

**THE NEXT STEP PUBLIC CHARTER SCHOOL
SCHOOL POLICIES HANDBOOK
SCHOOL YEAR 2016-2017**



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The mission of The Next Step/El Proximo Paso Public Charter School is to provide students who face extraordinary challenges and who are not supported in traditional public schools the opportunity to continue their education.

The Next Step/El Proximo Paso Public Charter School values academic achievement, persistence and responsibility, structure and support, and respect and collaboration.

STAFF DIRECTORY

Management Team

Julie Meyer, Executive Director
Melvin, Taunya, Chief Operating Officer
Arturo Martinez, Day School Principal
Juan Carlos Martinez, Night School Principal
Shelton, Brandi, Director of Student Support Services
Freeman, Melvin – Director of Technology

Day Teachers

Alcazar, Paula – ESL Teacher
Bryson, Jill Social – GED Teacher
Epperly, Alex - ESL Teacher
Castañer, Angel – GED Teacher
Csoma, Jessica – ESL Teacher
Epperly, Alex - ESL Teacher
Espinoza, Marcelo – GED Teacher/Instructional Aide
Henderson, Phyllis - ESL/GED Teacher
Jimenez, Katia – GED Teacher/ Instructional Aide
Minter, Scott - ESL/GED Teacher
Lugo, John Anthony - GED Teacher
Ramirez, Carlos Ruben – GED Teacher
Torres, Josue - GED Teacher
Verastegui, Erick - ESL Teacher
TB - GED Teacher

Night Teachers

Bates, Florenda – ESL Teacher
Carias, Luis – Instructional Aide
Diaz, Bryan – GED Teacher
Jimenez, Miguel – GED Teacher
Markley, Craig – ESL Teacher
Moya, Ana – Science Teacher
Oz-Sinai, Shira – ELA Teacher
Ortega, Ana – ESL Teacher
Reyes, Jacqueline –Instructional Aide
Sassuman, Julieta – ESL Teacher
Spellacy, Katie – ESL Teacher
Thomas, Homer – ESL Teacher
Watley, RauLanda – ESL Teacher
Wesley, Erik – Science Teacher
Williams, Eugenia – SLA Teacher
TBD – GED Teacher

Academic Support Services

TBD – Director of Curriculum and Instruction
Anderson, Shea – Instructional Coach
Flores, Elsa – Night Assessments Coordinator
Guerrero, Angelica – Instructional Coach
Harris, Lily – Director of Assessments
Ingalls, Jennifer – Day Instructional Aide
Newbold, Greg – Day Special Education Teacher
Reyes, Jacqueline – Instructional Aide
Shelton, Fred – Teacher Aide
Sillah, Omar – Special Ed. Coordinator/Teacher
Weissburg, Ariel – Instructional Coach
TBD – Instructional Coach

Student Support Services

Alston, Kia – Night Case Manager
Caballero, Magno – Night Case Manager
Conchola, Sesilia – Day Social Worker
Contreras Diana – Night Attendance and Transportation Coordinator
Gonzalez, Edson – Day Case Manager
Hamadi, Adama – Day Case Manager
Hardy-Gerena, Giuliani – Resources and Enrichment Coordinator
Melgar, Josue – Attendance and Transportation Coordinator
Perez, Roxana – Day College & Career Readiness Advisor
Soto, Vita – Night College & Career Readiness Advisor
Trejo, Lita – Day Case Manager
TBD – Night School Case Manager

Central Office and Operations

Buckmon, Angelica – Night Security Guard
Denny, Gary – Night Custodian
Dobson-Alvarez, Jarolyn – Enrollment Manager
Gage, Mike – Day Security Guard
Harris, Charles – Maintenance Specialist
Lester, Tasliym – Business Manager
Reyes, Jose – Day Custodian
Unger, Charlin – Part-time Assessments Monitor
Santos, Isabel – Day Custodian
Shelton, Teandra – Day Security Guard
Steadman, Kisha – Certified Food Handler
TBD – Receptionist

Data, Analytics & Technology

Glenski, Jennifer – Data and Analytics Associate
Diaz, Lizandro – I.T. Support Specialist
Espinosa Joa, Miguel Angel – Technical Support

Child Care Program (Night School only)

Ochoa, Maribel – Child Care Program Supervisor

Zelaya, Fidelina – Child Development Associate

Velasquez, Glenda – Child Development Associate

Nunez, Yarisá – Child Development Associate

Rivera, Dora – Child Development Associate

SCHOOL CALENDAR

The Next Step Public Charter School operates year round and is divided into two semesters and a summer session, which is an extension of semester 2. Refer to The Next Step 2016 – 2017 school year calendar for a listing of holidays, breaks and early dismissals. (Appendix A)

ENROLLMENT POLICIES

The Next Step does not discriminate on the basis of a student's race, color, religion, immigration or citizen status, national origin, language spoken intellectual or athletic ability, measures or achievement or aptitude, sexual orientation, or disability.

Enrollment is free to all students who are residents of the District of Columbia and are between the ages of 16 and 24. Students who are not DC residents will be required to pay tuition.

We enroll twice a year, once each semester. A public lottery is held after the closing of the enrollment period if there are more applicants than spaces available. Students not admitted each semester will be placed on a waiting list in the order of completion of enrollment package.

ACADEMIC POLICIES

Academic Program

The Next Step is a free GED test preparation public charter school open to all residents in the District of Columbia, ages 16-24. The Middle States Association of Colleges and Schools: Commissions on Elementary and Secondary Schools has accredited The Next Step PCS. Students who enroll can choose to register to take the GED test preparation in English or Spanish, or they can enroll to take English language classes. A student is said to have completed our academic program when he or she has passed the official GED Exam, given by the GED office. For English Language learners, a student does not have to pass a particular test to complete our program, but has to demonstrate English Language dominance in four domains: Speaking, Listening, Reading and Writing, after completing level 6, our highest level.

Incoming Students

Upon matriculation, incoming students are tested using the Test of Adult Basic Education (TABE), and are placed in one of six NRS levels depending on their academic skills in reading and mathematics. NRS levels are determined by the National Reporting Service (NRS) for adult basic education. Non-native English speakers are tested for English proficiency and placement using the Test of Adult

Basic Education – Complete Language Assessment System – English (TABE CLAS-E). Once an NRS level is determined, students are placed accordingly.

Student Placement and Promotion Chart

TABE SCORE	NRS LEVEL	TNS LEVEL
0 to 1.9 GE	1	Basic
2 to 3.9 GE	2	
4 to 5.9 GE	3	Intermediate
6 to 7.9 GE	4	
9.0 to 10.9.9 GE	5	Advanced
11.0 to 12.9 GE	6	

CLAS-E SCORE	NRS LEVEL	TNS LEVEL
0 - 394	1	Beginning
395 - 441	2	
442 - 482	3	Intermediate
483 - 514	4	
515 - 556	5	Advanced
557 - 600	6	

Course Offerings

The Next Step offers the following courses each semester for GED English test preparation, GED Spanish test preparation and, and English for English Language Learners:

English Language GED Track	English for English Language Learners	Spanish Language GED Track
GED English Language Arts - Levels 1, 2, 3, 4, 5/6 GED Mathematics - Levels 1, 2, 3, 4, 5/6 GED Science - Levels 1, 2, 3, 4, 5/6 GED Social Studies - Levels 1, 2, 3, 4, 5/6	Beginning: ESL 1 – Beginning Literacy ESL 2 – Low Beginning Intermediate: ESL 3 – High Beginning ESL 4 – Low Intermediate Advanced: ESL 5 – High Intermediate ESL 6 – Advanced (Levels may be combined)	GED English Language Arts - Levels 1, 2, 3, 4, 5/6 GED Mathematics - Levels 1, 2, 3, 4, 5/6 GED Science - Levels 1, 2, 3, 4, 5/6 GED Social Studies - Levels 1, 2, 3, 4, 5/6

Standards-Based Grading

The Next Step uses standards-based grading to evaluate student progress. A standard describes what a student must be able to do to prove he or she can master a specific skill at a particular level of difficulty. The Next Step curriculum is based on the 2014 GED Standards, and the Test of Adult Basic Education Skills, with a focus on the most important skills necessary for passing the GED and being ready for college or career training. For students who only choose English language as their core focus, the curriculum is based on the Test of Adult Basic Education Complete Language Assessment System - English skills.

As part of measuring student progress students will receive both formative and summative assessments to determine how well they are meeting the standards of their level of placement.

Proficiency Levels

Students are evaluated on a scale of 1 to 4 for each standard. A student must be able to meet a standard at a level 3 or above before moving to a more difficult standard. The table below describes what the scores mean.

1	2	3	4
Student has partially met the standard <i>with help</i> , but needs more practice to become independent.	Student has partially met the standard and needs more practice on it.	Student has met the standard and is ready for more difficult work.	Student has exceeded the standard and is already working at a higher level.

