on the Internet, students must follow the guidelines below:

- Only access sites appropriate for school classes or activities.
- Do not give out personal information, such as my full name, address, or telephone number.
- Do not correspond or meet with someone through the Internet.
- Report immediately any technology use that makes the student uncomfortable or violates school policies.

E-Mail/Communication Safety

E-mail and other online communication services provide opportunities for students, but they require careful use. Students follow the guidelines below when using computers/accounts:

- Use only an email account at school with the prior permission of a teacher. Use of instant messaging and chat rooms outside the academic curriculum are prohibited.
- Adhere to all of the aforementioned guidelines in the Acceptable Use Policy when using a school provided email account or other school provided computer service at school.

TRANSPORTATION

SJS does not provide transportation to and from school. Students are transported by their parents, walk, or make use of the public Metro system. All students are eligible for the Kids Ride Free program on Metrobus and the \$100 monthly subsidy on Metrorail. To access those benefits, students need a D.C. One Card. If special transportation via a private bus is required for fieldwork, parents will be notified by a permission slip sent home by teachers that must be signed by the

student's parent/guardian to enable his or her participation.

DROP-OFF AND PICK-UP PROCEDURES

Daily Health Screens: Students, families, and staff are advised to check their own temperatures prior to arriving at school each day. Knowing that all families may not have access to sterile thermometers, daily health screenings will ensure that no person entering the building has a fever.

In the event a staff member must take a student's temperature, the Centers for Disease Control and Prevention (CDC) recommends several procedures to do so safely. During temperature checks, use of barriers or personal protective equipment (PPE) helps to eliminate or minimize exposures due to close contact with a person who has symptoms. SJS will use non-contact thermometers when conducting health screens.

Health Screening Process: Our building will have limited entry/exit points, with entrances only in use when a staff member is there to screen every person who enters. Nobody (student or staff) is allowed to enter the building without first being screened by a trained staff member. The screening will include:

1. Contactless temperature check *(must be below 100.0 degrees to enter)*
 - *The EEOC has issued guidance that employers can take employees' temperature (confidentially) to assess whether they have COVID-19 symptoms*
 - *If someone has a temperature between 100.0 and 100.3, but no other symptoms, take their temperature again with a different thermometer. If it reads 100.4 or above, may not enter.*
 - *If COVID prevalence reaches a low enough point in a region, the region could consider stopping temperature checks, while keeping the rest of the screening steps in place*
2. Visual inspection *(must be following our mask protocols, and not exhibiting any signs of sickness to enter)*
3. Question: "Have you (has your child) experienced any of the following symptoms in the past two weeks: fever, cough, shortness of breath, sore throat, runny nose, diarrhea, vomiting, headache, or loss of taste or smell?" *(must answer "no" to enter)*
4. Question: "Have you (has your child) been in contact with anyone who has been diagnosed with COVID" *(must answer "no" to enter)*
5. Hand sanitization *(must sanitize hands at stand to enter)*

Vehicle Traffic at the Middle School: During drop-off and pick-up times, parking on Kennedy Street on the school side of the block is prohibited. During drop-off and pick-up times parents may pull up, let their children out or pick them up, and quickly continue down Kennedy Street.

Safety is our main concern, and it is important to be kind to our neighbors. Though we recognize that drop-off/pick-up time can be frustrating, we ask that parents please exercise patience towards each other, in order to ensure safety and model kindness for our students. Students walking to and from school are expected to behave like good neighbors and can be disciplined for incidents occurring off campus if there is a significant nexus to our school environment (like fighting a student from SJS or any other school at the metro station). Please keep the following best practices in mind when driving to and from school:

- Never allow children to exit the vehicle while in the driving lane on Kennedy Street.
- Never back up down a one-way street.
- Always use the crosswalk.
- Follow all D.C. parking signs and driving laws (please pay the meters as required).
- Come to a complete stop before allowing anyone to exit the vehicle.
- Have students exit the vehicle on the curb side.
- Pull forward as far as possible before allowing your child to exit. Please do not stop in front of the door to maximize efficient drop-off and pick-up.

