

Rooted School - Indianapolis



Student & Family Handbook 2023-2024

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The “Rooted” Way

Mission Statement

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

Rooted School Indy’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 School Indy’s Values	NOTICE OF NONDISCRIMINATION
<p><u>Growth:</u> We push ourselves to grow at all times.</p> <p><u>Preparation:</u> We are prepared.</p> <p><u>Hospitality:</u> We put people first.</p> <p><u>Excellence:</u> We push the limits of what’s possible.</p> <p><u>Community:</u> We never forget where we come from.</p>	<p>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 Indy will not discriminate against qualified individuals on the basis of disability, gender identification, age, race or ethnicity, nationality, religion, language barriers, sexual orientation, etc. Anyone who wishes to file a formal complaint alleging any acts of discrimination in the provision of services, programs, or activities by the school may do so by contacting:</p> <p><i>Principal/Executive Director - Ma’at Lands (317) 353-7194.</i></p>

Rooted School Mailing Address

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Parental & Community Involvement

Family Involvement Policy

We at Rooted School Indy encourage families to actively participate and support their scholars through their Rooted educational journey. We also strive to cultivate positive and productive relationships with all of our families through school-sponsored events and activities.

Programs and Practices

Rooted will work to establish, maintain, and develop relationships with families of its scholars by way of the Advisory program, My Rooted (the school's parent organization), the Rooted School Advisory Council, adult workshops and board meetings.

Advisory

This is the center of student development and school culture at Rooted. Over a four-year academic career for each student, advisory will serve as a space for scholars to express and address their needs as well as learn social and life skills necessary for college and work readiness. Advisory also provides a connection for Rooted families to a single staff member to guide their scholar's education. A student's advisor is required to call home regularly (at least every two weeks) to discuss student progress and deepen the relationship between the school and family.

Family Leadership Council (FLC)

Rooted Parent Organization (often referred to as a PTO) is a partnership between the school leadership, teachers, students and families. Although the job of making decisions about school policy belongs to the Board of Advisors and the Principal, family involvement is not only welcome but necessary for the success of the school. All families are encouraged to participate in the Parent's Organization, which will meet every other month.

Together with the school administrators, parent-leaders in FLC aim to:

- Solicit parent and community input regarding school programming and policies.

- Increase the number of events for parents and families hosted on campus each year to a minimum of four (not including individual parent meetings, such as report card conferences).
- Utilize parent-and student-leaders to recruit new students and to encourage current students to remain in school.
- Create parent-run committees to increase parent involvement in fundraising efforts for student events, such as prom.
- Increase the resources available for parents to learn about and communicate with Rooted.

Rooted School Advisory Council

Particularly active parents, families and community members may volunteer to join the Rooted School Advisory Council. The Council is a group between fifteen to twenty community members nominated by teachers, the community, neighborhood groups and board members who will receive leadership training from the Urban League, then will serve as leaders at the school. The Advisory Council will create and lead parent/community committees as well as serve as community advocates for Rooted to help plan, create and execute a community involvement strategy. They will also create forums and protocols by which parents and community members may share critical feedback and ideas in a supportive and systematic way.

Rooted will begin with the following four committees to be led by the Advisory Council. These committees may change based on council member input.

Event Planning

Plan and execute student events (i.e. Prom and Awards Ceremonies) along with fundraising activities for specific short-term groups/needs.

Communication

Systematically share information with parents—phone, email, social media, newsletter, texting.

Volunteering

Learn about volunteer opportunities at the school and organize parents and community members to fill those needs.

Student/Family Support

Learn about ways the school community can better support families and students in need and organize parents and community members to meet those needs. This may include homework help,

carpooling, food or personal products drives, uniform donations, etc.

Adult Education Workshops: These sessions will be available to the parent, community and the general public at Rooted on a regular basis. Our workshops will include various topics such as Adult Literacy, Bullying Prevention, Drug & Alcohol Abuse and College Preparation.

Rooted - Family & School Relationship Events/Activities:

- 24/7 online access to parent portal to view students' grades, attendance, and behavior
- Mandatory attendance at Family-Student-Teacher Conferences
- Optional participation in the Family Leadership Council
- Field trip chaperone opportunities
- Community-wide events, celebrations, and performances
- Weekly grade and behavior reports
- Frequent dialogue between teachers and families regarding students' personal performance

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.
- Help students with homework and ensure that they complete their homework nightly.

Forms of Communication:

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

- **Monthly Newsletter:** Every month, Rooted School sends a newsletter via email and the Remind app. The newsletter contains school announcements, upcoming events, and school schedule reminders.
- **Monthly Calendar:** Every month, you will receive a school calendar of events via Remind. This will be posted on the school website and it will contain important information about the coming month's school schedule, school events, and field trips.

- **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 main office to schedule a meeting or reach out directly to the teacher via email or the teacher's work phone.
- **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. Small valuable items such as watches, glasses, and keys are kept in the office.
- **Visits:** To arrange a visit to the school, please see the section on *School Visitor Policy*.

At Rooted School, we believe in the importance of frequent and accurate parent communication. Opening a two-way dialogue home-to-school and school-to-home has always been mission critical for the success of Rooted scholars. We pride ourselves on delivering a personalized learning experience as well as a personalized approach to how each parent and student is specifically communicated with.