Progress reports indicate which standards students have mastered at a particular level, and which standards need more practice. All grades are entered in Schoology, the grading system where all grades are kept, and from which progress reports and final report cards are generated and handed to students each semester, and at the end of the year. Teachers are required to measure each standard or skills for mastery, and are required to record between one and three items measured under each standard or skill taught in class.

Feedback

Students at the Next Step receive feedback on their progress in several ways. Each student meets regularly with his/her teachers to review performance data.

Monthly Progress Updates

- Class grades / how well the student is meeting the standards of the step
- Missing assignments
- Attendance data, including absences, tardies and early dismissals
- Criteria for moving to the next level

End-of-Semester Progress Reports

- Data from pre and post-tests: TABE, CLAS-E, GED Ready and other standardized assessments
- Report card with final grades: how well the student met the standards of each NRS level
- Attendance data, including absences, tardies and early dismissals
- Placement for next semester

Assessments

The Next Step tracks student progress on various standardized assessments each semester. All students take the Test of Adult Basic Education (TABE) in English or Spanish. Students in levels 5/6 take the the GED Ready and Official GED Test. English Language Learners take the TABE Complete Language Assessment System – English (CLAS-E) as well as the W-APT and WIDA ACCESS Test. In addition to subject-specific classroom assessments, teachers determine student levels using adaptive computer-based assessments, such as Achieve3000 for reading and Kahn Academy and ALEKS for math.

Formative assessments include assignments such as quizzes, homework, classwork, journal entries, and class discussions. These are intended to provide the student practice in using new skills as well as feedback for teachers to adapt instruction.

Summative assessments include tests, projects, presentations, portfolios, or essays. These assignments demonstrate what a student can do individually after abundant instruction and practice.

Promotion

Students at the Next Step are supported in learning at their own pace. Students have the opportunity move up each semester if they meet the following criteria:

- Demonstrate NRS level of the target level as evaluated by the TABE tests

*ESL NRS level does not affect promotion in Spanish language content courses

CODE OF CONDUCT

The Next Step adheres to the Code of Conduct to support our values: Academic Achievement, Persistence and Responsibility, Structure and Support, and Collaboration and Respect. (Appendix B)

Violations of the code of conduct are handled using Restorative Practices in line with the severity of the infraction(s). Restorative Practices are preventative in nature, are used to repair harm done to the school community, and consequences are considered according to the code of conduct. Students with and without disabilities follow the same code of conduct; their disabilities are considered when addressing the code of conduct violation. The sequence of interventions upon code of conduct violations is as follows:

- I. In-class intervention by the teacher
- II. Out-of-class intervention by the teacher
- III. Restorative circle with principal with a written agreement
- IV. Student Support Team meeting
- V. Student Support Team meeting with behavior/attendance intervention plan
- VI. Community conference, suspension, or expulsion

Each potential infraction that would warrant any intervention above (I to VI) is listed on the Code of Conduct (see Appendix B). In most cases, issues are resolved with a restorative circles, community conferences, and or with written agreements before relying on suspensions or expulsions.

Suspensions

In the spirit of using restorative practices, the school refrains from suspending students. Students are sent home for the day, only when they refuse to participate in a restorative conference after they have committed an infraction. They can return the next day and must engage in a restorative conference with the principal before re-entering class. After returning, the students must agree to

repair the harm they caused, and it's up to them to come up with the solution. It can be apologizing for committing an infraction or agreeing not to do it again.

Expulsions

The Next Step takes the safety of students and staff very seriously. The only time an expulsion is considered is when:

- Students directly threaten the safety of students and staff and refuse to engage in a restorative conference
- Students physically assault another student or staff member
- Students continuously show up under the influence of illegal drugs or substances, or engage in the buying or selling of illegal substances in school property
- Students continuously display gang-related behavior or paraphernalia; actively engage in recruitment for their gangs, or cause harm to others as a result of proven gang-related activity on campus

After a decision is made to expel a student, an appeal process is available to students and parents/legal guardians that do not agree with the consequence. They must request a meeting with the principal to appeal the decision. If the principal is not available, the students and parents/legal guardians can request a meeting with the designee of the principal. The case is then presented to an appointed official outside of the school, who is familiar with restorative practices, and he or she will make the determination to apply the consequence or to withdraw the consequence.

If the results of this appeal are not satisfactory or seem unfair to the student, parent/legal guardian, they can request a meeting with the Executive Director for further consideration.

ATTENDANCE POLICY

Attendance Policy

Strong attendance at The Next Step is vital to academic success. We expect students to come to school on time every day ready to learn to achieve their goals.

There is evidence that a direct relationship exists between attendance and academic success. The more students are present, on time and in the classroom, the more opportunities they have to achieve their goals. We also understand that from time to time it is necessary to be out of school. The attendance policy outlines expectations related to daily attendance, tardiness and accountability related to absences for both day and evening programs.

Attendance Procedures

Day Program

A full school day schedule at The Next Step is 9:00 am to 3:00 pm, Monday through Friday. Students are required to be present during the full school day, which is defined as the entirety of the instructional hours regularly provided on a single school day. At The Next Step that is 6 hours, from 9:00 am to 3:00 pm. A part time day schedule is available for adult students on the ESL track only, from 9:00 am to 12:00 pm. Both full and part time students are required to be in class by 9:00 am. All students that enter the building are checked for uniform compliance and required to pass through security. Students are required to sign-in daily to verify attendance. Students who fail to sign-in will be counted as absent and that absence will be documented as unexcused. Students are not permitted to sign-in for other students who may be late or absent.

Students who are not in class by 9:00 am are considered late to school and must sign-in with the registrar in order to obtain a tardy pass indicating their time of arrival. This pass allows them entry into class. The registrar documents and tracks the number of late days a student has accumulated. Students who have arrived late are offered a school issued breakfast. Students are given 10 minutes to eat breakfast in the cafeteria and are then expected to report to class. Teachers collect tardy passes and document tardiness in Schoology. Teachers integrate late students into class.

Adult students who arrive after 9:15 am (or 6:15 pm for night school) will be considered tardy and will be given a warning the first time they arrive late. The second time they arrive late, a restorative conversation will take place with the attendance and transportation coordinator or with the principal. Subsequent tardies will result in the student being sent home for the day. On the 10th tardy a restorative conference will take place and an attendance contract will be drafted.

Evening Program

The Next Step evening program schedule is 6:00 pm to 9:00 pm, Monday through Thursday. Students are required to be on time and in class by 6:00 pm. All students that enter the building follow the same security and uniform procedures as the day program.

Students who are not in class by 6:00 pm are considered late to school and must sign-in with the registrar and obtain a tardy pass indicating their time of arrival. Late arrivals for evening students are tracked and documented in accordance with the day program. Students who have arrived late are offered a school issued dinner. Students are given 10 minutes to eat dinner in the cafeteria and are then expected to report to class. Teachers collect tardy passes and document tardiness in Schoology. Teachers integrate tardy students into class.

Early Dismissal

Day and Evening Programs

Students are expected to be in school from 9:00 am to 3:00 pm (full time, day), 9:00 am to 12:00 pm (part time, day) or 6:00 pm to 9:00 (evening) unless they have an Early Departure Pass. Students under the age of 18 must have permission from their parent or guardian to be granted an early departure from school. Students who request early departure for an appointment or due to illness must get an Early Departure Pass from the registrar and sign out. The registrar documents the reason for leaving early and signs the pass. Students show the early departure pass to the receptionist and/or security staff as they exit the building.

Adult students may request an early dismissal pass for an official purpose, as detailed under “Excused Absence” below. If he or she leaves for any other reason (i.e. work, or other inexcusable reasons) their departure will be counted as an unexcused absence. **Adult students** who leave earlier than 2:45 pm, without an excuse or without an early dismissal pass will be given a warning. The second time, they will engage in a restorative conversation with the attendance and transportation coordinator or the principal. When the student reaches 10 early departures, without an excuse, a restorative conference will be held and a contract will be drafted.

Attendance Interventions

All staff are responsible for encouraging daily school and classroom attendance and the ATC is responsible for ensuring attendance interventions are implemented consistently to support student attendance.

Intervention Process

**** See table**

Absences

For students who are considered minors (under the age of 18), parents/guardians are encouraged to notify the school of pre-arranged appointments as soon as the dates of such appointments are known. Students who are 18 years old or older are encouraged to follow the same protocol for themselves.

A written or officially issued note providing the dates of and reasons for the student’s absence is required within **two (2)** days of the student’s return to school. The purpose of the note is to determine whether or not the student’s absence is excused or unexcused. The Attendance and Transportation Coordinator (ATC) will determine whether the absence is excused or unexcused based on whether or not the student provides valid documentation upon his or her return. See excused and unexcused absences below.

If a student leaves school without permission, or if he or she fails to return to school after lunch, the parent/legal guardian will be notified, and a restorative conversation will need to take place before the student is allowed back in class.

If an **adult student** leaves school without permission, or if he or she fails to return to school after lunch, the student will be counted absent. A restorative conversation will take place before they are allowed back in class.

