

Student Orientation

SY 25-26



Flow of Orientation

Agenda

- 5:00-5:15 (Arrival & Food)
 - 5th/6th Grade- Modular 4
 - 7th Grade- Modular 5
 - 8th Grade- Modular 6
- 5:15-5:30- (Session 1)
- 5:40-5:55- (Session 2)
- 6:00-6:15- (Session 3)

Session Overview

Session 1- School Operations & Instruction

- Schedule, Arrival & Dismissal, Before & Aftercare, Academic Outcomes 24-25 & Aspire framework, Student Supplies, Student Conduct.

Session 2- General Operations & Policies

- Tech Policy, Communication, Events for the year, School lunch program, attendance, collection of forms.

Session 3- School Culture

- Class Dojo, Student Expectations, FELT Overview.

Flow of Orientation

Session	Modular 6 (8th Grade)	Modular 5 (7th Grade)	Modular 4 (5th/6th Grade)
Session 1	School Operations & Instruction	School Culture	General Operations & Policies
Session 2	General Operations & Policies	School Operations & Instruction	School Culture
Session 3	School Culture	General Operations & Policies	School Operations & Instruction

Instructional Leadership Team

The purpose of the Instructional Leadership Team at The Social Justice School is to establish and uphold a standard of excellence as it applies to our instructional model and efforts. As the Instructional Leadership team we are responsible for the following efforts:

- Teacher Coaching, Professional Development & Evaluations
- Curriculum Rollout & Implementation
- Academic Data Monitoring & Analysis
- Student Supports (Academic & Social-Emotional)
- Student Academic & Behavioral Infractions
- Parent concerns as it applies to a students academic or social experiences
- School- Wide Events (SLC's, Celebration of Learning, 8th Grade Graduation, Passage Portfolio's.)

School Operations & Instruction

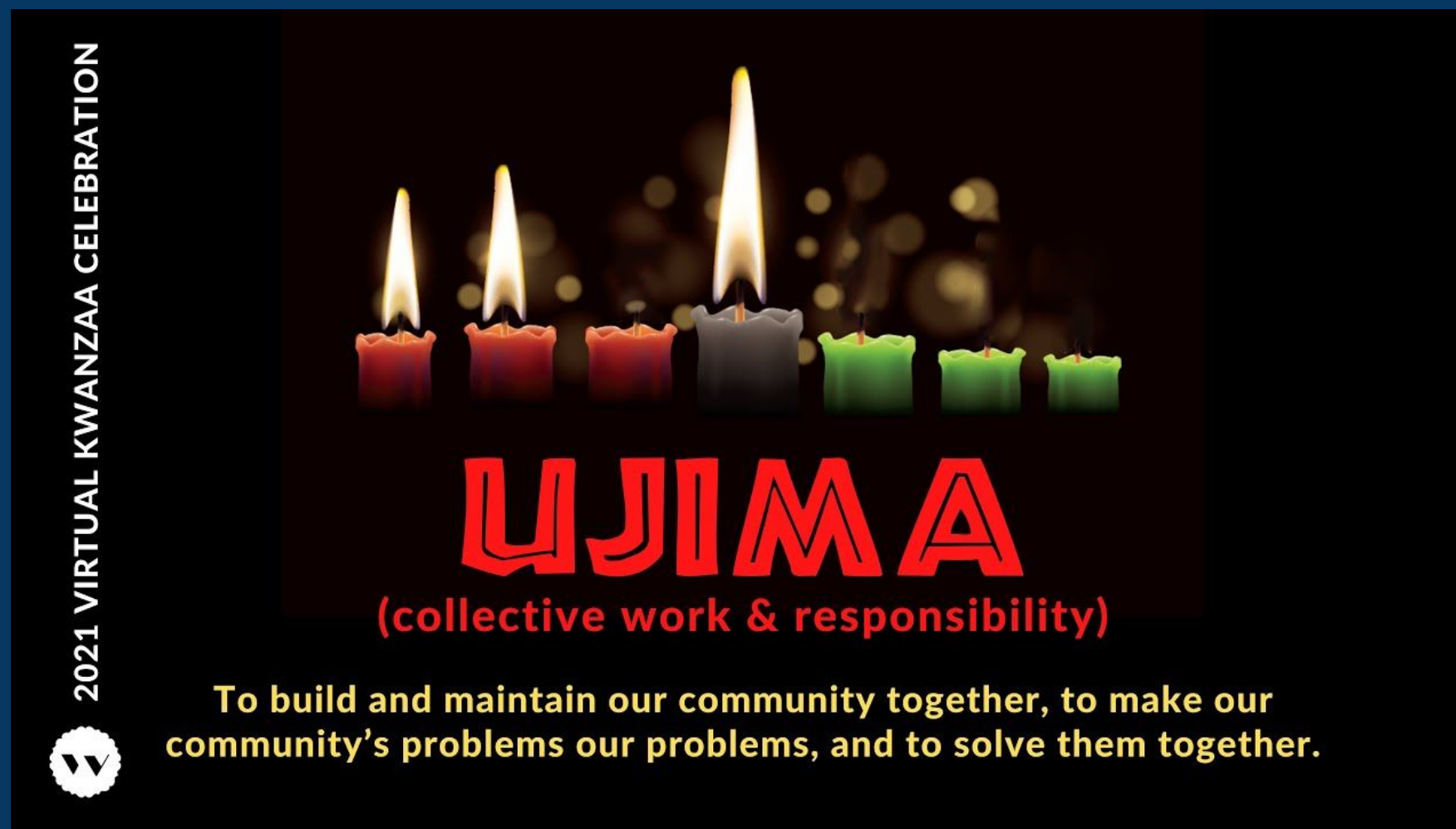


SY 25-26

PD Agenda

- 1. Academic (5 mins)**
 - a. Aspire Framework**
 - b. Academic Outcomes & Goals**
 - c. Homework**
 - d. Day 1- Readiness (School Supplies)**
- 2. School Operations (5 mins)**
 - a. Master Schedule**
 - b. Rosters (15 minutes)**
 - c. Arrival & Dismissal**
- 3. School Conduct Policy**





The theme for this school year is Ujima – Collective Work and Responsibility. I chose this theme because it reflects both the moment we are in and the community we aspire to be. This year, we will rely on each other more than ever. Ujima calls us to share the work, lift one another up, and ensure that no child or teammate is left behind.



- DC CAPE data is **embargoed** and **cannot** be shared outside of Board
- DC (DCPS and charter) **sector data is not yet available**
- **All students in grades 5 - 8 take DC CAPE** in ELA and Math
- **CAPE is scored on level 1 - 5** (highest) with level 4 and 5 being included in the ASPIRE framework (DC PCSB charter report card tool)
- **CAPE growth has two measures:** Median Growth Percentile (**MGP**) and Growth to Proficeincy (**GtP**). DC has not shared growth date as of yet (early September). We can calculate GtP now *not* MGP.
- **CAPE accounts for 70 of 90 points on ASPIRE**
 - **CAPE 4+ = 26 out of 90 points** on ASPIRE
 - **CAPE growth (MGP and GtP) = 44 out of 90 points**



Middle Sub-framework

This sub-framework applies to schools serving grades bands 5 – 8 or 6 – 8.

What are the measures in this sub-framework?

ASPIRE categories and measures in the Middle Sub-framework

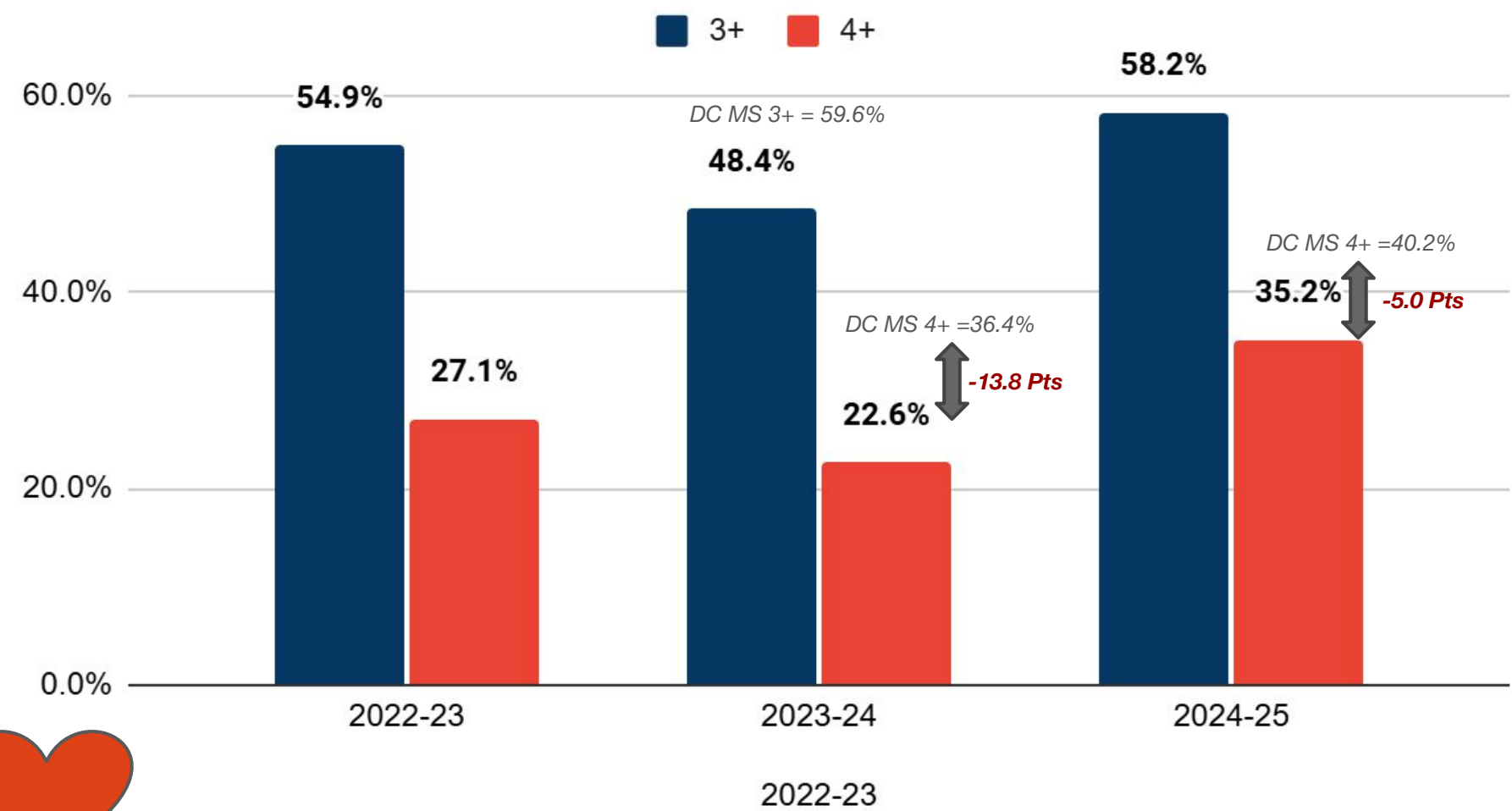
	Calculated by student group	Points possible
School Progress		48.0
State Assessment Median Growth Percentile – ELA	•	11.0
State Assessment Median Growth Percentile – Math	•	11.0
State Assessment Growth to Proficiency Rate – ELA	•	11.0
State Assessment Growth to Proficiency Rate – Math	•	11.0
ACCESS Growth Rate		4.0
School-Selected Growth Assessment – ELA <i>This is an opt-in measure counted for bonus points.</i>	•	+2.5
School-Selected Growth Assessment – Math <i>This is an opt-in measure counted for bonus points.</i>	•	+2.5
School Achievement		26.0
State Assessment Proficiency Rate – ELA	•	13.0
State Assessment Proficiency Rate – Math	•	13.0
School Environment		16.0
Chronic Absenteeism Rate	•	8.0
Re-enrollment Rate	•	8.0
School-Specific Performance		10.0
School-Specific Measure #1		5.0
School-Specific Measure #2		5.0

ELA and Math Achievement

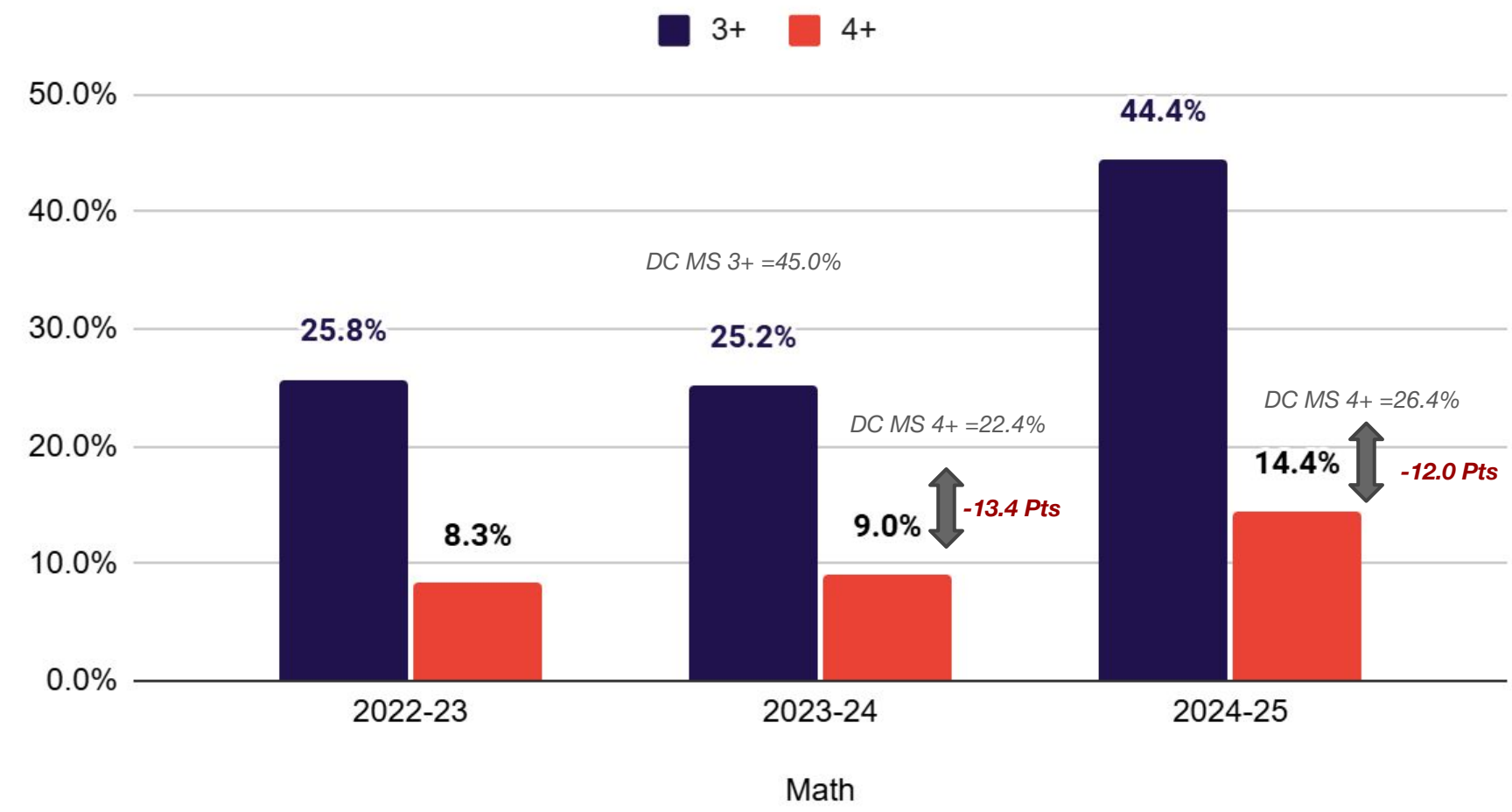
ELA and Math Achievement at the 3+ and 4+ level **increased significantly** for **all** students.

