

# rootedschool

**Family Handbook**

**2021 - 2022**

<b>The Mission and Values of Our School</b>	<b>3</b>
<b>Rooted School Contact Information</b>	<b>4</b>
<b>SCHOOL RESOURCES</b>	<b>6</b>
NOTICE OF NONDISCRIMINATION	6
SCHOOL CULTURE	7
Family Involvement Policy	7
Family Involvement Opportunities	7
Modes of Communication	8
Procedure for Addressing Parent/Family Concerns	9
Behavior Policies	10
Telephone Use	10
Internet & Mobile Device Safety	10
Graduated Discipline Plan	11
School Uniform Policy	20
How to Purchase Additional Uniforms	21
Student Fees and Activities	21
Fee Waivers	21
<b>ACADEMICS</b>	<b>22</b>
Assessment	22
Progress Monitoring	23
Grades	24
Promotion and Retention	25
Early Graduation	25
Supplies	25
Student Assistance Team (SAT)	26
Students with Exceptionalities	26
Parent FAQs: Special Education in Charter Schools	26
English Learners	30
Homeless Liaison and Title I Participants.	30
<b>SCHOOL OPERATIONS</b>	<b>31</b>
School Calendar and Hours of Operations	31
Arrival & Dismissal	31
Arrival Procedures	31
Dismissal Procedures	32
	1

Transportation Procedures	33
Bus Transportation Guidelines	33
Attendance Policy	34
Truancy Standard	34
School Visitor Policy	36
Student Enrollment Policy	37
Rooted School Board of Directors	37
<b>HEALTH AND WELLNESS</b>	<b>38</b>
Family Liaison	38
School Meal Program	38
Fire Drills	38
Student Records	39
FERPA (The Family Educational Rights and Privacy Act)	40
Nursing Services & Medication	41
Accidents	42
Pest Control	42
Asbestos Management Plan	42
Human Services	43
<b>Rooted School Family Handbook Acknowledgement Form</b>	<b>44</b>
<b>Appendix A: Medical Administration Form</b>	<b>45</b>
<b>Appendix:B Seclusion and Restraint Summary</b>	<b>46</b>
<b>Appendix C: Fee Schedule</b>	<b>48</b>

## The Mission and Values of Our School

### Mission Statement

We exist to provide our students personal pathways to financial freedom.

### Rooted's Promise

We exist to see our students *financially free*.

Some will get *there* with a college next to *their* name. Others without.

Some will come to our doors already born into it. Others won't.

Our job is not to decide how they get *there*. It is to provide them options for how they get *there*.

So we provide options that teach them how to learn in an ever-changing world, develop their skill sets in the most in-demand job sectors, and create technology that transforms communities as we know them.

Our first school offers opportunities for students across the digital sector.

Many students will graduate with highly sought jobs in tech—paying well above the local median.

Many students will go onto college with a refined purpose and context for being there.

All will leave with a job offer in one hand and a college acceptance letter in the other.

### Rooted's Values

Growth: *We push ourselves to grow at all times.*

Preparation: *We are prepared.*

Hospitality: *We put people first.*

Excellence: *We push the limits of what's possible.*

Community: *We never forget where we come from.*

## Rooted School Contact Information

Person or Department	Phone	Email
Front Office	504.383.4654	frontoffice@rootedschool.org
Jonathan Johnson, CEO	N/A	jjohnson@rootedschool.org
Frank Ingargiola, Director of Strategic Initiatives	N/A	fingargiola@rootedschool.org
Kaitlin Karpinski, School Leader	N/A	kkarpinski@rootedschool.org
Birdell Mitchell, Director of Operations	N/A	bmitchell@rootedschool.org
Forrest Cook, Assistant School Leader	N/A	fcook@rootedschool.org
Glen Bowman, Director of Student Support	N/A	gbowman@rootedschool.org
Jeffrey Heard, Director of School Environment	N/A	jheard@rootedschool.org
Talia Livneh, Director of College and Career Transition and Instructional Coach	N/A	tlivneh@rootedschool.org
Ashley Dapremont, Data Manager and Operations Support	N/A	adapremont@rootedschool.org
Shalin Walker, Front Office Manager and Operations Support	N/A	swalker@rootedschool.org
Tiffany Kelley, English Language Learner Interventionist	N/A	tkelley@rootedschool.org
Jemiah Boagni, Information Technology Lead, Deeper Learning Coordinator, and Technology Coach	N/A	jboagni@rootedschool.org
Joseph Krafczynski, Internship Coordinator and Technology Coach	N/A	jkrafczynski@rootedschool.org

Laura Salazar, Special Education Teacher and Student Support Teammate	N/A	lsalazar@rootedschool.org
Mia Jester, Special Education Teacher and Student Support Teammate	N/A	mjester@rootedschool.org
Ryan Fuller, Deeper Learning Coordinator, Instructional Coach, and Science Teacher	N/A	rfuller@rootedschool.org
Veena Senra, Deeper Learning Collab lead, Instructional Coach, Science and Mathematics Teacher	N/A	vsenra@rootedschool.org
Artisha Davis, Mathematics and Entrepreneurship Teacher	N/A	adavis@rootedschool.org
Kai-Shanet Blackwood, Science and Mathematics Teacher	N/A	ksblackwood@rootedschool.org
Dave Cash, Technology Coach	N/A	dcash@rootedschool.org
Latosha Bennett, Math and Social Studies Teacher	N/A	lbennett@rootedschool.org
Michael Herbers, Social Studies Teacher	N/A	mherbers@rootedschool.org
Courtney Francis, English Teacher	N/A	cfrancis@rootedschool.org
Aaron Aguilar, English Teacher	N/A	aaguilar@rootedschool.org
Mary Balik, School Nurse	N/A	mbalik@rootedschool.org

## SCHOOL RESOURCES

The pupil progression plan and other policies of Rooted School can also be found on our website by clicking the link below:

[Rooted School Resources](#)

### NOTICE OF NONDISCRIMINATION

In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975 and Title VI of the Civil Rights Act of 1964, Rooted School will not discriminate against qualified individuals on the basis of disability, sex or gender, age, race or ethnicity, color, national origin or nationality, religion, limited proficiency in English, sexual orientation, or anyone associated with a person or group with one or more of the above actual or perceived characteristics in its services, programs, or activities. Rooted has designated the following individuals to coordinate compliance with these requirements:

- The ADA/Section 504 Coordinator for concerns regarding discrimination on the basis of disability is Birdell Mitchell, 504-383-4654.
- The Title IX Coordinator for concerns regarding discrimination on the basis of sex, including sexual harassment or gender based harassment, is Birdell Mitchell, 504-383-4654.
- All other concerns regarding discrimination: Birdell Mitchell, Rooted School, 4238 St. Charles Avenue, New Orleans, LA 70115, (504) 383-4654

## SCHOOL CULTURE

### **Family Involvement Policy**

Rooted School asks parents and/or guardians and their families to be partners in their student's journey through Rooted. We encourage families to participate actively in their student's education. We also strive to cultivate positive and productive relationships with all of our families through school sponsored events and activities.

### **Family Involvement Opportunities**

#### **Rooted School Family-School Relationship Events and Activities:**

- Conferences with students, families, and teachers
- The opportunity to participate in the Parent Teacher Student Organization
- Field trip chaperone opportunities
- Community-wide events, celebrations, and performances
- Schoolrunner access to view grades and behavior reports 24/7
- Frequent dialogue between teachers and parents regarding students' academic progress, initiated by both teacher and family

#### **Rooted School Family Requirements:**

- Model Rooted School's values for students when visiting the school and interacting with school staff and students.
- Reinforce Rooted School's academic and behavioral standards at home.
- Establish a daily routine for students.
- Provide a quiet space for students to study.
- Provide positive reinforcement of student progress and success.
- Discuss academics and student work among family members.
- Check Schoolrunner on a weekly basis and reach out to the student's advisor when questions or concerns arise.



## **Modes of Communication**

Rooted School and its families communicate effectively in the following ways:

**Bi-Monthly Newsletter:** Once every two weeks, Rooted School sends a newsletter home with its students. The newsletter contains school announcements, upcoming events, calendar updates, and school schedule reminders.

**Phone Calls to Parents:** Throughout the year, you may receive a phone call or note from a teacher or school administrator. If the message requires a response, please contact the school either by phone or in writing within 24 hours. The school will communicate in the language/method that the parent/guardian understands.

**Meetings:** If the school requests a meeting with you and your student, we need to discuss something important with you. We ask you to honor the scheduled meeting time and arrive **on time**. If you would like to schedule a meeting with teachers, please call the front office to schedule a meeting or reach out directly to the teacher via email.

**Lost and Found:** We maintain a Lost and Found for clothing and other items that students bring to school. Because lost items accumulate faster than they are claimed, we must periodically donate the excess to charity.