To this end, we understand the importance of providing critical academic and culture information to parents using a variety of formalities including: hard copy transcripts, digital report cards and progress reports, online communication portals like *Remind or Schoology*, parent-teacher conferences and Town Hall meetings. We understand the importance of communication in fulfilling our promise to our foundational pillars of community and hospitality.

Academic Reporting:

Grades and performance progress will be updated using the ***Powerschool*** and can be viewed through the parent portal feature in ***Schoology***.

Semester Report Card = Updated 1x per semester

Semester Transcript = Updated 1x per semester

Powerschool & Schoology (Parent Portal) = Updated 1x per week

Late or Missing Assignments:

All assignments are communicated through linked accounts with parent email(s) in both *Remind* and *Powerschool*.

Behavior Infractions and Culture Badges Earned:

All behavior infractions will be documented within our Culture Support Team database. Parents will also be notified via e-mail and/or phone.

Culture badges are communicated with students during the monthly culture celebration. This is a small ceremony where students receive certificates and a recognition for their accomplishments in one or more of our five core values:

1. Excellence
2. Preparation
3. Growth
4. Hospitality
5. Community

Parent Satisfaction, Buy-In and Voice:

Parent and student satisfaction surveys are distributed twice a year, once at the midyear point between semesters and again at the end of the school year. These surveys are meant to allow the parent(s) to be radically transparent with their satisfaction in our following areas: Core Academic Program, Technical/Computer Coursework, Transportation, Academic Communication, Operations Communication, Food Service, School Safety and Discipline, Teacher Approachability, Administrator Approachability, and Overall School Performance.

Survey results are then compiled anonymously and shared with members of the school's leadership. The subsequent meeting(s) are used to assess potential changes to the school's delivery of services based on consistent feedback received from parents and/or students. Rooted strives to meet the needs of its different constituent populations with an eye on service and satisfaction. The use of *SurveyMonkey* for this purpose has helped Rooted school grow and develop systematically, since our opening.

Addressing Parent/Family Concerns:

At Rooted School Indy, we make cultivating and maintaining positive parent/guardian relationships a priority. When a concern arises, we want to respond quickly and find the most accurate and fitting solutions.

Please follow this procedure if you have a concern with a teacher:

1. Parents/guardians should reach out directly to the teacher or staff member with whom they have a concern, in order to set up a meeting to discuss the matter in an attempt to resolve the concern.
2. If there is no resolution to the concern, then the parents/guardians should reach-out to the Principal.
3. If, after meeting with the Principal, concerns still need to be addressed, then the Principal will provide the contact information for the Board Chairman of Rooted School Indy.

Please follow this procedure if you have a concern with a student:

1. Parents/guardians should reach out directly to the teacher about the student they have a concern, in order to set up a meeting to discuss the matter in an attempt to resolve the concern.
2. If there is no resolution to the concern through the initial meeting, parents/guardians should then contact the Assistant Principal.
3. If the parent/guardian has remaining concerns after discussing the issue with the Assistant Principal then contact should be made with the Principal.
4. If, after meeting with the Principal, concerns are still elevated, then the Principal will provide the contact information for the Board Chairman of Rooted School Indy.

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 identification, ethnicity, nationality, immigration status, disability; must know of the follow:

1. You will be granted the opportunity to present witnesses and be given a written notice of the outcome of the complaint at each stage in the procedure.
2. 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.
3. 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 main 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:

- Your Name
- Your Student's name
- Best contact number and preferred time to reach you
- Reason for your call

***Additional Note:** While Rooted School teachers have the option to make their phone numbers available to their students' families, there are times during the day when they are not available to take phone calls, such as during class time or after 6:00pm. Any urgent message left for a Rooted teacher will be returned within 24 hours.

All communication with staff - whether in-person, on the phone, or via text or email - is expected to be civil and respectful.

No profane language, yelling, or other disrespectful behavior will be tolerated. Engaging in disrespectful or inappropriate communication during a meeting or phone call will result in the meeting or call being ended immediately and rescheduled for a later date.

Repeated usage of disrespectful or inappropriate communication towards a staff member will 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 scholar. Otherwise, student access to the main office phones will be limited. Exceptions will be made only in emergency situations.

Cell Phone Use:

Cell phone use is not permitted during class time at any point. Teachers have the ability to give permission for student cell phone use during down time, breaks and passing periods. Parents who allow their student to bring a phone to school accept the responsibility of loss or damage to the phone. Teachers will collect phones if utilized during class time through the following procedure:

1st Offense: Teacher will return the phone to the student at the end of the class period.

2nd Offense: Teacher will return the phone to the student at the end of the day.

3rd Offense: Parent pick-up will be required at the end of the day, and the student will not be permitted to bring a phone to school for the remainder of the 9 weeks.