- ELA 4+ = **35.2%**; Math 4+ = **14.40%**
 - ELA 3+ **9.9% points**
 - ELA 4+ **12.6% points**
 - Math 3+ **19.3% points**
 - Math 4+ **5.4% points**

SJS: ELA 3+ and 4+



SJS: Math 3+ and 4+

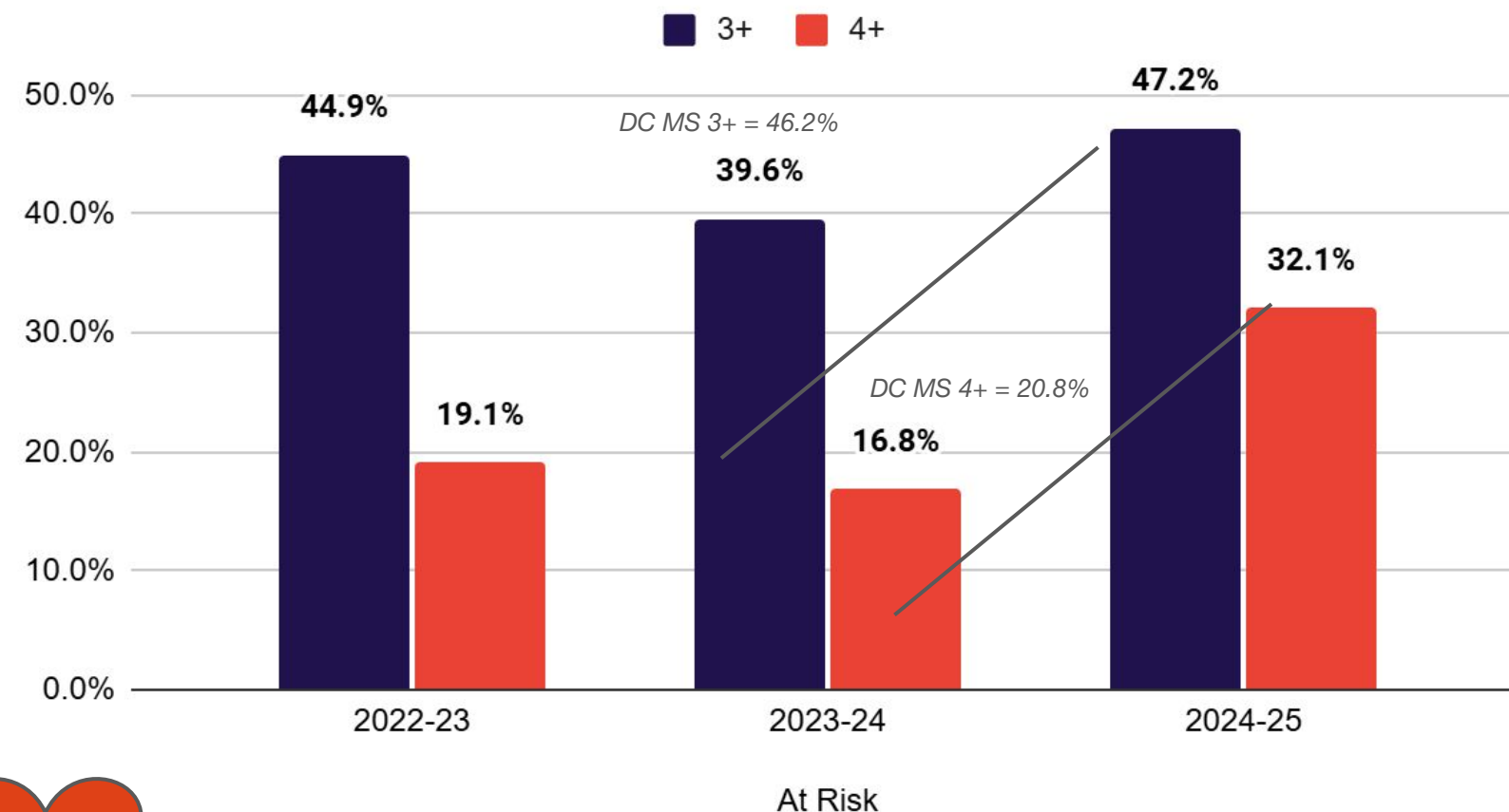


ELA and Math Achievement

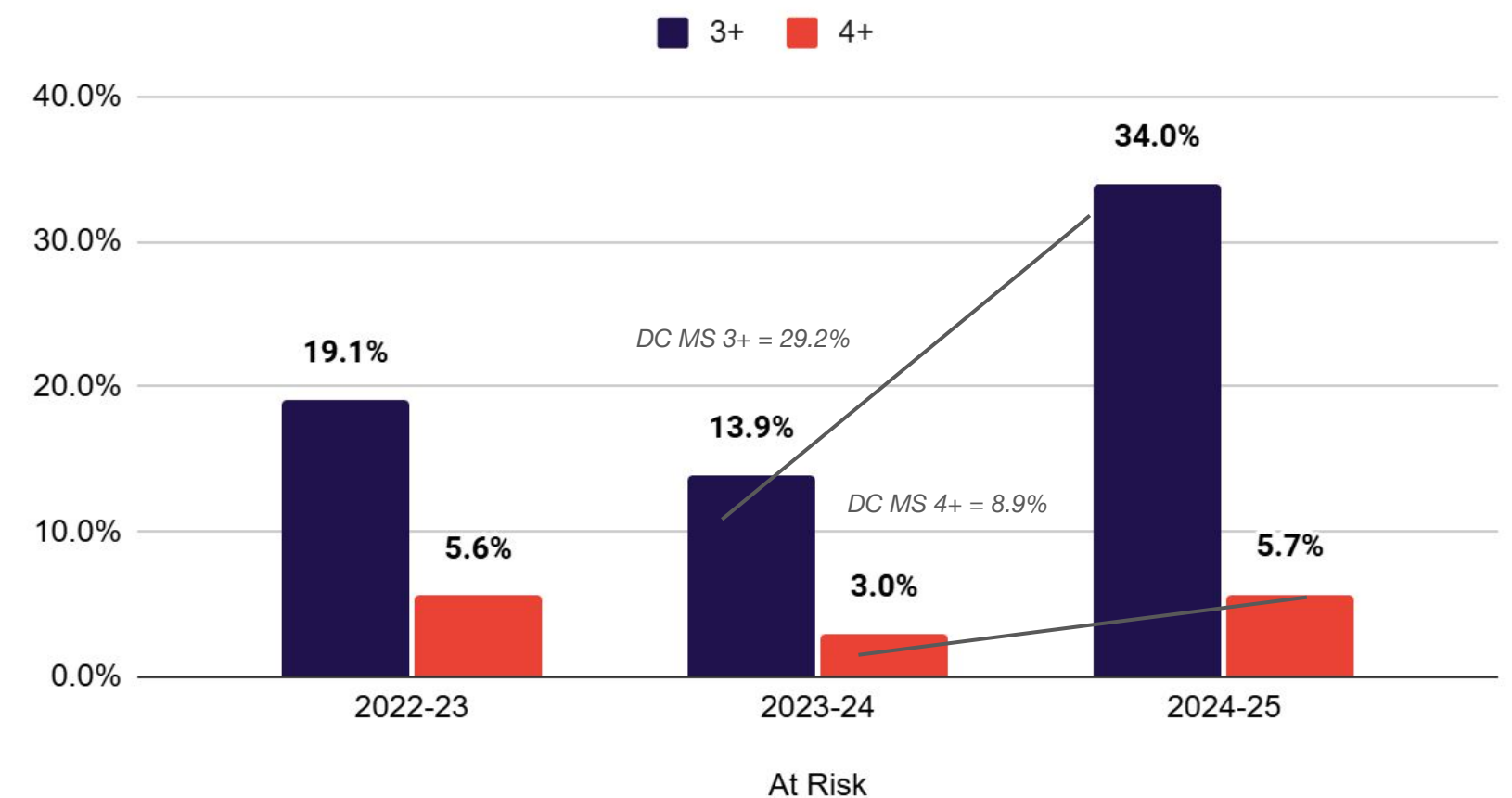
ELA and Math Achievement at the 3+ and 4+ level **increased significantly** for **At-Risk** students

- ELA 3+ **7.6% points**
- ELA 4+ **15.2% points**
- Math 3+ **20.1% points**
- Math 4+ **2.7% points**

SJS: ELA: 3+ and 4+ At Risk Students



SJS: Math: 3+ and 4+ At Risk Students

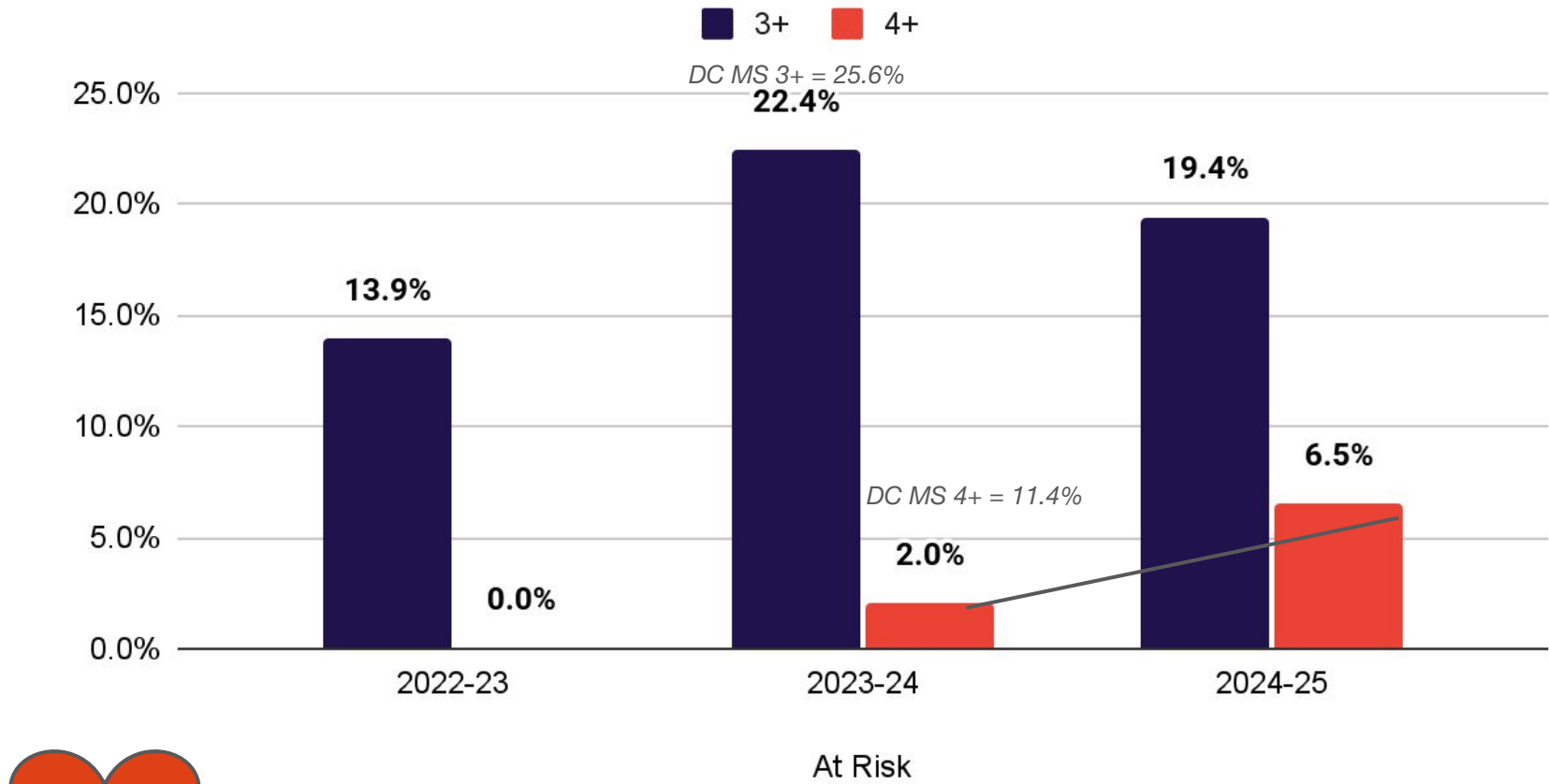


ELA and Math Achievement

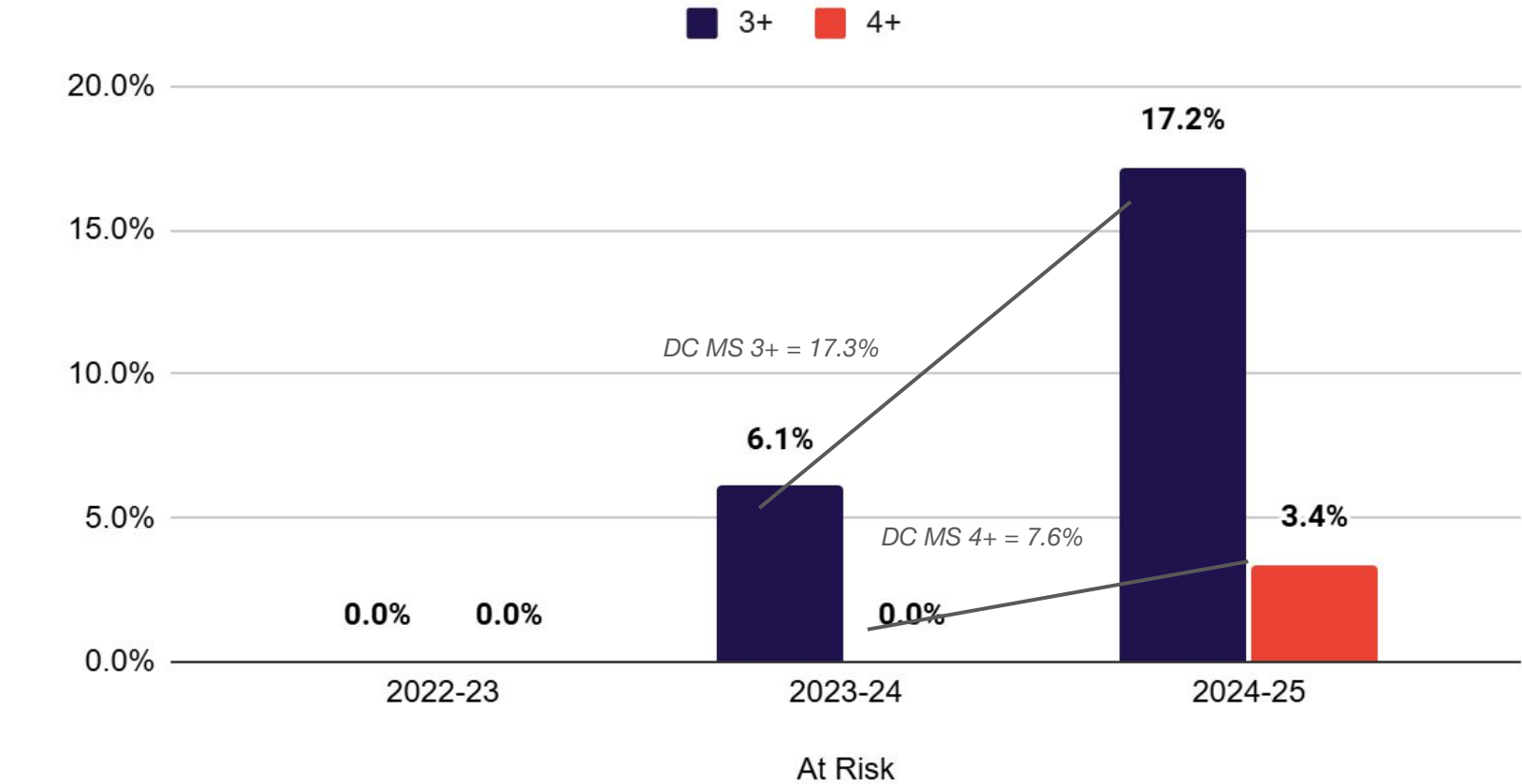
ELA and Math Achievement at the 3+ and 4+ level **increased significantly** for **SWD** students

- ELA 3+ **-3.1% points** (students moved from 3+ to 4+)
- ELA 4+ **4.4% points**
- Math 3+ **11.1% points**
- Math 4+ **3.4% points**

SJS: ELA: 3+ and 4+ SWD



SJS: Math: 3+ and 4+ SWD



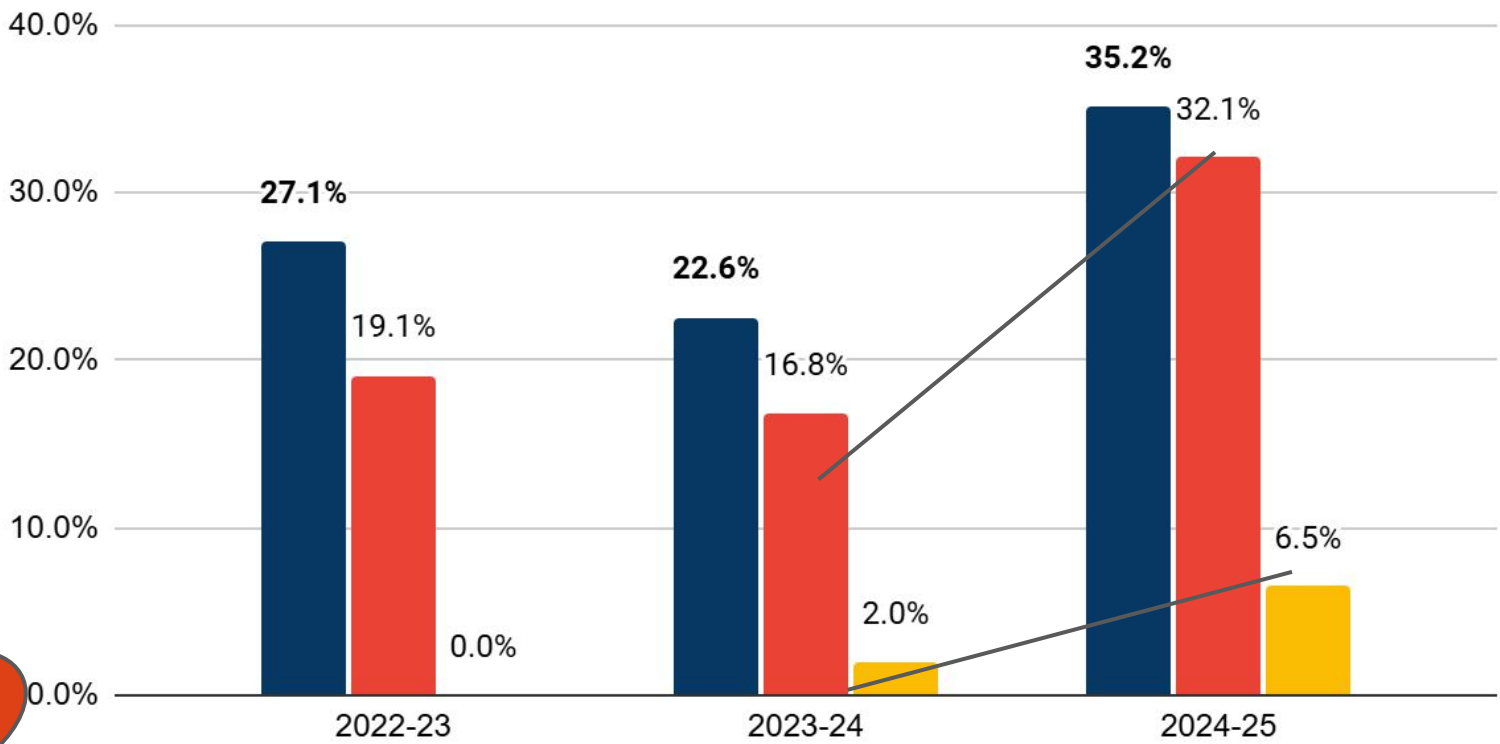
ELA and Math Achievement 4+ by Sub-group