**Visits:** To arrange a visit to the school, please see the section on *School Visitor Policy*.

## Procedure for Addressing Parent/Family Concerns

At Rooted School, we make cultivating and maintaining positive parent/guardian relationships a priority. When a concern arises we want to respond quickly to find solutions. Please follow the following procedure should you have a concern:

- Parents/guardians should reach out directly to the teacher or staff member with whom they have a concern to set up a meeting. Parents/guardians should discuss the matter with that staff member and attempt to resolve the concern through the initial meeting.
- If there is no resolution to the concern through the initial discussion, parents/guardians should contact the School Leader.
- If the parent/guardian has remaining concerns after discussing the issue with the School Leader and staff members, the School Leader will provide the contact information for the CEO.
- If the parent/guardian has remaining concerns after discussing the issue with the CEO, the CEO will provide the contact information for the Board Chair of Rooted School.
- Parents and students with grievances related to discrimination, bullying, and/or harassment (conduct that is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by the school) on the basis of: intellectual ability, race, color, religion, sex, sexual orientation or preference, gender identity or expression, ethnicity, national origin or immigration status, disability, or identification as an exceptional student should follow this same procedure.
- They will be afforded the opportunity to present witnesses and be given a written notice of the outcome of the complaint at each stage in the procedure.
- The school will not retaliate against any person who files such a complaint and/or participates in a related investigation and will keep the investigation confidential to the extent possible.
- Such discrimination, bullying, and harassment are not permitted by students, staff, or third parties, and the school will take every effort to prevent, remedy, and otherwise correct any that is identified.

**\*Note:** The front office voice mail is checked on a regular basis. Based on the urgency of your message, a Rooted staff member will return your call within 24 hours on the next business day. The following information will help us return your call in a timely manner:

\*Name of student      \*Your name      \*Your phone number      \*Reason for your call

**\*Please Note:** While Rooted School teachers do make their school phone numbers available to their student's family, there are times during the day when they are not available to take phone calls such as during class time or after 5:00pm. Any urgent message left for a Rooted School teacher will be returned within 24-48 hours or the next business day.

All communication with staff - whether in-person, on the phone, or via text or e-mail - is expected to be civil and respectful. No profane language, yelling, or other inappropriate behavior will be tolerated. Engaging in inappropriate communication during a meeting or phone call will result in the meeting or call being ended immediately and rescheduled for a later date. Usage of inappropriate communication towards a staff member may result in a mandatory meeting with the School Leader of Rooted School.

## Behavior Policies

### Telephone Use

Parents are asked to call the front office if there is an emergency and they need to speak with their student. Otherwise, students will not be allowed to use the telephone. Exceptions will be made only in emergency situations.

### Internet & Mobile Device Safety

Students must take steps to ensure their safety on the internet, including, but not limited to, the following rules:

- ❑ Students should never give out identifying information such as home address, school name, or telephone number to others on the Internet or by e-mail, public message boards, chat rooms or newsgroups. If a person asks for such personal information, students *must have* approval of their parent or guardian before providing the information.
- ❑ Students should not post photographs of themselves in newsgroups or on websites that are available to the public.
- ❑ Students should not arrange a face-to-face meeting with someone they “meet” on the Internet or by e-mail without parental/guardian permission. If a meeting is arranged, the meeting must be in a public place and the student’s parent/guardian must attend.
- ❑ Student users should not respond to messages that are suggestive, obscene, belligerent, threatening or that make a student feel uncomfortable. If a student receives such a message, he/she should provide a copy of the message to his/ her parent or guardian immediately. If the message requires school action (e.g. bullying) the student’s parent should provide a copy to the **Rooted School** front office or School Leader.
- ❑ **Rooted School** recommends that parents/guardians read and follow the *U.S Department of Justice Guidelines for Parents/Guardian on Internet Safety* located at: <https://www.justice.gov/criminal-ceos/children-internet-safety>

**Cell Phone Use: Cell phones are permitted at school.** However, cell phones are **not permitted during instructional time**--unless instructed otherwise by a teacher. Students who use cell phones during instructional time without permission will have their phones confiscated for the school day. Parents who allow their student to bring a phone to school accept the responsibility of loss or damage to the phone. If a phone is confiscated three times from the same student, the student will lose the privilege of having their phone in school, and the student will be required to turn the phone in at the start of the day, and pick it up at the end of the day. **The school will not be responsible for broken, lost, or stolen phones (even if it is being held by a member of the school staff).**

**Toys, Electronic Games, Beepers, Key Chains, and Sports Equipment:** Students are not allowed to bring lasers/laser pointer keychains, water guns, keychains, sports equipment, and other similar personal property to school. The school is not responsible for these items if lost or taken from students. If taken from a student, the parent will have to pick up the item. We will not send these items home with the student since they are not allowed at school. If these items are allowed at school on special occasions, parents will be notified in writing.

**Behavioral Expectations Outside of the Classroom and School:** Outside of the classroom, we expect students to interact in alignment with our school values with all staff members and to follow all directions. High expectations for student behavior do not end at dismissal. Because part of our mission is to build student character, we must eliminate the disconnect between in-school and out-of-school behavior. If we see or hear of things happening outside of school that are examples of poor decision making or character, we will use it as an opportunity to counsel our students and give them an opportunity to examine their choices.

To this end, please report issues that you witness or hear about to the Director of School Environment. While we generally do not issue school-based consequences in these situations, we do want to address concerns with students where possible and help them make better choices.

**Field Trip Expectations:** All students are expected to maintain the highest behavioral expectations while on field trips as they represent Rooted School in the community. Students who have behavior infractions prior to a field trip may be required to stay at school during the field trip. Students who have a major behavior infraction while on a field trip may have field trip privileges suspended in the future.

## **Graduated Discipline Plan**

Our graduated discipline plan is in place for when the culture we have built is harmed and peace needs to be made. The policy is derived from our core beliefs about secure attachments and human development.

We believe that:

- Physical and emotional safety are a prerequisite for building secure attachment.
- Feedback is essential to personal, academic, and professional growth.
- When principles guide actions instead of rules, students can generalize for the uncertain future.
- All students are capable of being college and career ready directly after high school.
- In a high-trust organization, students prepare for the independence of adulthood.

When students take action that violates expectations articulated below, Rooted teammates respond using the graduated discipline plan to restore an environment of trust, safety, and productivity. We primarily manage difficulties by preventing harm, resolving differences, and helping students build the skill of learning from their mistakes. If students continue to struggle to meet our norms, we use logical consequences and interventions with a focus on accountability, repairing harm, and reintegrating students into the community.

**Rooted uses restorative practices to guide teacher responses to student behavior.** Restorative practices are a way of approaching behavior support from a framework of relationship maintenance and reconciliation. Restorative practices seek to use language and approaches to behavior that reverse the oppressive nature of top-down classrooms and schools. These systems work to build empathy in the individual or individuals who violate expectations and cause harm to the community. Our restorative practices also provide a way to assign logical consequences to inappropriate behavior. Rooted has specific policies in place for actions such as Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying).

Rooted categorizes inappropriate behavior into four levels based on the severity and frequency of the behaviors. Each level of inappropriate behavior requires a different team response. Below is a summary of the behavior levels and the appropriate teammate responses:

Level	Response	Description
Level 1	Redirect	<ul style="list-style-type: none"> <li>• A student causes a minor disruption to the learning environment.</li> <li>• The teammate quickly redirects the student to meet the expectations.</li> </ul>
Level 2	Reflect	<ul style="list-style-type: none"> <li>• A student causes a significant disruption to the learning environment and/or repeats Level 1 behaviors after redirection.</li> <li>• The teammate reestablishes the focus of the class and engages in a hallway conversation to reflect with the student on their decisions and behavior.</li> <li>• This behavior is logged in SchoolRunner.</li> </ul>
Level 3	Reach Out	<ul style="list-style-type: none"> <li>• A student causes a disruption to the learning environment that breaches safety and/or repeats Level 2 behaviors after redirection and reflection.</li> <li>• The teacher refers the student to the Culture Team through a SchoolRunner referral and reestablishes the safety and focus of the class.</li> <li>• The Culture Team member reflects with the student and plans next steps including communication with families and mentors.</li> <li>• A repair is scheduled and facilitated with teammates and students directly involved.</li> </ul>
Level 4	Reset	<ul style="list-style-type: none"> <li>• A student causes a significant breach in safety and/or repeats Level 3 behaviors after interventions.</li> <li>• The teacher refers the student to the Culture Team and reestablishes the safety and focus of the class.</li> <li>• The administrator considers suspension or expulsion, plans next steps, and communicates with families and mentors.</li> <li>• This behavior is logged in SchoolRunner and PowerSchool, as needed.</li> </ul>

## Level 1 behaviors - Redirect

### Student behaviors:

- Level 1 misbehaviors refer to behaviors that are distracting, disruptive, or otherwise in violation of expectations for a productive learning environment, such as being off-task, teasing a peer, etc. This is a behavior or action that can quickly be redirected without stopping the class or learning space.

### Desired outcomes:

- Disruptive behavior is stopped.
- All students remain actively engaged in learning in class.
- All students understand consistent expectations and consequences.
- Teachers build respect, authority, and trust.
- The work of administrators is not interrupted.

## Level 2 behaviors - Reflect

### Student behaviors:

A student has been defiant or disrespectful (this is the first offense or the behavior is new) or Level 1 behaviors have continued despite interventions.

### Desired outcomes:

- Disruptive behavior is stopped; power struggle is avoided.
- Student understands the impact of his/her behavior.
- All students remain actively engaged in learning in class.
- All students understand consistent expectations and consequences.
- Teachers build respect, authority, and trust.
- The work of administrators is not interrupted.

Facilitating a one-on-one conversation when Level 1 and Level 2 behaviors take place:

- Create a safe and non-disruptive space to have the conversation with the student(s) who broke/did not meet the expectation while ensuring that other students can work productively.
- Use Effective Questioning with these students (see below). The purpose of this conversation is to shift the focus of the student to a reflective and empathetic mindset so that he or she can then speak to anyone affected and repair the harm that was done.

Questions to use with student who has engaged in inappropriate behavior:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?

Questions to use with those affected:

- What did you think when you realized what had happened?
- What impact has this incident had on you or others?