A. Excused absence means that the student has a formally written document that speaks directly to the date(s) he or she was absent and that document has been submitted to the ATC within two days of his or her return to school. The following conditions represent acceptable reasons for a student's absence to be considered as excused:

- **Illness** – When a student is unable to attend school due to an illness, a note written by the student (age 18 or older), by the parent/guardian (under age 18), or by a health professional documenting the illness is required.
Note: An adult student may only write up to 10 excuses due to illness; otherwise a doctor's note is required.
- **Chronic/Extended Illness** – For students who are absent due to chronic illness, a disability, maternity leave or because of a need for homebound services, the adult student or parent/guardian must complete a **Chronic/Extended Illness Notification Form** with the principal at the beginning of enrollment into The Next Step or upon the onset of the student's condition that affects regular attendance. Documentation from a physician or healthcare provider is required.
- **Prearranged Appointments** – For appointments with the court, social services or other state agencies and appointments with health care providers, official documentation must be presented to the ATC.
- **Family Death or Emergency** – For absences because of a death in the family or an emergency beyond the family's control, the adult student or parent/guardian must notify the school and provide documentation for the absence(s).
- **Religious Observances** – Absences due to observances of religious holidays should be prearranged by the adult student, or parent/guardian and the ATC notified.
- **Exceptional Circumstances** – The principal may approve prearranged absences for situations in which an exemption from attendance appears to be in the best interest of the student and his or her family:

- Severe injury
- Moving to a new residence (including unexpected homelessness)
- Travel due to adjustment of immigration status
- Passport and/or identification renewal

Prior to the student's absence, the **adult student** or parent/guardian must complete the ***Request for Exceptional Circumstance to Attendance Form***. The adult student or parent/guardian will document the rationale for the absence and date(s) of absence. The principal will provide the approval or non-approval on the form. In documented extenuating circumstances, the principal may approve an absence after the fact as exempt from the sanctions of the attendance policy.

For those circumstances which cause the student to be absent and prior request for approval is not possible, the adult student or parent/guardian must complete the ***Request for Exceptional Circumstance to Attendance Form*** within **two (2)** days of the student's return to school.

B. *Unexcused Absence* means that a student has failed to report to school and/or provide proper notification or documentation to the principal or ATC. **Adult students** may write up to 10 notes, for up to 10 unexcused absences, to excuse each absence, each semester. Any subsequent note for an unexcused absence will not be accepted, and the absence will count against the student's overall cumulative absences.

The following explanations (not exhaustive) will not be accepted as excused absences:

- Running late to school
- Failure to attend or departing field trips without permission
- Work obligations
- Childcare of siblings or extended family members

When students who are under 18 years of age are absent without an excuse between 10 and 15 school days, the attendance monitor alerts their case manager who refers them to a community-based agency.

When a student reaches 15 unexcused absences and is under 18, the attendance and transportation coordinator sends a referral form with the appropriate documentation to the Court Social Services Division of the Superior Court of the District of Columbia and the Office of the Attorney General (OAG) Juvenile Section DC Superior Court and The Next Step waits for court intervention before withdrawing, consistently following up with the student and their parent to encourage attendance. Withdrawing or unenrolling a student of compulsory school age (under 18) will not take place, unless the student has accumulated 20 consecutive unexcused full days of school.

When an **adult student** over 18 reaches 10 unexcused absences, the attendance and transportation coordinator makes a recommendation for withdrawal. If the student is non-attending and reaches 10 unexcused absences, the attendance and transportation coordinator makes a recommendation for withdrawal and sends a letter home to the student stating that they have been withdrawn. Students withdrawn due to excessive absences are welcome to reapply for the following semester and they start the new semester with an attendance support plan.

Uniform Policy

I. Purpose

The Next Step PCS believes that a safe and disciplined learning environment is the first requirement of a high performing school. The implementation of school uniforms will promote respect for oneself and others, build school spirit, and ensure that our students have a visible presence and participation in The District of Columbia and the surrounding metro area. The wearing of uniforms by students will help lessen the impact of socioeconomic differences. In addition, it allows for identification of intruders on campus and encourages students to concentrate on learning rather than on what they are wearing.

II. Information Dissemination

The Next Step will communicate with students, parents/guardians and staff concerning updates on the uniform policy by providing an updated uniform policy, or by letter.

III. Uniform and Appearance

The Next Step requires that students wear the school uniform (a black polo shirt with the school's logo) while in school. Students have the option of wearing either a pair of khaki pants or denims/jeans (see Rules for Uniform below). There is no requirement that specifies what kind of shoes or belts students should wear. In addition to being required to wear school uniforms, all students are to be dressed appropriately for school and school activities.

A student's dress and/or appearance will:

- Support, not disrupt, the learning environment
- Constitute no threat to health or safety
- Be tasteful and refrain from being provocative or obscene
- Reflect practices of good hygiene and cleanliness

IV. Exceptions

Reasonable consideration shall be made for those students who, because of a sincerely held religious belief or medical reason, request a waiver of a particular guideline for dress or appearance. The waiver request shall be in writing from the parent/guardian or student and approved by the principal and/or principal's designee on an annual basis. In considering a waiver request, the principal and/or principal's designee have the right to request additional documentation from medical officials and/or religious leaders.

The principal shall make reasonable accommodations when students are involved in special duties, activities, or projects approved by the school. This would include but not be limited to athletics, career and technical education, special events, and other activities that require non-conforming dress in school or during a school-sponsored event.

V. Financial Considerations

The Next Step will provide, free of charge, two polo shirts to each student, upon enrollment. Students may purchase additional shirts at retail price from the school. Additional shirts can be purchased from the receptionist at the front desk (debit cards, credit cards, or cash will be accepted. No personal checks will be accepted).

VI. School Expectations

The staff at The Next Step PCS will implement the school uniform and appearance policy in a manner that is age and developmentally appropriate. Students shall wear the school uniform in a manner that is neat, clean, properly fitted, age-appropriate and suitable for the learning environment.

VII. Rules for Uniform

Shirts:

- Shirts must be solid black polo with the school logo (sizes available are small, medium, large and extra large)
- With the exception of school-approved logos, shirts may not have insignias, logos, labels, words, or pictures
- Shirts must be appropriately sized
- Shirts shall be long enough to cover the midriff when sitting or standing. Furthermore, shirts must cover the chest and back so the chest and the back of the body are not inappropriately exposed

Pants and Undergarments:

- Khaki pants, skirts, skorts, jumpers, capri length pants, shorts are acceptable; students can opt for wearing denims or blue/black jeans instead of khaki pants, etc. No other color bottoms are acceptable. The length of these articles of clothing shall be **no shorter than three inches** above the top of the knee when standing
- Khaki pants, skirts, skorts, jumpers, capri length pants must be free of graphics and embroidery. With the exception of small labels, they may not have insignias, logos, words, or pictures
- Clothing must be appropriately sized. No baggy or sagging pants or shorts will be allowed. No “low rise” clothing will be allowed
- Khaki pants, skirts, skorts, jumpers, capri length pants must be worn with the waistband at or above the hipbone
- Leggings and footed tights may be worn only as an accessory under skirts, skorts, dresses, shorts, pants, or capris that meet uniform requirements
- No jeggings will be allowed to replace pants, etc.
- Undergarments may not be visible at any time. Students may wear t-shirts or camisoles under uniform shirts and long-sleeved shirts when the weather is cool
- Clothing shall be worn appropriately (not inside-out or backwards; no rolled up pants legs, etc.)
- No see-through or mesh clothing that will reveal the body or will reveal undergarments shall be allowed

Headwear, hats and other accessories:

- No headwear and no sunglasses shall be worn inside school building
- No bandanas shall be allowed
- Only school activity buttons approved by the principal may be worn on a student’s school uniform.

VIII. Change of uniform color:

The color of the current uniform is black with The Next Step PCS logo. Additional colors may be suggested for future use. However, before the change is considered, 70% of the voting students and parents/guardians (for under age students) must support the proposed changes before they are recommended to the management team.

IX. Enforcement:

All of The Next Step PCS staff shall ensure that the uniform policy is enforced in a consistent manner and require the student and the student’s parent or guardian to take appropriate action to remedy situations determined to be in conflict with this policy.

Students entering the building without school uniform (shirt or pants) will be asked to wait at the lobby. The security guard will inform the principal and the principal will take appropriate action, as follows:

Disciplinary action:

1. **First Infraction:** Students shall be informed that they have violated the policy. They will be given an over-sized Next Step Shirt before being allowed to go to class. They must keep that over-size shirt on until the end of the school day. They must return the shirt to the principal or to the receptionist before exiting the building.
2. **A second Infraction:** Students will be informed that they have violated the policy for the second time, and they will be sent home to change and will have the opportunity to come back with adequate attire. They will be given the opportunity to change into acceptable clothing by calling a parent/guardian/family member/friend to bring acceptable uniform shirt, or other relevant clothes to the student, while s/he waits in the principal's office. If no one can be contacted to help the student, the student will be sent home.
3. **A third Infraction:** A third infraction of the policy may be considered as defiance, and a restorative conference will be held.
4. **A fourth (and additional) Infraction:** A fourth or additional infraction of the policy may be categorized a serious offense and the student may be excluded from participating in certain school activities. A fourth infraction will be a sign that the student does not want to connect with the school community. A community conference will be held and a contract will be drafted. If student doesn't follow the contract, they may be withdrawn from the school.