Proficiency (4+) increasing among at-risk and SWD groups

- ELA difference between all students and at-risk students for 4+ is within 3-percentage points
- Math improvement in at-risk and SWD groups

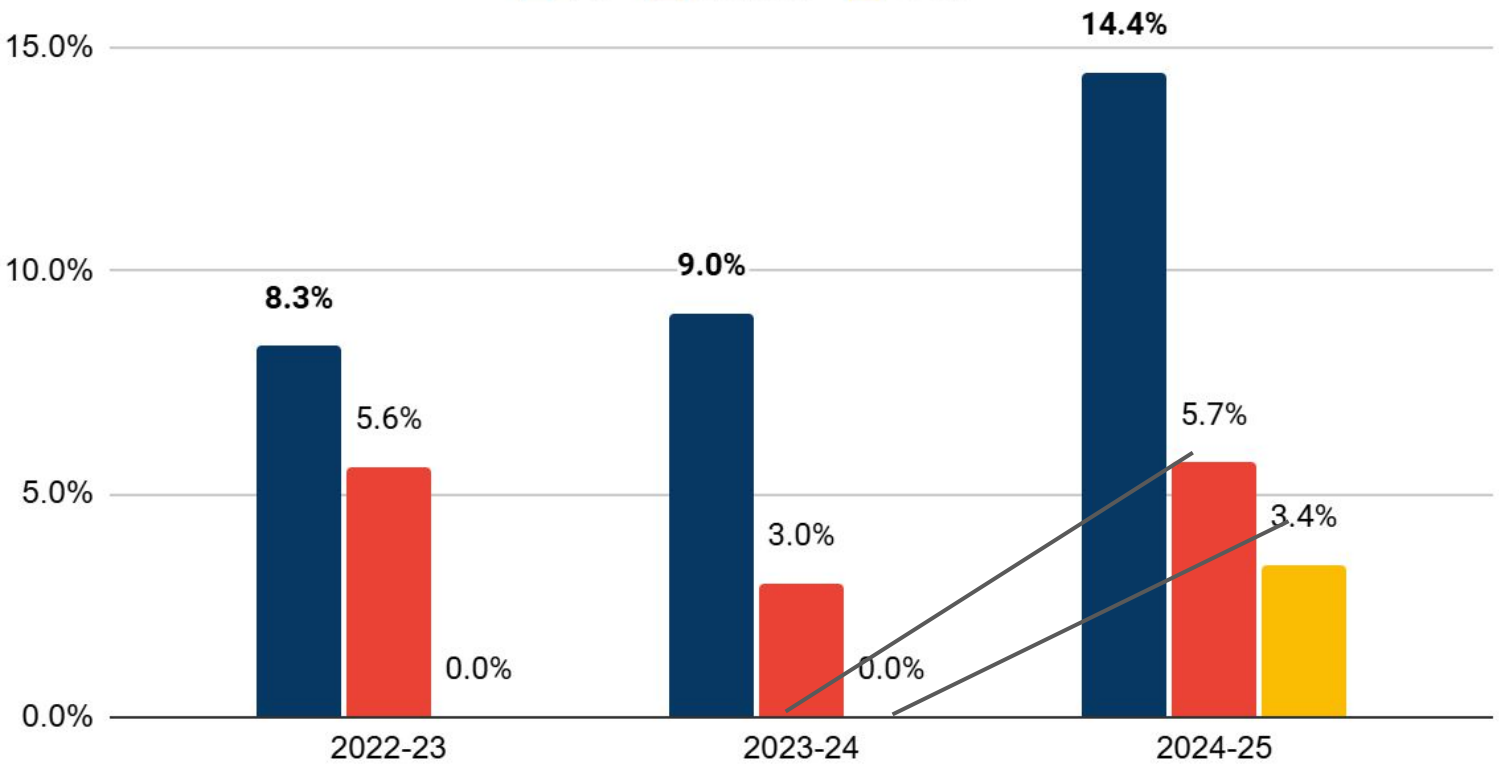
SJS: ELA 4+ Student Groups

All At Risk SWD



SJS: Math 4+ Student Groups

All At Risk SWD



CAPE: Takeaways

- **Scholars outperformed expectations** based on their prior year's score (SY23-24 to SY24-25)
- **ELA and math achievement improved significantly** from prior years for **all students**
 - ELA 3+ **9.9%** *points*
 - ELA 4+ **12.6%** *points*
 - Math 3+ **19.3%** *points*
 - Math 4+ **5.4%** *points*
- **ELA and math achievement improved significantly** from prior years for **at-risk and SWD**
- Growth as measured by the **Growth to Proficiency (GtP) metric increased substantially** and far exceeded DC MS GtP for prior year



Attendance: EOY 24-25

Attendance: Stronger Than Ever

Thanks to you, we are starting the year with *outstanding* attendance results:

- **In-seat attendance** is currently at **88.63%**, which exceeds:
 - The DC district average: **85.54%**
 - The charter sector average: **83.56%**
- Our **chronic absenteeism rate** is **30.8%**, a reduction from last year.
- Our **truancy rate** is **10%**, also down from last year.



Parents, We need You!

- HELP us meet our goals
- We need your scholar-activist at school everyday AND on time 8:30 am
- Communicate; We are not perfect, but we want to be.
 - Please communicate any concerns or feedback ASAP
 - What else



Bell Schedule: A-Day

	A - Day (Monday & Thursday)								
Cohort	Breakfast 8:25-8:55	Period 1 9:00-9:50	Period 2 9:53-10:43	Period 3 10:46-11:36	Period 4 11:39-12:29	Period 5 12:32-1:22	Period 6 1:25-2:15	Period 7 2:18-3:08	Period 8 3:11-4:00
5th/6th Grade Anna Cooper	Breakfast Modular 5	English Language Arts Ms. Edwards/Mr. James Modular 2	Mathematics Ms. Pleasant/Mr. James Modular 3	CREW Ms. Edwards Modular 2	Lunch/Recess Ms. Edwards Modular 2	Empower Math Ms. Pleasant/ Mr. James Modulars 3/6	Empower ELA Ms. Ain/Coach A Modulars 2/6	LDL Mr. Tre & Ms. Liz Modular 5	LDL Mr. Tre Modular 5
6th Grade Bayard Rustin	Breakfast Modular 5	LDL Mr. Tre Modular 5	LDL Mr. Tre Modular 5	CREW Mr. James Modular 3	Lunch/Recess Mr. James Modular 6	Empower Math Ms. Pleasant/ Mr. James Modulars 3/6	Empower ELA Ms. Ain/Coach A Modulars 2/6	English Language Arts Ms. Edwards/Mr. James Modular 2	Mathematics Ms. Pleasant Modular 3
7th Grade Chacha Jimenez	Breakfast Modular 6	Empower Math Mr. Johnson/ Ms. Perry Modulars 3/4	Empower ELA Ms. Edwards/Ms. Liz Modulars 2/6	CREW Ms. Liz & Ms. Pleasant Modular 4	Mathematics Ms. Pleasant & Mx. MH Modular 3	English Language Arts Ms. Edwards/Ms. Liz Modular 2	Lunch/Recess Ms. Liz, Ms. Pleasant, & Mr. Tre Modular 3	PE & Health Gym Coach Alston	PE & Health Gym Coach Alston
7th Grade Toni Morrison	Breakfast Modular 6	Empower Math Mr. Johnson/ Ms. Perry Modulars 3/4	Empower ELA Ms. Edwards/Ms. Liz Modulars 2/6	CREW Ms. Liz/Ms. Pleasant Modular 4	LDL Mr. Tre Modular 5	LDL Mr. Tre Modular 5	Lunch/Recess Ms. Liz, Ms. Pleasant, & Mr. Tre Modular 3	English Language Arts Ms. Odoms Modular 6	Mathematics Ms. Boone Modular 4
8th Grade Audre Lorde	Breakfast Modular 6	PE & Health Coach Alston Gym	PE & Health Coach Alston Gym	English Language Arts Ms. Odoms Modular 6	Mathematics Ms. Boone Modular 4	Lunch/Recess Ms. Boone & Ms. Odoms Modular 4	CREW Ms.Boone/ Ms. Odoms & Mx.MH Modular 4/5	Empower Math Mx. MH/Ms. Boone Modulars 3/4	Empower ELA Ms. Morris/Ms. Odoms Modulars 2/6
8th Grade James Baldwin	Breakfast Modular 6	English Language Arts Ms. Odoms Modular 6	Mathematics Ms. Boone Modular 4	PE & Health Gym Coach Alston	PE & Health Gym Coach Alston	Lunch/Recess Ms. Boone & Ms. Odoms Modular 4	CREW Ms.Boone/ Ms. Odoms & Mx.MH Modular 4/5	Empower Math Mx. MH/Ms. Boone Modulars 3/4	Empower ELA Ms. Morris/Ms. Odoms Modulars 2/6
5th/6th Grade Harry Belafonte	Breakfast Modular 5	English Language Arts Ms. Liz Modular 1	Mathematics Mx. MH Modular 1	CREW Ms. Edwards Modular 2	Lunch/Recess Ms. Edwards Modular 2	Empower Math Ms. Pleasant/ Mr. James Modulars 3/6	Empower ELA Ms. Ain/Coach A Modulars 2/6	LDL Mr. Tre & Ms. Liz Modular 5	LDL Mr. Tre & Ms. Liz Modular 5
7th Grade Harry Belafonte	Breakfast Modular 6	English Language Arts Ms. Liz Modular 1	Mathematics Mx. MH Modular 1	CREW Ms. Edwards Modular 2	Lunch/Recess Ms. Edwards Modular 2	Empower Math Ms. Pleasant/ Mr. James Modulars 3/6	Empower ELA Ms. Ain/Coach A Modulars 2/6	LDL Mr. Tre Modular 5	LDL Mr. Tre Modular 5
8th Grade	Breakfast	English Language Arts	Mathematics	PE & Health	PE & Health	Lunch/Recess	CREW	Empower Math	Empower ELA



Bell Schedule: B-Day

	B - Day (Tuesday & Friday)								
Cohort	Breakfast 8:25-8:55	Period 1 9:00-9:50	Period 2 9:53-10:43	Period 3 10:46-11:36	Period 4 11:39-12:29	Period 5 12:32-1:22	Period 6 1:25-2:15	Period 7 2:18-3:08	Period 8 3:11-4:00
5th/6th Grade Anna Cooper	Breakfast Modular 5	English Language Arts Ms. Edwards & Mr. James Modular 2	Mathematics Ms. Pleasant & Ms. James Modular 3	CREW Ms. Edwards Modular 2	Lunch/Recess Ms. Edwards Modular 2	Empower Math Ms. Pleasant/ Mr. James Modulars 3/6	Empower ELA Ms. Ain/Coach A Modulars 2/6	PE & Health Gym Coach Alston	PE & Health Gym Coach Alston
6th Grade Bayard Rustin	Breakfast Modular 5	PE & Health Gym Coach Alston	PE & Health Gym Coach Alston	CREW Mr. James Modular 3	Lunch/Recess Mr. James Modular 6	Empower Math Ms. Pleasant/ Mr. James Modulars 3/6	Empower ELA Ms. Ain/Coach A Modulars 2/6	English Language Arts Ms. Edwards & Mr. James Modular 2	Mathematics Ms. Pleasant Modular 3
7th Grade Chacha Jimenez	Breakfast Modular 6	Empower Math Mr. Johnson/ Mrs. Perry Modulars 3/4	Empower ELA Ms. Edwards/Ms. Liz Modulars 2/6	CREW Ms. Liz & Ms. Pleasant Modular 4	Mathematics Ms. Pleasant & Mx. MH Modular 3	English Language Arts Ms. Edwards & Ms. Liz Modular 2	Lunch/Recess Ms. Liz, Ms. Pleasant, & Tre Modular 3	LDL Mr. Tre & Ms. Liz Modular 5	LDL Mr. Tre Modular 5
7th Grade Toni Morrison	Breakfast Modular 6	Empower Math Mr. Johnson/ Ms. Perry Modulars 3/4	Empower ELA Ms. Edwards/Ms. Liz Modulars 2/6	CREW Ms. Liz & Ms. Pleasant Modular 4	PE & Health Gym Coach Alston	PE & Health Gym Coach Alston	Lunch/Recess Ms. Liz, Ms. Pleasant, & Tre Modular 3	English Language Arts Ms. Odoms Modular 6	Mathematics Ms. Boone Modular 4
8th Grade Audre Lorde	Breakfast Modular 6	LDL Mr. Tre Modular 5	LDL Mr. Tre Modular 5	English Language Arts Ms. Odoms Modular 6	Mathematics Ms. Boone Modular 4	Lunch/Recess Ms. Boone & Ms. Odoms Modular 4	CREW Ms. Boone/ Ms. Odoms & Mx. MH Modular 4/5	Empower Math Mx. MH/Ms. Boone Modulars 3/4	Empower ELA Ms. Morris/Ms. Odoms Modulars 2/6
8th Grade James Baldwin	Breakfast Modular 6	English Language Arts Ms. Odoms Modular 6	Mathematics Ms. Boone Modular 4	LDL Mr. Tre Modular 5	LDL Mr. Tre Modular 5	Lunch/Recess Ms. Boone & Ms. Odoms Modular 4	CREW Ms. Boone/ Ms. Odoms & Mx. MH Modular 4/5	Empower Math Mx. MH/Ms. Boone Modulars 3/4	Empower ELA Ms. Morris/Ms. Odoms Modulars 2/6
5th/6th Grade Harry Belafonte	Breakfast Modular 5	English Language Arts Ms. Liz Modular 1	Mathematics Mx. MH Modular 1	CREW Ms. Edwards Modular 2	Lunch/Recess Ms. Edwards Modular 2	Empower Math Ms. Pleasant/ Mr. James Modulars 3/6	Empower ELA Ms. Ain/Coach A Modulars 2/6	PE & Health Gym Coach Alston	PE & Health Gym Coach Alston
7th Grade Harry Belafonte	Breakfast Modular 6	English Language Arts Ms. Liz Modular 1	Mathematics Mx. MH Modular 1	CREW Ms. Edwards Modular 2	Lunch/Recess Ms. Edwards Modular 2	Empower Math Ms. Pleasant/ Mr. James Modulars 3/6	Empower ELA Ms. Ain/Coach A Modulars 2/6	PE & Health Gym Coach Alston	PE & Health Gym Coach Alston
8th Grade	Breakfast	English Language Arts	Mathematics	LDL	LDL	Lunch/Recess	CREW	Empower Math	Empower ELA



Bell Schedule: Half Day Wednesdays)

