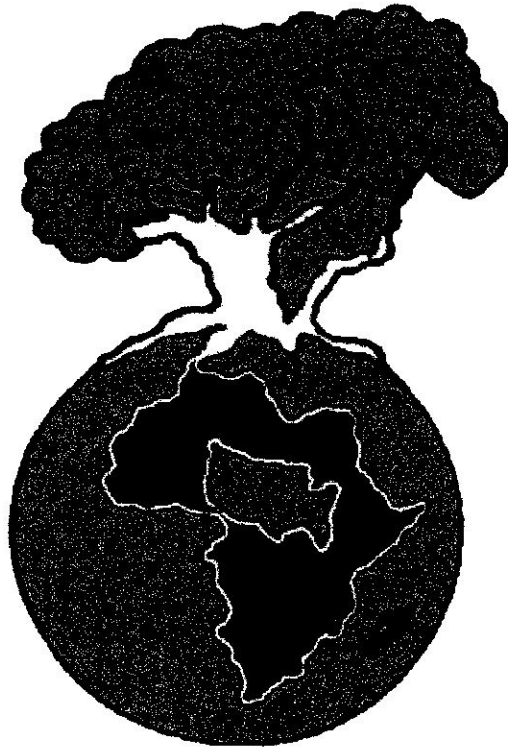


ROOTS PUBLIC CHARTER SCHOOL, INC.



STAFF POLICY HANDBOOK WITH DISTANCE LEARNING POLICIES



When necessary, *Roots* reserves the right to make changes, with or without notice, in the policies and practices described in this Handbook. Moreover, because it is impossible to anticipate every situation that may arise, *Roots* reserves the right to address a situation in a manner different from that described herein if, in *Roots*' judgment, the circumstances so warrant.

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NON- DISCRIMINATION POLICY

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

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.

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 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.

MISSION AND PHILOSOPHY

The Mission of the Roots Public Charter School is to offer a culturally relevant (African Centered) and academically stimulating curriculum. We believe by giving youth an appreciation of their land, history, and culture they are inspired and motivated to maintain high academic and social goals. Therefore, the Roots Public Charter School seeks to:

1. Provide students with a strong African Centered learning environment;
2. Promote and secure the connection of Mother Africa within our children;
3. Prepare students to break the chains of psychological conditioning that attempt to keep them powerless in all phases of society;
4. Guide students toward academic excellence, exemplary character, and social responsibility;
5. Encourage success leading to self reliance, economic, social, and political contributions to society.

INTRODUCTION

Roots Public Charter School will hire and keep teachers who meet the following expectations:

* Are experienced in technology via remote/virtual teaching (class dojo, google classroom, I-Ready, etc)

1. Have an educational background and experience in Early Childhood Education or Elementary Education and pass the Praxis II in Elementary Education.
2. Display a proud and positive attitude toward the school.
3. Enjoy and energetically work creatively to improve the school.
4. Effectively team-teach, conduct individualized instruction, and practice behavior modification techniques.
5. Effectively operate an open-space, multi-level classroom arrangement.
6. Establish a very good record of attendance and punctuality.
7. Attend all PTA meetings, all inservice staff development workshops and support all fund-raisers.
8. Extraordinary educators whose mission is to go the extra mile with an enthusiastic desire to serve on the Roots team.

Roots Public Charter School will be supportive of its staff and vows to do everything in its power to provide a pressure free, enjoyable and fulfilling environment in which to work. We will supply equipment and supplies for the staff's access, solicit their involvement, suggestions and input on all levels, and provide advancement for the staff in the way of workshops, resource persons, raises and benefits to the best of our budget.

Roots is an equal opportunity organization committed to non-discriminatory practices in hiring & services rendered based on race, color, or national origin. Also, the District of Columbia Human Rights Act, approved December 13, 1997 states the following: It shall be unlawful discriminatory practice to do any of the following acts, wholly or partially for a discriminatory reason based upon the actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identify or expression, ***family responsibilities, genetic information, disability, matriculation, or political affirmation of any individual.*** To file a complaint alleging discrimination on one of these bases, please contact: the District of Columbia's Office of Human Rights@ (202)727-4359 or ohr@dc.gov.

Roots PCS participates in the National School Breakfast, Lunch & Afterschool Snack Program and accepts responsibility for providing nutritious meals that benefit all eligible children under the school's jurisdiction. *In*

accordance with Federal civil rights law and US Dept of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, employees and institutions participating in or administering USDA programs, are prohibited from discriminating based on race, color, national origin, sex, disability, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign language, etc) should contact the agency (state or local) where they applied for the benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay services at 800-877-8339. Additionally program information may be made available in languages other than English.

Roots condemns and maintains a zero tolerance policy toward any form of student or employee sexual harassment.

Roots reserves the right to require drug testing and police security clearance prior to hiring and/or during employment. Roots, also employs zero tolerance toward any alleged abuse of alcohol or drugs on school property. Failure to comply with these mandates can be cause for immediate suspension or dismissal.

PROFESSIONALISM

“A perverse man stirs up dissension, and gossip separates close friends.” PR 16:25. Professionalism is:

1. Performance on job being high quality
Five P's - “Proper Planning Prevents Poor Performance”
2. Being approachable (a positive attitude about constructive criticism and suggestions.
3. Being a team player (putting the success of the team as the most important goal) individual interests and needs are important as they relate to the success of the goal.
4. Properly approaching others with requests, suggestions or criticism (tone of voice, choice of words, and body language).
5. Dress appropriately.

PROBATIONARY STATUS - New staff members hired on a full time status will be considered on probationary status for the first two (2) months of employment. Within this period, they are not eligible to take sick or vacation leave.

TIME SHEETS – Every staff is required to arrive daily on time or have their virtual daily class timesheet on time on a bi-weekly basis. Upon arriving at school, you are to immediately sign in at the office. Every staff member is responsible for daily signing in time of arrival and time of departure. No staff is allowed to sign out for the day upon arrival or sign for someone else. Whether arriving five (5) or twenty-five (25) minutes late, records to the next ½ hour. Falsifying your time of arrival or departure or days of attendance is cause for immediate termination of employment.

CLASS PLANING TIME - Teachers of K to 5 grade have work hours of 8:00am-5:00pm or 9-6pm and should arrange to take an hour lunch period as their class is covered by their teammate. They are required to use the half hour from 8:00 to 8:30am and the hours from 3:30 to 5:00pm as class planning and preparations. No lunch break should be taken at end of staff's working hours. The lunch period is not a part of the paid day. During the covid crisis, Wednesdays are also planning/evaluation days for staff and deep cleaning of the school for janitorial contractor.

BI-WEEKLY PAYROLL - A forty-hour (40) basic work week, consisting of five (5) eight-hour days from Monday through Friday shall be observed. Payroll week begins on Sunday and end on Saturday. Staff will

be paid bi-weekly on Friday following the end of payroll period. With prior permission, time can be made up within that payroll period. Upon termination, the final check is received at the end of the normal payroll cycle.

STAFF CLASSIFICATION All administration personnel are exempt and work year round (twelve (12) months) The teaching staff may or may not work up to 12 months depending on their qualifications and employment contracts.