Copies of the school uniform policy shall be made available to students and parents/guardians upon enrollment.

ATTENDANCE INCENTIVE PROGRAM

The purpose of the incentive program is to have strong attendance and reach the goal of 80% attendance individually and 80% as a school. Students will be recognized for having perfect attendance weekly and by semester. Students that have perfect attendance for the week will be recognized at the Monday Community Meeting. Their names will be called and one name will be pulled out of a hat to receive a \$20 gift card. The prizewinner must be present to receive the gift card and names will be pulled out of the hat until the prizewinner is present.

Students that have perfect attendance for a semester will receive \$100 at the opening Community Meeting of the following semester.

PASS POLICY

The purpose of the pass policy is to ensure that students transition smoothly from one place to another and staff can recognize where they are going to optimize the time in the classroom.

Tardy Pass

Students that come to school after 9:00 am or after the beginning of a class period need to get a tardy pass from the registrar before going to class. During each class period, throughout the day, students who are late to class will be given a warning the first time they arrive after the second bell. The second time they arrive late, the teacher will have a restorative conversation. The third time a student shows up to class late, after the second bell rings, they will be sent to the principal. A restorative conversation will take place between the student and the principal, and the student will be sent home. The next time a student shows up late, after the second bell rings, a restorative conference and a contract will be drafted.

Early Departure Pass

Students that need to leave early will get an early departure pass from their case manager. Students cannot leave the building without a pass. Students need to ask for a pass in the morning upon arrival or during lunch and they must provide a valid reason for leaving early. The case manager will document the reason and will give the student the early departure pass. Students will show the pass to the registrar when leaving and the registrar will document the early departure and the student will give the pass to the receptionist and/or security staff before exiting.

Student Support Pass

Students that need to see a case manager or counselor during class time due to an emergency or are sent to a case manager or counselor must ask the teacher for a case manager/counselor pass. The teacher will write the students name, reason for referral, and time. The student will give the pass to the case manager or counselor and he/she will write the return time, sign the pass and will tell the student to give the pass to the teacher when they return to class. The case manager or counselor will document the visit.

Office Referral Pass

Students that need to see the Principal or registrar during class time or are sent to the Principal must ask the teacher for an office referral pass. The teacher will write the students name, reason for referral, and time. The student will give the pass to the Principal or registrar and he/she will write the return time, sign the pass and will tell the student to give the pass to the teacher when they return to class. The Principal will document the visit.

TRANSITIONS

The transitions program is designed to help Next Step students and alumni make and implement short and long-term plans for post-secondary and vocational paths. A full-time transitions specialist provides guidance on college, employment and vocations, and helps students access financial resources to continue their education.

CASE MANAGEMENT

Case managers complete an in-depth needs assessment of each student to evaluate what social, physical and emotional supports will enable the student to grow academically. Case managers connect students with and help students navigate social services.

YOUNG PARENT PROGRAM

The Next Step supports expecting and parenting students through academic and extracurricular programs as well as pregnancy support and parenting classes. The aim of the program is to increase academic success, improve graduation rates and prevent subsequent unplanned pregnancies.

FOOD PROGRAM

The Next Step provides a free breakfast, lunch and dinner program in accordance with Federal Law and the U.S. Department of Agriculture (USDA) policy. (Wellness Policy Appendix C)

RESTORATIVE PRACTICES

The Next Step uses restorative practices to build community, to have open dialogue, to repair harm when conflict occurs, and to increase academic achievement. Restorative practices provide a structure to solve problems between two parties, or when trouble arises in a classroom or in the school community. Restorative practices strategically involve a process for people to come together, face to face, to discuss problems that arise and to agree on how to make things right. Restorative practices do not replace the code of conduct, but they emphasize a process during which students are held accountable for code of conduct violations, and offer a chance for them to repair the harm they have inflicted upon each other and upon the school community.

The Next Step also use restorative practices in its classrooms to build relationships and trust, and to allow learning to take place more effectively. Restorative practices can take different forms, in a continuum, such as proactive

circles, content circles, responsive circles, restorative conversations, and community conferences.

- **Proactive circles** happen inside and outside the classroom. They promote communication and bonding as a community.
- **Content circles** can be used in the classroom to introduce a theme or to debrief a unit. Special topic circles can address issues such as gender, race, or bullying. Healing and celebration circles support collective processing of significant events such as death. Circles support a more productive learning environment by generating shared values, understanding, and empathy. They also build emotional literacy, as well as communication and listening skills.
- **Responsive circles** are used to respond to conflict between two or more people, or within the classroom or school community.
- **Restorative conversations** are used to repair harm. Conference mediators use the questions below to address the problem and everyone involved in the conflict participates and arrives at an agreement.
- **Community conferences** take place with more serious incidents. It is a voluntary one-time circle meeting convened by an outside facilitator that may include students, parents, school staff, and others affected by an incident – anything ranging from fights and bullying to truancy and student-teacher problems. The questions below are used in community conferences and those involved create an agreement to repair the harm.

The above are a few examples of how restorative practices are used. There is more to it than shown here, but overall these practices help to create a sense of belonging within a community and help reduce suspensions and expulsions. The process is voluntary and students and staff may opt out from using restorative practices and instead rely on using traditional disciplinary actions according to the code of conduct and or the employee handbook.

The following restorative questions are used in restorative practices in order to make things right:

To respond to challenging behavior

- What happened? What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

To help those harmed by other's actions

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

DE-ESCALATION PROCEDURE

Staff needs to think preventively in their approach to potentially difficult situations. The first sign of a problem between two or more students will result in removal from the classroom or group. Staff should mediate the situation if possible, and students will be warned that if the behavior continues they will be asked to leave the classroom or group for a period of time determined by staff. If students are off site and mediation needs to occur, staff will escort students back to school and /or school staff will pick students up to take them back to school.

If a physical fight occurs, staff member(s) should try to stand between students, guiding them in opposite directions. Other staff members should guide remaining students away from the situation. If a student will not walk away, a staff member should try to stay in front of him or her as other students are guided away. Staff should block students and try not to touch students. Students involved in the fight need to attend a community conference before returning to school. If students in the groups are provoking and encouraging the situation, they, in addition to the students directly involved, will participate in a community conference.

STUDENT SUPPORT TEAM

The Student Support Team meets regularly to support students whose attendance, behavior, or academic needs are affecting their performance. The team consists of teachers, parents or guardians, counselors, administrators, case managers and other support staff who meet with the individual student to identify strengths and concerns, and create an intervention plan.

Reasons for referral:

- Teacher referral for behavioral concerns, or three or more office referrals
- Teacher referral for academic concerns or suspected learning disability
- Attendance concerns

Responsibilities of SST Team Leaders:

- Facilitate SST meetings, with time for positive feedback, concerns, and strategies
- Assemble data for the meeting, including:
 - Attendance record of absences, late arrivals, and early dismissals
 - Discipline record of write-ups or suspensions
 - Test scores and classroom performance
 - Team member observations, concerns, and strategies tried
- Decide next steps and set date to reconvene
- Create behavior plans and contracts
- Communicate results of meeting to teachers, parents and staff

Responsibilities of all SST Members:

- Meet promptly at designated time and place for meeting
- If you can't attend, inform the SST Coordinator and try to designate a replacement
- Be prepared to give specific and constructive feedback about the students you work with

Responsibilities of Classroom Teachers:

- Keep data (attendance, classwork, observations) on students of concern and communicate your concerns with colleagues and the SST Coordinator
- Keep up to date on which of your students are in the SST process
- Implement interventions consistently
- Keep data on effectiveness of interventions

Responsibilities of Case Managers:

- Participate in SST meetings for students on your case-load
- Be prepared to give specific and constructive feedback about the students you work with
- Follow-up with SST recommendations for interventions such as counseling, health care, court referrals, or home visits
- Give regular updates about students on your case-load to SST members and teachers
- Manage behavior plans

(SST Flow Chart Appendix D)

FIELD TRIP POLICY

Field trips are opportunities to enhance or introduce a curricular theme. Field trips require preparation and follow up. Students who miss the preparation will not be allowed to go on the field trip. The student-teacher ratio should be eight to one, or five to one in more challenging situations. At least one teacher should be designated, prior to departure, to take students who do not follow the rules back to school or stay with students who refuse to return to school. School policies and code of conduct and the rules of field trip destination need to be strictly followed. Teachers will warn students one time if rules are not being followed. More than one warning warrants return to school and subsequent SST meeting. Students who refuse to return to school will need to participate in a community conference before returning to school.