We will do our best to keep the phones safe, but we recommend that you do not send your student to school with a phone unless they are fully responsible for it and can abide by school rules of use. If a phone is confiscated three times from the same student, it will be grounds for additional consequences and the student and parent will meet to sign a cell phone contract with the Admin Team. **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, Beepers, Key Chains, and Sports Equipment: Students are not allowed to bring laser pointers, keychains, water guns and other similar personal property items 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 respectfully 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 Admin Team. While we generally do not issue school-based consequences in these situations, we do want to address concerns with students and help them make better choices.

Field Trip Expectations:

Scholars are expected to maintain the highest level of behavior while on field trips as they represent Rooted School in the community. Students who have a major behavior infraction in the week prior to a field trip may be required to stay at school during the field trip. Students who commit 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 is essential for building secure attachment.
- ❖ Feedback is essential to growth in order to ensure college/career readiness.
- ❖ Upholding our values will provide the foundation to critically analyze and determine the best decision.
- ❖ 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, the faculty will

implement the graduated discipline plan in order 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 with a focus on accountability, repairing harm, and reintegrating students into the community.

Restorative Practices:

Restorative Practices are ways of approaching behavior support from a framework of relationship maintenance and reconciliation. Restorative Practices seek to use guided language and approaches to behavior that reverse the oppressive nature of top-down (“Do as I say”) 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 faculty response.

Below is outline of the behavior levels then a detailed chart that will include the appropriate teacher/staff response:

Level 1 Behaviors - Redirect

Level 2 Behaviors - Reflect

Level 3 Behaviors - Reach Out

Level 4 Behaviors - Reset (or Refer)

<u>Level</u>	<u>Response</u>	<u>Description</u>	<u>Teacher/Staff Response</u>
1	Redirect	A student causes a minor disruption to the learning environment.	<ul style="list-style-type: none"> → Teacher will quickly redirect the student(s) to meet the expectations. The teacher may use verbal or nonverbal interventions to serve as a redirection.
2	Reflect	A student causes a significant disruption in the learning environment and/or repeats Level 1 behaviors after redirection.	<ul style="list-style-type: none"> → Teacher reestablishes the focus of the class. → Teacher will check-in with the student(s) privately to reflect on their decisions and behavior. → The teacher can request support from our culture team. → Teacher will log the Level 2 incident in the Educator's Handbook system.
3	Reach Out	A student causes a disruption to the learning environment that breaches safety and/or repeats Level 2 behaviors after redirection and reflection.	<ul style="list-style-type: none"> → Teacher will request support from a culture team member through slack. → Culture admin will come and remove the student from the classroom. → Culture admin will reflect with the student and plan next steps. → Culture admin will then log Level 3 incident(s) and reach out to parent/guardian to share information about the incident and next steps for the future.
4	Reset or Refer	A student causes a significant breach in safety and/or repeat Level 3 behaviors after interventions.	<ul style="list-style-type: none"> → Teacher will immediately request the Culture admin through slack. → Culture admin will remove the student(s) from class. → Admin considers and plans next steps (this may include a possible refer to an outside agency), and communicates with families and mentors.

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.

Level 2 Behaviors - Reflect

Student Behaviors:

A student's disruptive behavior impacts the learning of a large group of students or the whole class (this is the first offense or the behavior is new) or Level 1 behaviors have continued despite interventions.

Desired Outcomes:

- ★ Disruptive behavior is stopped.
- ★ 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.

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 - Purpose for Documenting Level 2-4 Behaviors:

We prioritize learning at all times. When students 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:

1. If patterns emerge, more specific student intervention plans can be created.
2. If behavior escalates, we have a record of interventions that were attempted.
3. 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.
4. Discipline referrals are shared with parents on a regular basis and can be requested by a parent at any time.

Level 4 Behaviors: Rest or Refer

Student Behaviors:

The behaviors listed below are automatically considered for suspension or 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.

- Fighting
- Drugs or other controlled substances (possession, selling, consuming)
- Drug paraphernalia (possession, selling, consuming)
- Alcohol (possession, selling, consuming)
- Tobacco products (possession, selling, consuming)
- Robbery (committed or attempted to commit)

- Extortion (committed or attempted to commit)
- Assault or Battery (including verbal)
- Bullying (cyberbullying included)
- Weapons (knives, explosives, fireworks, firearms, laser pointers, harmful chemicals, etc)
- Damaging Property/Vandalism
- Consistent Profanity or Vulgarity
- Disrupting school activities and willfully defying the authority of all school officials
- Knowingly receiving stolen school or private property
- Imitation Weapons
- Sexual Assault (committed or attempted to commit)
- Harassment, Threatening or Intimidating (committed or attempted to commit)
- Hazing (committed or attempted to commit)
- Aiding or Abetting the infliction of physical harm on another person
- Terrorist threats (committed or attempted to commit)
- Sexual Harassment (committed or attempted to commit)
- Hate crime (committed or attempted to commit)

Desired Outcomes:

- ★ The school and its community remain physically and emotionally safe.
- ★ The student and their support network identify root causes of the unacceptable behavior.
- ★ The student understands the impact of their behavior on the community.
- ★ The student makes a plan to restore the harm they have caused.
- ★ The student executes the plan and is reintegrated into the community.

Behavior 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 student to student and student to faculty members.