DRESS CODE- Teachers should come to school in a clean, neat, comfortably dressed manner, which will allow the teacher to work with the children without restriction. Clothing should not be overly revealing.

HOLIDAYS AND SNOWDAYS- Roots Public Charter School will follow the DC Public School schedule Snow days. The following are paid holidays:

- | | |
|--|--|
| 1. Martin Luther King's Birthday | 2. President's Day |
| 3. Memorial Day | 4. Independence Day |
| 5. Labor Day | 6. Federal October Closure |
| 7. Spring Break | 8. Veteran's Day |
| 9. Thanksgiving Day & Day After | 10. Winter Break, December 24- January 1 |
| 11. DC Emancipation Day April 16 th - | |

DRUGS/ALCOHOL/WEAPONS - Possession and distribution of tobacco, alcohol, and illegal drugs by staff and students is strictly prohibited. There are no weapons allowed on and around the premises of Roots Public Charter School.

JURY DUTY - Staff may use their leave for the first day of Jury Duty as long as the administration has been shown the summons in advance. If assigned a case, by law, Roots will pay full pay per days on duty after the first.

BEREAVEMENT POLICY -

Funeral Leave for an Immediate Family Member:

When a death occurs in an employee's immediate family, all regular full-time employees may take up to three (3) days off with pay to attend the funeral or make funeral arrangements. The pay for time off will be prorated for a part-time employee if the funeral occurs on a scheduled workday. RPCS will require verification of the need for the bereavement leave.

Immediate Family Defined for Bereavement Leave:

Immediate family members are defined as an employee's spouse, parents, stepparents, sisters, brothers, children, stepchildren, grandparents, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, or grandchild.

Non-family Member Funeral Leave:

All regular, full-time employees may take up to one (1) day off with pay to attend the funeral of a close, non-family member. This time off will be considered and granted by the Principal on a case-by-case basis. The pay for time off will be prorated for a part-time employee if the funeral occurs on a scheduled workday. The administration should confirm that the time is recorded accurately on the time sheets. RPCS may require verification of the need for the leave.

Additional Time Off:

Roots PCS understands the deep impact that death can have on an individual or a family, therefore additional non-paid time off may be granted. The employee may make arrangements with administration for an additional four unpaid days off in the instance of the death of an immediate family member.

Additional unpaid time off may also be granted depending on circumstances such as distance, the individual's responsibility for the funeral arrangements, and the employee's responsibility for taking care of the estate of the deceased.

Individual employee circumstances may be discussed with the Administration to determine whether additional considerations are needed. It is Root's intention to support employees during their times of grief and bereavement.

HEALTH & DENTAL INSURANCE

As part of a benefit package, an employee can elect Group Health insurance with selected insurance company. RPCS and full time employees may or may not share equally the premium cost for individual coverage. Staff members are totally responsible for their family member's coverage premium cost. The administration reserves the right to change the nature of the benefits, the deductibles, premiums or other features of the Benefit Package. If for any reason, RPCS decides to discontinue any benefit; covered employees will be notified of such changes as soon as applicable

LIFE INSURANCE & PENSION PLAN

As part of a benefit package, Life insurance, long/short term disability and a pension plan can be elected by an employee after three (3) years of service. After three years, a full time employee is eligible to participate in the Life insurance & long/short term disability plan. After three (3) years, a full time employee is eligible to participate in the pension plan as follows: \$20.00 a month. After five (5) years, the pension benefit changes to \$40.00 a month and after eight (8) years, the benefit increases to \$60.00 per month. RPCS reserves the right to change the nature of the benefits, the deductibles, premiums or other features of the Benefit Package. If for any reason, RPCS decides to discontinue any benefit; covered employees will be notified of such changes as soon as applicable.

SICK LEAVE - Sick leave accrues and is only available for in-person employees and not those who work from home (distant learning). Sick leave shall be regarded as insurance for the employee's loss of pay due to sickness. It can be used as a personal day off. Sick leave can be taken at the end of an employee's probationary period. Sick leaves are earned for ten (10) months only. Sick leave hours per month can be increased as an incentive for staff to continue dedicated service over the years. Full time employees will earn four (4) hours per month of sick leave. After three (3) years, it changes to six (6) hours per month, and after five years, it becomes eight (8) hours per month. At the end of each contract year, employee's sick leave balance is cashed out. Administrators and office Staff (other than teachers) with less than ten (10) years of service receive one (1) week of sick leave and staff with ten (10) or more years of service receive two (2) weeks of sick leave. Quarantine will not affect sick leave.

VACATION/ANNUAL LEAVE - Full-time employees will earn four (4) hours vacation each month except for degreed teachers. Degreed teachers work ten months in order to accrue eight (8)

Weeks vacation/annual leave. Their annual salary is paid spread over the entire year. Terminated employees will not be paid for accrued vacation. Except for degreed teachers, vacation hours per month can be increased as an incentive for staff to continue dedicated service over the years. After three (3) years of service, it changes to six (6) hours per month; and after five (5) years, it will be eight (8) hours per month. At the end of each contract year, employee's vacation leave balance is cashed out. Administrators and office Staff (other than teachers) with less than ten (10) years of service receive two (2) weeks of vacation leave and staff with ten (10) or more years of service receive three (3) weeks of vacation leave.

RESIGNATION, TERMINATION, GRIEVANCE PROCEDURES - Upon the resignation of an employee before the end of the school year; all sick and vacation leave is forfeited. If an employee is terminated “with cause”, the employee forfeits all accrued leave. If an employee is terminated “without cause”, the employee will be compensated for accrued leave. However, No teacher will receive two months’ vacation without working the entire ten months. Employee grievance can be taken to the Roots Board of Directors, who has the final decision.

EXPENSES -Staff must obtain the advance consent of the Principal before incurring expenses for which they seek reimbursement. Receipts must document approved expenses.

BONUSES- Bonuses are not guaranteed. Merit bonuses are subject to availability of funds. However, Kwanzaa bonuses for excellent work and an end of the year staff appreciation dinner are the intent of the Board of Directors. Bonuses can range from \$50 to a maximum the budget allows. Both End of the School Year and Kwanzaa Bonuses are subjected to availability of funds and at the discretion of Board of Directors after reviewing the financial statements presented by the CFO. Both bonuses are awarded for excellent work. There may be in form of End-of-the-year *Staff Appreciation* Lunch.

EVALUATION PROCEDURES

Staff evaluation serves as a history of performance, feedback to let staff know how their performance is perceived, and criterion for administrative decisions (to keep or terminate personnel, and a salary judgment tool to determine service value). The evaluation process includes:

1. Daily informal observations.
2. In November and June, there are two (2) formal evaluations of first and second year teachers and assistants; in June, one (1) formal evaluation of teachers with three (3) years or above.
3. A written checklist - first filled out in pencil by employees, then reviewed and revised in ink by the supervisor

CRITERION FOR RAISES

- Raises are based on longevity with school, cost of living, educational degree, merit, and the school budget.
- a. Each full year that an employee stays with school raises his/her hourly rate pay or salary by 1% (one) to 3% (three) cost of living.
 - b. Upon receiving a new degree (CDA, AA, BS, or BA, MA, ED.D. or Ph.D), hourly rate of pay or salary will be increase by 1% (one).
 - c. Overall performance rating: raises are as follow
 - Excellent 2%(two) to 4% (four).
 - Good 1%(one) to 3% (three).
 - Satisfactory only allows the employee’s contract to be renewed.
 - Improvement Needed – contract may not be renewed.