For All Students Getting Picked Up

Students will not be permitted to exit the building with any unauthorized individual. SJS requires authorization on file and a photo ID for anyone picking up a student. The school will not release a student to any person not on file as an “authorized pick-up,” even to someone the student knows. This list can be amended by a student’s parent/guardian at any time in the office.

If a student needs to leave early for a doctor’s appointment or urgent matter, family members are asked to let teachers

and the front desk know in advance that the student will be picked up early, and the adult must sign the log at the Front Desk. **Please note, students will not be released early for any reason starting 30 minutes before dismissal (4:15 pm on Monday, Tuesday, Thursday, Friday, and 1:00 pm on Wednesday).** Students are called down for dismissal once a parent or guardian arrives to pick them up. Students will not be called to wait for parents to arrive in the Lobby. Please plan accordingly and give students ample time to be dismissed. Students should not be picked up before dismissal except for a doctor's appointment or urgent matter.

For Older Students Who Walk Home

Students who walk home from school must have signed permission from a parent/guardian on file in the Front Office.

For Families with Multiple Households

Unless otherwise indicated through official court order, the school presumes that both parents of the student have equal rights to access to the student, student documents and to make changes to the "authorized pick-up" lists. If you wish to limit the rights of any co-parent, you must supply the school with appropriate detailed documentation of the limitations. Additionally, if you need items mailed to multiple households, please notify our front office staff and we will make the necessary accommodations.

MEALS AND HEALTHY EATING

Junk Food-Free School

SJS is a school that believes in brain research that shows that all students' brains function better and that students are generally happier and more attentive in class if they eat well. We offer free, healthy breakfast for all students every day of the week, if requested, and provide a healthy lunch. When packing student lunches, sending in snacks, or planning a celebration, please keep in mind the following:

- Brain food is fruits, vegetables, yogurt, cheese, nuts, whole grain or plain crackers, granola bars, and other healthy snacks

- Brain food is not chips, candy, cupcakes, salty or cheesy crackers, cake, or sugary drinks

Parents/guardians should not send candy, gum, chips, sodas, or fast food to school with children. If children arrive at school with these items, they will be confiscated and thrown away immediately. The school breakfast and lunch are catered by our vendor which was selected by the SJS faculty for the high quality, healthiness, taste and presentation of their food.

Nuts, Seafood, and Shellfish

SJS is a nut, seafood, and shellfish free school. There are several students who have severe reactions to these items. Please refrain from bringing those items into the school. If these items are found on the premises, those items will be confiscated and thrown away immediately.

Breakfast

The breakfast program is available to students from 8:30 AM – 9:00 AM.

Lunch

Students who are eligible for free or reduced-price lunch under the National School Lunch Program are automatically entitled to receive a lunch. However, the school must have a completed application form for the School Lunch Program on file for a child to receive free meals. These forms are necessary for the school to be reimbursed from the National School Lunch Program.

Students who wish to purchase lunch at the regular price must order lunch in advance through the Front Office. One week of notice is necessary for ordering purposes. If a student forgets to bring lunch, a school lunch will be provided at cost if one is available.

The lunch program can accommodate students with dietary restrictions, but accommodations must be arranged in advance. Parents/guardians and/or students should notify the school of their children's food allergies so that necessary

precautions can be taken during lunch and at other times food may be consumed. For children who are lactose intolerant, a signed note from a parent or guardian is required to obtain a dairy free lunch. Children with other allergies must obtain a doctor's note to accommodate their dietary restrictions.

Parents/guardians who do not participate in the lunch program must send their children to school with a nutritious lunch that does not require heating or refrigeration.

FACILITIES & RESOURCE POLICIES

Visitors

In order to ensure the safety of the entire SJS community, all visitors must sign in at the Front Desk and wear a nametag. SJS expects to have frequent visitors from the community; Front Desk sign-ins are a key way to keep track of all our visitors.