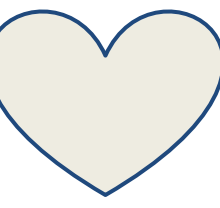
C - Day (1st & 3rd) Wednesday

Cohort	Breakfast 8:25-8:55	Period 1 9:00-10:15	Period 2 10:18-10:48	Period 3 10:51-12:06	Period 4 12:09-12:40
5th/6th Grade Anna Cooper	Breakfast Modular 5	English Language Arts Ms. Edwards Modular 2	Community CREW Edwards & James/ Pleasant Modular 2/Modular 3	CREW Pleasant/ Liz & James Modular 1/Modular 3	Lunch/Recess Edwards & James/ Pleasant Modular 2/Modular 6
6th Grade Bayard Rustin	Breakfast Modular 5	Mathematics Pleasant Modular 3	Community CREW Edwards & James/ Pleasant Modular 2/Modular 3	CREW Pleasant/ Liz & James Modular 1/Modular 3	Lunch/Recess Edwards & James/ Pleasant Modular 2/Modular 6
7th Grade Chacha Jimenez	Breakfast Modular 5	CREW Coach A, Tre Modular 5	Community CREW CoachA/Liz Modular 1/Modular 4	English Language Arts Ms. Edwards Modular 2	Lunch/Recess Tre/Liz Modular 1/Modular 3
7th Grade Toni Morrison	Breakfast Modular 5	CREW Coach A, Tre Modular 5	Community CREW CoachA/Liz Modular 1/Modular 4	English Language Arts Ms. Odoms Modular 6	Lunch/Recess Tre/Liz Modular 1/Modular 3
8th Grade Audre Lorde	Breakfast Modular 6	Mathematics Boone Modular 4	Community CREW Boone/Odoms & MH Modular 5/Modular 6	CREW Boone/MH Modular 4/Modular 5	Lunch/Recess Edwards & James/ Pleasant Modular 2/Modular 6
8th Grade James Baldwin	Breakfast Modular 6	English Language Arts Ms. Odoms Modular 6	Community CREW Boone/Odoms & MH Modular 5/Modular 6	CREW Boone/MH Modular 4/Modular 5	Lunch/Recess Boone/Odoms & MH Modular 4/Modular 5

D - Day (2nd & 4th) Wednesday

Cohort	Breakfast 8:25-8:55	Period 1 9:00-10:15	Period 2 10:18-10:48	Period 3 10:51-12:06	Period 4 12:09-12:40
5th/6th Grade Anna Cooper	Breakfast Modular 5	Mathematics Pleasant Modular 3	Community CREW Edwards & James/ Pleasant Modular 2/Modular 3	CREW Edwards/ James Modular 2/Modular 3	Lunch/Recess Edwards & James/ Pleasant Modular 2/Modular 6
6th Grade Bayard Rustin	Breakfast Modular 5	English Language Arts Ms. Edwards Modular 2	Community CREW Edwards & James/ Pleasant Modular 2/Modular 3	CREW Edwards/James Modular 2/Modular 3	Lunch/Recess Edwards & James/ Pleasant Modular 2/Modular 6
7th Grade Chacha Jimenez	Breakfast Modular 5	CREW Coach A, Tre Modular 5	Community CREW CoachA/Liz Modular 1/Modular 4	Mathematics Pleasant Modular 3	Lunch/Recess Tre/Liz Modular 1/Modular 3
7th Grade Toni Morrison	Breakfast Modular 5	CREW Coach A, Tre Modular 5	Community CREW CoachA/Liz Modular 1/Modular 4	Mathematics Boone Modular 4	Lunch/Recess Tre/Liz Modular 1/Modular 3
8th Grade Audre Lorde	Breakfast Modular 6	English Language Arts Ms. Odoms Modular 6	Community CREW Boone/Odoms & MH Modular 5/Modular 6	CREW Boone/MH Modular 5/Modular 6	Lunch/Recess Edwards & James/ Pleasant Modular 2/Modular 6
8th Grade James Baldwin	Breakfast Modular 6	Mathematics Boone Modular 4	Community CREW Boone/Odoms & MH Modular 5/Modular 6	CREW Boone/MH Modular 5/Modular 6	Lunch/Recess Boone/Odoms & MH Modular 4/Modular 5

Rosters: 5th/6th Grade



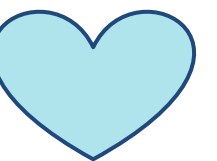
COOPER

Ariyahn Bradley
Dontrell Bruce
Amari Campbell
Sheyla Cuellar
Maisyn Gray
Noah Gray
Lyriq Hawkins
Illycia Heyward
Siraya Jackson
Khloey Jones
Damier Lewis
Victoria Mills
Olivia Montoya
Markus Porter Jr.
Santana Weldon
Adore West
Darez Woodberry
Jace Young



RUSTIN

U'nique Barnes
A'mere Black
Amaru Cooper
Amoreyanah Dantley
Elliott Euill
Kaniah Gillis
Jacob Guevara Sanabria
Kiley Jones
Zakaria Kello
Dakota Lewis
Chelsy Mendez-Lima
Ky-Mani Moore
Madisson Ordonez
Leia' Parker
Jermiah Petty
D'Marieo Rhames
Jayceon Taylor
Shakur Walters
Kennadi Watts Watts



Rosters: 7th Grade

JIMENEZ

Bonilla Giron, Bryan

Carter, Narkelz

Castro-Lattimore, Braison

Jones-Ross, Adyen

Jones, Danielle

Lewis, Mason

Lott, Nia

Mcinnis, Damontae

Ordonez, Alisson

Sanders, Aughna-lei

Williams, Justis

Williams, Martin

Wilson, Liam

Wilson, Logan

Miles, Tori

MORRISON

Butcher, Tamara

Campbell, Aajae

Eason, Sayzahn

Gills, Ja'vae

Gonzalez Chavez, Mateo

Kennedy, Karter

Phillips, Takiyah

Reid, Bahjan

Samuels-Bosques, Kemon

Shoatz, Sarai

Williams, Mya

Wright, Ava



Rosters: 8th Grade

BALDWIN

Alvarez-Monroy, Wilberth

Dantley, DaMarcus

Jordan, Lourdes

Nunez, Moreno, Genesis

Pearson, Payton

Price, Shayden

Pryor, Makenzie

Richardson, Rylan

Robinson, Zahki

Smith, Rickie

Tekou, Paris Phil

Wall, Samaya

LORDE

Aranda, Julian

Carthens, Jordyn

Grant, Kyle

Harper, Gabriella

Hewitt, Jaron

Jones, Kourtney

Milhouse, Brooklyn

Robinson, Hailoh

Salaya Marquina, Elias

Stephens, Kyrie

Williams, K'Mya

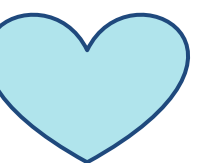
Wells, Hunter

Wells, Summer



Rosters: Belafonte

BELAFONTE
Noah Dillard
Donte Hale
Jeremiah Lambright-Davis
Aneisha Weeks
Aneka Weeks
Victoria Mangrum
Ahmaree Willis



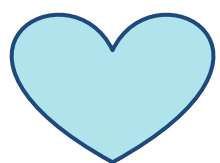
Grading & Assessments

All teachers at Social Justice School will use a weighted system (rather than a total points system) to calculate quarter grades. All grades are calculated based on two types of student work.

Product Grades: These are Major Assessments (Mid/End of Unit Assessments, Projects, and Performance Tasks) that are done after the learning takes place. Collectively these assessments are worth 30% of a scholar's grade in each class.

Process Grades: These are classwork assignments, daily assessments, investigations, etc. that are done while learning is taking place. Collectively, these assignments are worth 70% of a scholar's grade in each class. The following list outlines the categories and weights for Process Grades:

- a. Homework (10 %)
- b. Classwork (40 %)
- c. Exit Tickets or Cool Downs (20%)



Homework Policy

Definition:

Homework is defined as at-home assignments, studying, and/or projects performed by the student. Homework is a way to help your child develop work and study habits that will assist him/her throughout the years spent in school. Homework should encourage family involvement as well.

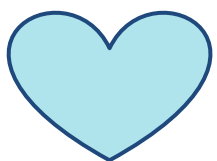
Time:

Math & ELA educators will assign scholar-activists weekly homework to be submitted for a homework (process) grade. This can be nightly or in packet form.

Student Absence:

Students who miss homework because of an absence will receive the opportunity to make up missed work. Upon returning to school following an absence, it is a student's responsibility to contact the teacher or teachers to request missed homework.

Google Classroom: Homework assignments will also be posted on Google Classroom, which students can access if they are absent or need to refer to a resource from home and do not have the paper copy.



School Supplies

5th-8th Grade Supply List*

- Case Binder (Binder with Zipper)
- Zipper Pouch (for writing utensils)
- Pencils
- Highlighters
- Dividers (8 tabs)
- Loose-Leaf Paper

***Students will receive a weekly grade for binder checks to promote organization and preparedness. Please be advised that additional supplies may be requested by individual teachers after the school year begins.**



Arrival and Dismissal Reminder



Our doors open every morning at 8:30 AM.

Students will not be allowed in mods before 8:30 unless enrolled in Before-care.

Breakfast happens in each classroom until 8:55 AM. Your scholar is considered **late at 9:00 AM** and will be marked **tardy** in the main modular.

For all general questions about the school day, **please contact the Main Office directly.**

Our phone number is 202-968-5380.

Regular Dismissal (Monday, Tuesday, Thursday and Friday) starts at 4:00 PM.

Walkers/Metro Riders/Bus Riders-4:00

Parent pick-up aftercare- 4:05

Half Day Dismissal (Wednesday) starts at 12:30 PM.



STUDENT

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CONDUCT POLICY

Student Misconduct

We want to encourage our scholars to get back on track to maximize instructional time.

Teacher Responses to Breach of Expectation.

- Warning
 - Script: “As a reminder, the expectation is.....” (Name on the board)
 - “You need to [Emphasize description of desired behavior]
- Deduction
 - Script: “You are receiving your first check for X, what do you need to fix your behavior?”
 - Are based on clearly established expectations
 - May be framed as a question or a statement
 - Are used when the teacher and student **feel calm**.
- 2nd Deduction
 - SCRIPT- “This is your 2nd deduction, you now have a reflection.
 - 2 deductions = Lunch reflection room
 - Is direct and specific
 - Names the desired behavior
 - Makes a statement instead of asking a question
 - Is brief and sets firm limits (if necessary, action follows words)



Steps to Reflection at SJS

When do students have to serve reflection?

Students are assigned a lunch and recess reflection if a student has worked through our progressive discipline response system to Tier 1 and Tier 2 behaviors listed below. Prior to being assigned a reflection, a student is given two-three *fair* attempts to correct their behavior. If a student is unable to do so after the third attempt, they will be assigned a reflection to be held on **Tuesdays or Fridays** during lunch. When a student serves a reflection, parents should be notified by the teacher that the student is serving a reflection for that day. If the student does not attend, an AP will contact the parent to remind them of their attendance the following day.



Steps to Detention at SJS

When do students have to serve detention?

Students are assigned an after school detention after receiving 3 reflections for the month. Prior to being assigned a detention, a parent will be contacted that their child will need to serve the after school detention. After school detentions will be held on Thursdays. If the student does not attend, an AP will contact the parent to remind them of their attendance the following day.



SJS Code of Conduct

CODE OF THE WARRIOR

Be on time to class with all required materials.

Keep your hands, feet, and objects to yourself.

Stay in your assigned seat on task and focused.

Always use appropriate language.
(Harmful and/or offensive language, dehumanizing speech, & targeted slurs will be cause for an automatic reflection)

Consume food & drinks at the appropriate times.

RESTORING THE WARRIOR CODE

- ON TRACK (Keep going)
- STOP & THINK - Name on Board
Verbal Warning
- STOP & THINK - Checkmark
Redirection/New Seat
- BROKEN CODE - 2nd Checkmark
Phone Call Home & Reflection



Student Conduct Policy

Levels	Examples
Level 1	<ul style="list-style-type: none">• Minor Disrespect• Not following norms• Calling out• Checked out-of task• Excessive noise in the classroom, hall, or building• Running in the hall, or building• Tardy
Level 2	<ul style="list-style-type: none">• Disrespect to staff or other students• Using profanity• Offensive gestures (non-sexual or non-threatening)• Writing or tagging that is not permanent or etched/engraved into school property.• Inappropriate use of school resources and or school tools.
Level 3	<ul style="list-style-type: none">• Academic Dishonesty• Lying or giving misleading information to school staff• Non-physical verbal altercations including language that is bigoted or prejudicial or stereotypical towards another student.• Offensive gestures that are sexual or threatening behavior.• Possession, sale, or distribution of flammable products such as matches, lighters, lighter fluid, torches, firecrackers, etc.• Promotion of fighting or other violent behavior• Skipping class and/or leaving class or the building without permission.
Level 4-5	<ul style="list-style-type: none">• Previous measures and also includes:• Unauthorized use, selling or distribution of over the counter or prescription medication• Assault towards another student or Physical Fighting or Harassment• Bullying that causes, attempts to cause, or threatens to cause bodily injury or emotional distress• Sexual misconduct, sexual harassment, lewd or indecent public behavior; engaging in sexual acts on school premises or at school-related functions• Possession or use of any item that can be used as a weapon• Arson, biohazard or bomb threats• Possession of any gun



Student Conduct Policy

Tier 3- 5 Infractions

Referrals-Tier 3 behaviors or greater

If admin receives a referral on the internal tracker, the following will happen:

1. A member of the Admin team will ensure the teacher has contacted a parent/guardian.
2. If necessary, the student will be removed from the classroom.
3. Admin will request parents come meet virtually or in-person for a problem solving conference.
4. Students will have lunch and recess restorative circles until the problem solving conference is completed.

(Investigation process for incidents Tier 3-5 infractions)

1. Admin will retrieve students. *Please do not send students outside of the modular spaces or SJS occupied spaces without an adult.*
2. Determine if the student has an IEP or 504 plan. If so, loop in DSS.
3. Admin/teachers will contact families regarding the incident and outline next steps.
4. Admin will then conduct an investigation with everyone involved in the situation.
5. If the infraction is a manifestation of the student's disability, then we will review the IEP to determine the best course of action.
6. At the conclusion of the investigation, an admin will send an email to appropriate staff outlining the events and next steps.

Families will 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. In this meeting, participants will do the following: identify the target problem, create a goal, visualize the change goal, and create an action plan. This plan will be followed up weekly for a month. At the end of the

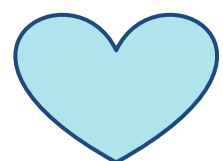


New Policy Around Language

Non-Loving & Non-Liberatory Language (racist, sexist, colorist, ethnocentric, homophobic)

Response

- **Automatic Reflection Assignment:** The student will be removed from the immediate setting (if necessary) and assigned a lunch reflection during a Tuesday or Friday.
- **Family Notification:** A staff member (teacher or school leader) will call the student's parent/guardian to share what occurred and outline next steps.
- **Completion of a Specialized Reflection Tool:** The student will be required to complete a guided reflection specifically designed to address the use of harmful language. This tool encourages the student to explore the impact of their words, understand the history or context behind the language, and consider more affirming alternatives.
- **Educational Follow-Up:** The student may be assigned readings, videos, or discussion sessions facilitated by a counselor, social worker, or designated staff member to deepen their understanding of the harm caused and the principles of equity and inclusion.
- **Restorative Action:** The student will participate in a process to repair harm – which may include a mediated conversation, apology, or restorative circle with the impacted student(s) and/or staff members, as appropriate.



Flow of Orientation

Session	Modular 6 (8th Grade)	Modular 5 (7th Grade)	Modular 4 (5th/6th Grade)
Session 1	School Operations & Instruction	School Culture	General Operations & Policies
Session 2	General Operations & Policies	School Operations & Instruction	School Culture
Session 3	School Culture	General Operations & Policies	School Operations & Instruction

School Culture



SY 25-26

PD Agenda

- 1. SJS Vision (5 mins)**
 - a. Student Culture**
 - b. Structures that support OUR culture**
 - c. Student Incentives**
- 2. Approach(5 mins)**
 - a. Responsive Discipline**
 - b. Restorative Justice**
 - c. Crew**
- 3. Class Dojo**
- 4. Family Questionnaire**



SJS VISION

“WE ARE CREW, NOT PASSENGERS.”

02:00

SJS aspires to create a positive, supportive, emotionally and physically safe school culture infused with SJS school values. At our school, we want students to have a sense of belonging, strong teacher student relationships and feel safe. We believe in giving students freedom, but with that freedom, we trust them to demonstrate responsibility. When trust has been violated, we hold students accountable to reflect on the harm they have caused, the choices they have made, and how to repair the trust that has been violated. In addition, we help students to devise a plan that will lead them to being more self aware, better managers of their emotions, and on a pathway towards self-control.

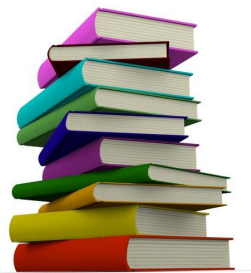
What resonates with you in the vision for student culture?



Student Culture

Our student culture is shaped by our habits of Love, Learning, and Liberation.

- **Love** - Students are compassionate individuals who care for themselves and their communities.
- **Learning** - Students are always evolving and thinking critically
- **Liberation** - Students use their strengths and talents to design and create solutions to solve challenging problems



Structures to support our Culture

We are always willing to learn, willing to grow, willing to connect with our kids!