EXPECTATIONS OF ALL TEACHERS

All teachers must become proficient at virtual/remote teaching.

- A. Give love, attention, quality care, and educational stimulation as specified in the Roots curriculum. Reading and math instruction should be done each day. The teacher should keep the children’s names, addresses, phone numbers, and birth dates in a notebook. Documentation of children’s behavior, lesson plans, class schedule, and substitute plans should also be available.

- B. Keep names neatly on lockers so parents & children as well as co-workers know where each child's locker is. Check each child's locker for cleanliness and order each day, as well as keep the center clean, orderly, and attractive. Your center, shelves, etc. shouldn't be cluttered. Kitchens including cabinets and refrigerator should be kept tidy and clean. Every Friday, refrigerator should be cleared of personal items, cleaned, and defrosted if needed. Let students assist in weekly responsibilities. One sign of professionalism is keeping a clean and organized workspace.
- C. Use the Performance objectives to test your children before planning instructional lessons. Use the block method to chart what each child needs to learn. Individualize instruction so as to work with one child or small group while the rest are constructively working on something they need and can do independently. The most important to individualize are language Arts & math
- D. Keep a record of Performance objectives each child is achieving. There should be a copy of the behavioral objectives, grade report sheet & subjective report for the office file as well as the parent copy (report card). Upon a child's promotion out of the division, the file copy should be kept on file.
- E. Greet parents & children in a friendly way each morning, and keep communication open, positive, and continuous with parents through written weekly reports, phone conversations, and person-to-person contact.
- F. Teachers are to cooperatively team on situations, which will make their jobs easy and more efficient in handling. Teaming encompasses planning and organization; not random, spur of the moment reactions. Examples of teaming are morning opening, birthday parties, and various other activities that lend themselves to it.
- G. Have children make birthday cards for each child's birthday. Discuss the Black hero/heroines of the month each morning. Have a picture posted of the person. Do hands on activities in celebration of his/her birthday.
- H. Children should not be without the teacher's supervision at any time. This includes the restroom. Teach toileting habits, and schedule toileting time instead of sending children to the bathroom unsupervised. Teach girls the correct way to wipe themselves, boys to lift the seat before urinating, both to pull off only a moderate amount of toilet paper and one paper towel; and to flush the toilet and wash hands, turning off faucet when finished.
- I. Use behavior modification to discipline. Use lots of praise, activity reinforcement, hugs, etc. Avoid criticism trap and verbally attending to unacceptable behavior. For the misbehavior use facial-eye communication, touches on the shoulder, and praising the good behavior. Serious or continuing misbehavior warrants time-out. Make sure child knows criteria for re-entry into class activities.
- J. Limit the use of Xerox practice sheets and do more hands-on manipulative activities such as computers, games, arts and crafts, life experience simulation, dramatic role-play, and field trips. Do pre and post activities with all trips.
- K. Be responsible for the care of school property. Report anything broken or missing immediately, as well as who and how the incident happened.
- L. Explain all federal holidays. Do creative, hands on activities. Make sure children realize July 4th was the independence of Euro-Americans from Great Britain. Though Blacks helped them get free, we were not freed from slavery. It is not a celebration of our independence.

- I. In **SEPTEMBER**, a teacher is assigned a certain number of children for direct responsibility. The salary remains constant, even if a child is absent or withdraws. Similarly, a teacher may be asked to help out by taking their teammate's class if a substitute is not available.
- II. In **OCTOBER**, we do not celebrate Halloween. It is not relevant to Black heritage. It is also tainted with racism since the subliminal message is that Black is bad and evil. Furthermore, the candy industry uses this time to exploit our children. However, celebrate the fall with the children. Show and tell them about colored leaves, pumpkins, gourds, Indian corn, etc. Make a jack-o-lantern, roast pumpkin seeds, & bake pumpkin pie.
- III. In **NOVEMBER**, teach the truth about Thanksgiving. The first thanksgiving was the beginning of the genocide and massive take over of Native Americans as well as the seeds of slavery of Africans. Native Americans protest Thanksgiving by fasting.
- IV. In **DECEMBER**, explain that Christmas is a holiday that the major religious groups in America - Christians celebrate. They believe it is the day that the Son of God, Jesus, was born. Not everyone at Roots has that belief, so Roots doesn't celebrate religious holidays. We celebrate the winter season and Kwanzaa (December 26 - January 1)- a U.S. African holiday because we are all U.S. Africans. Use hands on activities to celebrate winter (songs - Frosty the Snowman; make cut-out snowflakes, decorated winter pine trees, etc.). Use arts and crafts to celebrate Kwanzaa. Teach Kiswahili, do Kwanzaa activities, and everyone is to wear traditional African clothes throughout the week. Play down the *white* Santa and commercialism. Help children make presents for parents.
- V. In **JANUARY**, do extensive hands on and discussions and freedom songs around Dr. Martin Luther King, Jr. Teach children to celebrate January 1st, because it was the day of our emancipation from slavery.
- VI. In **FEBRUARY**, promote Black Love Day. Let children make cards for parents. Play down the commercialism and boyfriend/girlfriend angle, while emphasizing love for our brothers and sisters.
- VII. In **MARCH**, prepare a class science fair project for the science fair.
- VIII. In **APRIL**, explain, "Easter is a holiday that the major religious group in America celebrates. They believe it is the day that the Son of God, Jesus, rose from the dead. Not everyone at Roots shares that belief, so Roots doesn't celebrate religious holidays. We celebrate the spring season." Do many hands on activities around spring, new birth of plants and animals, dyeing spring eggs, and making baskets. Sex education is done this month also.
- VIII. In **MAY**, do career development throughout the month. Have students make Mothers' Day cards and presents.
- X. In **JUNE**, have students make Fathers' Day cards and presents.

ASSISTANT TEACHER DUTIES

1. Assist teacher with class and participate in planning;
2. Assume responsibility in teacher's absence;
3. Attend in-service workshops offered;
4. Assist in preparing bulletin boards and written reports to parents;
5. Preparing functional level work at the teacher's supervision;

6. Keeping learning centers clean, neat, and attractive;
7. Grading and sorting papers of children;
8. Kitchenette duty.

FIELD TRIPS - Field trips that make the subject matter being taught come alive are encouraged. Teachers can plan them as long as the office is informed, and the plans are made well enough ahead of time. Roots would like for students to take at least one field trip per month during the school year if money permits. Teachers are expected to do PRE and FOLLOW UP educational activities for all field trips.

PARENT TEACHER ADMINISTRATION MEETINGS

(6:00 - 8:00pm)

PTA Meetings will be scheduled as follows:

- September - Introduction and Welcome
- December - Parent Meeting, recital, Report cards
- March - Resource Information
- June - Recital and Report cards

Staff is expected to attend all PTA meetings as a part of their duty.