Lost and Found

All students' clothing and belongings should be labeled for identification. Any articles found in and around the school will be kept in the lobby. At the end of each quarter, any unclaimed articles will be donated to charitable organizations.

School Supplies

It is the responsibility of the student to come with appropriate material to school. SJS will do its best to notify students and family in a reasonable amount of time when items are needed.

School Fees

Parents/guardians shall be responsible for paying school assessed fees for additional services provided by the school. Parents, according to OSSE, are not required to pay fees pertaining to aspects of the core academic program but are strongly encouraged to do so. Fees pertaining to optional aspects of the school program such as athletics and clubs are required. Those fees must be paid before the student's participation in the program or use of a particular resource. A fee

schedule will be provided to parents at the beginning of each school year.

Lockers

Each student will be issued an SJS locker and they must store their book bags, jackets, and other belongings in their locker. Combinations will be logged by each advisory or first period teacher. Each student's locker is school property and may be searched by school officials at any time.

Each student is responsible for any item found within his or her locker. Students should not share lockers or give their locker combinations to other students. SJS is not responsible for any items lost from lockers. Lockers will be cleaned out on the last day of school each year and any remaining contents will be disposed of.

GRIEVANCE

SJS believes that all employees, students, parents, and visitors have the right to advocate for their needs and voice their complaints or grievances about matters pertaining to the school. SJS recognizes the meaningful value and importance of full discussion in resolving misunderstandings and in preserving good relationships between community members. If a parent/guardian has a concern or disagreement about a classroom event, curricular decision, or other academic issue, she, they, or he should first contact the teacher to attempt to resolve the disagreement through informal discussion. If the conflict is not adequately resolved, the parent/guardian should request a meeting with the Principal to schedule a follow up conversation. If the situation is not adequately resolved, the following grievance procedures should be employed to ensure that complaints receive full consideration.

Grievance Procedures

It is the policy of SJS that all employees, students, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to school.

SJS recognizes the meaningful value and importance of full discussion in resolving misunderstandings and in preserving

good relations between management and employees.

Accordingly, the following grievance procedure should be employed to ensure that complaints receive full consideration.

What May Be Grieved

The SJS grievance process should be used as follows: (1) to deal with complaints and concerns pertaining to educational environment, employment arrangements, or interpersonal conflicts; and (2) to resolve complaints of discrimination and harassment based upon race, color, national origin, sex, age, disability, religion, personal appearance, sexual orientation, gender identity or expression, or otherwise.

Who May Grieve

The procedures set forth below may be used by grievants who are employees, students, parents, 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 state or federal law.

Informal Grievance

Because 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, the school principal, or the Executive Director.

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 school principal or with the Executive Director. **Grievants may use the**

Grievance Form, which is attached hereto and is also available online from the school website, the SJS intranet (for employees only), or from the school principal or Executive Director. 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 legal guardian or parent of a student, the student and the legal guardian and/or parent shall sign and date the grievance. The principal and the Executive Director can be reached at the contact information provided below.

The Principal or Executive Director 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, with its investigation, or with the decision making process. This provision does not include discussions with governmental authorities.

Within thirty (30) business days of receiving the written notice, the Principal or Executive Director 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 summarizing the outcome of the investigation. 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 Executive Director 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.

Prohibition Against Retaliation

SJS 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, SJS 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 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

SJS 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 SJS.

Contact Information

Myron Long Executive Director myron@thesocialjusticeschool.org 202-714-8498	Brandon Johnson Principal brandon@thesocialjusticeschool.org 240-485-8726
Rael Nelson-James Board Chair, Board of Trustees Rael@thesocialjusticeschool.org	

OPEN MEETINGS AND TRANSPARENCY POLICY

SJS’s Board of Trustees is a diverse and passionate group of partners and parents who share a common vision of catalyzing the next generation of scholar-activists who will become designers of a more just world. Board members serve as trusted advisors to SJS’s leadership team and maintain important financial and administrative oversight of the organization.