GED EXAM AND GED EXAM POLICY

Eligibility for the GED Program

Based on TABE scores, all students placed in level 5 or 6 across all subjects (math, language arts, science, and social studies) are considered to be a part of the GED program.

2) Student Privacy and MyGED Account Access

The assessments department will assist all GED students in creating accounts via MyGED.com. The assessments department will keep records of each student's login information and will have access to each GED student's account. If the student forgets or changes his or her password, they must notify the assessment coordinator promptly. GED teachers will not have access to students' MyGED accounts, but they do have access to students' score reports via the GED Manager.

3) Documentation

Students will provide the requisite documentation to prove both identity and DC residency via passports, driver licenses, residency cards, etc. The assessments department will manage the collection of these documents and will not share this information with other staff members without the students' consent. Students must turn in all documents by the deadline imposed by the assessments department.

4) GED Ready

Students in the GED program will take the GED Ready practice test in each of the four subjects at the dates/times scheduled by the assessments department. The Next Step PCS will provide funding for these practice tests. No retakes of the GED Ready exam will be offered until the next testing session. Make-up tests for students with excused absences will be offered at the discretion of the assessments department.

5) Official GED

Students who earn a score of 145 or above on their GED Ready test in a certain subject will be eligible to take the Official GED test in that subject. The assessments department will schedule students for their Official GED tests at the DC OSSE GED Testing and Verifications Office. The Next Step PCS will provide funding for the Official GED tests. If a student needs to cancel/reschedule his or her exam for a legitimate reason, he or she should notify the assessments department 24 hours in advance of their exam start time.

On the day of their official GED subject test, students must present a hard copy of their GED Ready results showing a score of 145 or higher in that subject.

6) Attendance

GED students who have not yet passed all four GED subject tests must adhere to the same attendance policy as all other Next Step students. GED students will only be excused from class at the discretion of the assessments department (for example, for official GED testing) and this will be communicated directly to teachers, the registrar, and the attendance monitor in advance. Students who have passed three official GED subject tests are eligible for an abbreviated schedule in order to focus on their remaining subject.

7) Retesting

Students who have attempted an official GED subject test one or two times and wish to re-test are required to wait a period of 30 calendar days before they can attempt the same subject. If a student has attempted the same official GED subject test three or more times, he or she must wait a period of 60 calendar days between subsequent administrations of the same subject test. In all cases of retesting, students must present a hard copy of their GED Ready results showing a score of 145 or higher in that subject that was achieved since the date of their most recent failed attempt.

WITHDRAWAL POLICY

The Next Step works hard to retain all students, but students may be withdrawn from the rolls of The Next Step for the following reasons:

- Excessive absences
- Move from DC
- Transfer to another school
- Family/Personal Problems
- Work
- Expelled
- GED

PARENTAL INVOLVEMENT

The Next Step PCS strives to involve parents and guardians in school activities, decision-making and their children's education, as well as to offer community and educational resources to students' families. The purpose of the parental involvement policy is to encourage parental involvement to increase student's academic successes.

Participating in School Activities

Parents and guardians are welcome to visit The Next Step at any time. In addition, the following structured activities and meetings are scheduled:

- A New Student Orientation session is held at the beginning of each semester to review student policies, including attendance requirements and all rules and regulations as well as opportunities for parent involvement. A copy of student policies, the class schedule, school calendar, and parent handbook is given to parents.
- There is an Open House each semester for parents and guardians to meet teaching staff, case managers, and administrative staff.
- There are parent-teacher-student conferences at the middle and end of each semester to review students' academic progress as well as attendance and behavior data.
- There are special events, including semester celebrations, heritage celebrations, student exhibits and performances and winter, spring and summer graduations.
- There are meetings and communication with case managers, scheduled as needed regarding students' social and emotional health needs, case management needs, and behavior issues. This includes home visits, as necessary. Parents are encouraged to visit school or phone case managers at any time.

Communication

All communications are conducted in English or Spanish, depending on the native language of the family. Most Next Step staff is bilingual. All written communications are in English and Spanish.

- Case managers communicate regularly with parents and guardians by telephone regarding attendance and behavior. Any day a student is absent, the registrar phones the student's residence that morning.
- Case managers will visit a student's home if there is serious attendance, behavior, family or other issue detected, as well as during a student's maternity leave.
- Letters are sent home regarding No Child Left Behind (NCLB), highly qualified teachers, school policies, and school activities.

Policy Making

- Parents and guardians are invited to monthly focus groups for school feedback and evaluation. Parents are actively involved in developing the parent involvement and student policies.
- One parent representative serves on the board of trustees.
- Parents and guardians are asked to fill out a parent satisfaction survey every semester.

Parent Resources and Workshops

- The Next Step parent handbook includes parent resources such as health clinics, where and how to apply for health insurance, immunization centers, dental clinics, food distribution centers, day care centers, mental health resources, and resources for legal and immigration issues

- The Next Step offers workshops for parents and guardians on parenting, understanding teenagers, substance abuse, suicide, anger, depression, peer pressure, family counseling, cultural and religious sensitivity, tenant rights, financial literacy, first time homebuyer opportunities, college access and other topics of concern to parents of adolescents.

Filing a Grievance

In situations in which an a student or parent/legal guardian wishes to bring a complaint or grievance to the attention of The Next Step PCS the following procedure is to be utilized:

1. If a student or parent/legal guardian feels that an issue requires an action or explanation, the student or parent/legal guardian should first discuss it with the principal. This could include a meeting, e-mail or phone call, or any other possible measure aimed at resolving the situation.
2. If the student or parent/legal guardian does not consider the answer or action to be satisfactory within a period of thirty days from the original date of the grievance, the issue must be referred to the Executive Director. The student or parent/legal guardian may also request a meeting with the Executive Director. The decision of the Executive Director will determine the next course of action, and or any final decisions.
3. Agreements will be kept in the confidential files in the Executive Director's Office.

If the complaint is against the Principal:

1. If the situation involves the principal and the nature of the problem cannot be properly discussed with the principal, then the student or parent/legal guardian may discuss the situation with the Executive Director, by following the steps above.

If the complaint is against the Executive Director:

1. If the complaint is against the Executive Directors, the student or parent/legal guardian may contact the Chairperson of the Board of Directors.

Family Educational Rights and Privacy Act (FERPA)

The Next Step adheres to The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). It is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

(US Department of Education)

Attendance Interventions

Number of absences	What to do for staff	What to do when the student returns to school
1st absence	Phone call/Message/E-mail to student by ATC.	Student must have a note to give to ATC to be excused. If no note, ATC pulls student and explains policy.
2nd absence	Phone call/Message/E-mail to student by ATC.	Student must have a note to give to ATC to be excused. If no note, ATC pulls student and explains policy.
3rd absence	ATC informs case manager. Case manager will attempt to contact student or parent and report to ATC.	Student must have a note to give to ATC to be excused. If no note, ATC pulls student and explains policy. 1st warning is signed.
4th absence	START discusses student and case manager reports findings.	Student must have a note to give to ATC to be excused. If no note, ATC pulls student and explains policy.
5th absence	Home visit by ATC.	Student must have a note to give to ATC to be excused. If no note, ATC and case manager pulls student and explains policy. 2nd warning and Intervention plan is signed.
6th absence	Letter sent home (with school and MPD letterhead).	Restorative conference with case manager and ATC.
7th absence	START to discuss	Student must have a note to give to ATC to be excused. If no note, ATC pulls student and explains policy.
8th absence	ATC calls home to remind of home visit, letter, and warning of withdrawal (for adult students).	Restorative conference, with principal, case manager, teachers and ATC. Attendance contract is signed and 3rd warning signed.
9th absence	ATC calls home to remind of home visit, letter, and warning of withdrawal (for adult students).	Student must have a note to give to ATC to be excused. If no note, ATC pulls student and explains policy.
10th absence	START to discuss withdrawal for adult students. ATC calls student to inform of possible withdrawal.	Student must have a note to give to ATC to be excused. If no note, ATC pulls student and explains policy.
11th absence	Adult student withdrawn. Withdrawal letter sent by ATC.	N/A
15th absence	ATC will communicate with family, and send a letter to the Court of Social Services Division and to the Office of Attorney General Juvenile Section.	AFTER THE 20TH CONSECUTIVE ABSENCE, A STUDENT OF COMPULSORY AGE WILL BE WITHDRAWN.



The Next Step Public Charter School

Chronic/Extended Illness Notification Form

Some illnesses that affect students are expected to cause a certain number of absences from school that exceeds the number allowed by The Next Step. In an effort to maximize the academic participation and performance of all students, without adding any unnecessary burdens on families, this form was created. It entitles some students to miss a limited number of days, as expected by the student's doctor or health care provider.

The Next Step realizes that while these conditions do exist, not all chronic illnesses warrant school absences.

Some basic requirements should be fulfilled for this form to be accepted:

1. The student's medical or mental health condition may worsen if sent to school.
2. The student will cause potential harm to him/herself or others if sent to school.
3. The student's condition cannot be improved or controlled by regular, approved and treatment measures, i.e. seizure medicine, pain medicine, asthma prevention medication
4. The student's main physician or healthcare provider is aware of the number of missed days and understands that this is unavoidable in view of the nature of the illness.