If a teammate observes a student violating an expectation at any time, whether they are on supervision duty or not; they will get involved immediately. Teammates follow the same protocols for all levels of student behavior even outside of the class time. Ultimately, it is everyone's collective responsibility to keep our community safe. This happens best when every adult on campus feels ownership of the culture and is empowered to act immediately when the need arises.

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 the 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

Expulsions are facilitated by the NOLA public schools hearing office. Students with disabilities, specifically those with documents plans (IEP or 504), must have a Manifestation Determination hearing before being expelled. As such, school leaders need to coordinate with the Director of Special Education at the moment a decision to move forward with an expulsion is made. Any of the student behaviors listed previously could lead to a recommendation for expulsion.

Seclusion & Restraint Policy

I. USE OF RESTRAINT

- A. Every effort shall be made in order to avoid the need for the use of restraintment of a student.
- B. Physical restraint shall not be used except when used as a last resort when:
 - 1. The student's behavior poses imminent risk of injury to self or others
 - 2. Other less restrictive interventions are ineffective.
 - 3. Use of restraint by a school resource officer will follow the officers' agency training regarding the use of restraints
- C. A student shall never be physically restrained by a school employee who has not received appropriate training by the school in the use of restraint procedures except in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.
- D. Physical restraint of a student, including physical restraint by a school employee, may only be used for a short period of time and shall be discontinued as soon as the imminent risk of injury to self or others has dissipated.
- E. While transporting a student on a moving vehicle, a bus harness or other safety equipment may be required and is permissible for safety purposes. The need and use of any bus harness or safety equipment used to restrain a student during transportation must be documented.
- F. The use of any drug, medication, or other chemical to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified healthcare professional) is prohibited.
- G. A school employee may never give a student any drug or medication that is not a standard treatment or dosage, or both, for the student's medical or psychiatric condition unless otherwise prescribed by a physician.
- H. Incidents in which restraint is used shall be carefully monitored to ensure the safety of the student, other students and school employees.
- I. After the imminent risk of injury to self or others has dissipated, the student should no longer be physically restrained and a school employee, not involved with the restraint, shall examine the student to ascertain if any injury has been sustained during the restraint of the student.

II. WHEN RESTRAINT PROCEDURES SHALL NOT BE EMPLOYED

- A. Physical restraint, including physical restraint by a school resource officer, shall not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective.
- B. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury, and shall not result in restraint.
- C. Destruction or damage to property does not constitute a risk of imminent injury unless in so doing a risk of injury to the student or others is created.
- D. When known medical or physical condition of the student would make physical restraint dangerous for that, physical restraint shall not be used.
- E. Restraintment shall never be used as a punishment, or to force compliance with staff commands

III. USE OF SECLUSION

- A. Every effort shall be made to avoid the need for the use of seclusion of a student.
- B. Seclusion shall not be used except when used as a last resort and only when:
 - The student's behavior poses imminent risk of injury to self or others
 - Other less restrictive interventions are ineffective.
- C. A student shall never be secluded by a school employee, who has not received appropriate training by the school in the use of restraint procedures except in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.
- D. Seclusion of a student, including seclusion of a student by a school resource officer, may only be used for a short period of time and shall be discontinued as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes
- E. Every incident in which seclusion is used, including every incident involving a school resource officer, shall be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees.
- F. Immediately after the imminent risk of injury to self or others has dissipated, the student should no longer be secluded and a school employee, not involved with the restraint, shall examine the student to ascertain if any injury has been sustained during the physical restraint of the student.
- G. Time out does not constitute seclusion.

IV. WHEN SECLUSION PROCEDURES SHALL NOT BE USED

- A. Seclusion, including seclusion of a student by a school resource officer, shall not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective.

- B. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury, and shall not result in restraint.
- C. Destruction or damage to property does not constitute a risk of imminent injury unless in so doing a risk of injury to the student or others is created.
- D. When known medical or physical condition of the student would make physical restraint dangerous for that student, the student may not be excluded.
- E. Seclusion shall never be used as a punishment, or to force compliance with staff commands.
- F. Seclusion shall never be used unless a school employee can continuously monitor the student for visual or auditory signs of physiological distress and can communicate with the student.

V. TIME-OUT

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

VI. DEBRIEFING

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

1. meet with at least one school employee who participated in the implementation, monitoring, and supervision of the seclusion or restraint to discuss whether 10 proper seclusion or restraint procedures were followed, including the use of proper procedures to prevent the need for restraint or seclusion;
2. direct a staff person, who was not part of the seclusion or restraint of the student, to debrief the incident with the student in a manner appropriate to the student's age and developmental ability and to discuss the behavior(s), if any, that precipitated the use of restraint or seclusion; and,
3. provide a copy of an incident report to the parent(s) or guardian(s) and offer the opportunity to request a meeting regarding the incident of restraint or seclusion.