- SJS commits to publishing on SJS’s website:
- The names of SJS’s Board of Trustees

- Contact information for SJS’s Board Chair
- Approved board meeting minutes
- SJS’s annual board meeting schedule, including board meetings that will be open to the public

SJS also commits to meeting with SJS scholar-activistS, parents, and staff to address any proposed closure, location change, or charter relinquishment.

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, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with SJS are hereby notified that SJS 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 interfamily offense, or place of residence or business in admission or access to, or treatment or employment in, its programs and activities.

Students, parents and/or guardians having inquiries concerning SJS compliance with Section 504, ADA, Title VI, Title IX, the Age Act, and/or D.C. Human Rights Act as they apply to students, employees or third parties or who wish to file a complaint regarding such compliance should contact: , Myron Long at myron@thesocialjusticeschool.org or 202-714-8498. Mr. Long has been designated by SJS to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, the Age Act, and the D.C. Human Rights Act.

FEDERAL NOTIFICATIONS

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 40% of SJS 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 of Title I students may request certain information from the Front Office on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child.

Parents' Right to Know—Non-Highly Qualified Teachers

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

Family Involvement Policy

SJS recognizes that family involvement 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.

SJS will ensure that such meetings are held annually and at a convenient time. All parents shall be invited to attend. Title I funds may be provided for transportation, childcare, home visits, or other parental involvement services, as appropriate. SJS will ensure equivalence among schools in teachers, administration, and other staff and in provisions of curriculum materials and instructional supplies.

Parents will be informed of their right to be involved in the development of this SJS family involvement policy and the overall schoolwide plan.

This family involvement policy will be developed, agreed upon, and reviewed annually with families. SJS will ensure:

- Involvement of families in the development of the SJS overall schoolwide plan and the process of school review and improvement.
- Coordination, technical assistance, and other support necessary to assist participating schools 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, have limited English proficiency, have 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.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are: 1. The right to inspect and review the student's education records within 45 days after the day the SJS ("School") receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. 2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights

under FERPA. Parents or eligible students who wish to ask the School to amend a record should write to the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. 3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202.

See the list below of the disclosures that elementary and secondary schools may make without consent. FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. SJS may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- A. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
- B. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. SJS will forward such records upon request.
- C. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of

Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

- D. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- E. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38.
- F. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- G. To accrediting organizations to carry out their accrediting functions.
- H. To parents of an eligible student if the student is a dependent for IRS tax purposes. I. To comply with a judicial order or lawfully issued subpoena.
- I. To appropriate officials in connection with a health or safety emergency
- J. To an agency caseworker or other representative of a State or local child welfare agency or authorized tribal organization when that organization is legally responsible for the care and protection of the student, pursuant to the Uninterrupted Scholars Act of 2013.
- K. Information the school has designated as "directory information" unless the parent or student over the age of 18 notifies the school in writing that they do not wish for directory information to be disclosed without prior consent. Directory information at SJS includes:
 - a. Student Name, Mailing Address and Telephone Listing
 - b. Photograph
 - c. Date and Place of Birth

- d. Participation in Officially Recognized Activities and Sports
- e. Weight and Height of Members of Athletic Teams
- f. Honors and Awards Received
- g. Major Field of Study
- h. Dates of Attendance, Grade Level, and Enrollment Status
- i. Most recent prior school of attendance
- j. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot and will not be used for this purpose.)

The Social Justice School -- Family Handbook Appendix

- [Appendix A -- FERPA Policies and Procedures](#)
- [Appendix B -- Anti-Bullying Policy](#)
- [Appendix C -- Asbestos Hazard Emergency Response Act](#)
- [Appendix D -- The Social Justice School Official Grievance Form](#)
- [Appendix E -- Internet Use: Contract and Acknowledgement Page](#)
- [Appendix F -- Protection of Pupil Rights Amendment](#)
- [Appendix E -- Statement on Discrimination](#)