- **Community Circle/Adult & Student Crew-** How we connect for the purpose of building relationships, and strengthening knowledge and skills of SJS Habits of Love, Learning & Liberation.
 - Daily Crew
 - Community Crew (Wednesday)
- **Multi-Tiered Systems(MTSS)-** How we provide targeted support for students who
 - are not meeting academic targets, or who are experiencing social-emotional challenges.
 - RTI Meetings
 - Kid Talk Meetings (GLT)
- **PBIS** - How we celebrate students and incentivize positive behavior that are aligned with our habits of love, learning, and liberation.
- **Responsive Discipline-** How we help students establish a calm, orderly, and safe environment for learning, help children develop self-control and self-discipline, teach children to be responsible, contributing members of a democratic community and promote respectful, kind, and healthy teacher–student and student–student interactions.
 - Reflection & Detention
- **Restorative Justice-** How we bring together everyone affected by wrong doing to address needs and responsibilities, and to heal the harm to relationships as much as possible.
 - Restorative Circles

Student Incentives

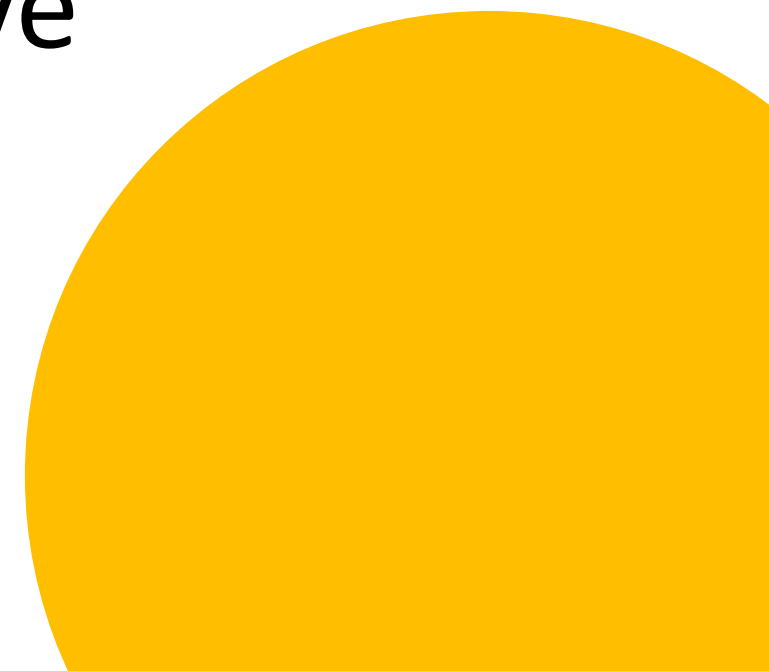
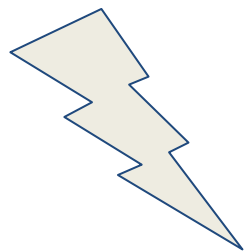
When students are modeling positive behavior and academic excellence, we do the following:

- **Community Crew** → Highlight students who are displaying Habits of Love, Learning & Liberation: “Revolutionary Thinkers” and “Radiant Revolutionary”
- **Celebrations** → Field Trips, End of Quarter Honor Roll, Community Festivities, Brunch En Blanc
- **PBIS System** → School Store, HW Passes, Extra Credit Opportunities



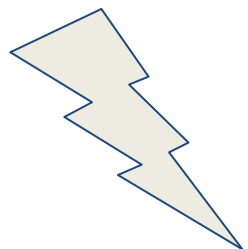
What is Responsive Discipline?

Responsive discipline is an approach to managing behavior that focuses on teaching self-discipline and socially responsible behavior through positive and proactive strategies. It emphasizes building relationships, creating a safe and predictable learning environment, and using logical consequences rather than punishments to guide students. The goal is to help students develop the skills to make positive choices and become self-regulated learners.



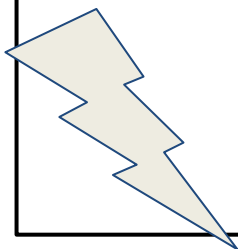
Key Principles of Responsive Discipline

- ★ **Proactive Strategies**
- ★ **Relationship Building**
- ★ **Logical Consequences**
- ★ **Discipline as Teaching**
- ★ **Culturally Responsive**



Responsive Discipline at SJS

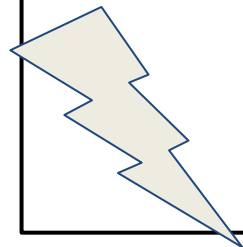
- **Care - Ask** questions and frame **positively**. **Acknowledge** their situation. (Avoid making assumptions.)
 - Ask “what” rather than “why” questions.
 - “What happened? What do you need to make things right?” (Do not lead with consequences. Lead with empathy.)
- **Connect - Acknowledge** their situation and make connections.
 - “I feel you. Sometimes I feel x, but this is what I do to help.”
- **Challenge - Name** the expectations you desire or want to see.
 - “I see you killing it”
 - “I see you trying to work independently and silent on #4, keep it up”



Responsive Discipline at SJS

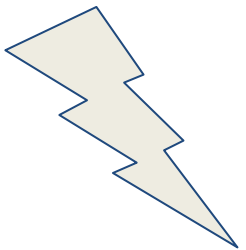
Check-in with your students!

- **Care** - Ask questions and frame **positively**. **Acknowledge** their situation. (Avoid making assumptions.)
 - Ask “what” rather than “why” questions.
 - “What happened? What do you need to make things right?” (Do not lead with consequences. Lead with empathy.)
- **Connect** - **Acknowledge** their situation and make connections.
 - “I feel you. Sometimes I feel x, but this is what I do to help.”
- **Challenge** - **Name** the expectations you desire or want to see.
 - “I see you killing it”
 - “I see you trying to work independently and silent on #4, keep it up”



What is Restorative Justice?

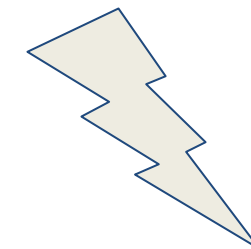
Restorative justice is a disciplinary practice in schools that helps students resolve conflicts on their own or in small groups. It's an alternative to punishment that focuses on talking through issues and repairing harm. The goal is to help students understand each other's perspectives and agree on how to move forward.



Restorative Practices: Circles

How do facilitators guide students through this process?

- 1.) **Introduce the process:** establish a safe space, introduce talking piece, set agreements, check-in
- 2.) **Introduce the topic:** state the issue that the circle is addressing.
- 3.) **First Round: Perspectives on Event.** what happened from your perspective? What were you thinking and feeling at the time?
- 4.) **Second Round: Impact.** What has been the impact of what happened?
- 5.) **Third Round: Addressing Needs & Repairing Harm.** What do you need from this circle?
- 6.) **Next Steps: Developing a Plan.** Have you received what you need from this circle? What agreements or boundaries do we need to put in place going forward?
- 7.) **Closing: Check-out and Summary**

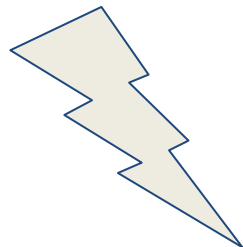


Crew Rosters



CREWS

- Two crews per grade
- 1-2 teachers per crew
- Crew happens during different blocks depending on grade level this year
- Crew on Wednesdays will be Data Talk: more info to come

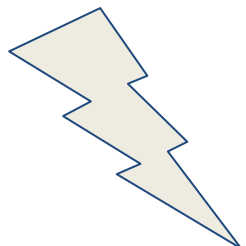


WHAT IS CREW?

“WE ARE CREW, NOT PASSENGERS.”

Crew is both a culture throughout the school, and a structure within each school day that allows every student to connect with a small group of peers and an adult advisor or ‘crew leader’ for the purpose of building relationships, and strengthening knowledge and skills of SJS Habits of Love, Learning, and Liberation. The culture of crew calls on all members of a school community to work together as a team to pitch in, and to help their peers and colleagues achieve their goals together--individual success is not enough.

→ How does the SJS vision for crew connect to the SEL competencies?





ClassDojo

One Voice. One Sound.

What does that mean for you and your students?



Positive culture

Whether in the classroom or at home, students will know that we're a team to support them this entire year




Deep Connection

All families are invited to be part of our classroom community, with a window into all the magic moments & learning miles



Students engaged

Students participate in building a positive culture where they are actively engaged in learning  that they love



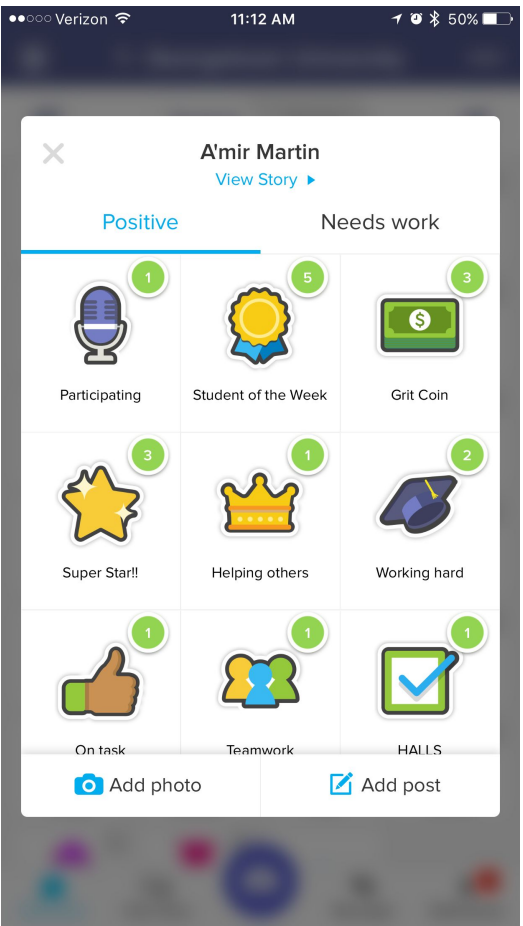
Teacher + students + family = We're a team



ClassDojo Expectations

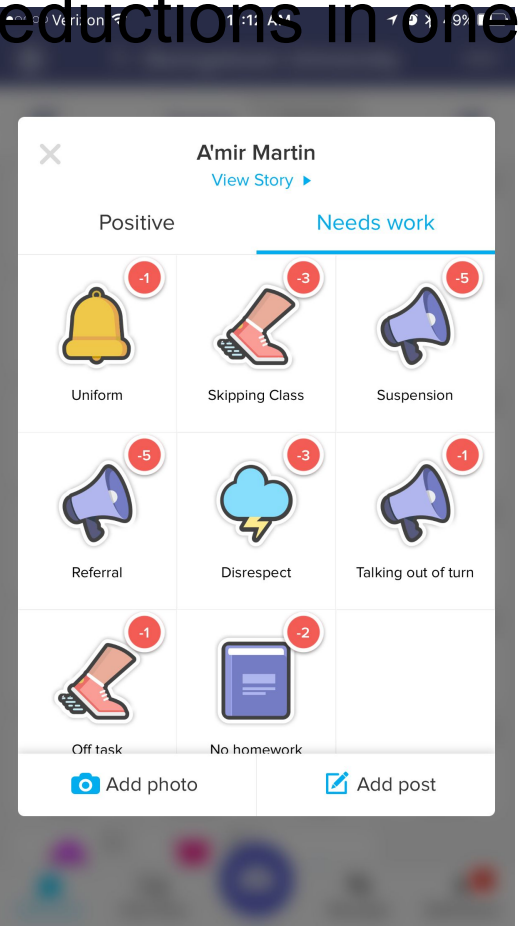
Positive Points

Teachers are required to give a minimum of 10 “Positive Points” each class. Should also create table groups to increase the amount of points given in one class.



Deductions

“Needs Work” deductions should never exceed “Positive Points” in one class period. That would mean a 5th grade teacher who had given 15 positive points in one class period can only give up to 14 “Needs Work” deductions in one class period.



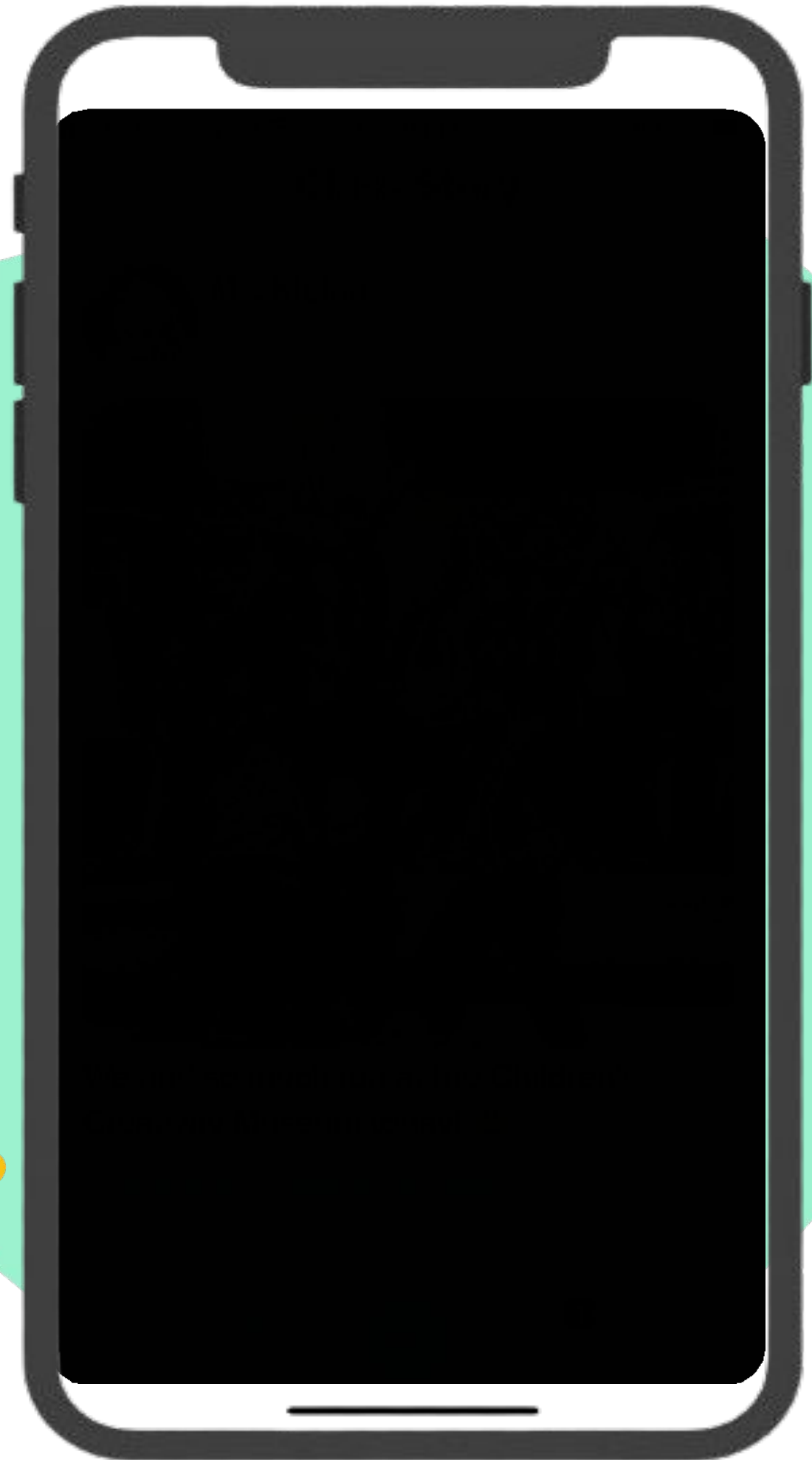
How we'll use
ClassDojo

ClassDojo in our class

With a parent account, you can see...



- ♥ Class & School announcements, files, events details, and reminders
- ♥ Photos and videos of classroom activities, lessons via the story feed or private messages
- ♥ **Private messages or group messages** from Teachers to keep you in the loop
- ♥ If student feedback is given, a detailed report of the past two weeks of points and comments is easily accessible



How we'll use
ClassDojo

ClassDojo in our class

With a parent account, you can...