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

VII. INCIDENT DOCUMENTATION AND REPORTING

- A. Every incident in which seclusion or restraint is used on a student, including every incident involving school resource officers, shall be documented in order to memorialize the events that led up to the use of either seclusion or restraint.
- B. Documentation must be made on the form prescribed by the school and shall include the following:
 - 1. The student's name;
 - 2. The date and time of the incident;
 - 3. The duration of any seclusion or restraint or the beginning and ending times of the restraint or seclusion, or both;
 - 4. A description of any relevant events leading up to the incident;
 - 5. A description of the incident or student behavior that resulted in implementation of seclusion or restraint including a description of the danger of injury which resulted in the seclusion or restraint;
 - 6. A description of relevant interventions used immediately prior to the implementation of seclusion or restraint;
 - 7. A summary of the student's behavior during seclusion or restraint, including a description of the restraint technique or techniques used and any other interaction between the student and staff;
 - 8. A description of any injuries to students, staff, or others or property damage;
 - 9. A list of school employees who participated in the implementation, monitoring and supervision of the seclusion or restraint; and,
 - 10. If applicable, a statement that intervention used was consistent with the student's most current behavioral intervention plan or IEP.

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

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

VIII. TRAINING

- A. **Rooted School Indianapolis** will provide all school employees with training on:
 - 1. Appropriate use of effective alternatives to physical seclusion and restraint;
 - 2. Conflict de escalation procedures;
 - 3. Positive supports and behavioral interventions techniques;

4. The dangers of seclusion and restraint;
5. Procedures for contacting fully trained and certified staff when behavioral crises occur;
6. The safe use of seclusion and restraint;
7. Steps to avoid the use of seclusion or restraint; and,
8. Debriefing practices and procedures

B. This training will be recurrent and will be provided to new school employees.

C. Recurrent training will be provided to school employees on a regular basis at least biennially

Uniform Policy

Tops

- ❖ **Middle School** - Green Polo & Gray Crewneck
- ❖ **High School** - Gray Polo & Green Crewneck
- ❖ **All Students** - Regular Rooted School T-Shirts

Bottoms

- ❖ **Pants** (*Black or Khakis*)
- ❖ **Skirts** (*can not be higher than 2 inches above the knee*)
- ❖ **Jumpers**
- ❖ **Shorts** (*can not be higher than 2 inches above the knee*)
- ❖ **Stockings & Leggings** (*White, Grey or Black*)

Shoes & Accessories

- ❖ **Dress shoes**
- ❖ **Loafers**
- ❖ **Tennis Shoes**
- ❖ **Belts** (*mandatory with bottoms that have belt loops*)
- ❖ **Jewelry**
- ❖ **Clear Backpacks Only**
- ❖ **Head Coverings:** *Students must remove all hats, hoods, head-wraps, bandanas, bonnets, scarves, handkerchiefs, and other head-coverings upon entering the building.*

Casual Friday Dress Code

- ❖ **Appropriate Casualwear**
- ❖ **Jeans** (*No rips, holes or tears*)
- ❖ **Half Tops Are Strictly Prohibited**
- ❖ **Extremely Short Bottoms Are Strictly Prohibited**

Clear Back Pack Policy & Procedures

- ❖ All breakfast personnel will assist with assessing uniform compliance as students enter rooted doors.
- ❖ Upon arrival teachers will check to see if students are complying with our uniform policy before they walk into the classroom.
- ❖ Students who are not in compliance with our clear book bag policy will check in their book bag to a culture member, where it will be kept in the culture room until dismissal. A phone call will be made to the parent/guardian.
- ❖ If a student is not compliant to the rooted uniform policy, teachers must address the student(s) privately and then **SLACK** their names and grade levels in the *Uniform* channel.
- ❖ The culture team will do a daily uniform walk-thru @ 9:15a, where they will distribute uniform compliant slips to students that are out of uniform

(Uniform Compliant Slips will include: # of offense and consequence)

***Note**

All shirts must be tucked in at all times and appear neat and business professional. Only the top button may be undone on shirts. Our Rooted school logo must be shown **at all times**. All shirts must be tucked in at all times and appear neat and business professional. No logos, emblems, markings, designs, or insignias of any kind that represent drug paraphernalia, sexual themes, profanity or anything deemed inappropriate for a school or professional setting.

Clothing must fit appropriately. Excessively baggy pants, shirts, etc. are not allowed, nor are excessively fitted, cropped, or torn clothes.

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

Failure to comply with The Rooted School uniform policy will result in the following:

1st Offense: Warning & Family Communication

2nd Offense: Lunch Detention & Family Communication

3rd Offense: After School Detention & Family Communication (ASD is Wed 4PM-6PM)

4th Offense & After: Overnight Suspension & Family Meeting

How to Purchase Additional Uniforms

All school uniforms will be purchased through **Schoolbelles** at their storefront.
For any questions related to uniforming please contact our front office.

Schoolbelles

Address: 6315 N Keystone Ave, Indianapolis, IN | Zip Code: 46220

Phone Number: (888) 637- 3037

Website: www.schoolbelles.com

Academics

Our Curriculum Model



Honors for All

Rooted Staff and Administrators believe in offering Honors courses to all students without exclusionary placement tests. In the spirit of adequately preparing students for their future endeavors, including college and/or careers, Rooted seeks to expose students to rigorous, Honors-level coursework that is grade level and age-appropriate, as well as challenging and college preparatory. Students who receive Honors credit complete the following: (10) extra Achieve 3000 articles per semester, (2) extra independent reading books, (1) extra independent reading project.