Illnesses that will not be excused include but are not limited to: headaches, menstrual cramps, eczema, allergies, ADHD, urinary tract infections, mild and moderate asthma.

Each time a student is absent due to the chronic condition, the adult student or parent must send a note stating that the absence was due to the diagnosed chronic medical condition.

To be filled out by physician:

Patient's/Student's name: _____

Date of birth: _____

Main

Diagnosis: _____

Program: _____

Reason why this patient/student cannot attend school: _____

Has this patient/student been admitted to a hospital this past year for this condition? If so, when?

Is this patient/student regularly followed up with in your office for this condition?

Yes _____ No _____

His/Her next scheduled appointment is: _____ (at least twice a year)

Based on my personal knowledge of _____ and his/her medical condition, I allow him/her to miss _____ days every month, not to exceed _____ days a school year without the need to come to my office on these days.

Name of treating physician _____

Physician contact number _____

Physician signature _____ Date _____



The Next Step Public Charter School

Request for Exceptional Circumstance to Attendance Form

Student's Name: _____

Date of Request: _____

Program: _____

Reason for Absence:

Date(s) of Absence: _____

Full Day: ☐

Part Day: ☐

Time Departing: _____

Time Returning: _____

(Student must follow the school's normal early dismissal and late arrival procedures.)

For absences of up to 3 days per year, the principal may determine whether the absences will be excused or unexcused. This completed form should be submitted to the principal in advance or within **2 (two)** days of returning to school.

For absences in excess of three days, the principal in consultation with the administrative directors will determine if the absences will be excused or unexcused. If the request is for 15 consecutive days or more, the written request should be submitted 2 weeks in advance or within **2 (two)** days of returning to school.

Student Signature: _____

Parent/Guardian Signature: _____

Disposition: Approved: ☐

Disapproved: ☐

Principal Signature: _____

AUGUST/SEPTEMBER				
M	T	W	T	F
8-22 Teacher 8-29	8-23 Staff 8-30	8-24 PD 8-31	8-25 Planning 9-1	8-26 Onboarding 9-2
5	6* ①	7★	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

*All Student Orientation (9-6-16) Instructional Days=19

DECEMBER				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21 ③	22 ④	23
26	27	28	29	30

Instructional Days=15

MARCH				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Instructional Days=23

JUNE				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22 ⑤	23
26	27	28	29	30

Instructional Days=15

Semester 1 Instructional Days = 89

Semester 2 Instructional Days = 89

OCTOBER				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Instructional Days=20

JANUARY				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Instructional Days=16

APRIL				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Instructional Days=15

JULY				
M	T	W	T	F
3	4	5 PD & Planning	6 ⑥	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Instructional Days=18

Summer Session Instructional Days = 21

Total Instructional Days for SY 2016-2017 = 199

NOVEMBER				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23 ②	24	25
28	29	30		

Instructional Days=19

FEBRUARY				
M	T	W	T	F
		1	2	3
6	7 PD & Planning	8* ⑦	9★	10
13	14	15	16	17
20	21	22	23	24
27	28			

*ALL Student Orientation (2-8-17) Instructional Days=14

MAY				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Instructional Days=22

AUGUST/SEPTEMBER				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28 PD	29 PD	30 PD	31 PD	1 PD
4	5 PD	6 PD	7 PD	8 PD

Snow Days = 4

Professional Development Days = 26.5

KEY

★	First Day of Class - Semester 1
★★	First Day of Class - Semester 2
★★★	First Day of Class - Summer Session
📅	Progress Reports/Report Cards Due
👨👩👧	Parent-Teacher-Student Conferences



🏠	Open House
👨👩👧	PD for Staff / Early Dismissal for Students
📅	Holiday
PD	Professional Development Day - No Students
🎓	Graduation
#	Vacation

TESTS





TABE	All students
PGED	Practice GED (Levels 5/6)
CLAS-E	ELL Students
ACCESS	ELL students
MU	Make-ups







SPECIAL EVENTS

- | | |
|---|--|
| ① September 6 - All Student Mandatory Orientation Semester 1 Begins | ★ September 6 - First day of Semester 1 (89 days) |
| ② November 23 - Thanksgiving Party | ★★ February 8 - First day of Semester 2 (89 days) |
| ③ December 21 - Winter Holiday Party | ★★★ July 6 - First Day of Summer Session (21 days) |
| ④ December 22 to January 2 - Winter Break | |
| ⑤ January 27 to February 7 - Recess between semesters | * August 22, 2016 - Teachers Back - Mandatory PD Begins |
| ⑥ February 8 - Semester 2 Begins; New Student Orientation | ** August 28, 2017 - Teachers Back - Mandatory PD Begins |
| ⑦ April 17 to April 21 - Spring Break | |
| ⑧ June 22 to July 5 - Recess between Semester 2 and Summer Session | |
| ⑨ July 6 - Classes resume for Summer Session | |





APPENDIX B





THE NEXT STEP PUBLIC CHARTER SCHOOL STUDENT CODE OF CONDUCT





BEHAVIORS (Behaviors in the “Thumbs Up” columns are acceptable expectations. Behaviors in the “Thumbs Down” columns have consequences as outlined to the right of the table)		CONSEQUENCES						
ACADEMIC ACHIEVEMENT		In-class intervention by teacher	Out-of-class intervention by teacher	Restorative circle with principal written agreement	MDT/SST intervention	MDT/SST Behavior plan/ attendance plan	MDT/SST Behavior contract/attendance contract	Community conference, suspension or expulsion
 Use technology responsibly								
<ul style="list-style-type: none"> • Use computers for classwork only • Handle laptops with care • Follow instructions • Request computer for supervised in-class or after-school work • Shut down computer properly • Save your work appropriately • Print for classwork only • Print according to teacher’s instructions • Communicate with teacher if there is a problem with your computer or printer 	<ul style="list-style-type: none"> • Conducting any activities that are not part of the assignment (ie: FaceBook, Youtube, personal email, etc.) 	•	•	•	•	•	•	•
	<ul style="list-style-type: none"> • Listening to music without permission 	•	•	•	•	•	•	•
	<ul style="list-style-type: none"> • Eating or drinking when using the computer 	•	•	•	•	•	•	•
	<ul style="list-style-type: none"> • Taking a computer or any other form of technology out of the classroom without permission 	•	•	•	•	•	•	•
 Use time effectively								
<ul style="list-style-type: none"> • Socialize at appropriate times • Make appointments for before or after school • Prioritize responsibilities • Take care of personal business before and after school • Start working right away and stay on task • Ask for a break if you really need one 	<ul style="list-style-type: none"> • Playing around during class 	•	•	•	•	•	•	•
	<ul style="list-style-type: none"> • Roaming the hallways 	•	•	•	•	•	•	•
	<ul style="list-style-type: none"> • Taking excessive bathroom and water breaks 	•	•	•	•	•	•	•
	<ul style="list-style-type: none"> • Sleeping 	•	•	•	•	•	•	•
	<ul style="list-style-type: none"> • Daydreaming 	•	•	•	•	•	•	•
	<ul style="list-style-type: none"> • Visiting other classrooms or offices without permission or an appointment 	•	•	•	•	•	•	•
	<ul style="list-style-type: none"> • Performing unrelated tasks during a specific assignment 	•	•	•	•	•	•	•





BEHAVIORS (Behaviors in the “Thumbs Up” columns are acceptable expectations. Behaviors in the “Thumbs Down” columns have consequences as outlined to the right of the table)		CONSEQUENCES							
PERSISTENCE AND RESPONSIBILITY		In-class intervention by teacher	Out-of-class intervention by teacher	Restorative circle with principal with written agreement	SST intervention	SST behavior plan/ attendance plan	SST behavior contract /attendance contract	Community conference, suspension or expulsion	
	Take responsibility for your words and actions; when you make a mistake, take steps towards correcting it								
<ul style="list-style-type: none"> • Be honest • Participate in Intervention Club and Community Conferencing • Accept your mistakes • Accept responsibility for your part in a conflict 	<ul style="list-style-type: none"> • Blaming others for your actions 	•	•	•	•	•	•	•	
	<ul style="list-style-type: none"> • Cheating 	•	•	•	•	•	•	•	
	<ul style="list-style-type: none"> • Lying 	•	•	•	•	•	•	•	
	<ul style="list-style-type: none"> • Plagiarizing 	•	•	•	•	•	•	•	
	Recognize when you need help and reach out								
<ul style="list-style-type: none"> • Ask for help when you don't understand something • Use resources (dictionary, notes, technology, books, classmates, teacher, staff) to help you when you have a question or a problem • Raise your hand in class to ask a question • Meet with your teacher after or before school to ask for extra help • Ask your case manager for help with problems inside or outside of school at the appropriate time 	<ul style="list-style-type: none"> • Shouting out a question or answer or unrelated comment in class 	•	•	•	•	•	•	•	
	<ul style="list-style-type: none"> • Sitting quietly without working when you don't understand something 	•	•	•	•	•	•	•	
	<ul style="list-style-type: none"> • Putting your head on your desk or sleep in class 	•	•	•	•	•	•	•	
	<ul style="list-style-type: none"> • Picking a fight with a staff member or another student when you don't understand something 	•	•	•	•	•	•	•	
	<ul style="list-style-type: none"> • Copying the answers from another student's paper 	•	•	•	•	•	•	•	
	<ul style="list-style-type: none"> • Asking another student or friend or family member to do your homework 	•	•	•	•	•	•	•	
	<ul style="list-style-type: none"> • Rushing through an assignment 	•	•	•	•	•	•	•	
	Strive to overcome your personal challenges								
<ul style="list-style-type: none"> • Reflect on your learning and how you learn best • Focus on your studies when you are in school • Take care of yourself physically, socially, and emotionally 	<ul style="list-style-type: none"> • Fighting in school 			•	•	•	•	•	
	<ul style="list-style-type: none"> • Using your problems as excuses for not moving ahead 	•	•	•	•	•	•	•	
	<ul style="list-style-type: none"> • Talking about outside issues during class time 	•	•	•	•	•	•	•	

<ul style="list-style-type: none"> • Recognize what you need to work on and make a plan • Work hard • Come to school everyday • Reach out when you need help • Keep trying • Ask for a break when you need one • Find appropriate channels to resolve personal problems at appropriate times • Get permission to take a break when you really need one 	<ul style="list-style-type: none"> • Blaming external factors for not moving ahead 	•	•	•	•	•	•	•

BEHAVIORS (Behaviors in the “Thumbs Up” columns are acceptable expectations. Behaviors in the “Thumbs Down” columns have consequences as outlined to the right of the table)		CONSEQUENCES						
STRUCTURE AND SUPPORT		In-class intervention by teacher	Out-of-class intervention by teacher	Restorative circle with principal with written agreement	SST Intervention	SST behavior plan/attendance plan	SST behavior contract/attendance contract	Community conference, suspension or expulsion
 Keep the hallways calm and quiet 								
Walk quietly in the hallway Transition purposefully from one place to the next Respect students working in the hallway Stay in The Next Step	• Running in the hallway	•	•	•	•	•	•	•
	• Making a lot of noise in the hallway	•	•	•	•	•	•	•
	• Shouting in the hallway	•	•	•	•	•	•	•
	• Hanging out in the hallway	•	•	•	•	•	•	•
	• Playing with athletic equipment in the hallway	•	•	•	•	•	•	•
 Use the pass system responsibly 								
Ask staff for a pass to use the bathroom, drink water, see a case manager, go to the main office, or when you need to leave the classroom or an activity Ask the registrar upon for a tardy pass when you arrive late and provide the reason you are late	• Walking in the hallway during class time without a pass	•	•	•	•	•	•	•
	• Leaving the building without a pass			•	•	•	•	•
	• Entering a class late without a pass	•	•	•	•	•	•	•

Ask case managers for an early dismissal pass when you need to leave early and provide the reason you need to leave early Carry a pass with you in the hallway to indicate where you are going Be mindful of classmates waiting for the hallway pass Return the pass to its proper place								
	• Taking a pass from a staff member without asking permission			•	•	•	•	•
	• Leaving the pass in an inappropriate place	•	•	•	•	•	•	•
	• Leaving The Next Step premises			•	•	•	•	•
	• Concealing the pass when in your possession	•	•	•	•	•	•	•
BEHAVIORS (Behaviors in the “Thumbs Up” columns are acceptable expectations. Behaviors in the “Thumbs Down” columns have consequences as outlined to the right of the table)		CONSEQUENCES						
 Follow school routines and systems 								
<ul style="list-style-type: none"> • Be in class on time • Transition from class to class when the bell rings • Use the pass system appropriately • Complete assigned work • Participate in class • Attend Monday Community Meeting • Participate in Community Days and Special Events • Eat breakfast and lunch during breakfast and lunch times • Attend classes from 9 am to 3 pm or 9 am to 12 pm • Come back from lunch on time • When you enter the building, empty your pockets, pass through the metal detector, open your bag for security to check, and lift your arms to be wanded • Sign in with the receptionist 	• Coming to class late or leave class early	•	•	•	•	•	•	•
	• Eating in the classroom	•	•	•	•	•	•	•
	• Drinking anything except water in the classroom	•	•	•	•	•	•	•
	• Eating outside food for breakfast if you come to school late	•	•	•	•	•	•	•
	• Using your cell phone during class			•	•	•	•	•
	• Smoking in the school or on school property			•	•	•	•	•
	• Leaving class, school, or field trip without permission			•	•	•	•	•
 Honor the dress code 								
<ul style="list-style-type: none"> • Wear school appropriate clothing • Cover your chest, stomach, back side and thighs • Go home to change if you don't honor the dress code 	• Wearing low cut shirts	•	•	•	•	•	•	•
	• Wearing mini-skirts or booty shorts	•	•	•	•	•	•	•
	• Showing your stomach	•	•	•	•	•	•	•
	• Wearing low hanging pants	•	•	•	•	•	•	•
	• Showing underwear (underpants, bra)	•	•	•	•	•	•	•
	• Wearing spaghetti straps	•	•	•	•	•	•	•
	• Wearing clothing with drug related, gang related, or offensive messages	•	•	•	•	•	•	•
	• Wearing a hat	•	•	•	•	•	•	•
	• Wearing see – through clothing	•	•	•	•	•	•	•

		• Wearing leggings, tights, or spandex as pants	•	•	•	•	•	•	•
BEHAVIORS (Behaviors in the “Thumbs Up” columns are acceptable expectations. Behaviors in the “Thumbs Down” columns have consequences as outlined to the right of the table)			CONSEQUENCES						
COLLABORATION AND RESPECT			In-class intervention by teacher	Out-of-class intervention by teacher	Restorative circle with principal with written agreement	SST Intervention	SST behavior plan/ attendance plan	SST behavior contract/ attendance contract	Community conference, suspension or expulsion
	Keep The Next Step free of smoke, drugs, alcohol, weapons, gang activity, and negativity								
<ul style="list-style-type: none"> • Come to school ready to learn • Stay free of drugs, alcohol, weapons, and gang affiliation • Be positive • Work with others • Be a positive influence on others • Encourage healthy behavior and habits 	• Coming to school under the influence of drugs or alcohol					•	•	•	•
	• Using drugs or alcohol in school or school zone								•
	• Bringing drugs or alcohol to school or school zone								•
	• Selling drugs in school or in school zone								•
	• Bringing weapons (anything that can be used to hurt someone) to school or in school zone								•
	• Actively engaging in gang activity in school or in school zone								•
	• Recruiting others to join a gang in school or in school zone								•
	• Representing your gang in school or in school zone								•
	• Making references to drugs or alcohol in school								•
	Take care of school facilities and equipment and use them responsibly								
<ul style="list-style-type: none"> • Keep the school clean • Throw trash in the trashcans • Clean up after yourself • Use the bathroom appropriately • Keep school furniture clean and in working order • Keep laptops clean and in working order • Clean the microwave if you leave a mess • Enter staff space with permission and under supervision • Ask staff to access the refrigerator 	• Throwing trash on the floor		•	•	•	•	•	•	•
	• Leaving food and drinks on the tables		•	•	•	•	•	•	•
	• Urinating on the floor of the bathroom or toilet seat				•	•	•	•	•
	• Writing, drawing, damaging or scratching the desks, chairs, furniture, or walls of the school				•	•	•	•	•
	• Leaving laptops unattended				•	•	•	•	•
	• Putting gum under the chairs or tables				•	•	•	•	•

	Use respectful words and actions with all classmates and staff members							
<ul style="list-style-type: none"> • Speak appropriately and respectfully in school • Address students and staff member respectfully • Listen to others even if you don't agree with them • Keep your hands to yourself 	• Cursing at other students or staff			•	•	•	•	•
	• Using offensive words, gestures, or actions	•	•	•	•	•	•	•
	• Raising your voice to other students or staff	•	•	•	•	•	•	•
	• Bullying (including cyber bullying) other students or staff		•	•	•	•	•	•
	• Walking away from staff when they are speaking to you			•	•	•	•	•
	• Talking back to other students or staff	•	•	•	•	•	•	•
	• Poking or pushing other students or staff	•	•	•	•	•	•	•
	• Engaging in sexual harassment		•	•	•	•	•	•
	• Spreading rumors	•	•	•	•	•	•	•
	• Gossiping	•	•	•	•	•	•	•
	Ask permission to use other people's property							
<ul style="list-style-type: none"> • Ask to use other people's pencils, erasers, pens, paper, stapler, glue, tape, dictionary, notebook, ruler, calculator, computer, phone, etc. • Respect other people's property 	• Taking anything that does not belong to you			•	•	•	•	•
	• Using other people's things without asking and getting permission	•	•	•	•	•	•	•
	• Sitting at staff's desk or chair without permission	•	•	•	•	•	•	•
	• Taking things from staff's desks without permission	•	•	•	•	•	•	•
	• Using school phones without permission	•	•	•	•	•	•	•

APPENDIX C

THE NEXT STEP PUBLIC CHARTER SCHOOL WELLNESS POLICY

Background

In May 2010, the Council of the District of Columbia unanimously passed the Healthy Schools Act of 2010, which was then signed into law by Mayor Adrian M. Fenty. The Healthy Schools Act will substantially improve the health, wellness, and nutrition of our public and charter school students. Specifically, this bill (1) makes school meals healthier and more nutritious; (2) increases the amount of local and fresh fruits and vegetables served in schools; (3) increases exercise and physical activity in our schools; (4) promotes school gardens, recycling, energy reduction, and other green initiatives; and (5) improves school nurse, asthma, and allergy programs.

The Next Step Public Charter School fully supports the Healthy Schools Act and has developed a wellness policy to ensure its implementation. The wellness policy will:

1. Include goals for nutrition education, physical activity, and other school-based activities that promote student wellness.
2. Follow USDA's nutrition guidelines for all foods available on campus during the school day with the goal of promoting student health and reducing childhood obesity.
3. Include safeguards to ensure access for all children to healthy foods and to fight hunger and nutrient deficiencies.
4. Provide assurance that those guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture.
6. Establish a plan for evaluating the implementation of the local wellness policy, including designation of one or more persons with operational responsibility for ensuring that the school meets the wellness policy.
7. Involve parents, students, and representatives of the school food authority, school board, school administrators, and the public, in the development of the local Wellness Policy.

Vision/Statement of Responsibility

The Next Step Public Charter School recognizes that nutrition and health education, food served in school, and physical activity each affect student wellness. The Next Step also recognizes the important connection between a

healthy diet and a student's ability to learn effectively and achieve high standards in school.

The Next Step PCS recognizes that it is the school's role, as part of the larger community, to model and actively practice, through policies and procedures, the promotion of health, physical activity, and good nutrition.

The Next Step PCS further recognizes that the sharing and enjoyment of food and participation in physical activities are fundamental experiences for all District residents and are primary ways to nurture and celebrate our cultural diversity. These fundamental human experiences are vital bridges for building friendships, forming inter-generational bonds, and strengthening communities.

Preamble

Whereas, a healthy diet increases a student's ability to learn effectively and achieve high standards in school;

Whereas, each day, students and their parents trust that the foods offered at school are nutritious and safe, and that The Next Step is responsible for ensuring the safety of foods provided at school;

Whereas, nationally, obesity rates have tripled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, in the District of Columbia 14 percent of high school students are overweight and 17 percent are at risk for becoming overweight;

Whereas, in the District of Columbia 79 percent of high school students eat fewer than five servings of fruits and vegetables per day;

Whereas, in the District of Columbia 56 percent of high school students do not participate in sufficient vigorous physical activity and 81 percent of high school students do not attend daily physical education classes;

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, The Next Step PCS is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by

supporting healthy eating and physical activity. Therefore, it is the policy of The Next Step PCS that:

- All students will have opportunities, support, and encouragement to be physically active on a regular basis, whether at school or after-school.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Department of Agriculture*
- The Next Step PCS will ensure that no student enrolled in the school goes hungry during the school day.
- The Next Step will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing nutrition and physical activity policies.
- School staff will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- The Next Step PCS will participate in available federal school meal programs, including the School Breakfast Program, National School Lunch Program, and Summer Food Service Program.
- The Next Step will provide nutrition education and physical education, as practicable, to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Section 1: Ensuring Quality Nutrition Education, Health Education and Physical Education.

The Next Step Public Charter School aims to provide age-appropriate and culturally sensitive instruction in nutrition, health and physical education that help students develop the knowledge, attitudes, and skills to enjoy healthy eating habits and a physically active lifestyle.

Health and Nutrition Education

The Next Step will work to develop a nutrition education program that:

- is offered regularly and is a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;

- is part of not only life skills classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes education in sexual and family health;
- includes enjoyable, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- offers students options of cooking courses and/or nutrition-related internships as availability and interest dictate;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

Physical Activity

The Next Step PCS acknowledges the positive benefits of physical activity for student health and academic achievement. Recognizing that physical education is a crucial and integral part of a child's education, the school will provide opportunities to ensure that students engage in healthful vigorous physical activity to promote and develop the student's physical, mental, emotional, and social well-being. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.

The components of the school's physical education program shall include a variety of kinesthetic activities, within the limits of the school's infrastructure and location. These will include dance and yoga elective classes, field days featuring team sports, and promotion of after-school sports and recreational activities available to students. It is the goal of The Next Step to incorporate a walk and bike to school program in an effort to increase the physical activity of students.

Section 2: Establishing Nutritional Guidelines for All Foods Served and Sold on Campus During the School Day.

A component of the educational mission of The Next Step PCS is teaching students to establish and maintain life-long healthy eating habits. This mission shall be accomplished, in part, through selling and serving healthful food in the school. The Next Step will ensure that:

Free and Reduced-Price Meals

- All students are eligible for free lunch;
- Maximum participation in the school meal program will be achieved;
- The reduced-price category for school lunch, breakfast, dinner and snacks is eliminated, so that all low-income children have healthy food available at no cost;
- Schools will provide students with at least 20 minutes to eat for breakfast and 30 minutes for lunch and dinner;

Breakfast

- The Next Step operates a Universal “Free for All” School Breakfast Program;
- The school will market the Universal “Free for All” School Breakfast program through take home flyers, etc.
- Breakfast will be served in the cafeteria

Nutritional Quality of School Meals

- The nutritional value of the food served will improve upon USDA HUSSC Gold Award Level Standards through provision of nutritious, fresh, tasty, locally grown food that reflects community and cultural diversity;
- All milk sold and served through school meals will be either low-fat or fat-free milk or nutritionally-equivalent non-dairy alternatives (to be defined by USDA);
- Half of the grains served will be whole grain; and
- Vegetables will be provided at every lunch and dinner.

After School Snacks

- Snacks served during the school day will make a positive contribution to children’s diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. The school will assess if and when to offer snacks based on timing of school meals, children’s nutritional needs, and other considerations.

Foods and Beverages Sold Individually during Fundraisers

- Fundraisers shall only offer items which follow nutrition guidelines
- The Next Step PCS will not have any vending machines on-site.

The following beverages may be sold at school:

- Fruit-based drinks that contain at least 50 percent fruit juice and that do not contain additional caloric sweeteners;
- Water or seltzer water; and
- Low-fat or fat-free milk, including, but not limited to, chocolate milk, soy milk, rice milk, and other similar dairy or nondairy calcium-fortified milks.

The following beverages shall not be provided or sold:

- Soft drinks, sports drinks, punches, and iced teas;
- Fruit-based drinks that contain less than 50 percent real fruit juice or that contain additional caloric sweeteners; and
- Drinks containing caffeine, excluding low-fat or fat-free chocolate milk.

All snacks, sweets, or side dishes sold or served on the school site outside of the federal school meal program shall meet all of the following standards:

- Have 35 percent or less of its total calories from fat;
- Have 10 percent or less of its total calories from saturated plus trans fat;
- Have 35 percent or less of its weight from sugars, excluding sugars occurring naturally in fruits, vegetables, and dairy ingredients; and
- Have no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.

Limit portion sizes of foods and beverages sold individually to those listed below:

- One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
- One ounce for cookies;
- Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
- Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;

- Eight ounces for non-frozen yogurt;
- Twelve fluid ounces for beverages, excluding water; and

The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

Food in other areas of the School Environment

- The Next Step PCS has a “Healthy Snacks ” and “Healthy Parties ” policy, whereby food sales to benefit student activities and school-wide celebrations serve culturally appropriate and nutritious foods. Sale prices are also required to be modest.
- No unhealthy food or beverage item may be advertised on school grounds, and fast food and “branded ” food items shall not be offered for sale as part of any school meal program or as à la carte items;

Food Marketing in School

The only “marketing” allowed at The Next Step is sales by student groups or classes to support special field trips or other school-sponsored activities for which they need to supplement school funds available. No commercial marketing is permitted.

Rewards

The Next Step PCS will not use foods or beverages; especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

The Next Step PCS will limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above).

Guidelines

The Next Step PCS follows guidelines for school meals that are not less restrictive than those set by the Secretary of Agriculture or state law. The school only contracts with caterers who follow such guidelines.

Wellness Policy Monitoring

The Next Step PCS shall develop a steering committee, including a student, a parent and at least one staff representative, for the development and monitoring

of the wellness policy; and this committee shall also be responsible for evaluation of the policy annually.

Community Involvement

The Student Council of The Next Step PCS discusses food and recreation policy and helps determine policy and choice of caterer for school breakfast and lunch.

The Next Step PCS staff has all received CPR and first-aid training.

Next Step Public Charter School Student Support Process