Like and/or comment on photos, videos, Events, and files shared on Class Story



Like and leave positive feedback on your student's Portfolio



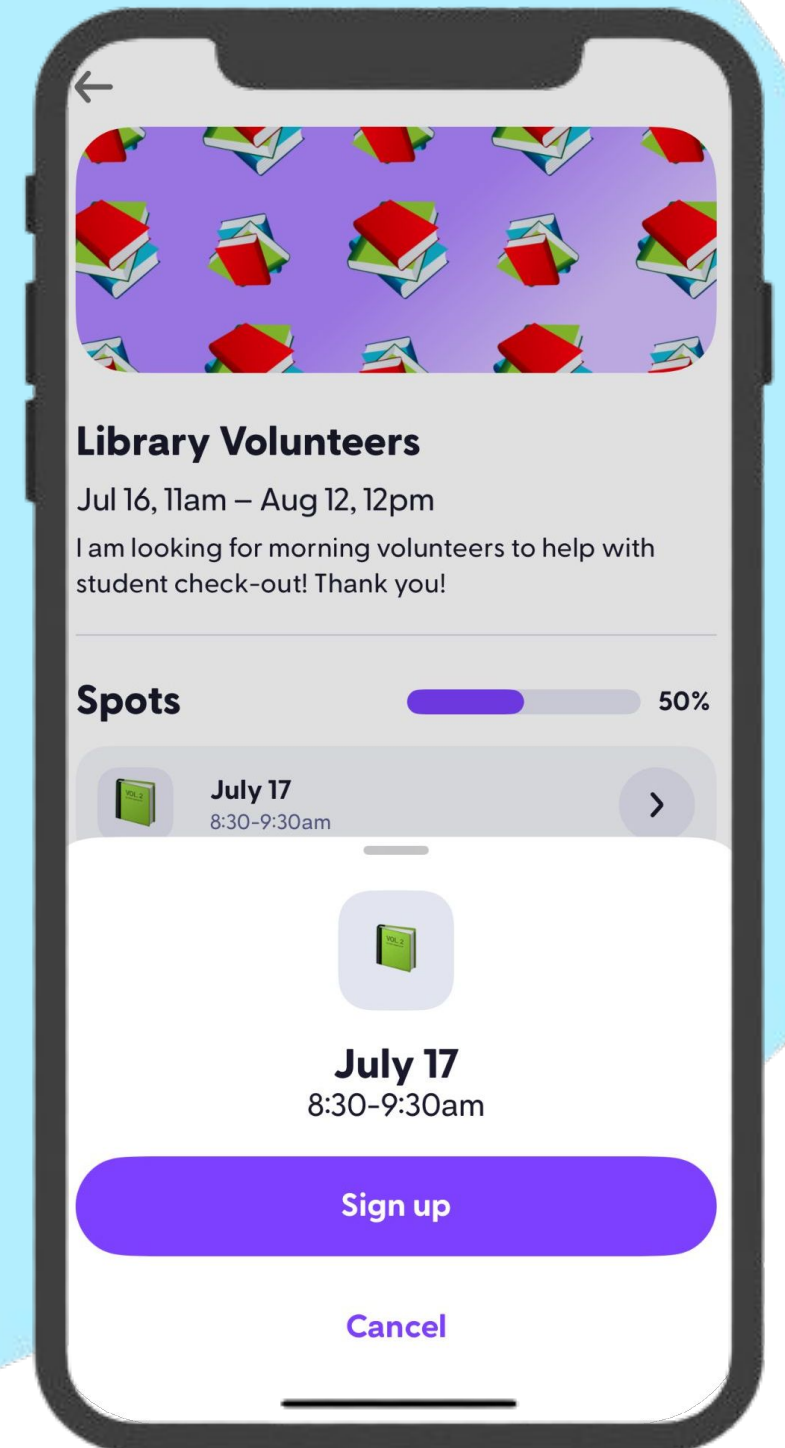
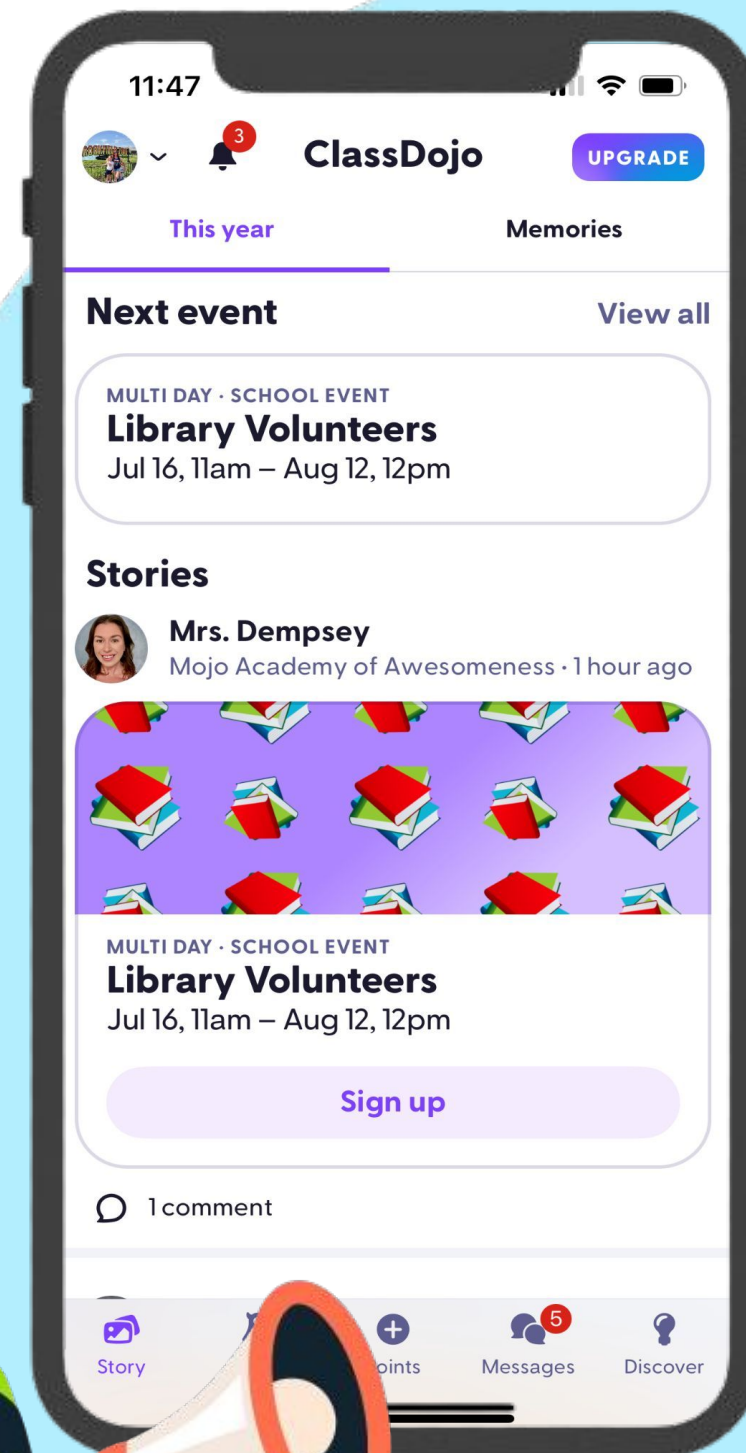
Communicate with teachers with private direct Messaging

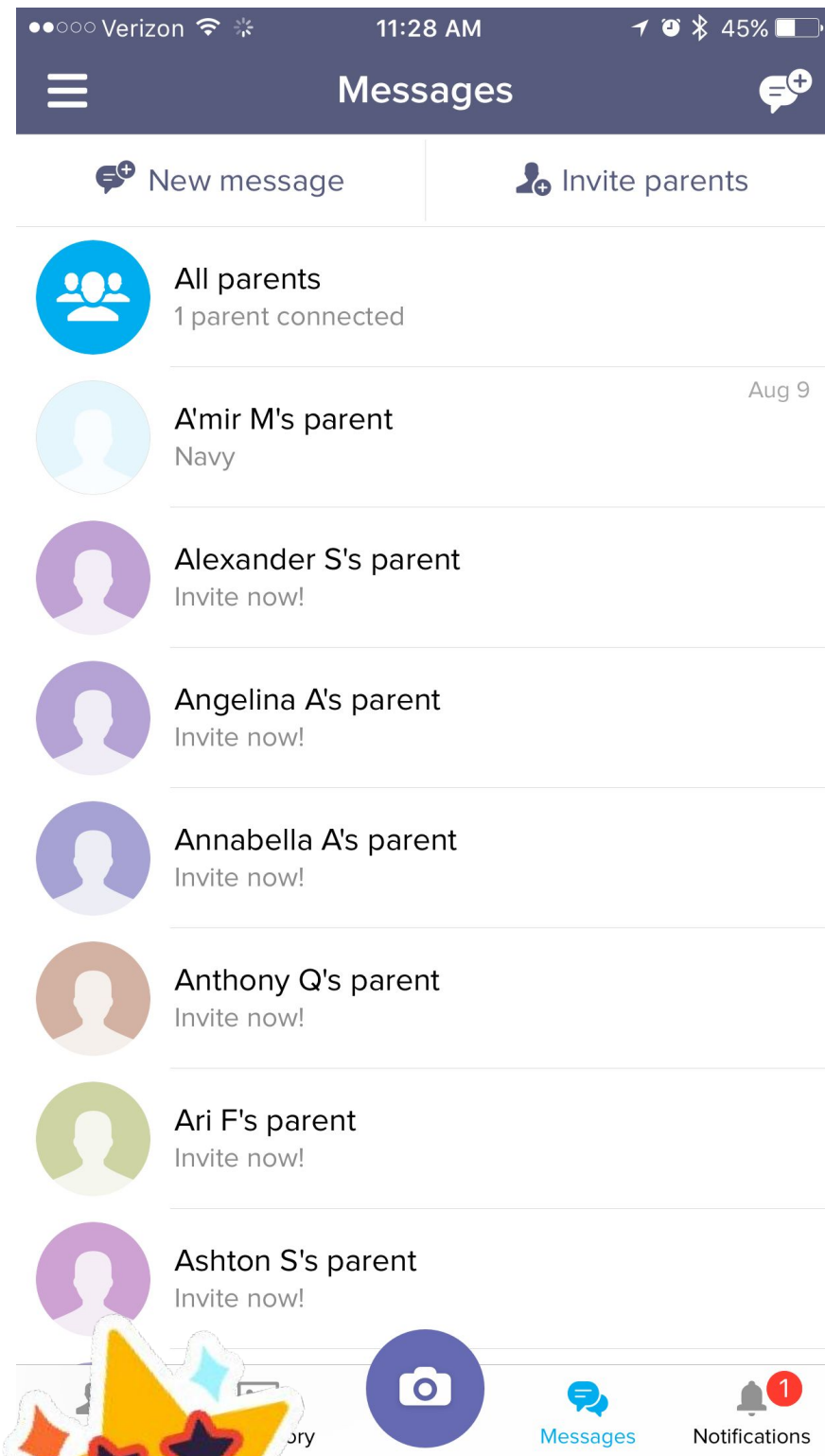


Translate any message or Class Story caption into your preferred language needed



Sign up for events happening in the classroom or at school





MESSAGES

Teachers are required to respond to messages from their students' parent/guardian **within 24 hours**. Messages should always be professional and positive.

How we'll use
ClassDojo

ClassDojo in our class



Students can...



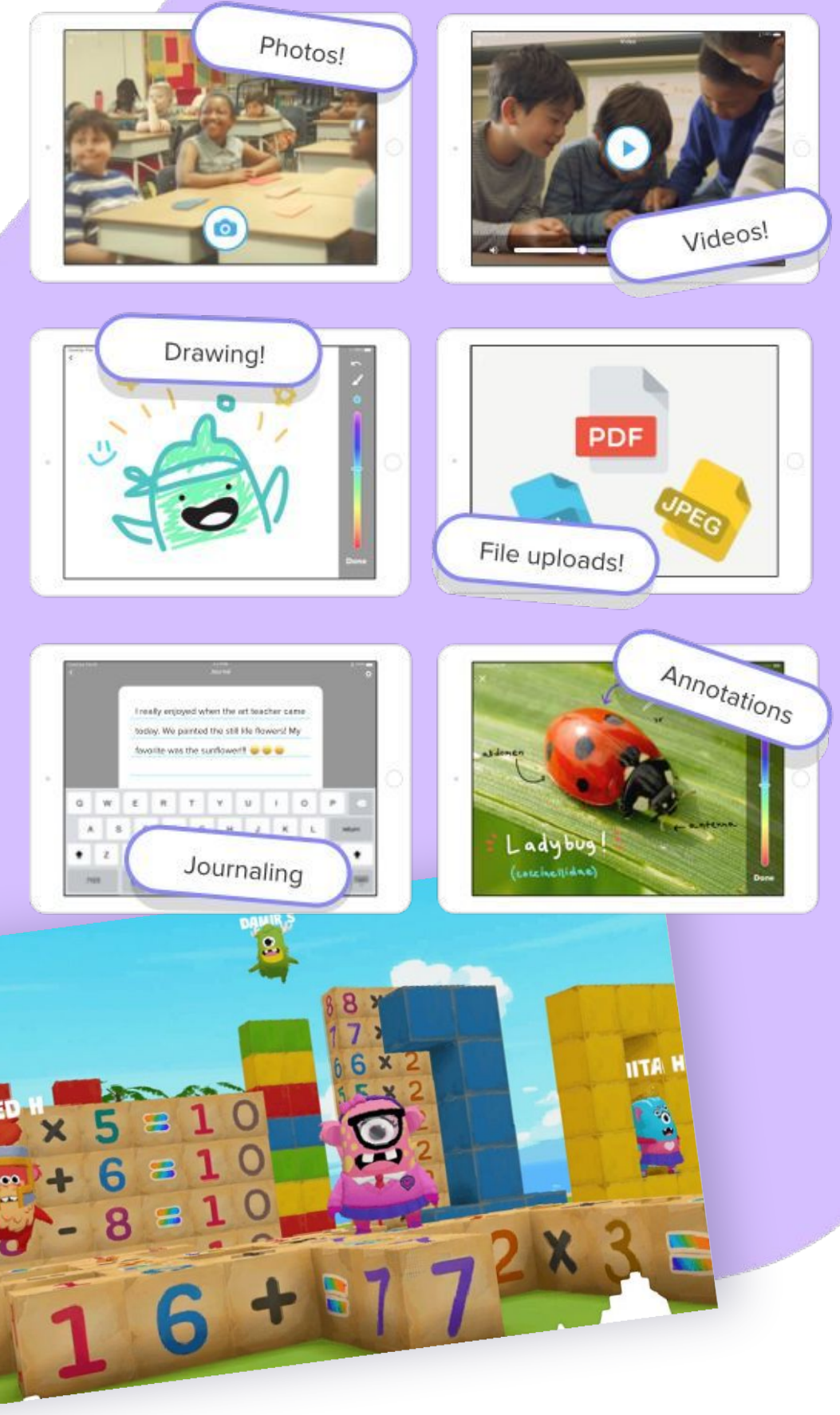
Login to their accounts to view their point report from the current week, view **Class Story** posts, complete assigned Activities to build their digital Portfolio, and customize their avatar.



Watch **Big Ideas** video series with Mojo and his friends to learn about skills such as Perseverance, Growth Mindset, Mindfulness, and more!



Interact and play together in a virtual playground called **Dojo Islands**! They'll work together and cultivate their creativity through play in a controlled and fun environment.



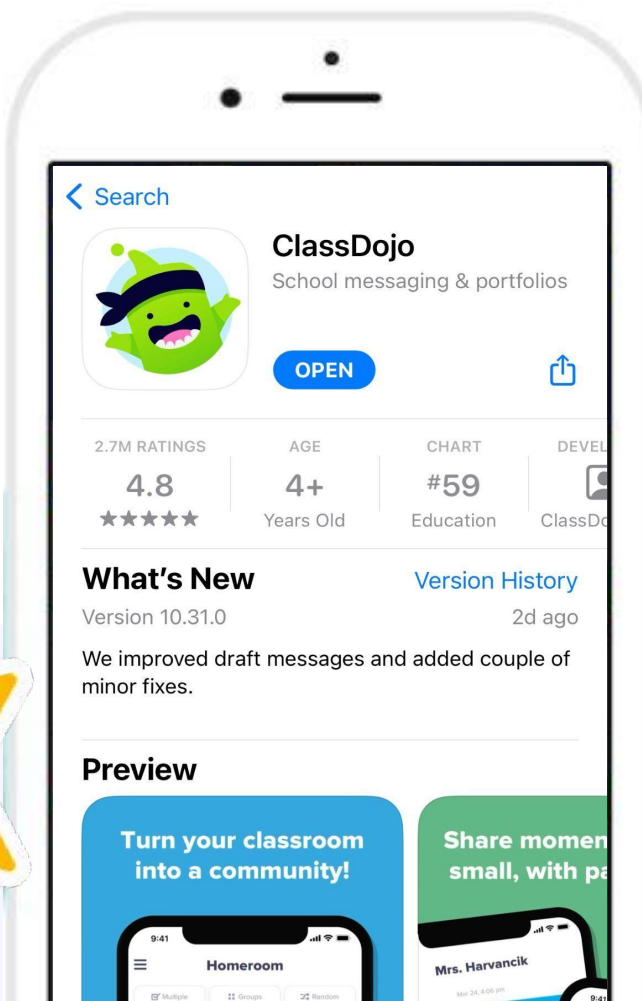
Let's get connected

3 easy steps

1.