Responsibilities

Rooted faculty are highly capable, trusted adults who pride themselves on teaching and working with students and families in order to ensure each student's success. They believe that every child can learn, every child can succeed, and every child can grow to become his/her best self. Rooted Staff also believe in each student's right to receive a rigorous education, and to be supported while doing so. They support students' academic and extracurricular efforts in a healthy, caring, and dependable manner.

Rooted faculty understand that partnering with families to communicate about students' progress is essential, and they will make every effort to address parent questions, comments, or concerns within 48 hours. Staff will log students' grades in PowerSchool & Schoology for parental access and viewability, and they will reach out to schedule conferences with students, families, and administrators as needed.

Student Responsibilities

Rooted students are highly capable, trustworthy young adults who pride themselves on learning and developing the necessary skills in order to achieve academic and professional success. They believe that they can learn, succeed, and grow, and they are committed to becoming the best version of themselves possible. Rooted Students also understand that they have a right to receive a rigorous education, as well as to receive support from Rooted faculty while doing so. They participate in academic and extracurricular activities in a healthy, honest, and dependable manner. Rooted students understand that their school and their families are partners, making communication and cooperation essential in order for all to work together for their success. Rooted students will respect all Rooted faculty at all times, and they will proactively communicate if they have questions, comments, or

concerns. Rooted students will take an active interest in monitoring their own academic and behavior progress in ItsLearning by logging in at least once per day.

Planners

Rooted students will have the option to use Academic Planners in order to organize and log homework assignments, extracurricular activities, school events, and school assessments. Additionally, they will have access to Google Calendar in order to organize digitally.

Laptops

Rooted students will contractually lease a personal laptop from Rooted School Indy (at Principal Discretion) at the start of each school year. Laptops are for academic use ONLY and will be stored at school. Laptops will house students' online textbooks, novels, assignments, projects, papers, and email accounts. Students and their families will be responsible for the care, wear, protection, damage, and use of the laptop, as outlined in the Technology Use Contract.

Students who do not comply with the Technology Use Contract Rules may lose technology privileges and will be subject to disciplinary consequences. Additionally, students without laptops will be expected to utilize print editions of textbooks and assignments to complete all coursework. For opt-out policies, please consult the Technology UseContract.

Assessments

Overview:

The Rooted School graduation requirements and badge outcomes 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:

- Lexile Growth Assessments
- Grammar and Writing Proficiency Assessments
- Reading Comprehension Assessments
- Math Fact Fluency Assessments
- Algebra and Geometry Proficiency Assessments
- PSAT 8/9 Assessments

Universal Design for Learning

Universal Design for Learning, or UDL, is an educational framework that guides learning for all students through representation, action and expression, and engagement strategies. UDL ensures that every student is being supported through a multi-tiered system of support that spans academic, behavioral, and social-emotional tools. UDL encourages collaboration among educators, students, and families to ensure student success.

Tutoring

Tutoring opportunities will be provided, when available, to Rooted students throughout the school year. Students will be able to ask questions and receive assistance from Rooted Staff. Additionally, Rooted Students can utilize the “Rock” to receive free tutoring services weekly.

Mentoring/Advisory

Rooted students will be assigned an adult mentor who will work with them throughout the year on professional readiness skills and preparedness during advisory class.

Project-based Learning

Through Rooted School Indy’s curriculum, students will have the ability to learn group cooperation and communication skills through project-based learning. Extended projects will culminate in exhibitions where students can showcase their exemplary work.

Service-based Learning

Through Advisory, students will have the ability to serve their communities and learn Indiana workforce readiness skills through service-based learning. Students will engage in community service projects that align with Rooted School Indy’s Mission and Vision.

Promoting & Pre-College and Career Levels (PCLs)

For most high schools, they have 9th, 10th, 11th, and 12th grades. These grades exist to show how students are progressing through school. Because we're not just making sure students get into the college of their choice but also a job offer from one of our partner companies, we have to do something different. At Rooted, we don't have grade levels; instead, we have Pre-College and Career Levels. Pre College and Career Levels go from 1-4, and we use numbers to indicate the current year at which students are performing at Rooted. For example, 9th graders will be PCL1s. With each Pre-College and Career Level, students unlock different perks/privileges. There are different levels students can reach between each PCL. For example, students can earn 1.1, 1.2, and 1.3 before earning PCL 2. At each level, students earn a different set of privileges and responsibilities. Students are promoted to each level by earning badges. We have academic badges (which each of you are earning by progressing through your courses) and cultural badges (which are connected to our values). Both are mandatory in order to be promoted at Rooted. We ultimately believe that by working hard and living out our values, we will accomplish Rooted Mission.

Student Support Services

Student Support Team (SST)

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 are always 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 Support Team (SST).

The SST 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 Support Team (SST). The SST also

handles referrals for students who exhibit signs of being academically gifted. The SST 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 are always 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 Indy implements all federal and state regulations regarding the education of children with exceptionalities. Contact the Student Support Services Coordinator for more information and refer to [IDOE Article VII](#).