- Who has been affected by what you have done? In what way have they been affected?
- What do you think you need to do to make things right?

- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

- If there are other affected students, the teacher brings them into the conversation and uses affective questioning.
- Develop a plan to make amends between involved parties. This may need to happen at a later time, such as a break or right after school.
- Teammate follows up with the mentor(s) of the offending student(s) to summarize the incident and any follow-up.

## Level 3 behaviors - Reach Out

### Student behaviors:

- A student engages in a behavior that does not meet the norms of the class. The teacher attempts Level 1 and Level 2 interventions to redirect the behavior, and the student continues inappropriate behavior.
- Alternatively, a student engages in a behavior that is majorly disruptive, dangerous to others, or illegal.

### Desired outcomes:

- The safety of the classroom is maintained.
- The classroom engagement in learning resumes as quickly as possible.
- All students understand consistent expectations and consequences.
- The teacher builds respect, authority, and trust.
- The student violating the expectations is referred to an administrator.
- The student's negative behavior is recorded and tracked.

### Best practices - Using the discipline tracker:

We prioritize learning at all times. When students must miss class time due to repeated disruptive behaviors or a behavior that is extremely disruptive, it is our responsibility to log this as part of the student's discipline record. This serves several purposes:

- If patterns emerge, more specific student intervention plans can be created.
- If behavior escalates, we have a record of interventions that were attempted.
- This data can also be used to help compare patterns across sites, grade levels, and teachers to learn best practices around keeping students actively engaged in class.
- Discipline referrals are shared with parents on a regular basis and can be requested by a parent at any time.

## When Level 1, 2 and 3 Behaviors Happen Outside of Class Time:

Unacceptable behaviors happen outside of the classroom before school, during breaks or after-school as well and these moments can erode community just as much as in class disruptions. Supervision schedules are designed to ensure safety and consistency during unstructured times so that these times can build strong relationships among students and between students and members of the faculty.

If a faculty member observes a student violating an expectation at any time, whether they are on supervision duty or not, s/he immediately gets involved. Faculty members follow the same protocols for all levels of student behavior when they happen outside of class time. Ultimately, it is everyone's collective responsibility to keep our communities safe. This happens best when every adult on campus feels ownership of the culture and is empowered to act immediately when the need arises.

## Level 4 Behaviors: Reset

### Student behaviors:

The behaviors listed below are automatically considered for suspension and expulsion. Suspension or expulsion hearings move forward at the discretion of the school leader except in the case that the state requires a mandatory hearing. Many of these behaviors have legal consequences outside the school system as well.

Level 4: Behaviors that qualify for suspension or expulsion	
Description	Student actions
Certain behaviors, such as those listed here, may result in suspension or expulsion.	<ul style="list-style-type: none"> <li>● Fighting</li> <li>● Drugs or other controlled substances (possession, selling, consuming)</li> <li>● Drug paraphernalia (possession, selling, using)</li> <li>● Alcohol (possession, selling, consuming)</li> <li>● Tobacco products (possession, selling, consuming)</li> <li>● Robbery (committed or attempted to commit)</li> <li>● Extortion (committed or attempted to commit)</li> <li>● Assault or battery or threat of assault or battery on a school employee</li> <li>● Bullying (see below for Summit's Policy on Harassment, Intimidation, Discrimination, and Bullying, including Cyberbullying)</li> <li>● Possessing, selling or furnishing a firearm, knife, explosive or other dangerous object</li> <li>● Damaging property or vandalism (caused or attempted to cause)</li> <li>● Obscene acts or engaging in habitual profanity or vulgarity</li> <li>● Disrupting school activities</li> <li>● Knowingly receiving stolen school property or private property</li> <li>● Possession of imitation firearms</li> <li>● Sexual assault (committed or attempted to commit)</li> </ul>



	<ul style="list-style-type: none"> <li>● Harassing, threatening, or intimidating a student who is a complaining witness or witness in a school disciplinary proceeding (see below for Summit’s Policy on Harassment, Intimidation, Discrimination, and Bullying, including Cyberbullying)</li> <li>● Hazing (engaged or attempted to engage in)</li> <li>● Aiding or abetting the infliction of physical harm on another person</li> <li>● Making terrorist threats</li> <li>● Sexual harassment</li> <li>● Hate violence (caused, threatened to cause or participated in)</li> <li>● Harassment or intimidation of a student or group of students (see below for Summit’s Policy on Harassment, Intimidation, Discrimination, and Bullying, including Cyberbullying)</li> </ul>
--	--

**Desired Outcomes:**

- The school and its community remain physically and emotionally safe.
- The student and his/her support network identify root causes of the unacceptable behavior.
- The student understands the impact of his/her behavior on the community.
- The student makes a plan to restore the harm s/he has caused.
- The student executes the plan and is reintegrated into the community.

**Policy on Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying)**

Rooted believes all students have the right to a safe learning environment and thus has a specific policy for harassment, intimidation, discipline and bullying in the family handbook. These are disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Rooted prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy. All members of the Rooted community are required to read these policies carefully and report any infraction or suspicion of infraction to the school leaders.

Rooted will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner.

**Expulsions:**

Rooted School uses the common expulsion process facilitated by the Orleans Parish School Board Student Hearing Office.

Behaviors that Qualify for Expulsion	
Description	Example Student Action
Non-Discretionary Expulsion	<ul style="list-style-type: none"><li>● Firearm:<ul style="list-style-type: none"><li>○ Possession of a firearm.</li><li>○ Selling or otherwise furnishing a firearm.</li></ul></li><li>● Brandishing a knife or a knife-like object at another person</li><li>● Unlawfully selling a controlled substance such as drugs or alcohol.</li><li>● Committing or attempting to commit sexual assault or sexual battery</li><li>● Possession of an explosive</li></ul>

## Students With Disabilities

While all students may receive consequences for failing to meet behavior expectations, the consequences used for students with disabilities will not constitute a “change in placement,” - except in the case of emergency circumstances as described below – when the offense is directly related to his/her disability or when the IEP or Section 504 plan is not implemented. Consequences constitute a “change in placement” when a student is:

- Suspended for more than 10 consecutive days, or
- Suspended for more than 10 total days in a school year if the suspensions constitute a pattern based on the school’s analysis of the similarity of the precipitating behaviors, the length of each suspension, the total amount of suspensions, and the proximity of the suspensions to one another.

Any student with a disability who is removed from his/her current placement for more than 10 days will receive IEP services beginning on the 11<sup>th</sup> day of removal.

Within 10 days of any decision resulting in a “change of placement,” the school will meet with the parent and relevant members of the student’s IEP team to review all relevant information in the student’s file, including the IEP, to determine whether the student’s behavior resulting in the “change of placement” was 1) caused by or directly and substantially related to the student’s disability, or 2) a direct result of the school’s failure to follow the student’s IEP.

- If this review team concludes that the answer to either of the above questions is yes, then the student’s behavior is a manifestation of his/her disability. The student will be returned to the placement from which he/she was removed unless the parent and the team agree to a change of placement and the school conducts, if necessary, an FBA of the student or reviews and modifies the student’s BIP. If the IEP was not implemented, the team will document why it was not implemented and whether this impacted the student’s behavior.
- If this review team determines that the student’s conduct was not a manifestation of his/her disability, then the student may be subject to the same consequences as general education students. The team will identify and document education services the student will receive to enable him/her to continue to participate in the general education curriculum, although in another setting (IAES), and to progress toward meeting the goals set out in the IEP

In circumstances related to a student’s use of weapons or drugs or the imposition of serious bodily injury, the school may remove a student for 45 school days. During this 45-day period, the school will convene a meeting (as described above) to determine whether the student’s behavior is a manifestation of his/her disability. The student will receive, as appropriate, an FBA and BIP services and modifications that are designed to address the behavior related to the removal so that it does not recur.

Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing. If the school has documented reasons to believe that keeping the student in the school is substantially likely to result in injury to the student or to others, the school will request an emergency hearing to ask a hearing officer to transfer the student to an IAES for up to 45 school days. During the appeal of a discipline decision, if disciplinary action was the result of:

- Weapons, drugs, or serious bodily injury: the student will remain in the IAES pending the decision of the hearing officer or until the expiration of the 45-day placement, whichever occurs first, unless the parent and school personnel agree otherwise;

- Behavior that is not a manifestation of the student's disability: the student will remain in the IAES pending the decision of the hearing officer or until the expiration of the alternative placement, whichever occurs first, unless the parent and school personnel agree otherwise.

In some cases, a student without a disability may be deemed to have one. This occurs when any of the following factors are present:

- The parent has requested an evaluation;
- The parent expressed concern in writing to the student's teacher or school administration about the student's need for special education and related services; or
- The student's teacher or other school staff told the special education services staff or other school supervision personnel of specific concerns about the student's pattern of behavior.

Nothing in this section shall prohibit school personnel from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability. School personnel reporting a crime committed by a student with a disability will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the crime is reported. Records will only be transmitted to the extent allowed by FERPA and other relevant laws.

## School Uniform Policy

### Dress Code Vision

Our students will be learning and working in a 21st Century environment. Rooted aims to encourage the freedom of choice and individuality. For dress code, this is an intentional process. Students will begin their year with a training on professional dress in the workplace. Once students have completed the training, they may either a) wear a Rooted School uniform, b) a hybrid of the rooted school uniform and school-appropriate attire of their choosing, or c) choose their own school-appropriate attire that is aligned to the guidelines named below.

See below for a definition of school-appropriate attire.

### Uniform and Dress Code Policy: All Students

#### Any of the following are permitted at Rooted School...

- **Shirts:** Official Rooted polo, Rooted T-shirt, OR any school-appropriate shirt
- **Outerwear:** Students may wear a Rooted hoodie, or any school-appropriate outerwear
- **Pants:** Rooted joggers, or any color pants that extend from waist to ankle (no cargo pants, shorts, skirts, skorts, jumpers, pajama pants, or capris )
- **Belt:** Any color
- **Shoes:** Tennis Shoes/dress shoes/loafers of any color (no boots, sandals, moccasins, clogs, or open toe shoes)
- A small inventory is available in the office for purchase, out of stock items will be obtained through a 3rd party vendor.

### Baseline Rule

**Ask, "Is my son or daughter dressed to work with some of the most prominent companies in New Orleans and the U.S.? If the answer is "No," then please consider the guidelines below.**

### School-Appropriate Attire and Other Guidelines\*

#### The following guidelines are required for school-appropriate attire:

- **Logos, designs, emblems, insignias:** No logos, emblems, designs, or insignias of any kind that represent drug paraphernalia, sexual themes, violence or weapons, profanity or anything deemed inappropriate for a school or professional setting will be permitted.
- **Fit:** Clothing must fit appropriately. Excessively baggy or tight pants, shirts, etc. are not allowed.
- **Holes in clothing:** Students may not wear articles of clothing with holes.
- **Head coverings:** While not explicitly prohibited, students may be asked to remove head coverings in academic spaces.
- **Shoelaces:** Students are expected to have shoelaces tied at all times.
- *Note: In working with Rooted School partners through internships, work-based learning experiences, field trips, etc, students may be required to adapt their uniform in accordance with the partner's dress code.*

*\* If your child requires a religious accommodation to the uniform policy, please contact the school to discuss.*

## How to Purchase Additional Uniforms

**Uniform shirts, sweatshirts, and joggers** are ordered and sold through Rooted School. Please contact the main office to order. All other uniform components are the responsibility of the parent/guardian.

## Student Fees and Activities

Throughout the year, students have the option to engage in a variety of student activities, which take place both on and off Rooted School's campus. To participate in these activities, students must be in good cultural and academic standing, and pay a \$50 student activities fee (\$10 per academic session). Parents may submit this payment to the front office in a lump sum at the start of the school year, or at the start of each academic session. This fee must be paid by cash or money order only. *Additional activities may be scheduled at the discretion of our team, participation in these events may require an additional fee. All fees required will be detailed in writing before the event commences.*

## Fee Waivers

Families may apply for a fee waiver based on hardships including, but not limited to:

- family is receiving unemployment or other public assistance benefits
- student is part of the foster care system
- Is homeless

Waiver requests will be evaluated on a case by case basis with the school counselor and school leader.

## **Educational Records Clause**

Please note that failure to pay the fees listed ***shall not*** result in the withholding of a student's educational record.

## ACADEMICS

### Assessment

#### Overview:

The Rooted School graduation requirements and badge playlists lay out what you need to do to be ready for both college *and* a career in the tech industry. You should also expect to see these assessments along the way:

Assessment	Value of Assessment	Timing
<b>Reading Proficiency Pre-Algebra Proficiency</b>	<i>Safety net:</i> Your way to know you are ready to meet the demands of <i>high school</i> coursework.	1/grade 9
<p>We give a round of “safety net” assessments when you first start school. This is a quick way to make sure that you are ready for high school coursework. Questions are straight-forward math problems, reading fluency. (If any assessment shows support is needed, we will put a plan in place and assessment will follow your plan.)</p>		
<b>Badge Assessments</b>	<i>Quality-assurance:</i> Your way to know that you have mastered all of the standards for both college and career readiness.	4-8/course  Take each one, whenever you are ready.
<p>This is how we know that you have mastered all the standards. We can also use this assessment to learn where we need to improve your curriculum and supports. Each course has about five badge assessments. They require short answers, essays, performance tasks, and research projects directly aligned to state-, national-, and Rooted standards for success in college and a tech career.</p>		
<b>LEAP 2025 exams</b>	<i>Quality-assurance:</i> Your way to see how you measure up against the state’s expectations in the six LEAP 2025 courses.	1/LEAP 2025 course (Algebra I, Geometry, English I, English II, Biology, and US History)

This is the state’s way to know that you have mastered certain standards and have met the state’s graduation requirement. There are six LEAP 2025 courses: English I, English II, Algebra I, Geometry, Biology, and US History. Exam format includes multiple-choice, short answers, and essays.

**American College Test (ACT)**

*Quality-assurance:*  
Your way to know how your performance compares to other students from across the country.

4+ /year  
PCL 1-4 students

It’s always interesting to see how Rooted students stack-up against the rest. Colleges require this information with your application and it is another way that the state can determine if we (Rooted School) are doing our job. ACT practice tests are given in grade 9 and 10 and the official assessment is in grade 11 + 12. ACT tests include multiple-choice and essay question.

**Achieve 3000**

*Quality-assurance:*  
Your way to know exactly how much your reading ability (speed, understanding, and difficulty level) is improving.

3/year

We use this data to customize your reading supports. This is also how we know that your reading ability meets the demands of college coursework – you must exceed lexile level 1185 before you graduate. Achieve3000 assessments measure reading Lexile level. In addition to three assessments each year, you will be able to see your growth each month by the work you complete on a daily basis. Monthly progress reports measure reading Lexile level growth. The assessment includes leveled reading passages followed by multiple choice questions.

## Progress Monitoring

**Overview:**

Curious about how your assessment results inform the learning support you receive at Rooted School? See below to learn how progress monitoring benefits you on your journey to college and career readiness.

Reading Fluency and Comprehension: Achieve3000



Rooted School closely monitors student Lexile growth and performance to determine if you require reading intervention support. After each assessment and monthly growth update, you (and Rooted teammates) will be able to analyze your reading proficiency and growth. Based on your assessment results, you and your Rooted coaches may decide that small group or 1:1 intervention is the right next step.

**50 points growth** is expected between each formal achieve3000 assessment (3/year) until on grade level performance is reached. Additional practice and intervention may be provided if this growth metric is not met.

## American College Test: ACT Aspire

Rooted School carefully analyzes your ACT benchmark scores for English, Math, and Reading, as well as how you progress in mastering College and Career Readiness Standards each day. By engaging in daily English, Math, and Reading ACT launches, you (and Rooted coaches) are able to track your individual progress towards mastering each College and Career Readiness standard. Once your data indicates you need additional support with a standard or skill, you and your coach will norm on how you receive small group or 1:1 intervention in English, Math, and/or Reading.

A minimum of **1 point growth** is expected between each formal ACT Aspire assessment (4/year) until on grade level performance is reached. Additional intervention may be provided if this growth metric is not met.

## Rooted Badge Assessments

Rooted School tracks your performance on badge assessments to determine your level of content and skill mastery in each course. Each badge assessment consists of one of the following: a) A Project-Based Learning (PBL) experience with a final product, b) a Portfolio submission, or c) a Performance Task. After each badge assessment, you (and Rooted teachers) will be able to determine your level of mastery of the course content and skill. Based on your performance, you may receive intervention support to ensure you are on track to master prioritized standards and skills.

## Grades

### Overview:

The primary purpose of grading at Rooted School is to clearly, accurately, consistently, and fairly communicate learning progress and achievement to students, families, postsecondary institutions, and prospective employers. Grades ensure important stakeholders (students, families, teachers, counselors, etc) have detailed information needed to make important decisions about a student's education.

Rooted School utilizes the following grading matrix when assigning grades to students:

Grade	Percentage
A	93 - 100
B	85 - 92
C	75 - 84
D	67 - 74
F	0 - 66

Note: when students transfer to Rooted with Ds on their transcript, those credits are honored and included on the transcript and Individualized Graduation Plan (IGP).

## Promotion and Retention

### Overview:

Rooted School follows the NOLA Public Schools/Orleans Parish School Board high school promotion policies as outlined in the pupil progression plan. Furthermore: At Rooted School we believe that retention of students in high school does not support students in pursuing a personalized pathway to financial freedom. In most cases, we believe that retention adversely impacts students in reaching graduation. Therefore, we do not retain students in high school. Students must meet the graduation and assessment requirements in order to graduate in four years. Intervention and supports must be in place for students who are currently struggling in meeting course and assessment requirements. All students will be given the opportunity to engage in continuous learning to maintain or improve their mastery of essential standards. More Details can be found in our [pupil progression plan](#).

## Early Graduation

Students are able to graduate early at Rooted School. Through a combination of non-traditional courses (*Edgenuity*), dual enrollment, and courses offered at Rooted School, students are able to graduate early. Students or parents interested in this as an option may request a meeting with the Director of College and Career Transition, and the plan for early graduation will be included on the student's Individualized Graduation Plan.

## Supplies

Given a majority of work students engage in at Rooted School is done on a laptop or desktop computer, Rooted School does not require students to bring supplies to school. **All students, however, must bring a pair of working headphones that can plug into their school laptop to school each day in order to be**

**prepared for learning (NOT iphone headphones).** If families would prefer to purchase headphones through the school, they are available for purchase through the front office. **We believe it's a best practice if students bring a writing utensil with them each day, though we can provide this if students are in need.**

## **Lab Safety**

Students will be provided protective glasses or goggles when handling any dangerous or potentially harmful materials. Rooted School science teachers follow universal precautions for laboratory safety with full fidelity.

## **Student Assistance Team (SAT)**

At Rooted, we view all children as learners with individual needs and abilities. Some children require services outside of the regular curriculum. These are provided on an “as-needed” basis. Parents always are notified when any special programming is suggested for their child and are an important part of all decision-making. Part of the process of referring students with special needs includes a meeting with the Student Assistance Team (SAT).

The SAT is a school team that meets to explore possibilities and strategies that will best meet the educational needs of students, and support teachers/parents through a positive, problem solving process. We encourage parents and teachers to talk together if either party notices a child having a difficult time in school. Parent-teacher partnerships are crucial in helping support school difficulties. Problems may involve reading, writing, math, work completion or various types of behavior. Often the teacher and parent will come up with a solution together. However, if additional support is desired, the teacher and/or parent may wish to meet with Rooted School's Student Assistance Team (SAT).

The SAT also handles referrals for students who exhibit signs of being academically gifted.

The SAT at Rooted may include school personnel such as the School Leader or designee, teachers, the support and appraisal representative, or a speech language therapist. Parents always are invited to be a part of the team since they know their child best. School personnel can help parents become aware of interventions or services that are available in the school system and the community.

Parents are expected to cooperate with teachers, administrators and the SAT to help their child succeed at school. Parents who are unwilling to work toward a solution may be referred to Families in Need of Services (FINS).

## **Students with Exceptionalities**

Rooted School implements all federal and state regulations regarding the education of children with exceptionalities. Contact the School Leader for further information.

## **[Deaf Child Bill of Rights](#)**

## **[Louisiana Expectant and Parenting Students Act](#)**

**Discipline Policy & Procedures for Students with Disabilities:**  
**Please see the Appendix or [Visit this Link](#).**

## **Parent FAQs: Special Education in Charter Schools**

The following information about special education is included based on a requirement from the Louisiana Department of Education. The Louisiana Department of Education is committed to ensuring all students in our state are ready for college or a professional career. Our students with disabilities are protected under federal and state law, and the Department is committed to ensuring that these students continue to receive a free and appropriate public education that supports the fulfillment of their post-school goals. This Frequently Asked Questions document is intended to help families understand their students' rights.

### **Can my child with a disability attend a charter school?**

Yes; all public charter schools must provide all special education and related services that have been determined by a special education evaluation and IEP to be needed.

For students ages 3-21, the charter school must:

1. Identify, locate and evaluate all students who need special education and related services.
2. Provide all special and related services to students who are identified with a disability and are eligible for the services. These services may include adapted physical education, assistive technology, occupational therapy, orientation and mobility services, physical therapy, school health services, school psychological services, school social work services, speech/language pathology services, and special transportation.
3. Provide special education and related services in the least restrictive environment that meets each student's individual needs.

### **Can a charter school request that I take my child who needs special education services to another public school?**

No, students with disabilities may enroll in any public charter school at no cost. Charter schools in Louisiana are prohibited from implementing enrollment policies or procedures that discriminate against students with disabilities. All schools must make a free appropriate public education, including special education and related aids and services designed to meet the individual needs of children with disabilities, available to all children with disabilities enrolled in the school. Therefore, charter schools are prohibited from informing or suggesting to parents that they should not enroll their child because (1) the school does not currently provide the services or placement necessary for the child or (2) because the child's disability might be better served by another school or district.

### **Can a charter school request that I remove my child from the school and send him/her to another public school because of behavior problems?**

No, the public charter school must work with you as the parent. The IEP Team should meet to determine the supports that are needed for your child to be successful in the charter school.

### **My child needs special transportation to get to and from school. Can my child attend a charter school?**

Yes, any child with special needs can attend any public charter school, regardless of need.

### **My child is in a wheelchair. Can he/she go to a charter school?**

Yes, all public charter schools must accept any child, regardless of the disabling condition, just as a traditional public school would.

### **What should I do if I believe my child has been denied enrollment because of a disability?**

If you believe that your child has been denied enrollment because of a disability, you should contact the school's enrollment office. Each type 2 and type 5 charter provides a process for investigating complaints of alleged discrimination, including a method for parents to make complaints, timelines for the school to conduct an investigation, and the steps the school will take to address concerns. The written procedures must also include the name and contact information for the person at the school responsible for the enrollment discrimination review process.

### **What protections exist for students with disabilities related to disciplinary removal?**

A disciplinary removal is any instance in which a child with a disability is removed from his/her educational placement for disciplinary purposes, including students sent home for a portion of a school day, in-school suspensions, out-of-school suspensions, expulsions, removals by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removals by a hearing officer for likely injury to the child or others.

Students with disabilities are afforded certain disciplinary protections when they have been removed from their educational placement for more than ten days in a school year. In order to ensure that these protections are provided, it is important that schools keep accurate records of all disciplinary removals.

### **Can I access my child's disciplinary records?**

Parents of students with disabilities have the right to access all educational records of their child. This right to access extends to a student's disciplinary records. Therefore, each charter school is responsible for accurately documenting every disciplinary removal experienced by a student with a disability, and parents have a right to access those documents which are related to their child.

### **What should I do if I am experiencing a challenge regarding special education and related services at my child's school?**

If you experience a problem regarding special education and related services, you should follow these steps:

1. Contact the principal of the school.
2. Contact the charter school board of directors.
3. Contact the Louisiana Department of Education at 1-877-453-2721. You may also e-mail the Department at [louisianabelieves@la.gov](mailto:louisianabelieves@la.gov).

Below are other resources that can offer assistance to you regarding your child in special education:

- Families Helping Families; please check the local phone book or contact directory assistance for the phone number of the Families Helping Families agency in your area.
- Advocacy Center; Telephone: 1-800-960-7705

## **What laws in Louisiana address the issues contained in this document?**

### **Charter School Demonstration Programs Law LA Revised Statute 17:3971— 4001**

- A charter school established and operated in accordance with the provisions of Louisiana Charter School Law shall comply with state and federal laws and regulations otherwise applicable to public schools with respect to civil rights and individuals with disabilities.

### **Regulations for Students with Disabilities Louisiana Bulletin 1706**

- Rights of students with disabilities. Students with disabilities who attend public charter schools and their parents retain all rights under these regulations.
- Charter Schools that are public schools of the local education agency or State must serve students with disabilities attending those charter schools in the same manner as it serves students with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site of its other public schools.

<sup>[1]</sup> Note: The Student Information System allows only the entry of suspension for a full day; half days are not permitted. Thus, there may be a difference between a student’s actual total number of suspension days and the total recorded on the System. The student’s “actual” full time equivalent days of suspension, however, are relevant to the application of these standards. Schools are strongly encouraged to enter suspension data in “real time.”

<sup>[2]</sup> If a parent disagrees with the team’s decision that the behavior was not a manifestation of the student’s disability or with the interim alternative educational services or location, the parent may request an expedited due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise.

<sup>[3]</sup> To comply with the law, a 45 school day emergency removal for serious bodily injury must be extremely serious, i.e., requiring medical treatment.

---

## **English Learners**

The school uses home language questionnaires, classroom observations, literacy assessments, and other screeners to identify which students are English Language Learners (EL). The screening will identify their current level of proficiency of the English Language. The school will notify parents of identified EL students and the extent of their additional services.

The school's program for EL students includes: EL pull out services, English Language remediation through computer program, and a structured immersion program. EL students are not unnecessarily segregated or excluded from other students, programs, or activities. Teammates that teach EL students have the appropriate certifications and/or training.

The school monitors student performance on literacy assessments, State exams, and other classroom work to determine when students should be exited from EL status and/or ALP. Once exited, students are continually monitored to ensure they have sufficiently overcome language barriers. Additionally, the school regularly examines its EL programming and ALP to determine if students are successfully overcoming language barriers and meeting academic goals. The school modifies the program when necessary based on these examinations.

## **Homeless Liaison and Title I Participants.**

Homeless children and youth are ensured specific educational rights and protections under the McKinney-Vento Homeless Education Assistance Act of 2001. "Children and youth who are homeless," as defined by this federal law, means and includes children who:

- Are abandoned in hospitals, or are awaiting foster care placement.
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations.
- Are living in emergency or transitional shelters.
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations.
- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Have a primary nighttime residence that is a public or private place not designed as a regular sleeping accommodation for human beings.
- Lack a fixed, regular, and adequate nighttime residence.

Children who are homeless will be provided flexibility regarding certain policies and procedures, including proof of residency requirements; immunization requirements; educational program placement; award of credit; graduation requirements; continuing enrollment in the "school of origin" or enrollment in a new school in the attendance area where the student is currently residing; and other related matters.

You are encouraged to inform Rooted if you or your child are experiencing homelessness. School staff can share resources with you that may be able to assist you and your family.

For more information on services for homeless students, please contact Kaitlin Karpinski at 504-383-4654.

## SCHOOL OPERATIONS

### School Calendar and Hours of Operations

#### School Calendar and Emergency Closure Procedure

**Yearly School Calendar:** A school [calendar](#) is distributed to all Rooted School families at the beginning of each school year. The school calendar is also readily available in Rooted School's main office and on our [website](#).

**Emergency School Closure:** In the case of an emergency school closure, Rooted School will issue an automated phone and text notification to all parents/guardians. In addition, in cases where there is a possibility of an emergency closure, please listen to local radio and television stations.

\*Note: At the discretion of the School Leader, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of minutes/days during or at the end of the school year.

#### Hours of Operation

**Daily Schedule:** 8:25 AM-3:55 PM: standard academic school day

**Early Dismissal:** Occasionally, the school will run an early dismissal. On these days, school dismisses at **12:10 PM**. These days are marked on the school calendar and highlighted in green.

#### Additional Changes to Hours of Operation

Please consult the yearly school calendars and refer to the weekly newsletter for any additional changes to the hours of operation that may arise throughout the school year.

### Arrival & Dismissal

#### Arrival Procedures

##### **Drop-off Arrival:**

- **Opening Time for Arrival:** Rooted School officially opens to students at 8:25 AM each day. **We ask that students not be dropped off at Rooted School prior to 8:25 AM.** Because they are preparing for the school day, Rooted teammates are not able to monitor students before 8:25 AM.
- **End of Arrival:** Arrival closes and the school day begins at 8:40 AM sharp.
- **Arrival Tardy Procedure:** students arriving past **8:40 AM** will be tardy and must be signed into the main office by a parent/guardian before reporting to class.



## **Dismissal Procedures**

### **Dismissal Times:**

- The standard academic school day officially ends at **3:55 PM**.
- Please note that there is no “aftercare” available for students at this time.
- Early dismissal days officially end at **12:10 PM**.

### **Pick-up Dismissal:**

- All parents/guardians that elect to pick up their students will be directed to the correct pick-up location (typically General Pershing st.). Once parents/guardians arrive, they inform the staff member on duty of their student’s name, and the student will be dismissed. Parents/guardians need to be on time when picking up their students, Rooted School is not able to provide supervision for students beyond 4:30 PM.

**Walking students:** students who walk home must have a school authorization form signed by their parent/guardian. Parents/Guardians may request this form from the Rooted School front office.

**Sign out procedures:** All students shall be signed out in the office by an individual listed on the Emergency Card before leaving campus for any reason prior to the end of each school day. If a person not listed on the emergency card is sent to pick up the student, such person must deliver to the Office Manager a note from the parent/legal guardian requesting a release of the student. The Office Manager shall verify the request by telephoning the parent/legal guardian. If the parent/ legal guardian cannot be reached by telephone, the student will not be released from school. If such written authorization is not presented and the parent/legal guardian telephones giving oral permission for the student to depart the campus with such unauthorized person, the Office Manager shall verify by telephoning the parent/legal guardian at the telephone number listed on the student Emergency Card. If the parent/legal guardian cannot be reached by telephone, the student will not be released from school. If deemed appropriate, we may request picture identification.

**Parent/Guardian Pick Up and Notification Policy:** No student will be allowed to leave the school with an adult who is not his or her legal guardian unless the parent/guardian has called the Rooted front office or has designated a pick up custodian as that student's temporary or permanent transport. If deemed appropriate, we may request picture identification.

**Pick Up Authorization:** Parents/Guardians **MUST** submit a release form listing the names and information for any individuals, besides parent/guardians, who are regularly authorized to be a pick up custodian for their students.

In communicating a temporary or permanent change of pick up custodian the parent/guardian must specify:

- The student's name, grade, and advisory
- The name and working phone number for the adult picking up the student
- The specific pick-up dates

**Parent/Guardian Notification Cut-Off Times:** The times by which a parent/guardian must call the Rooted School main office to provide the details of any change of pick up custodian or transportation change of any kind are as follows:

- Prior to 3:00 PM on standard days
- Prior to 12:00 PM on early dismissal days

## **Transportation Procedures**

Rooted school offers free transportation through a variety of methods including but not limited to school bus service and public transportation.

## **Bus Transportation Guidelines**

**Bus Stop Generation:** Any Rooted School student whose parent/guardian does not indicate that their student will be picked up from school daily or is to be a walker, will have a bus stop generated for them in close proximity to their Orleans Parish residence. Rooted School will notify parents/guardians of their student's bus stop locations and pick up/drop off times prior to the start of the school year.

Special transportation services are also provided to any student with special needs whose IEP requires special transportation.

## **Bus Stop Guidelines:**

Students should arrive 10 minutes before the scheduled bus stop time. Please allow 10 minutes before and after the bus stop scheduled time for traffic or other potential scenarios.

## **Transportation Change Policy (Permanent Changes):**

The following transportation changes must be requested through the school's front office. Please allow 3 to 5 school days for permanent changes to take effect.

- change from pick-up to bus rider
- change from bus rider to pick-up
- change of address that requires new bus stop assignment

In addition, please also note the following bus specific transportation guidelines:

- students electing to ride the bus must have a permanent bus stop that they use daily, as generated by Rooted School.
- students may not switch from their regularly scheduled bus or bus stop to a different bus or bus stop for a day for any reason.
- It is the parent/guardian's responsibility to provide transportation for any student that is suspended from riding the bus.
- Please do not attempt to schedule bus changes directly with the bus company or bus drivers.

## **Bus Behavior Policy**

**Bus Riding Behavioral Expectations:** students are expected to demonstrate the same high behavioral standard on the school bus as they do during the school day. In order to maintain a safe atmosphere on the school bus, students are expected to:

- remain seated at all times;
- talk quietly;
- keep all parts of the body inside of the bus;
- follow all directions given by the bus driver;
- be safe when waiting for, riding on, and boarding and exiting the bus. Students are expected to look both ways before crossing streets, stay off the street when waiting for the bus, and cross in front of the bus when necessary after disembarking.

**Bus Disciplinary Reporting Procedure:** Bus drivers are an extension of the Rooted team and will perform as such. If an incident occurs, the bus driver will determine the best course of action and will report all issues to school leadership immediately.

- **1<sup>st</sup> Report:** student is spoken to by Rooted operations personnel and/or a member of the culture team and family is notified
- **2<sup>nd</sup> Report:** Parent and student receive warning from Rooted that another report will result in a bus suspension. A meeting may be called to work toward a resolution.
- **3<sup>rd</sup> Report:** student receives a bus suspension for a length of time determined by the School Leader.
- **Two incidents of physical aggression on the bus - or - three bus suspensions will result in expulsion from the bus. Families will have complete responsibility for transportation; however, Rooted School will provide bus tokens if requested.**

**\*Note:** Any specific behavioral incident is subject to disciplinary measures or suspension at the discretion of the School Leader.

## **Attendance Policy**

Rooted School follows the attendance policy outlined by the Rooted School Pupil Progression Plan.

### **Daily Attendance**

The calendar has 180 days of school. Students who are absent more than 13 days may be retained in the grade unless they are officially excused from school. For in-person attendance, a student is considered to be absent when they are present for less than 25% of the school day. Student attendance is mandatory.

**Policy and Procedure for Notification of Absence:** Parents/Guardians should call the school as early as possible if their student will not be attending school for any reason. Calls should be made as far in advance as possible and can be left on the school's voice mail.

### **Truancy Standard**

A student is considered habitually absent or tardy (**truant**) when either condition continues to exist after all reasonable attempts made by the school personnel have failed to correct the condition after the ***fifth unexcused absence or fifth unexcused occurrence of being tardy.*** ([LRS 17:233](#))

## Classifications of Absences

**Excused Absences:** Absences incurred due to a personal illness, serious illness in the family, or extenuating circumstances are excused. **In each case, the absence must be supported by an official medical, legal, or bereavement notice which must be submitted to the main office within 5 days of the absence.** students are eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed. This does not exempt the student from truancy.

**Examples of Excused Absences for Extenuating Circumstances -** Exceptions to the attendance policy are considered as Extenuating Circumstances. Documentation for excused absences and extenuating circumstances must be submitted to the main office.

- Extended personal physical or emotional illness as verified by a physician or nurse practitioner (original doctor's note)
- Temporary illness
- Extended hospital stay as verified by physician or dentist (original doctor's note)
- Extended recuperation from an accident as verified by a physician or dentist in the state
- Observation of special, recognized holidays of the student's own faith
- Visitation with a parent who is a member of the United States Armed forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per year.

**Unexcused absences:** Any absence not meeting the requirements set forth in the excused absence and extenuating circumstances sections above are unexcused. students may be given a failing grade and may not be given the opportunity to make up work. Five or more unexcused absences will be considered as truancy.

### **Examples of Unexcused Absences:**

- Missing the school bus
- Trips not approved by the principal
- Vacations during the school year
- Birthdays or other celebrations
- Caring for a young student or elderly adult
- Trips to homeland
- Skipping or cutting class
- Other personal appointments

**Suspensions:** Suspensions do not count toward unexcused absences or truancy. A suspended student is allowed to make up missed work and is eligible for consideration to receive credit provided it is completed satisfactorily and in a timely manner. This absence is considered when determining whether or not a student may or may not be promoted but is not considered for the purposes of truancy. Students absent from school as a result of any suspension are counted as absent.

## Tardiness

Late students miss academics, and every instructional minute counts. Students are expected to be in attendance every minute of the day. Students that are late miss essential instruction. Parents are expected to cooperate with school personnel throughout the school year.

- **Tardy shall include, but not be limited to, leaving or checking out of school prior to the regularly scheduled dismissal time or arriving late after school officially begins, but shall not include reporting late to class when transferring from one class to another during the school day.**
- Tardies are only excused with an official note from a physician's office.
- **Habitual tardiness will be considered as truancy and will be referred to the School Leader**

**Definition of Tardiness:** Our doors open at 8:20 A.M. each morning. Students must arrive between 8:20 A.M. and 8:40 A.M. Students arriving after 8:40 A.M. are considered tardy. All tardy students must report to the front office and be signed into school by the adult dropping them off. In cases when a school bus arrives late, those students riding the bus are not considered tardy.

**\*Note: Five tardies equal one absence and may be reported to the State of Louisiana as such.**

## School Visitor Policy

Parents/Guardians are a vital part of the Rooted School community and partners in their student's education. Parents/Guardians may observe their student in class and may take part in scheduled volunteer opportunities.