IN-SERVICE STAFF DEVELOPMENT WORKSHOPS - One whole Holiday each semester and one/two whole weeks in August will be set for in-service staff training/development. The first semester's day will be the day before Veteran's Day, and the second semester's day will be Easter Monday. All staff members are required to attend. No leave may be taken. Absences will be deducted from the pay week.

BIRTHDAYS OF FAMOUS BLACKS -Each month teachers are to teach the children about a famous Black person born in that month. The people Roots will commemorate are:

January	January 15, 1929	Martin Luther King, Jr.
	January 3, 1919	Johnie Wilson
	January 17, 1964	Michelle Obama
February	February 14, 1817	Frederick Douglass
	February 9, 1944	Alice Walker
March	March 10, 1913	Harriet Tubman
	March 18, 1935	Frances Cress Welsing
	March 14, 1933	Quincy Jones
April	April 5, 1856	Booker T. Washington
	April 22, 1947	Cathy Hughes
May	May 19, 1925	Malcolm X
	May 11, 1933	Louis Farrakhan
June	June 27, 1872	Paul L. Dunbar
	June 6, 1939	Marian Wright Edelman
July	July 10, 1875	Mary McLeod Bethune
	July 5, 1946	Bernida Thompson
August	August 17, 1887	Marcus Garvey
	August 22, 1933	Asa Hilliard III

	August 4, 1961	Barack Obama
September	September 21, 1909	Kwame Nkrumah
	September 8, 1954	Ruby Bridges
October	October 8, 1941	Jesse Jackson
	October 13, 1902	Fannie Lou Hamer
	October 17, 1956	Mae Jemison
November	November 9, 1731	Benjamin Banneker
	November 1, 1935	Mama Aziza Jones
	November 22, 1942	Guion Bluford
December	December 7, 1955	Albert Kamau Robinson
	December 19, 1954	Cecily Tyson

STUDENT DISCIPLINE POLICY

Roots' mission is designed to meet specific needs of U.S. African youth. The discipline policy objective is to provide positive reinforcement and encouragement. Our goal is to groom productive Black leaders for tomorrow. Our expectation of each student is to be respectful and obedient. There will be no corporal punishment. Any student involved in an altercation will be counseled and given an opportunity to explain their story to the teacher before a decision is made to call parents.

1. We will provide clear rules in a nurturing, learning environment.
2. We will find many instances to praise and will try to ignore little misbehavior we wish to weaken.
3. We will provide a clear warning in case of disruptive behavior and "time- out" if the warning goes 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 for at least a one-day (1) in-school suspension. A rule of thumb would be twenty-four (24) hours, but as many as three (3) days in-school suspension can be given. Cooperation, confidence, and mutual respect between teachers and parents will ensure the positive behavior modification of our children.

NO CORPORAL PUNISHMENT POLICY

If any employee, full-time or part-time, strikes any child enrolled at the Roots Public Charter School, that employee will be *immediately suspended*.

Roots reserves the right to suspend the employee (without pay) for a minimum of three (3) working days, not to exceed five (5) working days unless otherwise noted. Upon return, the employee will be placed on probation for a period of sixty (60) days.

Also, Roots Public Charter School reserves the right to require the employee to take anger or stress management courses either prior to the employee's return or during the time of probation.

Roots Public Charter School
15 Kennedy Street, NW
Washington, DC 20011

ADDENDUM TO RPCS STAFF POLICY HANDBOOK

EACH TEACHER IS A PROFESSIONAL

First and foremost, each of you are a professional and as such, your interaction with both children and parents should be that of a professional at ALL times. This does not mean that you shouldn't be friendly and cordial. Being friendly and cordial is a very important part of being professional. However, you must know where to draw the line.

As a teacher, you are not to become too familiar with either students or their parents. You are not any child's "best friend" or confidant. Report any personal or "family life" problems a child shares with you to both the school principal and the child's parent or legal guardian. Immediately report any inappropriate contact that a student makes toward you to both the school principal and the child's parent. You are not to engage in any kind of contact with a student that is not authorized by the school as both a school related and sanctioned activity. If you do, you will be operating outside of school policy and the school is not responsible for anything that occurs.

It is illegal for any teacher to engage in any inappropriate touching of a student and/or to engage in any inappropriate conversation with a student. Examples would be hugging or touching of a romantic nature; private and intimate conversations either at the school or by telephone or internet after school hours. If you do, you will be immediately reprimanded and placed on administrative leave without pay until a full investigation is completed. If this investigation reveals that the Roots employee engaged in inappropriate conduct with a student, that employee will be terminated immediately.

You are not to engage in gossip or spreading rumors involving other staff, RPCS personnel, students or parents. Gossip and rumors can lead to misinformation that may be harmful to a student.

You should dress in a clean and professional manner at all times so that you are readily identifiable as RPCS staff. We are not suggesting a formal dress code, but clean, ironed clothes can be both casual and professional. One's dress also assists one in keeping a professional distance from students.

DUTIES

In addition to the duties spelled out elsewhere in this handbook and your individual contracts, you each have the following duties:

1. Always be on time and prepared to teach each day. Take attendance so that you can record each child who comes in late or absent;
2. Report each absence and late attendance to the school administrator;
3. Keep a written record of any child's disruptive and/or inappropriate behavior and complete an incident report for any child's particularly disruptive and/or inappropriate behavior. Give the incident report to the administration immediately;
4. DO NOT USE PHYSICAL DISCIPLINE on any child at any time;
5. Make sure parents receive copies of incident reports as soon as possible and schedule a parent/teacher conference - if warranted- as soon as possible;
6. Do not send or take any child home until a parent and/or legal guardian has been contacted and you have been given permission to send or take the child home AND you have been assured there will be an adult in the home when the child gets there. Unless picking a child up from home or dropping a child off to home is explicitly authorized by the school, in writing, Roots will not assume responsibility for picking a child up or taking a child home, even if permission is granted by a parent and /or legal guardian of a minor child;
7. Do not go to a child's home to pick up a child without first getting written consent from the parents or legal guardians, and getting written clearance from the RPCS administration;
8. Do not leave any child unattended in a classroom, recreation room, outside or for too long a period of time in a bathroom. If a child is missing from your direct supervision for more than one minute, get someone to watch your class, and go check on that child immediately.
9. Do not use any profanity when addressing children-even when angry!!!
10. Remember, what you do reflects on RPCS. Therefore, don't do anything that will bring shame, bad reputation or legal action back to the school.

SEXUAL HARASSMENT

Any type of sexual harassment is illegal and will not be tolerated by the RPCS administration. There is an absolute duty to report sexual harassment as soon as possible to the RPCS school administration. This includes, but not limited to, sexual harassment of a teacher or staff member against a student or another teacher or staff member, and sexual harassment of a student against a teacher or staff member.

CHILD ABUSE REPORTING OBLIGATION

Each teacher and staff member has an absolute duty to report child abuse and severe neglect to the police and Child Protective Services. This includes incidents that may occur on the premises of the school or any signs of incidents that occurred at some other location - including a child's home. A child may tell you about an incident, or show signs of abuse. Signs of abuse include, but are not limited to, visible welts, bruises, scratches and marks of any kind on a child's body.