English Learners

The school uses home language questionnaires, classroom observations, literacy assessments, and other screeners to identify which students are English Language Learners (ELs). The screening will identify their current level of proficiency using 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 programs, and a structured immersion program. EL students are not unnecessarily segregated or excluded from other students, programs, or activities. Staff that teach ELL 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 excluded 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.

Operations

School Calendar

1. 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.

2. 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 Principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days during or at the end of the school year.

Hours of Operation

1. Operational Hours: 8:30 AM - 3:15 PM: standard academic school day

2. Additional Changes to Hours of Operation

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

Daily Schedule 2023-2024
Block Schedule Monday - Friday

Period	Start & End
Arrival/Breakfast/Advisory	8:20 AM - 8:56 AM
SDL 1	9:00 AM - 9:55 AM
SDL 2	9:59 AM - 10:54 AM
SDL 3	10:58 AM - 11:53 AM
SDL4/ Lunch	11:57 AM - 1:16 PM
SDL 5	1:20 PM - 2:15 PM
SDL 6	2:19 PM - 3:15 PM

Arrival & Dismissal Policies

1. Drop-off Arrival

- A. Opening Time for Arrival:** Rooted School officially opens to students at 8:30 AM each day. **We ask that students not be dropped off at Rooted School prior to 8:20 AM.** Because we are preparing for the school day, Rooted staff members are not able to monitor students before 8:20 AM.
- B. End of Arrival:** Arrival closes and the school day begins at **9:00 AM** sharp.
- C. Arrival Tardy Procedure:** students arriving past **9:00 AM** will be tardy and must be signed into the main office by a parent/guardian before reporting to class.

2. Dismissal Procedures

- A. Dismissal Times:** The standard academic school day officially ends at **3:15 PM**. Please note that there is no “aftercare” available for students at this time.
- B. B. Pick-up Dismissal:** All parents/guardians that elect to pick up their students will receive a name placard with their student's name displayed clearly. Parents/Guardians or designated pick up persons must display their student's pick up a placard in the pick-up line in order to have their student released into their custody.

3. 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.

4. 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 leave 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's 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.

5. 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.

6. 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 homeroom
- The name and working phone number for the adult picking up the student
- The specific pick-up dates

7. 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 2:30 PM on standard days

- Prior to 12:00 PM on early dismissal days

Bus Transportation Procedures

1. Transportation Services

Rooted School offers free bus transportation with the center township area

2. Bus Transportation Guidelines

A. 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 be contacted by the school to update their transportation requests. 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.

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

B. 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.

C. 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

1. Bus Riding Behavioral Expectations: students are expected to demonstrate the same high behavioral standards 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, 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.

2. Bus Disciplinary Reporting Procedure: Bus drivers have the authority to discipline students on the bus and will report all student behavior issues directly to Rooted School Administrators immediately upon completion of the bus route.

1st Report: Student is spoken to by Student Success Lead and family is notified.

2nd 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.

3rd 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.

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

Attendance Policy

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

1. Daily Attendance

The calendar has 180 days of school. Students who are absent more than 15 days

or a student who does not attend 164 days may be retained in the grade unless they are officially excused from school. A student is considered to be absent when they are present for less than 25% of the school day. Student attendance is mandatory.

A. 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.

B. 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 *tenth unexcused absence* according to the [IDOE Attendance Guidelines](#).

2. Classifications of Absences

A. 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.

B. 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 a 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.

C. 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

D. Suspensions: Suspensions are not counted as excused or unexcused absences. They are marked as Suspensions according to the [IDOE Exempt Absences Memo](#). 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.

E. 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.

Definition of Tardiness: Our doors open at 8:20 A.M. each morning. Students must arrive between 8:20A.M. and 8:59 A.M. Students arriving after 9:00 A.M. are considered tardy. All tardy students must report to the main office and sign 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.

Tardies shall include, but are not limited to:

Leaving or checking out of school prior to the regularly scheduled dismissal time; arriving late after school officially begins; 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 when arriving late to school, or a note from a teacher when arriving late to class.

Habitual tardiness will be considered truancy and will be referred to the School Leader.

Tardy Policy to School: Tardiness to class is disruptive to the learning environment and will not be tolerated. Being on time is an important skill to master for college and career readiness.

Therefore, habitual tardiness will result in the following consequences:

- 1st Offense: Warning & Family Communication
- 2nd Offense: Lunch Detention & Family Communication
- 3rd Offense: After School Detention
- 4th Offense: Overnight Suspension & Parent Meeting

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.

1. Parent/Guardian Visit Classifications and Procedures:

Entrance: The Rooted School at Eastern Star Church main office entrance is located on the northwest side of the church parking lot. Rooted visitors can enter only through this entrance. On a daily basis, students will enter and exit through the designated west gymnasium doors. Late students will enter through the main office doors.

2. 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.

3. Visit Procedures: Upon arrival at the northwest street entrance, please ring the buzzer. A Rooted School staff member will provide entry access. All visitors must first sign in at the front office and complete an ID scan. They will 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.

The Principal has the overall responsibility and authority to regulate admission of visitors and oversee their conduct while in the building or on any school property. The Principal also has authority to grant or deny a visitor's request to enter the building. Such decisions should be reasonable and consistent with the needs of the school and the right of the public to visit the schools.