## Parent/Guardian Visit Classifications and Procedures

**Entrance: The Rooted School entrance is located on Pitt Street. Rooted visitors can enter only through this entrance. Touro Synagogue employees are instructed to direct all Rooted School visitors to the Pitt Street entrance.**

**Pre-Scheduled Visits:** Parents/Guardians may coordinate with their student's teacher to schedule a planned visit to observe class. The teacher and the parent/guardian must agree upon the date and duration of the visit. Rooted School does not allow any unscheduled visits.

### **Visit Procedure:**

- Upon arrival to the Pitt Street entrance, please ring the doorbell located to the right of the double doors. A Rooted School staff member will provide entry access.
- All visitors must first sign in at the front office to retrieve a visitor's badge. In the case of a scheduled visit, a Rooted School staff member will escort the parent/guardian at the scheduled time.

## **Visit Regulations**

- To limit disruption, parent/guardian visitors may not talk to a student or a teacher while observing a class.
- For the safety of our students, parent/guardian visitors must wear a visitor name badge while in the school.
- Parent/Guardians who travel to Rooted School to drop off items for a student or to leave a message must report to the front office where they may leave the item with the office manager for delivery.

**Student Birthday Celebrations:** Although we enjoy knowing it is a student's birthday, parties are not allowed at school. Please do not send gifts (balloons, flowers, candy, etc.) to school. Although it is a nice thing to do, gifts cause a distraction for the student and his/her classmates. **On designated days** and in coordination with the teacher, feel free to send enough cake/cupcakes or healthy options for the class to celebrate together if you choose.

## **Student Enrollment Policy**

Rooted School is an open enrollment school in Orleans Parish and abides by the enrollment policies developed by the EnrollNOLA office. This means that we are open to all who live in Orleans Parish: we have no requirements for admission, we do not test prior to entry, and, when there are more applicants than seats available, we use a random lottery to determine placement. We do not charge parents for anything associated with their student's education, except for the uniform and occasional trips. The admissions process is designed to ensure equal access for all students, and the school does not discriminate in admissions, nor any of its program or activities, on the basis of intellectual ability, race, color, religion, sex, sexual orientation or preference, gender identity or expression, ethnicity, national origin or immigration status, disability, or identification as an exceptional student.

All enrollment is now handled centrally through the city's EnrollNOLA office. A free appropriate public education, including any necessary special education services, are provided at Rooted School, as required, under the Individuals with Disabilities Education Act (IDEA).

## **Rooted School Board of Directors**

Rooted School is governed by its own board of directors. If you are interested in attending a board meeting, they are open to the public and take place every other month. The location of the board meetings will be located at the school premises. The board meeting and location schedule is always posted online at <https://www.rootedschool.org/board/public-notice> and in our front office.

## HEALTH AND WELLNESS

### Family Liaison

For families in need of assistance from our family liaison, please reach out to Bahareh Mirian ([bmirian@rootedschool.org](mailto:bmirian@rootedschool.org)) or Layla Clark ([lclark@rootedschool.org](mailto:lclark@rootedschool.org)) at Whole Village Art Therapy. You may also reach out to the front office at [frontoffice@rootedschool.org](mailto:frontoffice@rootedschool.org), or 504-383-4654.

### School Meal Program

**School Meals Offered:** Breakfast, lunch and supper are served to Rooted School students. Rooted School believes strongly in the value of providing healthy food options to its students.

### Packed Lunch Policy

Parents/Guardians may choose to send their students to school with a packed lunch from home. Parents/Guardians who do so must adhere to the following guidelines:

- Submit a packed lunch form with parent signature to the front office.
- The student's lunch must contain at least a sandwich or item considered to be a nutritious lunch.
- The entire lunch must be in one bag or container with the student's name on it.
- Only milk, water, or fruit juice are allowed as beverages.
- **Candy, gum, packaged noodles, chips, and soda are not allowed to be consumed at school in academic spaces.** (note: if a student brings these items to school they may be confiscated).
- **Please note: Due to Rooted School currently operating out of a synagogue, students may not bring items containing pork and/or shellfish into the school.**
- For specific questions about Rooted's packed lunch policy, please contact the front office.

### Fire Drills

As a safety measure, and in keeping with regulations set up by the New Orleans Fire Department, fire drills are conducted regularly. A steady, continuous sounding of the fire alarm signals a fire drill. Quiet and rapid, but safe, movement towards specified exits are to be observed during these drills. Students and teachers are expected to take all fire alarms seriously. A copy of the fire drill instructions and a chart showing an emergency dispersal plan can be found in each classroom.

## Student Records

We understand and respect the importance of student privacy. We are committed to keeping all personally identifiable information about your student(ren) private and only sharing that information when legally required to do so or when necessary for the education, health, or safety of your student(s). Below are examples of what information may be shared.

- Directory information and educational records may be shared with employees of Rooted School, including teachers and administrators, to be used for designing, implementing, and evaluating educational programming and academic achievement.
- Directory information and educational records may be shared with high schools, postsecondary educational institutions, and the Office of Student Financial Assistance to be used for processing applications for admission and financial aid.
- Directory information and educational records may be stored on third-party computer systems for data storage and back-up purposes.
- Directory information and educational records may be shared with the Louisiana Department of Education and third party providers to provide and bill for special education and mental health services and evaluations. (This includes billing Medicaid when applicable.)
- Directory information may be shared with third party providers to provide educational programming, co-curricular programming, and assessments.
- Directory information and health information may be shared with medical professionals and third party providers to provide medical care or billing for medical care services. (This includes billing Medicaid when applicable.)
- Directory information may be shared with third party providers for the provision of transportation and food services.
- Samples of student work and accomplishments may be displayed in the school or published to recognize your student(s)'s achievements.

We will NOT share personally identifiable information with any person or entity who desires to use the information for purposes that do not benefit the education, health, or safety of your student(s).

Parents may withdraw consent for sharing information in this way by submitting a request in writing to the main office.



## **FERPA (The Family Educational Rights and Privacy Act)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. Requests for access should be submitted to the office manager and include what records are to be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Requests to amend records should be submitted to the principal and should clearly identify the part of the record wished to be changed and the reason. The school will notify the parent or eligible student of its decision and the right to a hearing.
- The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception is disclosure to school officials with legitimate educational interests. School officials include employees of Rooted School and contractors, consultants, and other individuals performing a function for which the school would otherwise use its own employees and who is under control of the school with respect to use and maintenance of education records. Legitimate educational interests include professional responsibilities related to the student's education. The school may also disclose educational records to other schools in which a student seeks to enroll or is already enrolled.
- The right to file a complaint with the U.S. Department of Education at:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

The school may also disclose directory information unless you have advised us to the contrary in writing. The primary purpose of disclosing directory information is to allow the school to include information from your student's records in certain school publications and displays. Examples include:

- Bulletin boards located throughout the building
- Honor rolls and other recognition lists
- Event programs
- Sports activity sheets and rosters

If you do not want the school to disclose any or all types of directory information listed below, you must notify the school in writing within 90 days of the first day of school (or within 90 days of enrolling if enrolling mid-year). The school has designated the following information as directory information:

- Student's name and Grade level
- Participation in activities and sports
- Honors and awards received
- Dates of attendance

*Parents may also review a student's records upon request.*

## **Nursing Services & Medication**

**Nursing Services:** Nursing services may not be regularly available to students on site.

**Immunization Records:** The law requires Rooted School to collect completed immunization forms for every student. These forms are made available by the School Nurse and can be obtained by contacting the main office.

**Medication Administration:** Rooted School's School Nurse is available to administer prescribed medication to students. However, all medication—even over-the-counter medications—can only be administered after a parent/guardian has returned a [Medical Administration Form \(MAF\)](#), completed by a healthcare provider. Families can get a copy of this form by [clicking this link](#) or by contacting Rooted School's main office. Students with conditions requiring the administration of medication who have not completed the [MAF](#) may be restricted from attending school at the discretion of the School Nurse and Rooted School administration. In the event that the school nurse is not available, a staff member trained in medicine administration, may contact a parent/guardian to obtain written permission to administer medication. No medication will be administered without written consent.

**\*Note:** All student medicines will be kept in a locked cabinet and Rooted School will keep a detailed log of all medicines that are administered.

## **Severe Allergies**

Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Parents of students with known life threatening allergies and/or anaphylaxis are encouraged to notify the School Nurse and should provide the school with written instructions and prescribed medications from the student's health care provider for handling anaphylaxis, on an annual basis.

It is the policy of Rooted School to follow the medical and legal guidelines developed for students with an identified severe allergy to food, insect stings, latex, and/or unknown allergens, in addition to those who may have not yet had an identified allergy or condition which puts them at risk to experience an unexpected event, that are at a potential risk for a life-threatening reaction (anaphylaxis).

These guidelines include:

- Education and Training for school personnel on the management of students with life-threatening severe allergies, including training related to the administration of medication with a cartridge injector.
- Procedures for responding to known and unknown life-threatening allergic reactions.
- A process for the development of individualized health care and allergy/anaphylaxis emergency action plans for every student with an identified allergy.
- Protocols to prevent exposure to food allergens or precautions to avoid exposure to other allergens.

Rooted School will make every effort to provide at least two (2) doses of auto-injectable epinephrine (hereinafter called 'unassigned or stock epinephrine') on site, under the standing order of a Louisiana

licensed physician, to assist those persons who may experience anaphylactic emergencies and do not have a prescribed treatment. The stock epinephrine may be administered by a school nurse or employee of the school who is authorized and trained in the administration of epinephrine to any student or other person, who in good faith, is believed to be having an anaphylactic reaction. This policy is not intended to replace or override student specific orders or currently prescribed medications for anaphylaxis.

## **Accidents**

All accidents that occur on school grounds or at school events must be reported immediately to the teacher on duty. School personnel may administer first aid when necessary. Parents will be notified in case of an accident and are expected to come to the school immediately if requested to do so.

## **Pest Control**

Rooted periodically applies pesticides to school buildings and grounds to control unwanted pests, such as insects and rodents. We will post notices of those treatment dates as required by law and will schedule treatment times when students or employees are least likely to be in the building or on the grounds.

## **Asbestos Management Plan**

All school facilities have been inspected for asbestos by a licensed Asbestos Hazard Emergency Response Act ("AHERA") inspector. An Asbestos Management Plan has been created for Rooted in compliance with state and federal regulations. Parents may view the Asbestos Management Plan in the APO's office during regular business hours 8:00 a.m. to 5:00 p.m., Monday through Friday. If you have any questions, please contact Mr. Birdell Mitchell at 504-383-4654.

## Human Services

Below are emergency telephone numbers that may be useful to parents/guardians and students:

Rooted School main office: 504-383-4654

Student Protective Services: 855-4LA-KIDS ([855-452-5437](tel:855-452-5437))

Domestic Violence Hotline: 504-837-5400

Drug Dependence Hotline: 800-662-4357

Mental Health Hotline: 800-248-1152

Police/Fire Emergency: 911

Poison Control: 1-800-222-1222

Rape Crisis Hotline: 504-482-9922

Runaway Hotline: 800-RUNAWAY (800-786-2929)

Suicide Prevention: 800-784-2433

Crisis Intervention: 504.523.COPE(2673)

N.O Highway Safety Hotline: 1.800.259.4929

New Orleans Police Information Line: 504.821.NOPD(6673)



**Rooted School Family Handbook Acknowledgement Form**

By signing below, I am stating that I have thoroughly read and reviewed the Rooted School Family Handbook for 2018-2019 and am aware of and understand all school policies. I know that if I have questions about any of the policies in this document that I am to direct them to the main office.

Please sign and return this form to the front office.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Student's Grade: \_\_\_\_\_

## Appendix A: Medical Administration Form



NEW ORLEANS PUBLIC SCHOOLS  
Medical and Health Services Department

### MEDICATION ADMINISTRATION AT SCHOOL (Parental Permission)

I, \_\_\_\_\_, give permission for my child to receive  
*Parent/Legal Guardian Signature*  
the medication as prescribed by the doctor/dentist. I understand that the medication will be given by non-licensed, but trained school personnel.

1. I give permission for my child to self-medicate, if after assessing the student's health status in the school setting, the school nurse and/or school physician determines that the prescribed medication can be taken safely by my child.
2. I give permission to the school nurse/school physician to share medical information about my child with appropriate school personnel. I understand that this information is needed to fulfill their responsibilities.
3. I understand that I may retrieve the medication(s) from the school at any time and that the medicine will be destroyed if it is not picked up within seven (7) days following termination of the doctor's order or by the last day of school.
4. I understand that all medication orders must be renewed at the beginning of each school year or as medically necessary.
5. I understand that the doctor and parent/legal guardian are responsible for notifying the school in writing whenever a medication order changes. I can obtain medication forms from the school.
6. I understand that facsimile (fax) Physician/Dentist Orders can be accepted by the School District, if they are sent directly from the doctor's office to the school nurse. Faxed orders **must** be, by State requirement, followed by an original within three days. Failure to do so can result in medication orders being discontinued.
7. It is my responsibility to deliver the initial supply of: \_\_\_\_\_  
*Print Name of Medication*  
to the school nurse and subsequent supplies to the individual responsible for giving my child medication.

\_\_\_\_\_  
*Parent/Guardian Signature*

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
*Date*

#### INSTRUCTIONS:

**Parent:**

**Physician/Dentist Only:**

**School Nurse:**

**School Nurse:**

**School Nurse:**

1. Complete a parental permission form for *each* medication to be given.
2. Complete doctor/dentist order for *each* medication to be given at school.
3. Attach copy of Medication Plan and Emergency Medication Plan.
4. Copy to individual designated to administer medication.
5. File copy in student health record.

## Appendix:B Seclusion and Restraint Summary



### Summary of Expectations for Use of Seclusion and Physical Restraint

*This informational overview is a general reference guide intended only to clarify for schools relevant legal and contractual obligations, including NOLA Public Schools Policy. It is NOT a substitute for understanding federal and state guidelines and/or the appropriate state and local policies nor is it a comprehensive description of all applicable legal and contractual obligations. Additionally, it is not meant to explain or delineate including NOLA Public Schools strategic priorities.*

NOLA Public Schools expects that all Charter Schools comply with La. R.S. 17:416.21, 17:3996(B)(29) and BESE Bulletin 1706 §540-543 when dealing with the behavior of students with exceptionalities in the use of seclusion and physical restraint.

Schools must meet the following requirements for Student Seclusion and Physical Restraint:	
	<ul style="list-style-type: none"> <li>• Can only be used if there is an imminent risk of harm to student/others and is used as a last resort when all other de-escalation attempts have failed.</li> <li>• Cannot be used as a means to address behaviors such as general noncompliance, self-stimulation, and academic refusal.</li> <li>• Every 15 minute interval in which the student is restrained, information regarding the student must be documented.</li> <li>• Student must be released as soon as the reason for justifying such actions has been subsided.</li> </ul>
Student Seclusion	<b>Requirements:</b> <ul style="list-style-type: none"> <li>• Seclusion room must be free of dangerous objects and have an observation window; ceiling height, ventilation, and lighting must be comparable to operating classrooms in the school</li> <li>• Only 1 student may be placed in a seclusion room at any given time.</li> <li>• Student must be seen, heard, and supervised by a school employee for the entire time of seclusion.</li> </ul>
Physical Restraint of a Student	<b>Requirements:</b> <ul style="list-style-type: none"> <li>• Can only be used to the degree necessary to stop dangerous behavior and cannot cause physical injury.</li> <li>• Any efforts used to physically restrain a student must be directly proportionate to the circumstances and the student's size, age, and severity of behavior.</li> <li>• No mechanical restraints of any kind can be used.</li> <li>• Only personnel with current and formally documented CPI training can use physical restraint techniques.</li> </ul>
Requirements for Students with Disabilities	
	<ul style="list-style-type: none"> <li>• <b>0-4 Incidents:</b> An FBA should be considered after any incident.</li> <li>• <b>5 Incidents:</b> Review the student's Individualized Education Plan (IEP) and revise the student's Behavior Intervention Plan (BIP).</li> <li>• <b>6+ Incidents:</b> Review the student's IEP plans at least once every 3 weeks.</li> <li>• <b>Charter School Leader, NOLA Public Schools, and the Department of Education</b> must receive a report of the incident <u>no later than the following school day</u></li> <li>• <b>LEAs must report all instances where seclusion or physical restraint is used to address student behavior to the LDOE through the special education reporting (SER) system, at least monthly.</b></li> </ul>
Documentation	
	<ul style="list-style-type: none"> <li>• Schools must provide board adopted guidelines and procedures on restraint and seclusion to all employees and every parent of a student with an exceptionality.</li> <li>• Schools must post guidelines and procedures on the school's website.</li> <li>• Schools must conduct and obtain appropriate training programs for school personnel designed to address the use of seclusion and restraint techniques with students with disabilities.</li> </ul>



## Notification

- **Parents/legal guardians** of a student who has been secluded or physically restrained must be notified of the incident as soon as possible, and given a written report with details of the event within 24 hours.
- **The school's Director or Supervisor of Special Education** must also be notified any time a student with an IEP is secluded or physically restrained.

Reference(s): La. R.S. 17:416.21, 17:3996(B)(29), BESE Bulletin 1706 §541-543

*\* This summary is NOT a comprehensive description of all applicable legal and contractual obligations. It is meant only to serve as a reference guide.*

*Last Updated July 2019*



## Appendix C: Fee Schedule

Students are required to abide by the dress code set forth by Rooted School at the start of each year. This policy can be found in the Family Handbook. As such, families are asked to purchase uniform components listed below.

Uniform Component	Cost	Frequency	Payment Due
Rooted Polo Shirt	\$15.00	Annual / As needed	Point of Sale
Rooted T- Shirt	\$12.00	Annual / As needed	Point of Sale
Rooted Hooded Sweatshirt	\$25.00	Annual / As needed	Point of Sale
Rooted Joggers	\$20.00	Annual / As needed	Point of Sale

Throughout the year, students have the option to engage in a variety of student activities, which take place both on and off Rooted School's campus. To participate in these activities, students must be in good cultural and academic standing, and pay a \$50 student activities fee (\$10 per academic session). Parents may submit this payment to the front office in a lump sum at the start of the school year, or at the start of each academic session. This fee must be paid by cash or money order only. *Additional activities may be scheduled at the discretion of our team, participation in these events may require an additional fee. All fees required will be detailed in writing before the event commences. If any parent has difficulties paying this fee we ask that you contact the office for more information.*

### Fee Waivers:

Families may apply for a fee waiver based on hardships including, but not limited to:

- family is receiving unemployment or other public assistance benefits
- student is part of the foster care system
- Is homeless

Waiver requests will be evaluated on a case by case basis with the school counselor and school leader.

### Educational Records Clause:

Please note that failure to pay the fees listed **shall not** result in the withholding of a student's educational record.