LEGAL OBLIGATIONS

1. As a RPCS staff member, you are legally obligated to guide and protect the minor children placed in your care each day;
2. You cannot use corporal punishment;
3. You cannot molest or have any kind of sexual contact with a child;
4. You cannot remove a child from the school premises without the express permission of a parent or legal guardian;
5. You cannot leave a child unattended for such a long period of time that he/she will either be harmed or cause harm to another;
6. You must report a child's disruptive and/or inappropriate behavior to the RPCS administration immediately and complete an incident report for any and all incidents;
7. You must contact emergency medical assistance for any child who is injured while in your care, give emergency first aid to that child until emergency medical assistance arrives, contact that child's parents or legal guardian at the first opportunity you have, and complete an incident report.

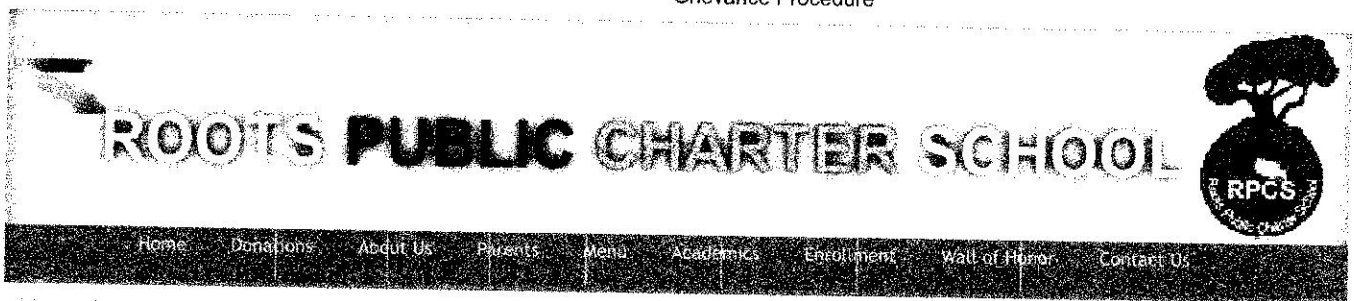
I have read and reviewed all of the roles, duties and obligations as herein described. I am fully aware that if I elect not to adhere to these roles, duties and obligations, as well as those more specifically described in the employee handbook and in my contract, I may be reprimanded, and/or terminated from employment. In addition, the Roots Public Charter School, its staff, administration and Board of Directors will not be held legally responsible for my actions.

_____(Seal)
RPCS Staff Member

Dated: _____

_____(Seal)
Witness

Dated: _____



Notice of Grievance Procedures

Anyone who believes that the Roots Public Charter School has violated Title VI, Title IX, Section 504, Title II, and/or the Age Act may submit a complaint pursuant to the Roots Public Charter School's Grievance Procedures. A copy of the grievance procedures can be found below or obtained upon request by contacting the school administration at 15 Kennedy Street, NW, Washington, DC 20011, (202) 822-8073.

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Grievance Procedures

The Roots Public Charter School is committed to providing the best possible conditions for all members of the school community including students, families, visitors, teachers and administrators. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion or question receives a timely response from school supervisors and administrators. Fair and honest treatment of all students, family members, visitors and employees is our goal. In pursuit of that end, we encourage everyone to treat the other with respect.

If a student, parent/guardian, or visitor disagrees with established rules of conduct, policies or practices, or feel that he/she have been treated unfairly, he or she may express his or her concerns through the following problem resolution procedure. No person will be retaliated against or penalized formally or informally, for voicing a complaint with Roots Public Charter School in a reasonable, professional manner or for participating in the investigation of a complaint pursuant to the grievance procedure.

A student, parent or guardian may initiate the grievance procedure to appeal any final decision of school personnel except as provided in section A below. A person may initiate the grievance procedure to resolve complaints of discrimination based upon race, color, national origin, sex, age or disability. This grievance procedure does not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

A. This policy does not apply in the case of suspension or expulsion or in the case of alleged sexual harassment where the provisions of the Sexual Harassment Policy apply.

Step I – Principal Conference – A parent or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the principal to discuss the grievance and seek resolution. If a complaint of discrimination is being made against the Principal, the written request can be submitted to the Chairman of the Board of Trustees, who will designate an appropriate individual to investigate the complaint. The request shall state in detail the basis for the grievance, name the specific policy, rule or law believed to have been violated, and specify the relief being sought. The written complaint can be sent or delivered to the Roots Public Charter School, 15 Kennedy Street, NW, Washington, DC 20011.

- (a) No grievance will be heard unless it has been filed in writing within thirty (30) calendar days after the act or condition giving rise to the grievance and such filing must state with particularity the basis for the grievance, the policy regulation and/or procedure, rule or law believed to have been violated, and the remedy sought.
- (b) The principal shall initiate an adequate, reliable and impartial investigation and grant a conference within five (5) school days following receipt of the written complaint.
- (c) The person making the complaint will be permitted to present any information, documents, or witnesses that he/she would like to be considered as part of this conference and investigation. All information related to the conference and investigation will remain confidential.
- (d) Within ten (10) school days of the conference, the Principal (or chairman of the Board of Trustees) will respond to the complaint in writing summarizing the outcome of the investigation and any corrective or remedial action necessary.

Step II – Appeal to Chairman of the Board of Trustees – If the grievance is not resolved at Step I, the grievant may appeal the decision in writing to the Chairman of the Board of Trustees. The written appeal can be sent or delivered to 15 Kennedy Street, NW, Washington, DC 20011.

(a) The appeal must be made within five (5) school days following receipt of the principal's written response. The Chairman of the Board of Trustees, or her designee shall review the complaint, the principal's response, and all information presented as part of the investigation, and meet with the individuals involved if necessary.

(b) Within 15 school days of receiving the appeal, the Chairman or her designee shall respond in writing summarizing the outcome of the appeal and any corrective or remedial action necessary.

Step III – Appeal to the Public Charter School Board – If the grievance is not resolved at Step II, and it involves an alleged violation of state or local board policy or state or federal law or state rule, it may be appealed in writing to the District of Columbia Public Charter School Board. The board's consideration of these appeals will take place according to the published Policies and Procedures of the District of Columbia Public Charter School Board. Contact information for the Public Charter School Board is as follows: 3333 14th Street NW, Suite 210, Washington, DC 20010, (202) 328-2660, web@dcpublicschools.org

Share

15 Kennedy Street, NW Washington, DC 20011 ** Office: 202.882.8073 ** Fax: 202.882.8075 **
bthompson@rootspcs.org

ROOTS PUBLIC CHARTER SCHOOL

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 procedures shall be followed when 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 will include 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 to a penalty.

Abuse Prevention

Location:
Effective Date: 12/7/2017
Revision Number: 1

Roots Public Charter School

Purpose

This policy establishes how Roots Public Charter School will prevent the physical, emotional and sexual abuse of children and youth by its employees. Roots Public Charter School seeks to create a welcoming and nurturing environment and has zero tolerance for those whose actions may jeopardize the safety, health or innocence of a minor.