The school has established the following procedures in order to establish a uniform visitor control standard. These procedures will ensure minimum standards to control visitors at the building. The Safety Team may establish additional procedures beyond those described below:

A. Visitors entering the building will be required to provide at least one (1) item of valid photo identification (*e.g.*, driver's license). The staff member/front office manager on duty at the main entrance / office will inform visitors to check in at the computer to record the date, time, name and destination of the visitor in the computer. All visitors are required to electronically check-in at the computer station in the main office. Daily logs of visitor check-ins are saved in the visitor check-in computer. Signs should be posted at the main entrance informing visitors that they must stop at the desk to sign in and show photo identification. The signs should also inform visitors that failing to follow these guidelines may result in their removal from the building.

B. The staff person at the main entrance/ office will review the time of departure in the computer parallel to the initial entry for that visitor and collect all passes issued.

C. The staff person should make a periodic check of the visitor to ensure that no one remains in the building for an unauthorized period of time. In such an instance, it should be verified if the visitor(s) is still in the building. If the verification cannot be made, the Principal or security designee shall be notified for possible implementation of the Intruder Procedures.

D. Visitors who violate procedures regarding visits to school or whose conduct

jeopardizes the safety of students or staff, interferes with programs in any school or program or endangers property are subject to immediate removal from the building by order of the Principal and possible arrest.

E. It is incumbent upon staff to be aware of visitors that do not have an appropriate pass for a designated area or have no visitor's pass at all. Where feasible, staff should approach such persons and request that they return to the main office. Staff should then notify the Principal and Office Manager of the situation.

4. 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.
- Parents/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 these designated days and in coordination with the teacher, feel free to send enough cake/cupcakes or healthy options to celebrate with peers during lunch if you choose.

Student Enrollment Policy

Rooted School is an open enrollment charter school in Indianapolis that abides by the enrollment policies developed in this Student and Family Handbook. This means that we are open to all who live in Indianapolis: We have no requirements for admission; we test students for instructional placement purposes; 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 in 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 handled centrally through the city's Enroll Indy office through a certain date, and then onsite at Rooted School Indy. 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 Governance

Rooted School Indy 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 the first Wednesday of most months at 6pm. The location of the board meetings will be located at the school premises. The board meeting and location schedule is always posted online at www.rootedschoolindy.org and in our main office.

Student Health & Wellness

School Nutrition Program

- 1. School Meals Offered:** Breakfast and lunch will be served to Rooted School Indy students. Rooted School Indy believes strongly in the value of providing healthy food options to its students.
- 2. Packed Lunch Policy**
Parents/Guardians may choose to send their students to school with a packed lunch from home. Parents/Guardians who do so should consider nutrition guidelines for students. Students/parents are not allowed to utilize door dash, grub hub, etc for lunch.

Fire Drills

As a safety measure, and in keeping with regulations set up by the Indianapolis 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(ren). 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 Indiana 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 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.

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, or 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

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

1. Nursing Services: Nursing services are available to students on site.

2. Immunization Records: The law requires Rooted School Indy 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.

3. Administration and the MAF: Rooted School Indy's School Nurse/designee 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 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.

***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.

4. 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 Indy 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 Indy 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 Indiana 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.

5. 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.

6. Human Services (Emergency Numbers)

Rooted School Indy’s Main Office: 317-606-3500

Child Abuse Prevention & Neglect Services: 1-800-800-5556

Prevent Child Abuse Indiana 1-800-CHILDREN

Indiana Family Helpline 1-855-435-7178
Family Support Center/Children's Bureau 317-634-5050
Teen Link Hotline 317-255-TEEN
Domestic Violence Hotline: 1-800-332-7385 or 317-926-HELP
(4357) Drug Dependence Hotline: 1-800-662-HELP (4357)
Mental Health Hotline: 1-800-662-HELP (4357)
Police/Fire Emergency: 911
Non-Emergency Police: 211
Poison Control: 1-800-222-1222
Rape Crisis Hotline: 1-833-338-SASS
Runaway Hotline: 1-800-RUNAWAY
Crisis & Suicide Prevention Services: 317-251-7575 or TEXT CSIS to 839863

Extracurriculars

Rooted School Indy believes extracurricular activities are part of a holistic high school experience. Students will have the opportunities to create and participate in clubs at the end of the school day, including (but not limited to): yearbook, anime, choir, writing, etc.

Athletics

Rooted School Indy plans to offer athletic opportunities to students who fulfill the IHSAA Guidelines for high school students, listed in the [Academic Eligibility Form](#) and in the [IHSAA By-Laws and Articles of Incorporation](#).

Rooted School Family Handbook Acknowledgement Form

By signing below, I am stating that I have thoroughly read and reviewed the Rooted School Student & Family Handbook 2022-2023. I am aware of all school policies and understand them. I know that if I have questions about any of the policies in this document, then I should direct them to the main office.

Please sign and return this form to the front office.

Parent/Guardian Printed First and Last Name:

Parent/Guardian Signature:

Date:

Student's Printed First and Last Name:

Student's Grade:

Student's Advisory Teacher:
