ROOTS PUBLIC CHARTER SCHOOL

SY 2019-2020

STUDENT/FAMILY POLICIES

RPCS is an equal opportunity organization committed to non-discriminatory hiring practices and services rendered based on race, color or national origin.

In the operation of the National School Lunch Program, no child will be discriminated against because of race, color, sex, national origin, age disability, political beliefs, sexual orientation, or marital and family status. If you believe you have been discriminated against, contact the government of the District of Columbia's Office of Human Rights at 202-727-3534, or the United States Department of Agriculture's office of Civil Rights at 202-720-5964 (Voice and TDD)

STUDENT/FAMILY POLICIES

ATTENDANCE, PUNCTUALITY & TRUANCY

Students are expected at school daily and on time. (*Roots adheres to regulations found in Chapter 21 of Title 5-A of the DCMR.)* If a student is going to be tardy or absent, parents must call to notify the office. If the parent does not call/contact the office, the infraction will be recorded as "*unexcused*". To be considered "excused", an absence or tardy must be explained by the parent via phone and/or in writing. Re-admittance after a *three* day absence requires a written note from the parent or a doctor. Students are marked tardy after 9:00am.

If a student is tardy three (3) unexcused times, it registers as *one*(1) absence. A parent/teacher conference will be scheduled if a student is *tardy (unexcused)* three (3) times. At this conference support will be offered & discussed. After five (5) unexcused absences; a support/ intervention plan & Attendance Contract will be implemented. After *twenty* (20) such infractions the student is declared *Truant* and may be referred to the appropriate District agencies. The reason for the morning arrival policy, in addition to being a portion of the "*Attendance Law*" is to minimize disruption of the classes and class schedules. Also, *punctuality* and *attendance* are character traits. We must instill in our students that values and responsibilities should be taken seriously.

EXCUSED ABSENCES

The following absences are excused with the proper documentation:

- illness or some other bona fide medial cause experienced by the student;
- exclusion, by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
- Death in the student's family;
- necessity for a student to attend judiciary or administrative proceeding as a party to the action or under subpoena;
- observance of a religious holiday;
- Lawful suspension or exclusion from school by school authorities;
- Failure of the District of Columbia to provide transportation in cases where DC has a legal responsibility for the transportation of the student;
- Medical or dental appointments for the student; and
- An emergency or other set of circumstances approved by an LEA, independent, private or parochial school in conformance with published policies distributed to parents and guardians.

Roots Public Charter School

DISCIPLINE PLAN

Dear Parents:

Roots Public Charter School, the Public Charter School Board and DCPS require parents to share responsibility for children's behavior at school. Children should know the school's behavior expectations. As outlined in the *Parent Handbook,* coming to school for conferences and volunteering in the classroom will help parents understand and enforce behavior policies established for the benefit of all children.

The RCPS administration and staff will:

- Encourage and understand diverse differences to the best of their ability in the effort to meet the needs of all children.
- Ensure that the Discipline Plan is explained, interpreted, and understood by staff, parents and students.
- Be fair, firm, consistent and committed in enforcing Roots rules and policies of behavior by maintaining communication between home and school.
- Implement specific plans for effective parent, student and staff participation in the periodic review of the RPCS *Code of Conduct.*

The Roots faculty believes that students are happier and learn better if they are in a courteous and caring atmosphere. We believe that this courtesy must be reflected not only by the staff but also by the students.

Revisions will be made to this policy as the Board of Directors deem necessary.

This is a copy of the Roots Public Charter School Discipline Policy. Please discuss the school expectations with your child at home, sign the attached form and return to your child's teacher. If you have any questions, please contact me at the school. ***A signed copy of this policy is always available in the front office.***

Sincerely,

Bernida Thompson, Principal.

Roots Public Charter School
15 Kennedy Street Northwest
Washington, D.C. 20011

DISCIPLINARY NOTICE

Date__________

Dear Parent/Guardian:

Your child is being disciplined (Suspended/ Expelled) for the following infraction(s):
The specific facts to support these charges include:

____

____

____

The administration deems that this charge is a sufficient reason to expel/suspend or reprimand your child. In accordance with school rules your child is required to:

____

____

Conference with Parent/Guardian: Yes______ No______

Please remind your child of the importance of obeying school rules so that the incident will not occur again. Please sign the form below and return it to me. If there are any questions concerning our actions, please call the school.

Sincerely,

____
(Signature of Person Completing Form)

I have read your letter and discussed the incident with my child.

______________ Date

______________ Parent/Guardian

STUDENT DISCIPLINE POLICY

OVERVIEW

Roots PCS, does not discriminate on the basis of race, color, sex, national origin, age, disability, special needs, political beliefs, sexual orientation, or marital and family status in admission or access to, or treatment in its programs and activities.

Roots Public Charter School's Mission is designed to meet specific needs of all children. The main objective of our discipline policy is to provide positive reinforcement and encouragement. Our goal is to groom productive leaders for tomorrow using research- based strategies for effective classrooms and individual behavior support to create a safe school climate. There is a process We will include the utilization of progressive measures of discipline that minimize disruption to a student's instructional program and ensure school discipline for students is developmentally appropriate while fostering the health and safety of all of our students. *There will be **no** corporal punishment.*

Student conduct will be covered by the school's policies and procedures including: **1)** On school grounds immediately before, during, or after school hours; or any time the school is being used for an activity or event; **2)** Off school grounds at a school-sponsored activity or event; **3)** On school- sponsored transportation to and from school, or a school-sponsored activity or event; **4)** Off-site activity that contributes to a hostile environment. Any student involved in an altercation; a) conference will be held with the principal, teacher and student, where the student will be counseled and given an opportunity to explain their story to the teacher before a decision is made to call the parent. Procedures for reporting and investigating violations of student conduct standards, process for ensuring parental notice and involvement are outlined in the parent handbook. *(DUE PROCESS)*

Students must be:
a. Self-motivated
b. Self-disciplined
c. Respectful
d. Obedient.

1. We will provide clear rules in a nurturing, learning environment.
2. We will find many opportunities to praise and will try to ignore minor misbehavior patterns we wish to weaken.
3. In cases of disruptive behavior, a clear warning will be given and "time-out" when the warning is unheeded.
4. If a child has involved him/herself in excessively deviant behavior, a discipline note that outlines the offense is sent home to be signed by the parent and returned the next school day.
5. In cases of persistent disrespect, disobedience, or dramatic disruption within a day, we reserve the right to have the child picked up immediately by his/her parent. A rule of thumb is twenty-four (24) hours, but as many as five (5) days, suspension can be given. The following infractions may lead to Expulsion:

Zero Tolerance:

- *Weapons of Any Kind*
- Fighting (Physical Altercation)
- Excessive Truancy
- Intimidation with threat of Bodily Harm
- Leaving the School Without Permission
- Drug Procession or Paraphernalia

The decision regarding when the child can return will be determined by the teacher's judgment and approved by principal. Expulsion is rare, however this can happen if the behavior persists or extreme infraction(s) (Listed above) occur. Cooperation, confidence, and mutual respect between teachers and parents will ensure the positive behavior modification of our children.

All students are subject to disciplinary actions including students with disabilities.

Roots will ensure compliance with procedures for students with disabilities as defined by section ***504 of the Rehabilitation Act of 1973*** and the ***Individuals with Disabilities Education Act (IDEA)*** and regulations there under. These actions will not be repetitive to avoid establishing a pattern of removing a student from the classroom setting, placement changes, manifestation determinations, special circumstances, notification and procedural safeguards, thus jeopardizing the student's right to **FAPE.** These Procedural Safeguards align with the ones applicable to students with disabilities under ***IDEA & 504 of the Rehabilitation Act of 1973.***

Any discipline of students with disabilities will be done according to **IDEA** guidelines, regulations, Procedural Safeguards, Resolution meetings, Due Process Hearings and **IDEA** discipline policies for students with disabilities. *This Plan can be translated into a second language if needed for ELL or NEP members of the school community.* A required conference will be held prior to the start of a suspension or expulsion except as provided in δ20503.3 (with regard to Separation from the student population.) A hearing process for review of disciplinary actions that include the following elements:

a) Neutral decision maker(s) not directly involved in the original discipline decision;
b) Requirement that Roots will bear the burden of proof;
c) Determination by Roots whether rules of evidence will apply;
d) Opportunity for the student/parent representative to present testimony and documentary evidence and to cross examine any school witnesses;
e) Opportunity for the student or parent representative to be represented at the hearing, including by legal counsel;
f) description of the possible relief for the student;

An appeals process that provides for appeals of disciplinary decisions to a neutral hearing officer or panel that can overturn disciplinary decisions based *on substantive or procedural violations. The appeals reviewer(s) must be different than the hearing officer(s) and have authority over the school, student,* and disciplinary decisions;

g) A process for re-entry of students to school upon completion of suspension or expulsion including a plan for addressing academic and behavioral issues;

(h) Maintenance of disciplinary records, including without limitation records of notices, proposed discipline actions; results of conferences and discipline actions and appeals; and compliance with District and federal data collection and reporting requirements;

(i) Access to the student conduct and discipline policies and procedures through an effective means of communication such as printed copies or electronic links to copies of the policy and procedure on the Roots' website;

(j) Prohibitions with regard to bullying conduct that shall affirm that the Roots does not tolerate bullying of any kind; and

Students who have not yet been determined to be eligible for specialized education services and who engage in behavior that violates a code of student conduct may assert any of the protections provided for in this part, if the public agency had a basis of knowledge, as defined by IDEA, that the student was a child with a disability before the behavior that precipitated the disciplinary action occurred. *Knowledge* as used in this subsection shall have the meaning set forth in IDEA regulations at 34 C.F.R. § 300.534(b).

STUDENT/FAMILY POLICIES

ROOTS PCS DISCIPLINE RESPONSIBILITIES

Roots will demonstrate in every way possible that we appreciate parental participation and teamwork. The *Roots* staff is dedicated to giving students an enjoyable day of learning and helping parents feel confident that their child is receiving good care. Please feel free to respectfully ask questions when you're in doubt about any events of the day; and tell us if there is something that displeases you. Respectful communication is the key to a good relationship. *Roots,* therefore, reserves the right to terminate services to any family who is disrespectful, offensive, or aggressive to any **staff, parents or students. A two-way level of comfort and confidence must exist if *Roots* is to offer the best service to families.**

DISCIPLINE POLICY

When students are consistently disruptive, disobedient or disrespectful, the teacher sends a *discipline notice* home. That same day, the teacher is expected to place a copy of the notice in the child's file and also to send an email to the Principal, the Vice Principal, and the School Administrator notifying them that a discipline notice has been sent home. The email assists school leaders to maintain accurate records of disciplinary actions and to assure fair and consistent implementation of the school's discipline policy. Parents are expected to sign the notice and handle their child's behavior. Upon receiving three (3) discipline notices, the student is given a one (1) day "in-school" *time-out"* suspension. With a fourth (4) discipline slip, the "in-school" suspension for the child is three (3) days; after the fifth notice, a week (7) days; then the expulsion process begins. This *Due Process* is outlined in the RPCS Discipline Plan. (*Parents receive a copy at Parent Orientation Workshop*) This is because teachers cannot teach when most of their time is spent attempting to *discipline undisciplined* children.

1. We will provide clear rules in a nurturing, learning environment.
2. We will find many opportunities to praise and will try to ignore minor unacceptable behavior patterns we wish to weaken.
3. In case of disruptive behavior, a clear warning will be given and "time-out" whenever the warning is unheeded.
4. In case of persistent disrespect, disobedience, or dramatic disruption within a day, we reserve the right to have the child picked-up immediately by his/her

parent as permitted by law. A teacher who sends a child home early because of behavior will send an email to the Principal, the Assistant Principal, and the school Administrator on that same day, notifying them that the child is being sent home early; giving a brief explanation of why. The e-mail is necessary to ensure that these occurrences are well documented and school leaders can monitor how often students are disciplined.

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At Roots PCS during *School Hours*, *ANY use of Cell Phones and other electronic devices such as hand-held games is strictly prohibited.*
If students are caught with any of these devices, *they will be confiscated and returned only to parents.*
***Roots Public Charter School* is designed to meet specific needs of all students. Our main objective is to provide positive reinforcement and encouragement; Our goal is to groom productive leaders for tomorrow. Students must be self-motivated, self-disciplined, respectful, anti-bullying and obedient. *There will be no corporal punishment of any type. Teaching staff will never use physical punishment i.e. shaking, hitting, pushing and/or kicking. Neither will teachers engage in emotional mal-treatment, psychological abuse or coercion.* Bullying in *ANY* form; (social, physical, verbal or cyber) will not be tolerated. Staff, parents and the school have a role to play in the prevention of *Bullying,* either by the perpetrator or the victim. Any student involved in an altercation will first, have an opportunity to explain their story to the teacher. They will then be counseled before a decision is made to call the parent.** *Bullying Policy Separate Cover)*

SUSPENSION/EXPULSION

Only one type of of suspension is given at Roots: ***The School Amendment Act*** states that **No** child in KG-8 can be given an *out-of-school* suspension or expulsion. Roots most frequently uses ***In-school suspension.*** This type (sitting with a administrator) may be applied when the student has disrupted the learning process of classmates through repeated disruptive behavior such as: repeated incidents of inappropriate language, inappropriate playground behavior and repeated disruptions in the classroom environment. After three (5) in-school suspensions, students who continue the disruptive behavior will face ***out-of-school suspension*** for a prescribed amount of time.
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to place a copy of the notice in the child's file and also to send an email to the Principal, the Vice-Principal, and the School Administrator, notifying them that a discipline notice has been sent home. The e-mail assists school leaders in maintaining accurate records of disciplinary actions and to assure fair and consistent implementation of the school's discipline policy. Parents are expected to sign the notice and handle their child's behavior. Upon receiving three (3) discipline notices, the student is given a one (1) day "in-school" suspension. With a fourth (4) discipline slip, the "in-school" suspension for the child is three (3) days; after the fifth notice, the teacher and parent agree upon a behavior plan to address the problem. After a week (7) days; then the Due Process begins. This *Due Process* is outlined in detail in the RPCS Discipline Plan. (*Parents receive a copy at Parent Orientation Workshop*) This is because teachers cannot teach when most of their time is spent attempting to *discipline undisciplined* children.

Students will be expelled from Roots PCS only *if the infraction shows that the student willfully caused, attempted to cause or threatened to cause bodily injury or emotional distress to another person.* The administrators of the school, the classroom teacher and any other special care providers who serve the student's needs act as a team to make validate this determination. The student will be required to complete academic assignments.

DUE PROCESS:

With parents working together as a team, our students' education will reflect excellence. It is our policy that students be held accountable for their actions. If a student demonstrates inappropriate behavior, he or she must be dealt with fairly and according to the Roots PCS Discipline Policy. We involve and inform parents when these occurrences arise. It is our belief that children of informed parents exhibit little misbehavior. Together, we can keep Roots PCS a place where "children come first," "appropriate behavior is imperative" and growing can occur in a quality learning environment. Roots PCS maintains high behavioral standards for students. Students must be self-disciplined. Parents must be willing to ensure that their child is obedient, respectful and demonstrates acceptable behavior. The Parent and or student has the right to appeal or file a grievance regarding any school decision. This action begins with the staff member who made the decision. The principal will then hear the appeal and render her decision within two days. The final decision of the principal may be appealed by the Board of Directors who has the final decision.

STUDENT/FAMILY POLICIES

GRIEVANCE POLICY AND PROCEDURE

The policy of Roots PCS is that all employees, students, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to the school. The following grievance procedure should be employed to ensure that complaints receive full consideration.

Roots' grievance process can be used to:

1. Address complaints and concerns pertaining to educational environment, employment arrangements, or interpersonal conflicts; and
2. Resolve complaints of discrimination and harassment based upon race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or otherwise.

The procedures set forth below may be used by a grievant who is an employee, student, parent, or visitor. The identities of the grievant and respondents (the individuals against whom the allegations in the grievance are directed) will not be disclosed except as required by law or policy, or as necessary to fully investigate the grievance.

Other Considerations

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

A grievant may file an informal or formal grievance, and is not required to file an *informal* grievance prior to filing a *formal* one.

STUDENT/FAMILY POLICIES

Informal Grievance

Because most difficulties can be resolved by communicating a concern to someone, a grievant is encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor, or the Principal.

1. Individuals alleging discrimination, harassment, or retaliation pursuant to this Grievance Procedure must send the informal grievance to the Principal within 45 calendar days of the date of the actions or failures to act being grieved. This timeframe may be waived by **Roots**. The informal grievance must include the name of and contact information for the grievant, briefly describe the alleged discrimination, harassment, or retaliation, and signed by the grievant.
2. The Principal shall complete an investigation of the informal grievance within 10 calendar days of the receipt by Roots of the grievance.

3. The Principal shall schedule a meeting with the grievant that shall take place within 14 calendar days of **Roots**' receipt of the grievance. If the grievant agrees, this meeting may include the individual against whom the grievance was filed and other individuals, as necessary. Within 21 calendar days of the receipt by **Roots** of the grievance, the Principal shall send a decision letter to the grievant which shall include the specific issues raised in the grievance, the resolution or failure to resolve, the remedies to be provided, if any, and the grievant right to request a formal grievance. A copy of the decision letter

SCHOOL SAFETY/SECURITY POLICY

For security purposes, *Roots Public Charter School* has a camera monitoring the entrance doors, playground and classrooms. Entry into the school is supervised throughout the school day. The front office will maintain a *Visitor Log* for scheduled and unscheduled visitors. Roots will comply with the ***Americans with Disabilities Act,*** ensuring that children with disabilities have access to school facilities as required by law. We will carefully consider such requirements in the selection, configuration, or alteration of any existing facility and the planning and construction of any new addition.

STUDENT/FAMILY POLICIES

Also, RPCS will comply with all regulations for fire safety under the DC Fire Prevention Code, DC Code β5-401et.seq…Monthly *Fire drills* are practiced for student review & safety.

Roots will provide training to staff and students, develop fire evacuation and safety plans, plan and execute fire and emergency drills in accordance with all such requirements. Emergency routes and maps and posted in each room and fire drills will be performed monthly.

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STUDENT/FAMILY POLICIES

***ANY* form; (social, physical, verbal or cyber) will not be tolerated. Staff, parents and the school have a role to play in the prevention of *Bullying*, either by the perpetrator or the victim. Any student involved in an altercation will first, have an opportunity to explain their story to the teacher. They will then be counseled before a decision is made to call the parent. Bullying** – any severe, pervasive, or persistent act or conduct directed at a student, whether physical, electronic, or verbal that:

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

SUSPENSION/EXPULSION

1. When students are consistently disruptive, disobedient, or disrespectful, the teacher sends a *discipline notice* home. The same day, the teacher is expected to place a copy of the notice in the child's file and also to send an email to the Principal, the Vice Principal, and the School Administrator.

STUDENT/FAMILY POLICIES

Use of in-school suspension and expulsion shall take into consideration limits on exclusion for behaviors that do not cause serious harm to others and shall comply with clearly-defined procedures established by the Roots.

Prior to implementation of a suspension or expulsion, same day notice shall be provided to the parent or guardian of a student who has committed conduct warranting suspension or expulsion. Such notice shall include:

(a) A description of the misconduct;

(b) A description of the proposed disciplinary action, including the duration of the in-school suspension or expulsion;

(c) The authority for the proposed disciplinary action;

(d) An explanation of the student's rights, including the right to request a conference or hearing; and

(e) A description of the disciplinary process, procedures, and potential consequences.

Prior to implementation of a suspension or expulsion, the student shall have the right to request a hearing, unless the student's conduct involved violence, a threat of violence, or possession of a weapon, in which case the student may be suspended for a period of not more than two (2) school days prior to the hearing and during the pendency of the hearing, which shall be concluded within three (3) school days of the request.

During any period of in-school suspension of three (3) days or more, Roots shall develop an education plan for the student that enables the student to maintain academic work and obtain academic credit on pace with work that the student would have completed if the student was not subject to any disciplinary action, and shall continue to provide supplemental educational services that may be required for a homeless student, an English language learner, a student under court supervision, or any other subgroup of students identified by federal law of which the suspended student is a member.

Roots will continue to provide educational services to students with disabilities who are suspended or expelled, as required by the **IDEA** and **Section 504.**

Expulsion of students shall be governed by the following requirements:

(a) **Expulsion** shall be the appropriate discipline only for the most serious classifications of misconduct, including infractions on the *(Zero Tolerance List)* that may result in *serious physical injury or if the infractions are a major disruption to the school environment shows that the student willfully* *caused, attempted to cause or threatened to cause bodily injury or emotional distress to another person.*

(b) LEAs shall require that the school consider placement of a student in an alternative education program prior to expulsion.

Roots will not consider prior incidents of discipline, including suspension and expulsion, in enrollment decisions, except that an LEA may deny enrollment to a student who at the time of enrollment is subject to a mandated, one (1) year expulsion from another public school of the District for possession of weapon in violation of D.C. Official Code § 38-231 (2001).

STUDENT/FAMILY POLICIES

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

SUSPENSION/EXPULSION

1. When students are consistently disruptive, disobedient, or disrespectful, the teacher sends a *discipline notice* home. The same day, the teacher is expected to place a copy of the notice in the child's file and also to send an email to the Principal, the Vice Principal, and the School Administrator.

Service and Climate Measures

The prevention specialist will collect the following measures of prevention service provision:

1. Training Measures
    a. Number of staff who have attended prevention training sessions;
    b. Staff knowledge about bullying prevention dynamics and strategies.
2. Curriculum Measures
    a. Number of prevention curricula sessions provided to youth
    b. Number of at-risk youth referred to treatment and services
        i. Number of treatment sessions provided to at-risk youth
3. School Climate- surveys administered to youth and staff desired to measure perceptions of:
    a. School Safety & Climate
    b. Youth self-reports of bullying

Prevention Goals

At the beginning of the Roots Public Charter School academic year, the prevention specialist will set out clear, reasonable goals to be achieved in incident reduction, training and curriculum development and school climate improvement at the 6 month, one year, and three year marks. Each goal created should have clear data measures being collected to track school progress toward these goals. These goals will be published as part of Roots PCS's reports to the citywide coordinator and the community.

Secondary Prevention Strategies

Identifying At-Risk Groups

All staff at Roots PCS will actively seek out youth who are at risk of being victims or bullies to proactively remedy incidents of bullying before they occur. In determining whether a youth is at risk of being a victim of aggression, staff will consider the following risk factors:

1. Individual factors
    a. Cautious, sensitive, insecure personality
    b. Difficulty asserting themselves among peers
    c. Physical weakness, particularly in boys
2. Parental factors
    a. Possible over-protective parents
3. Peer risk factors
    a. Lack of close friends.

Risk factors for being a bully in an incident include:

1. Individual factors
    a. Impulsive, hot-headed, dominant personality lacking empathy
    b. Difficulty conforming to rules and low frustration tolerance
    c. Positive attitudes toward violence
    d. Gradually decreasing interest in school or academic achievement
2. Parental factors
    a. Lack of parental warmth and involvement

    b. Overly-permissive or excessively harsh discipline/physical punishment by parents
    c. Lack of parental supervision
3. Peer risk factors
    a. Friends/peers with positive attitudes towards violence
    b. Exposure to models of bullying

Referral to Secondary Service for At-Risk Youth

Roots staff who believe that a youth is at risk of being a victim or bully will send the youth to the prevention specialist who will refer them to the appropriate services based on the our resource mapping effort. Resources will be given directly to the youth. If outside agencies are contacted, the youth's and/or parent or guardian's written consent must first be obtained.

Referral to service as part of a secondary prevention measure is not a disciplinary action and will never be noted on a youth's record as such. At the time of a referral prevention specialist with assent from the youth will inform the youth's parents or guardian about referring youth to services, reasons they are referring youth, the type of service they are referring the youth.

Controlling At-Risk Areas

If a location on the Roots premises is identified by our data collection efforts as being particularly prone to hosting incidents of bullying, the prevention specialist will take steps to improve the safety and security of that location for our youth. These steps will include:

1. Reducing youth traffic to these areas by altering schedules or activities;
2. Reducing the number of youth of different ages or activity groups in an at-risk area by altering schedules or activities;
3. Increasing supervision in these areas, and training supervising staff in the identification of bullying behaviors particularly common in that place.

Roots PCS will take measures to address an at-risk location no more than one month after receiving information on the presence of such an area on our premises.

Secondary Services for At-Risk Youth

Secondary services provided to at-risk youth are not designed to punish and will not be reported on records as such. Rather, the objective of secondary services is to support at-risk youth and address risk behaviors before they become serious safety or disciplinary issues. To this end, remedial measures will be tailored to the youth receiving them to build on youth strengths while addressing skills and behavior deficits.

When considering what remedial services should be offered to a youth, the prevention specialist will take into account: life skill competencies and deficiencies, extracurricular and academic strengths and weaknesses, available peer and home support networks, and personal traits. Based on these attributes and information from resource mapping, the prevention specialist will determine the appropriate remedial services. If Roots PCS does not have access to services appropriate to a youth's needs, they will refer the youth to an outside agency who can address these needs rather than substituting other services that Roots PCS can provide.

Resources will be given directly to youth. If outside agencies are contacted, the youth's and/or parent or guardian's written consent will first be obtained. In all cases of remedial action, Roots PCS will take all possible steps to actively involve the youth's parents or guardians in the skill-building process, as long as the youth's written assent is obtained.

Examples of remedial services Roots PCS will provide directly or refer a youth to include but are not limited to: peer support groups, alternative educational or institutional placement, youth treatment, therapy or counseling, closely monitored behavioral management plans, parent conferences or service learning experiences. Services will be provided to an at-risk youth no more than one month after such a determination is made by the prevention specialist.

Tertiary Prevention Strategies

Reporting Incidents of Bullying or Retaliation

Roots PCS expects all staff members and volunteers to report incidents of bullying or retaliation they witness or are made aware of. Staff members should immediately report all such incidents to the prevention specialist who will create a written report of a bullying incident and include the incident in the Roots PCS reports of bullying incidents to the citywide coordinator.

Youth, parents, guardians, and community members are encouraged to report any incidents of bullying that they witness or become aware of. Reports of bullying may be made to the Vice Principal at rkuykendall@rootspcs.org or letter given personally.

Reports of bullying by youth, parents, guardians and community members may be made, but is best to be made assertively because anonyminity breeds contempt and unwarranted suspicion. The prevention specialist is available to assist in reporting incidents of bullying.

Investigating Incidents of Bullying

Prior to the investigation of an incident, the prevention specialist will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

Prohibition against Bullying

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

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

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

Policy Development and Resource Mapping

Engaging the Community

Policy Writing

Roots PCS will create and update its policy as needed with feedback from the Roots PCS Board of Directors which is composed of parents, a teacher representative, and community.

Youth Advisory Panel

Roots will also convene a Youth Advisory Panel composed of youth in in our school. This panel will advise the drafting and implementation of this policy and assist in its implementation through peer outreach and education. This panel will be consulted prior to the approval of the policy or any changes to the policy. The Youth Advisory Panel will be consulted annually as part of Roots PCS's policy evaluation and updating process.

Publication and Contact Information

This policy will be noted on the Roots PCS website and brochure. The policy will be included in our Parent Student Handbook which is distributed to youth and parents annually. The school's Vice Principal will be responsible for coordinating the bullying prevention efforts. All questions, comments and concerns about the bullying policy and the school's prevention efforts should be directed to the Vice Principal, ie Bullying Prevention Specialist.

Prevention Leadership

Responsibility for the implementation and execution of this policy is vested with the bully prevention specialist who shall have responsibility for:

1. Planning and organizing the prevention plan's professional development activities;
2. Designing or choosing and implementing the programming and curricula Roots uses to address bullying;
3. Receiving and recording incidents of bullying;
4. Responding to incidents of bullying and addressing the needs of victims and bullies;

5. Managing the data collaboration and collection process in cooperation with the District citywide prevention coordinator;
6. Coordinating community engagement efforts and;
7. Regularly reviewing and updating the policy and any procedures developed as part of it.

If the prevention specialist chooses to delegate responsibility for any of these areas, it must be done in consultation with the Roots PCS Principal. All such decisions will be documented to ensure that there are clear lines of responsibility for each prevention activity.

Resources Mapping

In order to obtain an accurate picture of the resources available as part of the prevention plan, Roots PCS, in consultation with stakeholders, will conduct an annual resource mapping process. The process will identify:

1. What resources are in place to support their primary, secondary and tertiary prevention strategies,
2. What gaps exist in the bullying prevention services,
3. What steps must be taken, or services developed, to remedy these gaps,
4. What types of bullying risk factors each of the resources addresses,
5. What types of bully or victim behavior each available resource will be most effective in addressing.

Policy Evaluation

Roots PCS will annually review and update this policy with new prevention strategies developed as necessary.

Primary Prevention Strategies

Create Positive Agency Atmosphere

Roots PCS will establish a culture of respect and safety. As part of this commitment, Roots will incorporate bullying prevention messages and efforts into all aspects of its operations that serve youth or that support youth serving operations.

Staff must be committed to creating a positive and respectful environment. Accordingly, Roots will include, in all employment application interviews, questions about how prospective employees would support bullying prevention and the creation of a positive Roots environment at their job.

Community Education

Safe, positive environments are best supported by an active partnership between Roots and the community. This begins with parents and guardians. Accordingly, Roots will provide the parents and guardians of young people regular newsletters and quarterly PTA's where parents are educated on:

1. How parents and guardians can use activities at home to build on the bullying prevention lessons taught at Roots;
2. The dynamics of bullying and its impact on youth;
3. Information about internet safety and cyberbullying;
4. legal and administrative responses to bullying;
5. Information on parent and guardian relevant sections of Roots PCS's prevention policy.

Code of Conduct

Roots Public Charter School_expects youth to behave in a way that supports our objective to provide a safe and welcoming environment for other youth, staff, and community members. Youth who are part of the Roots community are expected to:

1. Treat all members of the Roots community with respect;
2. Respect the property of Roots PCS, its staff, and other youth;
3. Respond appropriately to instructions from staff.

Training and Professional Development

Training

Roots PCS will provide to all personnel whose duties consistently bring them into contact with youth by design or incident, training on our prevention curriculum, as well as the procedures for responding to and reporting an incident of bullying. Staff will also learn to engage with each other and youth reflectively to build an atmosphere of respect. This training will be provided to staff by the opening of the academic school year immediately following the publication of this policy.

Staff will receive training on how to provide immediate support for victims and witnesses during or after an incident. Staff tasked with carrying out investigations into an incident of bullying as described in "Investigating Incidents of Bullying" will receive additional training on how to carry out these investigations. The prevention specialist will have the appropriate background checks needed to ensure staff are allowed to work with children.

Ongoing Professional Development

Roots PCS recognizes that in addition to training, staff members require ongoing professional development to build the tools and knowledge needed to prevent, identify, and respond to incidents of bullying. Therefore, Roots will ensure that the staff has ongoing access to professional development opportunities that include information on:

1. The specific locations and dynamics of youth and bullying interactions at Roots;
2. Age and developmentally appropriate strategies for identifying, preventing, and responding constructively to incidents of bullying;
3. Specific populations that may be particularly at-risk in the Roots environment;
4. Internet safety and cyberbullying issues;
5. The components and delivery of the agency's prevention curriculum.

Curriculum

Roots PCS will implement a comprehensive bullying prevention curriculum, the components of which will be integrated into all youth related activities. This curriculum will teach youth[1]:

1. Self-regulation (controlling impulses; focusing, sustaining and shifting attention; listening to and remembering information; empathy training);
2. Perspective-taking (appreciating similarities and differences; recognizing and identifying feelings of others; understanding that feelings can change and are complex);

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[1] From "Jones, Lisa, Mia Doces, Susan Swearer, and Anne Collier. *Implementing Bullying Prevention Programs in Schools: A How-To Guide*. Born This Way Foundation & the Berkman Center for Internet & Society, 2012."

3. Emotion management (recognizing and identifying one's own feelings; learning strategies for calming down strong emotions; managing stress/anxiety);
4. Problem-solving (learning a process for solving problems; goal setting);
5. Communication skills (being assertive; being respectful; negotiating and compromising);
6. Friendship skills (cooperation, including others, joining in with others).

The District citywide coordinator may be utilized to support the development of this curriculum. This curriculum will align with the OSSE Health Education Standards.

Development and integration of this curriculum into Roots activities will be completed by the opening of the academic school year after the adoption of this policy.

Data Collection

Data Collaboration

There will be a collaboration with the citywide coordinator in terms of data on bullying prevention if needed.

Incident Database

Roots PCS will submit to the citywide coordinator a dataset of all incident and service measures designated in this policy. This data will not include any identifying information about the bully, victim, or witnesses. The prevention specialist will be responsible for ensuring the citywide coordinator has accurate information on incident and service measures. Given the sensitive nature of information contained in this database, only the prevention specialist will have access to individualizing information in the database.

Incident Measures

Roots PCS will collect the following pieces of information about reported incidents of bullying:

1. Name(s) of the victim, bully, and any witnesses
    a. Reliable contact information for the victim, bully and any witnesses
2. Relevant attributes about the victim, bully and any witnesses including:
    a. Any prior incidents involving either the victim or bully
    b. Connection of the victim, bully, and any witnesses to the incident (i.e. are they students, staff, volunteers, etc.)
3. The nature of the bullying incident
    a. Where the incident took place
    b. What time the incident took place
    c. What type(s) of bullying it was (physical, verbal, cyber, relational, etc.?)
    d. What factors drove the incident of bullying (social status, personal appearance, race, sexual orientation, etc.)
    e. What adult supervision was in place
    f. Context of the incident

Roots will only attempt to collect this information insofar as it does not jeopardize the safety of the victim and witness(es) and allows non-staff reports of bullying to be made anonymously.

STUDENT/FAMILY POLICIES

Prior to implementation of a suspension or expulsion, same day notice shall be provided to the parent or guardian of a student who has committed conduct warranting suspension or expulsion. Such notice shall include:

(a) A description of the misconduct;

(b) A description of the proposed disciplinary action, including the duration of the suspension or expulsion;

(c) The authority for the proposed disciplinary action;

(d) An explanation of the student's rights, including the right to request a conference or hearing; and

(e) A description of the disciplinary process, procedures, and potential consequences.

Prior to implementation of a suspension or expulsion, the student or parent rep shall have the right to request a hearing, unless the student's conduct involved violence, a threat of violence, or possession of a weapon, in which case the student may be suspended for a period of not more than two (2) school days prior to the hearing and during the pendency of the hearing, which shall be concluded within three (3) school days of the request.

During any period of suspension of three (3) days or more (whether in-school or off-site), Roots shall develop an education plan for the student that enables the student to maintain academic work and obtain academic credit on pace with work that the student would have completed if the student was not subject to any disciplinary action, and shall continue to provide supplemental educational services that may be required for a homeless student, an English language learner, a student under court supervision, or any other subgroup of students identified by federal law of which the suspended student is a member.

Roots will continue to provide educational services to students with disabilities who are suspended or expelled, as required by the **IDEA** and **Section 504.**

Expulsion of students shall be governed by the following requirements:

(a) Expulsion shall be the appropriate discipline only for the most serious classifications of misconduct that may result in serious physical injury or are a major disruption to the school environment; and

(b) LEAs shall require that the school consider placement of a student in an alternative education program prior to expulsion.

STUDENT/FAMILY POLICIES

Roots will not consider prior incidents of discipline, including suspension and expulsion, in enrollment decisions, except that an LEA may deny enrollment to a student who at the time of enrollment is subject to a mandated, one (1) year expulsion from another public school of the District for possession of weapon in violation of D.C. Official Code § 38-231 (2001).

The procedures set forth below may be used by a grievant who is an employee, student, parent, or visitor. The identities of the grievant and respondents (the individuals against whom the allegations in the grievance are directed) will not be disclosed except as required by law or policy, or as necessary to fully investigate the grievance.

Other Considerations

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

A grievant may file an informal or formal grievance, and is not required to file an *informal* grievance prior to filing a *formal* one.

Informal Grievance

Because most difficulties can be resolved by communicating a concern to someone, a grievant is encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor, or the Principal.

1. Individuals alleging discrimination, harassment, or retaliation pursuant to this Grievance Procedure must send the informal grievance to the Principal within 45 calendar days of the date of the actions or failures to act being grieved. This timeframe may be waived by **Roots**. The informal grievance must include the name of and contact information for the grievant, briefly describe the alleged discrimination, harassment, or retaliation, and signed by the grievant.
2. The Principal shall complete an investigation of the informal grievance within 10 calendar days of the receipt by Roots of the grievance.

3. The Principal shall schedule a meeting with the grievant that shall take place within 14 calendar days of **Roots**' receipt of the grievance. If the grievant agrees, this meeting may include the individual against whom the grievance was filed and other individuals, as necessary.

4. Within 21 calendar days of the receipt by **Roots** of the grievance, the Principal shall send a decision letter to the grievant which shall include the specific issues raised in the grievance, the resolution or failure to resolve, the remedies to be provided, if any, and the grievant's right to request a formal grievance. A copy of thedecision letter, the complete record of the investigation, and notes concerning meetings with and negotiations between the parties shall be maintained by the Principal.

The grievant is not required to discuss his/her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

Formal Grievance

1. Individuals who want to file a formal grievance alleging discrimination, harassment, or retaliation pursuant to this Grievance Procedure must send the formal grievance to the Principal within 45 calendar days of the date of the actions or failures to act being grieved. For thosewho filed informal grievances, this timeframe is 30 calendar days of their receipt of the decision letter to the Principal. This timeframe may be waived by Roots PCS. The formal grievance must be signed by the grievant, and include the following:
    a) The name of and contact information for the grievant;
    b) A clear and concise statement of the allegations;
    c) A statement concerning how the actions or failures to act were discriminatory, constituted harassment or a failure to adequately address harassment, or were retaliatory;
    d) The names of the respondents;
    e) For those who filed informal grievances, a copy of the decision letter;
    f) The requested remedies; and
    g) Whether a non-participating observer will be brought to the hearing (representatives, advocates, or other participants are not permitted at the hearing).
2. Within (7) calendar days of the receipt by the school of the formal grievance, the Principal shall appoint a Formal Grievance Panel and provide them with the grievance, all evidence submitted with the grievance, all information and evidence relating to the immediate intervention, if any, and, for those cases for which informal grievances were filed, the record of the investigation of the informal grievance and the decision letter. The Formal Grievance Panel shall be comprised of individuals, including a chairman, who have received adequate training on the Grievance Procedures how to conduct a hearing and the issue raised by the grievance, and who are not directly or indirectly involved in the actions or failures to act that are the subject of the formal grievance.

3. The Formal Grievance Panel shall complete an investigation of the grievance within 14 calendar days of the receipt by Roots of the grievance, except that, for those cases for with informal grievances were filed, it may elect to rely on the record of the

investigation of the informal grievance and the decision letter instead of conducting an investigation.

4. The Formal Grievance Panel shall schedule a Grievance Hearing for a date within 21 calendar days of the receipt by Roots PCS of the formal grievance, and shall provide the grievant and respondents with at least 3 calendar day's written notice of the Grievance Hearing. The Hearing Notice shall include the allegations, the general manner in which the hearing will be conducted, the rights of the grievant and respondents at the hearing, including the rights to submit documentary evidence and verbal testimony, and the right of the grievant to cross-examine respondents and witnesses and rebut evidence. The grievant and the respondents shall bring all witnesses and/or evidence to the Grievance Hearing, except that evidence previously submitted by the grievant in the informal or formal grievance process. The Formal Grievance Panel shall conduct the hearing, accept evidence, determine the order in which evidence will be presented and witnesses examined and cross-examined, identify any additional witnesses or evidence relevant to the grievant, and question the grievant, respondents, and/or witnesses.

5. Within 28 calendar days of the receipt by Roots PCS of the request for a Grievance Hearing, the Formal Grievance Panel shall make and send a decision to the grievant and respondents which shall include the specific issues raised in the grievance, the applicable standards, the facts alleged, specific findings concerning the merit or lack of merit of each allegation, the basis for the decision, the remedies to be provided, if any, and the grievant's right to appeal the decision.

Appeal Process

1. A grievant who is dissatisfied with the Formal Grievance Panel decision must send an appeal within 14 calendar days of their receipt of the decision to the Board of Trustees. The Appeal must be signed by the grievant and include the following:
    a) The name and contact information for the grievant;
    b) A copy of the Formal Grievance Panel decision; and
    c) A statement concerning the specific flaws in Formal Grievance Panel decision and why that decision should be reversed.

2. Within 14 calendar days of the receipt by the Board of Trustees of the grievance, it shall send a final decision letter to the grievant. This final decision letter is not subject

to appeal. The Chairperson of the Board of Trustees, ***Attorney Gilda Sherrod-Ali,*** *who can be reached at:* ***202-544-2299*** *or at* **gildaali@gverizon.net.**

Prohibition Against Retaliation

Roots PCS pledges that it will not retaliate against person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy. Additionally, Roots PCS will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, or concern, or who cooperates in an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action per *the Roots PCS Whistleblower Policy (Staff Hand Book)*

Modification

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

Formal Federal Agency Complaint Procedures

A grievant also has the right to file a complaint with the Office for Civil Rights by:

1. mailing the complaint to:
   Director, District of Columbia Office, Office for Civil Rights (OCR),
   U.S. Department of Education, Office for Civil Rights, District of Columbia Office
   400 Maryland Avenue SW
   Washington, D.C. 20202-1475
2. faxing it to (202) 453-6021; or
3. filing it electronically at: http://www.ed.gov/ocr/complaintprocess.html

All Students are subject to disciplinary actions as prescribed by law, including students with disabilities. We follow the procedural safeguards regarding discipline of students with disabilities in accordance with the IDEA of 2004. Relevant portions of the DC Municipal Regulations (5DCMR Section B25.10) .

Mandatory Reporting of Neglect & Abuse

Any person who knows or has reasonable cause to suspect that a child has been or is in immediate danger of being mentally or physically abused or neglected shall immediately report or have a report made of such knowledge or

Student Privacy Act

What is FERPA?

The ***Family Educational Rights and Privacy Act of 1974*** helps protect the privacy of student education records. The *Act* provides for the right to inspect and review education records, the right to seek to amend those records and to limit disclosure of information from the records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records. The *Act* applies to all institutions that are recipients of federal aid administered by the Secretary of Education.

What rights does FERPA afford students with respect to their education records?

STUDENTS HAVE THE RIGHT TO INSPECT AND REVIEW THEIR EDUCATIONAL RECORDS. A student seeking to review their records should contact the Office at the Roots PCS campus and ask for a Records Review Request form. Roots PCS must comply with the request to review the records within 45 days of receiving the request. Parents may request copies of their child's records. However, the school may refuse to duplicate records in situations where the student has outstanding financial or other obligations to the school.

STUDENTS HAVE THE RIGHT TO SEEK TO AMEND THEIR EDUCATIONAL RECORDS.

Parents may ask (FEPRA allows) Roots personnel; "school officials"; including school administrators; trustees, committee members and teachers to obtain access, or amend a record if they believe it is inaccurate or misleading. *This is only done providing that it is determined that these parties have "legitimate educational interest " in the information if the official needs to review the education record in order to fulfill his or her professional responsibility; ex: SPED teacher*. If it is determined an amendment is needed, they should write to the Director, clearly identifying the part of the record they want changed, and specifying why it is inaccurate or misleading. If the decision is not to amend the record as requested by the parent, Roots staff will notify the parent of the decision and advise them of the right to a hearing regarding the request for amendment. If the parent requests a hearing, the Director or designee shall gather the records which are being challenged and appoint a committee of one faculty member, one administrator, and a member of the Student Support staff to hold a hearing with the parent to review and discuss the information in question. The following conditions will be met:

The hearing must take place within 45 days of the written request of the parent at a time which is convenient for both the parent and the other parties involved. Minutes shall be recorded from the hearing.

1. "Due process" shall be the guideline used for the conduct of the meeting.

2. *If the records cannot be mutually agreed upon, the parent has the right to submit information for the file to explain more adequately the information in question.*

PARENTS HAVE THE RIGHT TO LIMIT DISCLOSURE OF INFORMATION FROM THEIR EDUCATIONAL RECORDS.

With certain exceptions (described below), Roots PCS may not release personally identifiable information unless the parent has given prior consent in writing. A parent may contact the Admissions Office at any campus for Consent to Release Information forms.

The following are exceptions to non-disclosure. ROOTS PCS personnel may release information without the parent's written consent in the following situations. Although RPCS does not promote the widespread release of "directory information," ***FERPA*** regulations permit the release of such information to anyone without the parent's consent. 1)School may disclose directory information without consent if the student is a dependent student. 2) To comply with a judicial order; to the victim of an alleged crime of violence or non-forcible sex offense. *(Other exceptions are outlined in* ***FERPA*** *regulations at CFR 99.31; Detailed copy issued to parents upon request.)* Directory information is defined as that information which would not generally be considered harmful or an invasion of privacy if disclosed. Designated directory information at RPCS includes the following:

Student name, parent or guardian name, address, telephone listing
E-mail address
Date & place of birth
Field of study at **ROOTS PCS**
Participation in officially recognized activities
Dates of attendance at **ROOTS**
Promotion and awards received
Photograph
Educational institution most recently attended
Enrollment status
Academic or grade level

Parents have the right to refuse to permit the release of directory information, by making a request in writing.
Contact the Records/Admissions Office for information. Parents should be aware that requesting non-disclosure may have negative consequences. For instance ROOTS personnel will not be able to confirm the student's attendance to a prospective school; their names will not be listed. Parents also have the right to "opt-out" of the public, non-consensual disclosure of directory information to third parties. Ithis happens then information may not be disclosed to such parties.
A complete copy of these regulations are available to parents upon request.

review and discuss the information in question. The following conditions will be met:

1. The hearing must take place within 45 days of the written request of the parent at a time which is convenient for both the parent and the other parties involved.
2. Minutes shall be recorded from the hearing.
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Designated directory information at RPCS includes the following:

Student name, address, telephone listing
E-mail address
Date of birth
Field of study at **ROOTS PCS**
Participation in officially recognized activities and sports
Dates of attendance at **ROOTS**
Promotion and awards received
Photograph
Educational institution most recently attended
Full or part-time enrollment status
Academic or grade level

Parents have the right to refuse to permit the release of directory information, by making a request in writing. Contact the Records/Admissions Office for information.

Parents should be aware that requesting non-disclosure may have negative consequences. (For instance ROOTS personnel will not be able to confirm the student's attendance to a prospective school; their names will not be listed.

The Right To File A Complaint

If parents believe that their rights have been violated, they may file a formal complaint with the Dept of Education (OMB No.1880-0544.

A complaint must include specific allegations of the facts detailing reasons that a violation of the statute or the implementing regulations occurred. Individuals who want to complete the complaint may do so in its entirety by submitting it either by mail or electronically.

The alleged violation will be investigated by the SPPO (**S**tudent **P**rivate **P**olicy **O**ffice)

PTA MEETINGS

(Parents can schedule a meeting with teachers at any time)
The four (4) PTA meetings are scheduled as follows:

September: Welcome /Orientation, Program Overview and Staff Introductions
January: Report Cards and Parent/Teacher Conferences (Open to Public)
March: Resource Information and Parent/Teacher Conferences
June : Recital and Report Cards

ROOTS CLASSROOM SCHEDULE*

PRE-PRIMARY

7:00	BREAKFAST
8:30	MORNING OPENING
9:00	Language Arts
10:00	Social Studies, Science & Music
11:00	Math
12:00	LUNCH
12:30	Story Time
1:00	Nap & Quiet time
3:00	Spanish, PE, Art, Computer
4:00 – 6pm	Snack, Low Organized Activities/Free Choice

ELEMENTARY SCHOOL

* SAMPLE SCHEDULE: *May vary from day to day depending on the day and/or the teacher.*

8:30	MORNING OPENING
9:00	BREAKFAST
9:30	Language Arts
10:30	Math
12:00	LUNCH

(Alternate Days & Weeks)
1:00- P.E./Foreign Language /Art/Music / Computer/Science &Social Studies.
3:00 – 3:30
Clean-up & CLOSING RITUAL

Open Meeting Policy

Roots PCS BOD plans to hold one(1) open/public Meeting each School Year.

The process for announcing this meeting will be via: School's Website, Newsletter and Parent Handbook.

CLASSROOM DISCIPLINE PLAN

Classroom Rules

- Follow directions the first time they are given
- Be in the classroom and seated on time
- Raise hand to be recognized before speaking
- Get permission before leaving classroom
- Speak and act respectfully at all times
- Gum is not chewed at school or on field trips at any time
- Students going to the multi-purpose room must be accompanied by an adult
- Students must wear the school uniform to class daily

Consequences

First time a student breaks a rule: Warning
Second time: Writes affirmation X times and possibly no recess
Third Time: Parent Notification
Fourth Time: Call
Severe Case: Send to Principal

Rewards

Students who comply with the rules receive:

- Praise
- Positive notes sent home
- Special Privileges

Teachers send notes to the parent explaining that these are the rules of the classroom and are in effect at all times. Severe misbehavior such as fighting, verbal abuse, or weapons will result in being **Sent to the Principal.** The end result is that there are well-defined rules and pre-determined consequences from the very beginning which establishes classroom control and creates a basis for effective communication with parents. Teachers are able to:

- Judge student behavior fairly;
- Discuss behavior problems more confidently with parents;
- Show empathy and concern toward the student;
- Question to find out why there is a problem.

The reasons for discipline are never vague or arbitrary. An accurate description can be given to the student or parent concerning:

- The rule(s) that the student has broken and
- The consequences of the student's misbehavior.

This a commitment that is very time consuming to prepare, but it is well worth the

Roots PCS Sexual Violation Policy& Procedures

It is the policy of **Roots PCS** to ensure the safety and well-being of every student. When a concern of possible abuse/neglect arises, the expectation is that we as a school will act swiftly and in an organized manner to respond.The following steps are taken as preventative measures:

1. ALL staff members and personnel are to participate in a Mandated Reporter training at least one time during each school year. Sign-in sheets will be used to track attendance to ensure full participation.
2. In order to minimize risk in the school environment, it will be shared with every staff member that one-adult/one-student situations should be avoided if possible. If they are to occur, it is to be made sure that the activity is observable and can be interrupted at any time.

The following proceduresshall be followedwhen a staff member has a concern that a child is being/in danger of being harmed:

1. When a staff member receives a disclosure of abuse or neglect from a student, or is a witness to something (incident, marking on child, etc.) concerning, they are to IMMEDIATELY report their concern to their immediate supervisor, who shall then report to the *Principal*,(Dr. Bernida Thompson) *Assistant Principal*,(Rasheki Kuykendall- Walker) or Principal's Designee. (Winifred Wright)
2. The staff member who originally initiated the response shall complete an incident report (incident report form can be found in the incident file); the report willinclude the circumstances around the disclosure/incident, the specific words of the student, and steps taken in response (i.e. reported the concern to the AP, brought the student to the counselor's office, etc.).
3. The Principal, Asst. Principal, or Principal's Designee will meet with the student to obtain additional information about the concern. *No other staff member should question the student about the concern/disclosure.*
4. The Principal, Asst. Principal, or Principal's Designee shall determine next steps (call to parent, report to CFSA or other jurisdiction, etc.). *A parent should be notified if, in doing so, no further harm will come to the student.*
5. If a call to CFSA or other Child Protection agency is warranted, the staff member who originally initiated the report will call to make the report with the Principal, Asst. Principal, or Principal's Designee.
6. After a call is placed, it should be documented: when the call was made, the Agent number of the hotline worker who you spoke with, what the response was from the hotline worker (accepted the report, did not accept the report, etc.), and what follow-up can be expected (CFSA will investigate report, CFSA to come see the student at the school, etc.)

Note: If a staff member reports a concern and their supervisor, Principal, Asst. Principal, or Principal's Designee does not think a call to CFSA is warranted or for some reason cannot be contacted, it remains the responsibility of that staff member to make the report if they feel it should be done. Reporting is an individual responsibility and failure to report can lead penalty.