DEFINITIONS

Abuse: Because it takes many forms, abuse can be broken down into the following subtypes, all of which are prohibited within the scope of this policy:

- Physical abuse: Injury inflicted on a child or youth
- Sexual abuse: Contact or activity of a sexual nature between an adult and a child or youth
- Emotional abuse: Mental or emotional injury inflicted on a child or youth by the actions of an adult
- Neglect: Failure to provide adequate care for a child or youth
- Economic abuse: Deliberate misuse of the money or belongings of a child or youth

Child: A child is defined as anyone under the age of 12.

Youth: A youth is defined as anyone between 12 and 18 years of age.

POLICY GUIDELINES

Personnel Screenings

Safeguards in the hiring process will be used to eliminate from consideration any candidates who display characteristics that could classify them at a high risk for violating this policy. The required screenings and background information will depend on the positions and its level of involvement with children and youth.

For those who regularly work with or around children or youth

Candidates for positions that involve regular interaction with children or youth will be screened and selected using the following:

- Standard Roots Public Charter School employment application that includes signed authorization to perform necessary background checks
- Criminal background checks in any and all states where the candidate has lived in the past seven years
- Sexual offender registry checks in any and all states where the candidate has lived for the last seven years
- Driving records and any applicable certification if the position requires the transportation of children
- In-person interview of the candidate
- If hired, criminal and sexual offender registry checks will be conducted every five years for those who regularly work with children or youth.

For those who occasionally work with children or youth:

Candidates for positions that involve occasional contact with children or youth will be screened and selected using the following:

- Standard Roots Public Charter School employment application that includes signed authorization to perform necessary background checks
- In-person interview of the candidate
- Driving records and any applicable certification if the position requires the transportation of children

All information collected about a candidate will be reviewed and used to determine if they are appropriate for the respective position. If hired, all information collected during the hiring process will be included in the employee's permanent file, which will be maintained over the course of their employment with Roots Public Charter School.

Personnel screenings are required regardless of current employment status with Roots Public Charter School. Roots Public Charter School employees seeking to transfer into a position that involves working with children or youth must undergo the same review process as new hires.

Structural Guidelines for Programs

All Roots Public Charter School programs are designed to encourage safe interaction between employees and children or youth. The following guidelines are meant to keep established safeguards effective:

- Programs for children and youth must have an established adult to child ratio.
- Employees are restricted from being alone with a child or youth where they cannot be easily observed by others.
- Employees are not allowed to implement new activities or programs for children without Roots Public Charter School consent. Request for new activities or programs should be submitted in writing to management.
- Written permission must be obtained from a parent or guardian before any employee transports a child or youth in the name of Roots Public Charter School.
- Children under the age of six placed in the care of Roots Public Charter School will only be released to a parent, legal guardian or a person designated by a parent or legal guardian.

General Conduct

In an effort to provide a safe and healthy environment for both mind and body, the following guidelines are meant to guide Roots Public Charter School employees during their interactions with children and youth. These guidelines do not and cannot outline every situation that may be encountered while on the job, requiring employees to act with a certain degree of personal discretion. Because a certain action is not prohibited in this section does not mean it is acceptable behavior. Roots Public Charter School reserves the right to take disciplinary action against employees whose actions are found to be inappropriate regardless of whether they appear in this section:

- Employees will treat all children and youth with respect and consideration. Treatment must be fair and equal, and must not be based on sex, race, religion, sexual orientation or economic or social status. All effort must be made to avoid favoritism, or the appearance of favoritism.
- While representing Roots Public Charter School, employees must not possess, distribute, use or allow others to use any alcohol or drugs.
- Employees must not use harsh or inappropriate language, degrading punishment or any type of restraining device in the name of behavior management.
- Employees must not participate in or allow others to engage in any form of hazing.
- Employees must not have sexual contact with children or youth.
- Employees must not dress, undress, shower or bathe with or in the presence of children or youth.
- Employees must not use physical punishment in any form. The only time physical force is allowed to be used against a child or youth is when their actions are placing others at an immediate risk for serious harm.

- Employees are prohibited from sharing sleeping locations with children or youth. This includes beds, tents, hotel rooms and other similar areas. Employees can sleep in open areas with children or youth as long as the area is large enough for the employee to have their own defined sleeping areas and other employees are also present.
- Employees must not discuss their own sexual history, preferences or fantasies nor their use of illicit or pornographic materials while in the company of children or youth.
- Employees are not allowed to possess any sexually oriented materials (books, magazines, videos, clothing) when conducting business in the name of Roots Public Charter School.
- When one-on-one discussion or counseling is warranted, employee interaction with a child or youth will take place in an area that allows for private conversation while remaining in the view of others.

If, for any reason, an employee feels there is a need to make an exception to these guidelines, they must submit to their supervisor a written description of the incident and why their actions were necessary. Their report will be reviewed for wrongdoing. A copy of the original report along with any additional findings made by the reviewer will be included in the employee's permanent file.

Employee Agreement

If you have any uncertainty or questions regarding the content of this policy, you are required to consult your supervisor. This should be done prior to signing and agreeing to the Roots Public Charter School Abuse Prevention Policy.

I have read and understand Roots Public Charter School's Abuse Prevention Policy and agree to abide by its terms and conditions throughout the course of my employment. I understand that my failure to follow the terms of this policy could result in disciplinary action up to and including termination.

Employee signature

Date

Supervisor signature

Date

Roots Public Charter School

"We Are the Roots"

All Staff Members:

ABUSE AND/OR NEGLECT POLICY

Pursuant to the District of Columbia Law, any **RPCS** staff member who has reason to suspect that a child has been sexually or psychologically abused or neglected is required to report the suspected abuse to ***Child Protective Services***. The report is to be made immediately upon forming the suspicion of abuse or neglect.

Similarly, any **RPCS** staff member who has reason to believe that an adult has been subjected to physical abuse, neglect or exploitation, or is living in hazardous conditions, must orally report the suspected abuse, neglect or hazard to the ***Adult Protective Agency***. The oral report must be followed immediately with a written report. The report should be made to the local law enforcement, if the appropriate agency is not open because it is after hours or the week-end.

While this legal obligation falls on each staff member individually, **RPCS** needs to know whenever your employment brings you in contact with any situation in which you suspect abuse or neglect of a child or incapacitated adult. In such circumstances, report your suspicions immediately to your supervisor or to the Principal. *Do not wait until the next business day.* Call your supervisor or the Principal at home, if they are not at work. If either, your supervisor, nor the Principal can be reached, report the matter immediately to a member of the ***RPCS Board of Directors***.

However, if for any reason you are unable to confer immediately with your supervisor, or the Principal, do not delay in making your report to the **DC Police** or any other appropriate agency.

Sometimes, circumstances arise in which an employee suspects abuse or neglect, but does not want to report it because, the filing of the report may destroy his or her rapport with the family or individuals to whom the employee is providing services. However, failure to file a report of suspected abuse or neglect places both the employee and **RPCS** at risk. If you are struggling with a concern about possible abuse or neglect, you must discuss the matter at once with your supervisor, the Principal or Chairperson of the **Board of Directors**.

ROOTS PUBLIC CHARTER SCHOOL

Model Seclusion and Restraint Plan

A copy of this plan shall be available to students and their families. At a minimum, this plan shall be copied and available. It will be available in the following areas:

_____ in every student handbook; AND/OR

_____ on the school's website at _____; AND/OR

X at the school FRONT office located in notebooks as Appendences to the ***SPED PLAN*** & the ***DISCIPLINE PLAN***.

I. USE OF RESTRAINT

- A. Every effort shall be made to avoid the need for the use of restraint of a student.
- B. Physical restraint shall not be used except when used as a last resort and only when:
 - 1. the student's behavior poses imminent risk of injury to self or others; and,
 - 2. other less restrictive interventions are ineffective.
- C. A student shall never be physically restrained by a school employee who has not received appropriate training by the school in the use of restraint procedures except in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.
- D. Physical restraint of a student may only be used for a short period of time and shall be discontinued as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes.
- E. While transporting a student on a moving vehicle, a bus harness or other safety equipment may be required and is permissible for safety purposes. The need and use of any bus harness or safety equipment used to restrain a student during transportation must be documented. Mechanical or chemical restraints are otherwise not authorized.
- F. The use of any drug, medication, or other chemical to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health care professional) is prohibited.

- G. School employee may never give a student any drug or medication that is not a standard treatment or dosage, or both, for the student's medical or psychiatric condition unless otherwise prescribed by a physician
- H. Every instance in which restraint is used shall be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees.
- I. Immediately after the imminent risk of injury to self or others has dissipated, the student should no longer be physically restrained and a school employee, not involved with the restraint, shall examine the student to ascertain if any injury has been sustained during the restraint of the student.

II. WHEN RESTRAINT PROCEDURES SHALL NOT BE EMPLOYED

- A. Physical restraint shall not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective.
- B. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury, and shall not result in restraint.
- C. Unless a student's destruction or damage to property creates an imminent risk of injury to the student or others, the destruction or damage of property does not itself indicate an imminent risk of injury and shall not be the justification for restraint of a student.
- D. When known medical or physical condition of the student would make restraint dangerous for that, physical restraint shall not be used.
- E. Restraint shall never be used as a punishment, or to force compliance with staff commands.

III. USE OF SECLUSION

- A. Every effort shall be made to avoid the need for the use of seclusion of a student.
- B. Seclusion shall not be used except when used as a last resort and only when:
 - 1. the student's behavior poses imminent risk of injury to self or others; and,
 - 2. other less restrictive interventions are ineffective.
- C. A student shall never be secluded by a school employee who has not received appropriate training by the school in the use of restraint procedures except in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.
- D. Seclusion of a student may only be used for a short period of time and shall be

discontinued as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes.

- E. Every instance in which seclusion is used shall be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees.
- F. Immediately after the imminent risk of injury to self or others has dissipated, the student should no longer be secluded and a school employee, not involved with the restraint, shall examine the student to ascertain if any injury has been sustained during the physical restraint of the student.
- G. Timeout does not constitute seclusion.

IV. When Seclusion PROCEDURES SHALL NOT BE USED

- A. Seclusion shall not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective.
- B. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury, and shall not result in seclusion of a student.
- C. Unless a student's destruction or damage to property creates an imminent risk of injury to the student or others, the destruction or damage of property does not itself indicate an imminent risk of injury and shall not be the justification for seclusion of a student.
- D. When known medical or physical condition of the student would make seclusion dangerous for that student, the student may not be secluded.
- E. Seclusion shall never be used as a punishment, or to force compliance with staff commands.
- F. Seclusion shall never be used unless a school employee can continuously monitor the student for visual or auditory signs of physiological distress and can communicate with the student.

V. TIME-OUT

Time-out is a behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time-out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted. Time-out shall be both developmentally and behaviorally appropriate and shall be short in duration.

VI. DEBRIEFING

A. As soon as practical and after every instance in which seclusion or restraint is used on a student, the school administrator or designee shall do the following:

1. meet with at least one school employee who participated in the implementation, monitoring, and supervision of the seclusion or restraint to discuss whether proper seclusion or restraint procedures were followed, including the use of proper procedures to prevent the need for restraint or seclusion;
2. direct a staff person, who was not part of the seclusion or restraint of the student, to debrief the incident with the student in a manner appropriate to the student's age and developmental ability and to discuss the behavior(s), if any, that precipitated the use of restraint or seclusion; and,
3. provide a copy of an incident report to the parent(s) or guardian(s) and offer the opportunity to request a meeting regarding the incident of restraint or seclusion.

B. When applicable, the procedures described in 511 IAC 7-44-5 should be followed.

VII. INCIDENT DOCUMENTATION AND REPORTING

A. Every instance in which seclusion or restraint is used on a student shall be documented in order to memorialize the events that led up the use of either seclusion or restraint.

B. Documentation must be made on the form prescribed by the school and shall include the following:

1. The student's name;
2. The date and time of the incident;
3. The duration of any seclusion or restraint or the beginning and ending times of the restraint or seclusion, or both;
4. A description of any relevant events leading up to the incident;
5. A description of the incident or student behavior that resulted in implementation of seclusion or restraint including a description of the danger of injury which resulted in the seclusion or restraint;
6. A description of relevant interventions used immediately prior to the implementation of seclusion or restraint;
7. A summary of the student's behavior during seclusion or restraint, including a description of the restraint technique or techniques used and any other interaction between the student and staff;
8. A description of any injuries to students, staff, or others or property damage;
9. A list of school employees who participated in the implementation, monitoring and supervision of the seclusion or restraint; and,
10. If applicable, a statement that intervention used was consistent with the student's most current behavioral intervention plan or IEP.

C. The building administrator or designee shall attempt to verbally report every instance in which seclusion or restraint is used on a student to the student's parent or guardian no later than the end of the school day or as soon as practical.

D. The building administrator or designee shall also send written notification, as soon as practical, to the student's parent or guardian after every instance in which seclusion or restraint is used on a student.

VIII. TRAINING

- A. Roots PCS will provide all school employees with training on:
1. Appropriate use of effective alternatives to physical seclusion and restraint,
 2. Conflict de-escalation procedures,
 3. Positive supports and behavioral interventions techniques,
 4. The dangers of seclusion and restraint,
 5. Procedures for contacting fully trained and certified staff when behavioral crises occur
 6. The safe use of seclusion and restraint.
 7. Steps to avoid the use of seclusion or restraint.
 8. Debriefing practices and procedures. In addition, school employees must be trained
- B. This training will be recurrent and will be provided to new school employees.
- C. A core group of appropriate personnel will be trained in each building in crisis intervention techniques, which will include the use of seclusion and restraint procedures. Any member of the core group, trained in crisis intervention techniques, including the safe use of seclusion or restraint procedures, may provide training to other school employees under this plan.
- D. Recurrent training will be provided to school employees on a regular basis at least
- E. (annually/biennially/other)

All seclusion environments shall be inspected and shall:

1. Be of reasonable size to accommodate the student and at least one adult;
2. Be of reasonable size to permit students to lie or sit down
3. Have adequate ventilation including heat and air conditioning as appropriate;
4. Have adequate lighting;
5. Be free of any potential or predictable safety hazards such as electrical outlets, equipment, and breakable glass;
6. Permit direct continuous visual and auditory monitoring of the student;
7. Permit automatic release of any locking device if fire or other emergency in the school exists;
8. If locked, shall be automatically released after five minutes or with any building wide alarm (such as fire, tornado or code red alarm); and,
9. Shall meet current fire and safety codes.