Download the app

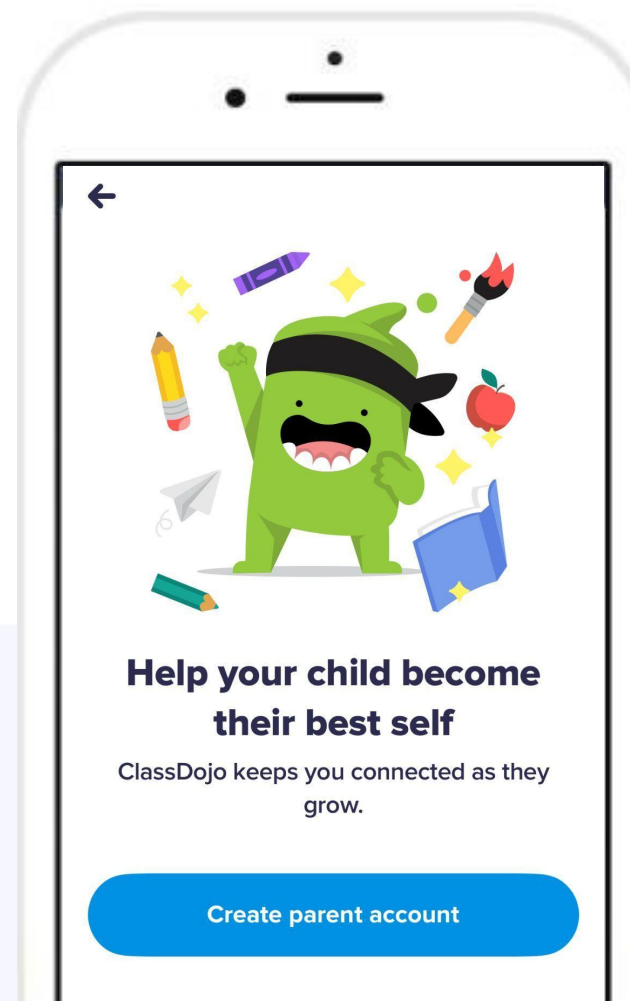
On your iOS or Android device for free. All you need is an email address.



2.

Sign up as a Parent

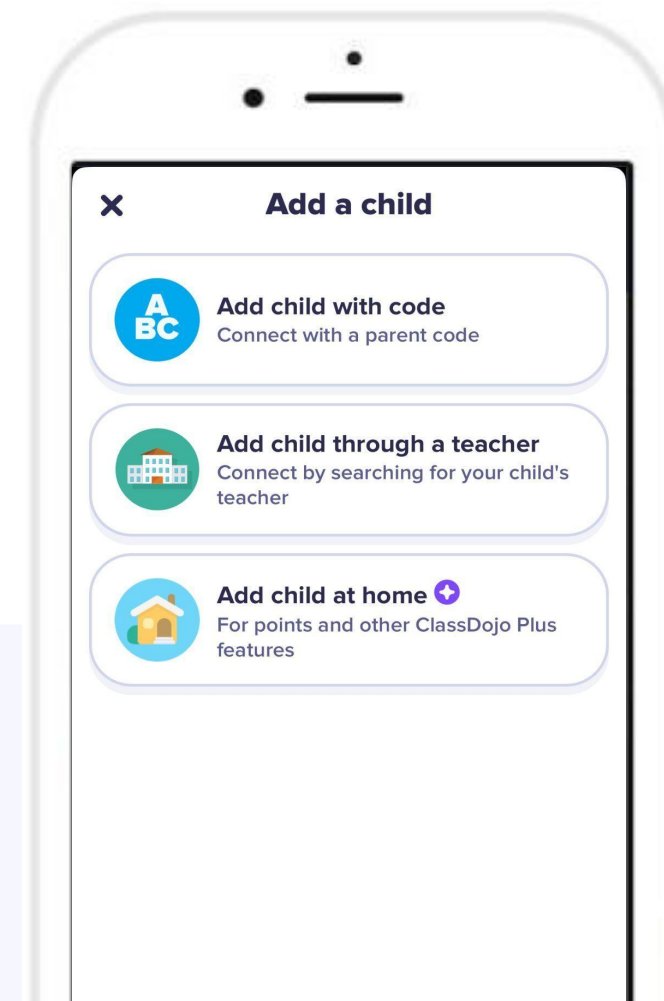
Or login to your existing parent account. If you have a teacher account, use a separate email.



3.

Tap on your invite linfi or enter your parent code

If you were connected last year, no need to connect again!





Let's try it out together

I'll post to Class Story

Check it out and give it a



or a



How we'll use
ClassDojo

Need help?

I'm here to help with anything
you need

If you ever get stuck, you can also
contact:

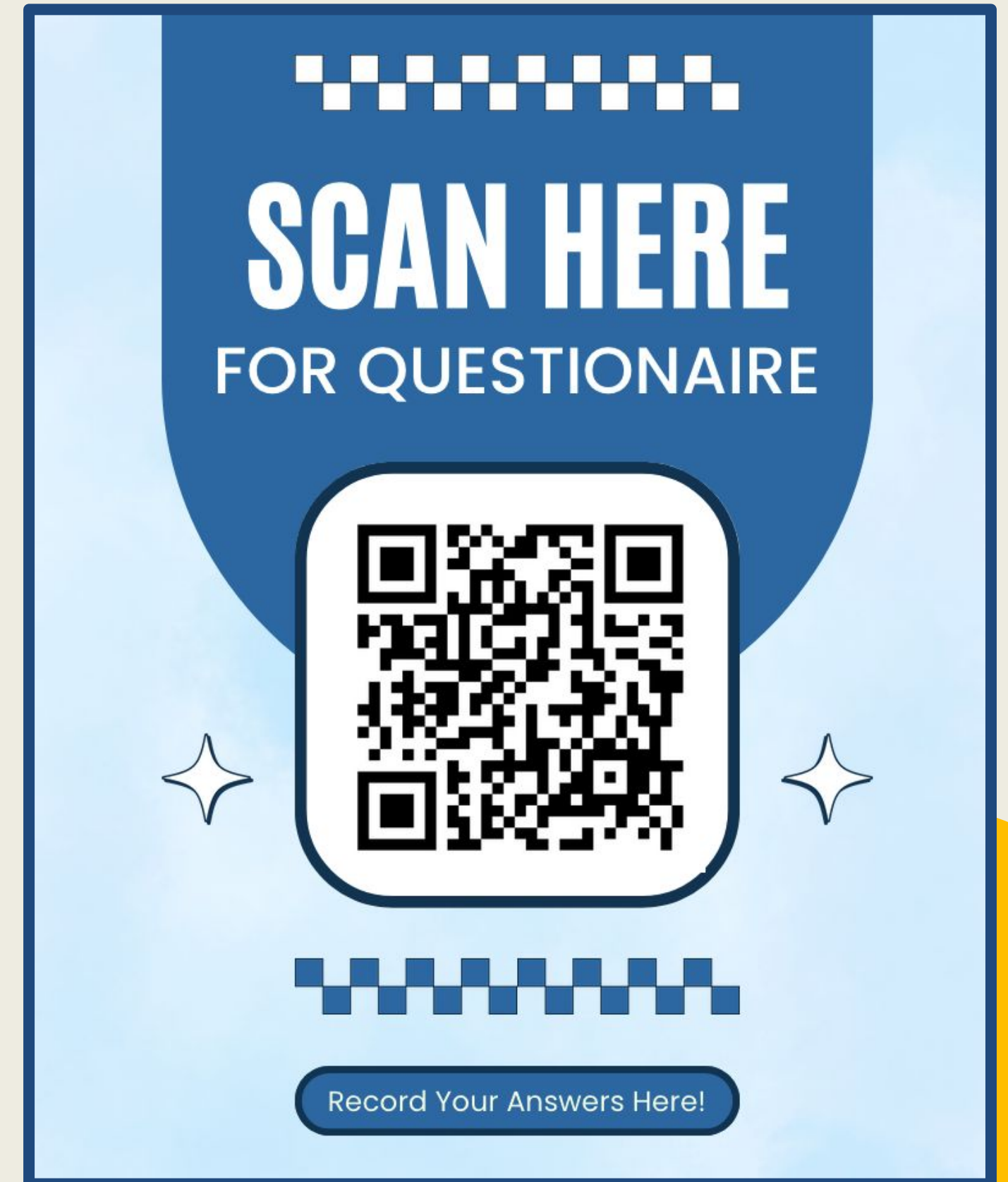




Creating a Shared Vision

We want to hear your thoughts! How can we best serve your needs and values?

- ★ Why did you choose SJS, and what do you want from our community for your scholar and/or your family?
- ★ What are your expectations for the upcoming school year?
- ★ What do you need from your child's school that you may not have received in the past (from SJS or another school)?



Flow of Orientation

Session	Modular 6 (8th Grade)	Modular 5 (7th Grade)	Modular 4 (5th/6th Grade)
Session 1	School Operations & Instruction	School Culture	General Operations & Policies
Session 2	General Operations & Policies	School Operations & Instruction	School Culture
Session 3	School Culture	General Operations & Policies	School Operations & Instruction

General Operations & Policies



SY 25-26

OUR MISSION

We are **an integrated community of scholar-activists** who are designers of a more just world. In order to design a more just world, we are working to embrace and live out a set of core beliefs that are **designed responses to systems of inequity** that we see in our communities every day.

We believe in love, learning and liberation.

MEET YOUR **LEADERSHIP** TEAM

SY 25-26



Myron Long
Executive Director



Brandon Johnson
Head of School



Rebecca Ain
Assistant
Principal
5th & 6th Grade
(ELA)



Amber Ramos
Director of
Operations



Danyelle Morris
Director of Student
Supports



Linice Perry
Assistant
Principal
7th & 8th
Grade (Math)

Board of Directors- Yinnie Tse

Operations Team

Director of Operations Ms. Ramos

Enrollment Coordinator- Ms. Butler

Operations Team

The purpose of the Operations Team at The Social Justice School is to establish and uphold a standard of excellence as it applies to our operational and safety norms for our families and staff. As the Operations Leadership team we are responsible for the following efforts:

- Enrollment
- Family Engagement & Events
- Communication (MailChimp- Newsletter, Robo Calls, Emails)
- Technology (PowerSchool)
- Food Services
- Uniforms

Communications

- Communication (Class Dojo, Newsletter, Emails)
 - Schoolwide Communications & Reminders- Class Dojo
 - Newsletters will include special date reminders, shoutout, announcements, and more
- Technology (PowerSchool)- Grades & Enrollment Authorization forms
 - Please use PS to report the following:
 - Student Allergies
 - Seasonal, food, or any other allergies

IF you have **not** received our parent communications via Robo Call or Mailchimp, please see the clipboards in the back

Parent Portal

Our website includes a family portal with helpful resources:

- School year Calendar
- Family Handbook
- National School Lunch Program
 - Menu & Nutrition Info
- Local Wellness Plan
- Attendance
 - Reporting Scholar Attendance

FAMILY PORTAL

INFORMATION

This Month's Menus

School Calendar

Aftercare Form

Family Handbook

Grading Policy

Supply List

FORMS & FEES

This Month's Nutrition ...

Report Absences

Enrollment Paperwork

Summer Program

Local Wellness Policy

Start of the Year Info

Pay Fees

Buy Uniforms

Donate & Volunteer

Summer Menu

Report Scholar Absence

información escolar en...

Attendance

- Parents are responsible for reporting absences and submitting excuse notes for scholars
- Parents can do so via Parent Portal

What is the primary reason for absence? *

- ☐ Student Illness
- ☐ Medical appointment (dentist, doctor, eye doctor, etc.)
- ☐ Transportation issues
- ☐ Family member illness
- ☐ Family emergency
- ☐ Religious observance
- ☐ Funeral/death in family
- ☐ Court appearance
- ☐ Other: _____

Please upload supporting documentation for your scholar's absence to be excused below. Supporting documentation is restricted to the following:

1. Doctor's Notes
2. Medical Appointment Card
3. Parent Excuse Letter with a rationale. Can only be used for (Family Emergency , Religious Observance, Court Appearance, etc.)

Letter or Documentation to validate if absence can be excused: *

1. Doctors Note
2. Medical appointment (dentist, doctor, eye doctor, etc.) card
3. Parent Letter with rationale for excusable absence (family emergency, religious observance, court appearance, etc.)

Schoolwide Events

August

- 8/22 Parent Orientation
- 8/25 First Day

September

- 9/10 Wellness Wednesday 12:40 PM
Dismissal
- 9/24 Back to School Night 5PM
- 9/29 8th Grade Meeting

Enrollment

All parents/guardians must submit the following documents annually and report any changes to our Enrollment Coordinator (Ms.Butler):

- Parent ID
- Student Birth Certificate
- DC Residency Verification Form
- DC Health Certificate
 - Immunization Record (if not included with Health Certificate)
 - Religious Exemption are available via Department of Health
 - Asthma Action Plan (signed by your scholar's physician and parent/guardian)
 - Epi-Pen
- DC Oral Health Certificate

Food Services

- Both breakfast and lunch are provided at no cost to all SJS students.
- SJS offers a serving meal model for both breakfast and lunch
- Students must take all components of each meal



Food Services

- USDA Nondiscrimination Statement:

- “In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.”

- To file a program discrimination complaint

- (1) mail:

■ U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or

- (2) fax: (833) 256-1665 or (202) 690-7442; or

- (3) email: program.intake@usda.gov

- Additional information is available on our website

- <https://www.thesocialjusticeschool.org/schoolmeals>

Food Services- Policy Updates

- Disability Meal Modification- LEA's must accept medical statement from registered dietitians requesting meal modifications.
- Continuing to meet sodium and sugar meal requirements and guidelines

Nutrition Standards

School Breakfast Program Sodium Limits

Age/Grade Group	Sodium Limit In place through June 30, 2027	Sodium Limit Must be implemented by July 1, 2027
Grades K-5	≤ 540 mg	≤ 485 mg
Grades 6-8	≤ 600 mg	≤ 535 mg
Grades 9-12	≤ 640 mg	≤ 570 mg

National School Lunch Program Sodium Limits

Age/Grade Group	Sodium Limit In place through June 30, 2027	Sodium Limit Must be implemented by July 1, 2027
Grades K-5	≤ 1,110 mg	≤ 935 mg
Grades 6-8	≤ 1,225 mg	≤ 1,035 mg
Grades 9-12	≤ 1,280 mg	≤ 1,080 mg

Sodium Guidelines

Currently:

- Lunch should meet Sodium Target 1A
- Breakfast should meet Target 1

After June 30, 2027:

- 15% sodium reduction for lunch
- 10% sodium reduction for breakfast

Current limits in effect until June 30, 2027

Wellness Team

Director of Student Supports- Mrs. Morris
Social Worker- Ms. Monica

Wellness Team

The purpose of the Wellness Team at Social Justice School is to provide social-emotional and academic wrap-around supports for our scholar activists. As a team, we work to ensure all students feel seen, known, loved and supported.

- Support students in the moment who might be facing challenges.
- Create academic and behavioral support plans.
- Plan and execute school wide celebrations.
- Respond to parents request for additional supports or services.
- Provide counseling and therapeutic services for scholars. (individual and group sessions)
- Connect families with community based resources depending upon need.

Our Learning Community

ELA Teachers

Ms. Odoms - ELA Core Teacher

Ms. Edwards - ELA Core Teacher

Ms. Liz - ELA Inclusion Teacher

Mr. James - ELA Inclusion Teacher

Our Learning Community

Math Teachers

Ms. Boone - Math Core Teacher

Ms. Pleasant - Math Core Teacher

Mx. MH - Math Inclusion Teacher

Mr. James - Math Inclusion Teacher

Our Learning Community

Specials

Mr. Tre - **Liberatory Design Lab Teacher**

Coach A- **Physical Education Teacher & Athletic Director**

Bell Schedule

BELL SCHEDULE	
Time	Period
8:25 - 8:55 AM	Breakfast
9:00 - 9:50 AM	1st Period
9:53 - 10:43 AM	2nd Period
10:46 - 11:36 AM	3rd Period
11:39 - 12:29 PM	4th Period *
12:32 - 1:22 PM	5th Period *
1:25 - 2:15 PM	6th Period *
2:18 - 3:08 PM	7th Period
3:11 - 4:00 PM	8th Period

1/2 DAY BELL SCHEDULE	
Time	Period
8:25 - 8:55 AM	Breakfast
9:00 - 10:15 AM	1st Period
10:18 - 10:48 AM	2nd Period
10:51 - 12:06 PM	3rd Period
12:09 - 12:40 PM	4th Period *

Before Care

- Before Care will start on **Monday, September 15, 2025**. Programming will operate Monday- Friday from 7:30-8:30 AM.
- 10 student cap for before care to meet current demand
- \$20 Before Care monthly fee must be paid before the 1st of the month.
 - Paid via SJS Payment Portal /Square
 - Apple pay, AfterPay, all major debit and credit cards
- A courtesy reminder will be sent before the end of the month
- Lack of payment will result in seat being relinquished to another student on the waitlist
- Please submit your interest for before care [[link here](#)] also available via Parent Portal on our website

After Care

- After School Academy will start on **Monday, September 29, 2025**. Programming will operate Monday, Tuesday, Thursday, and Friday from **4:00-5:30**.
- On Wednesdays, After school programming starts at **12:40** and will conclude at 5:30 pm. In observance of a Wellness Wednesday, **ALL SCHOLARS WILL BE DISMISSED WITH STAFF AT 12:30 PM. If your scholar remains after 12:30 pm, they will be directed (not escorted) to the local library.**
- In the event your scholar isn't picked up or dismissed by 5:30, a **\$25.00 late fee** will be applied. Your scholar will not be able to attend programming until the fee is paid. If you become a repeat offender (**3 instances**), your scholar will be exited from our after school academy.