Time-Out Procedures

Effective time out procedures include multiple levels, with each level becoming more restrictive and exclusionary. It is important to note that for disruptive behavior requiring more restrictive interventions, once the behavior begins to de-escalate, transition to less restrictive forms of time out may make the return to regular classroom activities easier for the student.

Level I.

- A. Planned Ignoring: Ignore the student as long as possible if he or she is out of place or seat, noncompliant but not otherwise disruptive.
- B. Be (or have aide/ associate) available to counsel, provide one-to-one tutoring, or negotiate if the student is involved in a dispute.
- C. Modify/change student's assignment to get him or her re-involved with learning. Select a task that will provide immediate success.
- D. Separate student from others (i.e. creative seat assignment).
- E. Send student out of room - on an errand, for a walk, to "cool off."
- F. Offer a "time-in" situation with a support person outside the classroom.
- G. Quietly praise other students for ignoring inappropriate student behavior.
- H. When possible, talk to disruptive student out of classroom away from other students so that he or she can save face.

Level II. Level II time out is more restrictive than the first-level interventions. It is the exclusion of a child from positive reinforcing activities of the classroom without removing him or her from the room.

- A. Move student to different part of the classroom (i.e. closer to teacher, further away from audience)
- B. Avoid lengthy explanations to student. Simply say: "Because you _____, you go to time out for ____ minutes." Avoid other interaction.
- C. Allow student to take their own time-out.
- D. Keep time-out period brief. (Time out periods longer than 15 minutes rarely serve their intended purpose-temporary withholding of positive reinforcement. For time out periods longer than 30 minutes, a supervisory staff person shall be consulted about the appropriateness of continuing the time out procedure.) In-school suspension or other out of class but in school interventions shall be considered.
- E. The student shall be supervised at all times during the time-out period.
- F. The student shall still be able to access any lesson or instruction being offered to other students in the student's classroom.

VI. DEBRIEFING

A. As soon as practical and after every instance in which seclusion or restraint is used on a student, the school administrator or designee shall do the following:

1. meet with at least one school employee who participated in the implementation, monitoring, and supervision of the seclusion or restraint to discuss whether proper seclusion or restraint procedures were followed, including the use of proper procedures to prevent the need for restraint or seclusion;
2. direct a staff person, who was not part of the seclusion or restraint of the student, to debrief the incident with the student in a manner appropriate to the student's age and developmental ability and to discuss the behavior(s), if any, that precipitated the use of restraint or seclusion; and,
3. provide a copy of an incident report to the parent(s) or guardian(s) and offer the opportunity to request a meeting regarding the incident of restraint or seclusion.

B. When applicable, the procedures described in 511 IAC 7-44-5 should be followed.

VII. INCIDENT DOCUMENTATION AND REPORTING

A. Every instance in which seclusion or restraint is used on a student shall be documented in order to memorialize the events that led up the use of either seclusion or restraint.

B. Documentation must be made on the form prescribed by the school and shall include the following:

1. The student's name;
2. The date and time of the incident;
3. The duration of any seclusion or restraint or the beginning and ending times of the restraint or seclusion, or both;
4. A description of any relevant events leading up to the incident;
5. A description of the incident or student behavior that resulted in implementation of seclusion or restraint including a description of the danger of injury which resulted in the seclusion or restraint;
6. A description of relevant interventions used immediately prior to the implementation of seclusion or restraint;
7. A summary of the student's behavior during seclusion or restraint, including a description of the restraint technique or techniques used and any other interaction between the student and staff;
8. A description of any injuries to students, staff, or others or property damage;
9. A list of school employees who participated in the implementation, monitoring and supervision of the seclusion or restraint; and,
10. If applicable, a statement that intervention used was consistent with the student's most current behavioral intervention plan or IEP.

C. The building administrator or designee shall attempt to verbally report every instance in which seclusion or restraint is used on a student to the student's parent or guardian no later than the end of the school day or as soon as practical.

D. The building administrator or designee shall also send written notification, as soon as practical, to the student's parent or guardian after every instance in which seclusion or restraint is used on a student.

ROOTS PUBLIC CHARTER SCHOOL
WHISTLEBLOWER PROTECTION POLICY

The ROOTS PUBLIC CHARTER SCHOOL (RPCS) requires directors, officers and employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of the RPCS, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations.

REPORTING RESPONSIBILITY

This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns internally so that RPCS can address and correct inappropriate conduct and actions. It is the responsibility of all board members, officers, administrators, employees and volunteers to report concerns about violations of RPCS's code of ethics, school policies, or regulations that govern the school's operations.

NO RETALIATION

It is contrary to the values of RPCS for anyone to retaliate against any board member, officer, administrator, employee or volunteer who, in good faith, reports an ethics violation, a violation of school policy, or a suspected violation of law, such as a complaint of discrimination, or suspected fraud, or any regulation of the RPCS. Any employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment.

REPORTING PROCEDURE

RPCS has an open door policy and suggests that employees share their questions, concerns, suggestions or complaints with the school's principal or vice principal. If you are not comfortable speaking with the school's principal or vice principal, or you are not satisfied with either person's response to your concerns, you are encouraged to speak with the Chairman of the Board of Trustees. Supervisors and administrators are required to report complaints or concerns about suspected ethical and legal violations in writing to the RPCS Board of Trustees, who have the responsibility to investigate all reported complaints. Employees with concerns or complaints may also submit their concerns in writing directly to the Chairman of the Board of Trustees, who has the responsibility as the RPCS whistleblower protection policy compliance officer.

COMPLIANCE OFFICER

The RPCS's compliance officer is responsible for ensuring that all complaints about unethical

or illegal conduct are investigated and resolved. The Compliance Officer will advise the Board of Trustees of all complaints and their resolution and will report, at least annually, to the Treasurer of the Board of Trustees on compliance activity relating to accounting or alleged financial improprieties.

ACCOUNTING AND AUDITING MATTERS

The RPCS's Compliance Officer shall immediately notify the Treasurer of the Board of Trustees of any concerns or complaint regarding corporate accounting practices, internal controls or auditing and work with the committee until the matter is resolved.

ACTING IN GOOD FAITH

Anyone filing a written complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

CONFIDENTIALITY

Violations or suspected violations may be submitted on a confidential basis by the complainant. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

HANDLING OF REPORTED VIOLATIONS

The RPCS's Compliance Officer will notify the person who submitted a complaint and acknowledge receipt of the reported violation or suspected violation. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

Roots Public Charter School
15 Kennedy Street, NW
Washington, DC 20011
(202) 882-8073

Policy approved by the Board of Trustees on Aug 20, 2010.