After Care

- There will be a snack fee of **\$20 per scholar/siblings** that is due the first of every month. A healthy snack donation (**serving size for 40 scholars**) can be an option if families can't provide the snack fee and is also due the first of every month. All fees are to be paid online in the **Parent Portal. No Cash Payments will be accepted.**

QR to Pay

After Care **Interest** Form Link available [[here](#)] and in [family portal](#)

Field Trip Authorization Form

Frequently Asked Questions

What is the transportation for the field trips?

- Transportation varies for all trips. On the authorization form, you can select which modes of transportation you agree to for your student.

Who is in the lead chaperone for the trips?

- All trips will have at least **one admin**. Trip chaperone’s will vary. Families will receive communication the week of the trip.

Will parents be notified prior to the date of the trip?

- ALL students eligible for the upcoming trip will have a letter sent home to families with **detailed information** on the location.

How will discipline be handled?

- *Students must adhere to the SJS rules while on the field trips. Any behavior that is not aligned will result in trip privileges being taken away.*

Will lunch be provided?

- SJS will always provide a school lunch. *Depending on the trip, students can bring money to purchase snacks or food.*

The Social Justice School
Field Trip Authorization Form

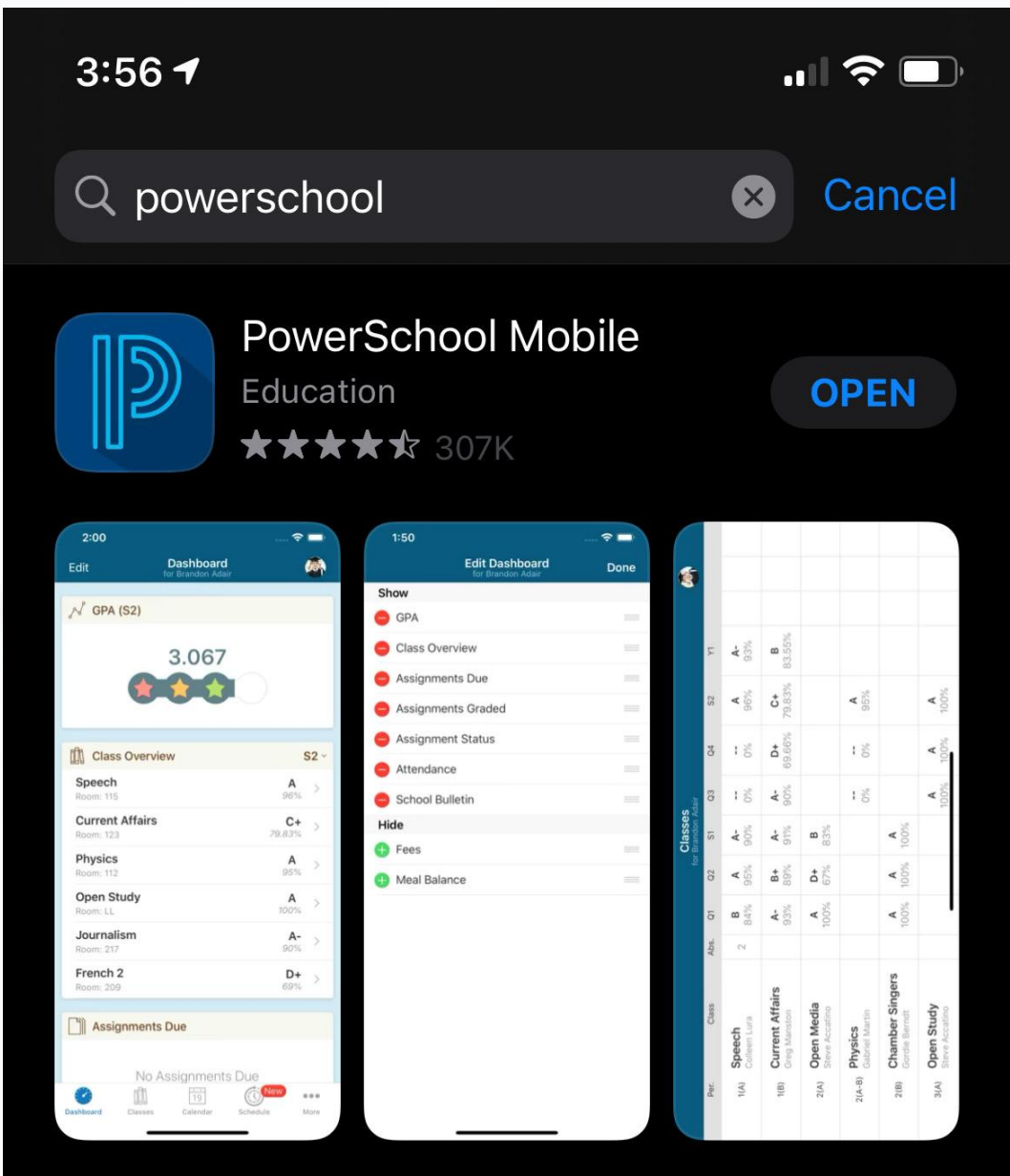


Student Information				
Student Name		Grade Level (select one)	5th	6th 7th 8th
Parent Name		Phone Number		
Does your scholar activist participate in aftercare?		Yes or No		
Select Authorized Mode(s) of Transportation (check all that apply) <input type="checkbox"/> Walking <input type="checkbox"/> School Bus <input type="checkbox"/> Public Transportation <input type="checkbox"/> Commercial Bus Vehicles driven by: <input type="checkbox"/> Staff <input type="checkbox"/> Other Adults				
<div>Parent/Guardian Authorization</div> <p><i>I, as the parent or legal guardian, give permission for the student named above to participate in ALL SJS field trips. I understand that participation in the field trips are voluntary and not always a required part of the school curriculum. I understand that it exposes my child to some risk. I authorize my child to participate in the field trips planned for the 24-25 SY and to be transported by as noted above. I also understand that participation in the field trip will involve activities off school property; therefore, neither The Social Justice School or its employees will have any responsibility for the condition or use of any non-school property.</i></p> <p><i>I give permission for my child (named above) to participate in all SJS Field Trips, within the stated authorization throughout the 24-25 SY.</i></p> <div><div>Parent/Guardian Signature:</div><div>Date:</div></div>				

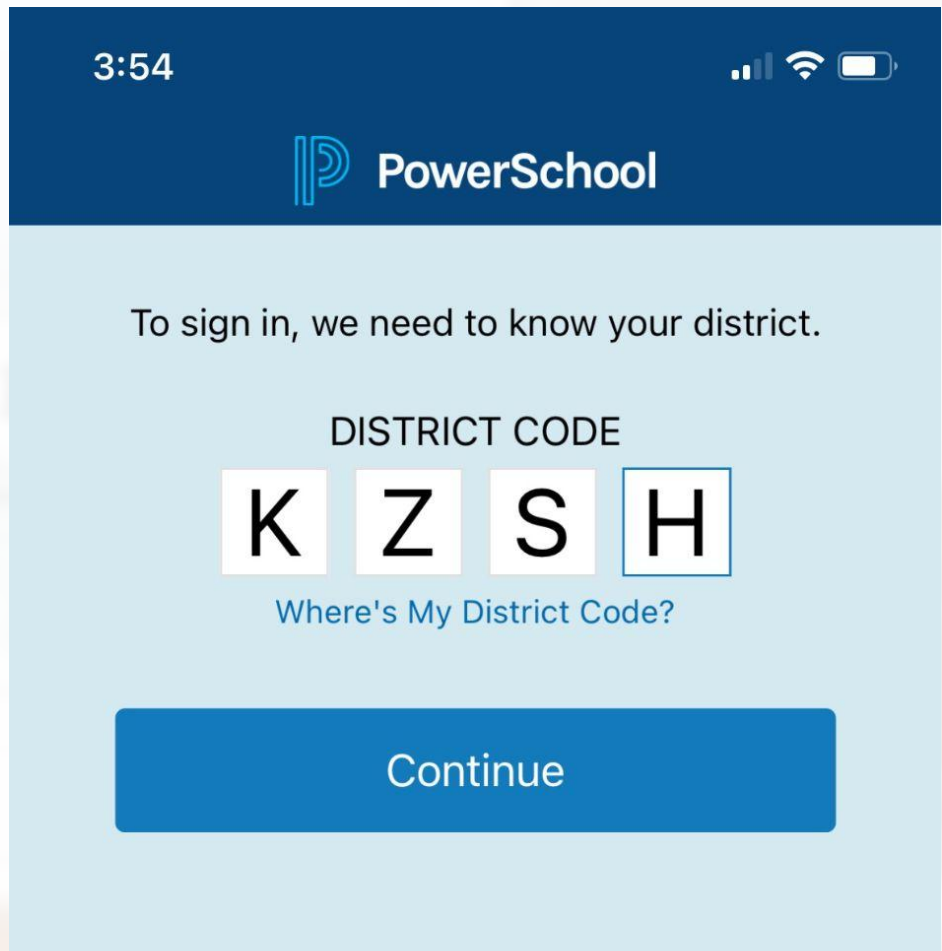


SCAN ME!

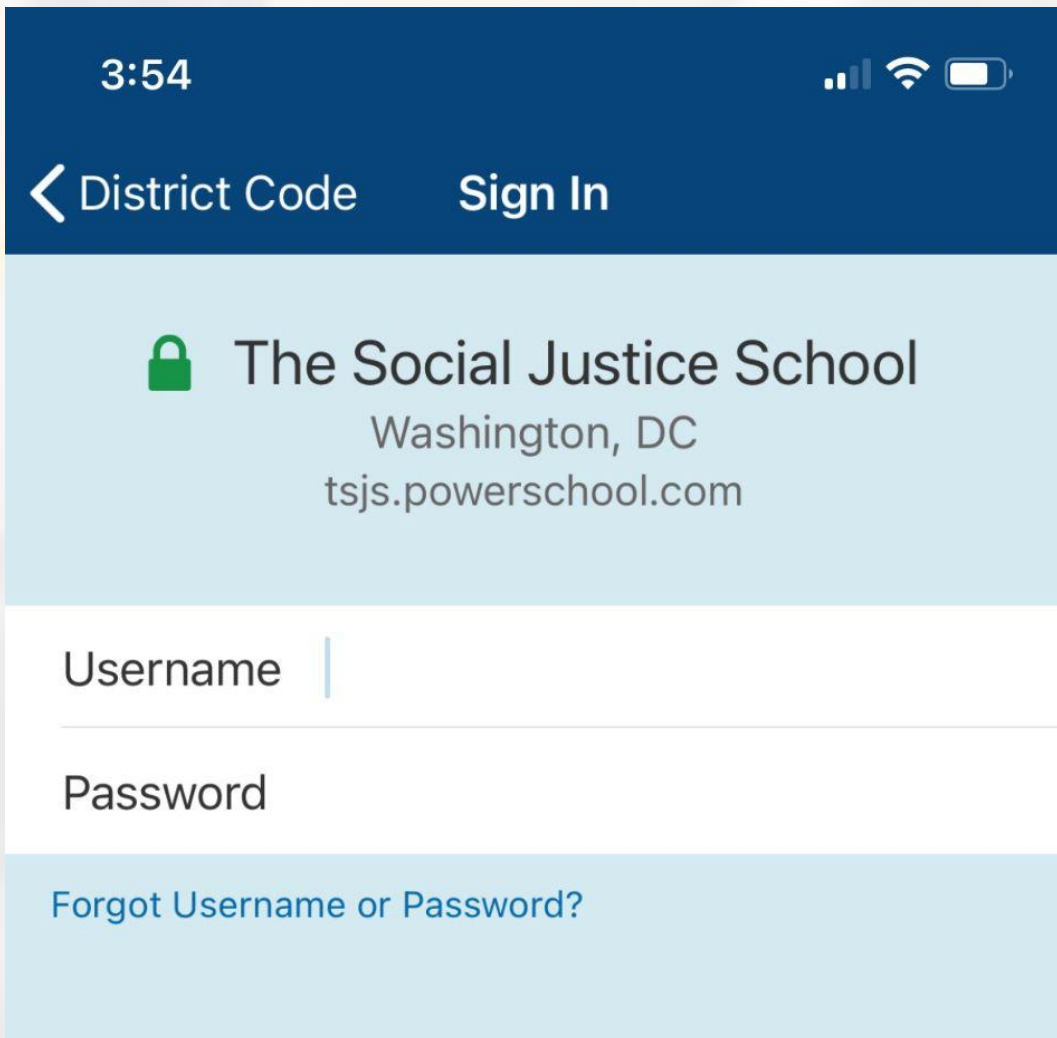
Powerschool Login



Step 1: Download Powerschool Mobile app

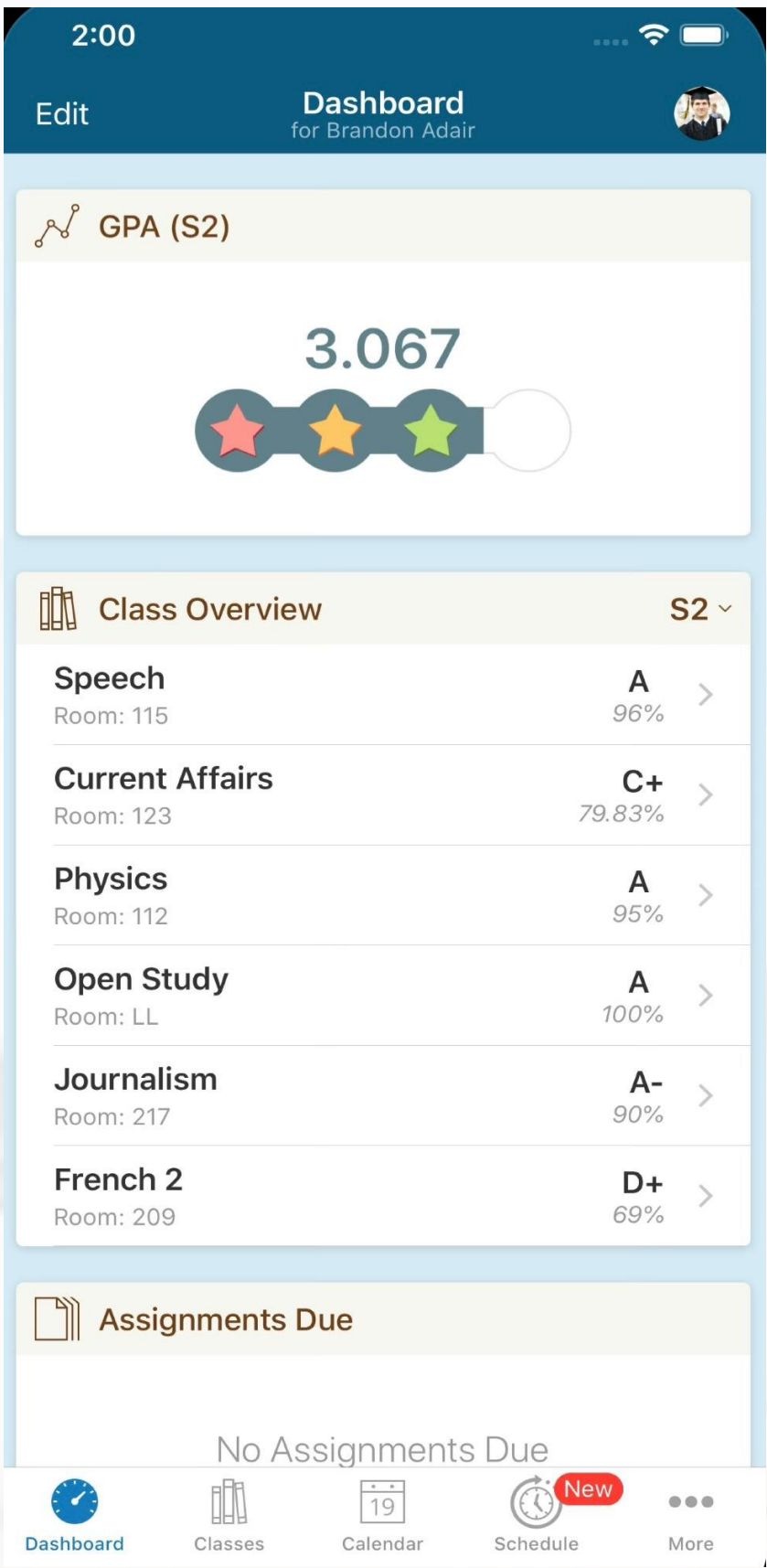


Step 2: Open app & input district code
K Z S H



Step 3: Input your username & password to login

Powerschool Login



Dashboard:

- Overview of all classes
- Customizable
- Notifications of upcoming assignments, late assignments



Class Details:

- Graded assignments
- Flags: Late, Absent, Incomplete, Missing

