



Student Handbook

2017-2018:

ESSENTIALS

**Live the New Roots
Commitment**

**Respect Yourself
Respect Others
Respect Our Environment**

www.newrootsschool.o

The New Roots Mission and Vision, and Why It Matters

“You are going to have to figure out what it means to be a human being on Earth at a time when every living system is declining and the rate of decline is accelerating. Kind of a mind-boggling situation . . . Basically, civilization needs a new operating system, you are the programmers, and we need it within a few decades.

There is invisible writing on the back of the diploma you will receive and in case you didn't bring lemon juice to decode it, I can tell you what it says:

You are Brilliant and the Earth is Hiring.

This is your century. Take it and run as if your life depends on it.”

Paul Hawkins, Commencement Address to the Class of 2009, University of Portland, Maine

New Roots Charter School Mission

New Roots Charter School prepares students to meet the challenges of citizenship, work, and life-long learning in the 21st century through an innovative, interdisciplinary academic program featuring hands-on, community-based learning that engages them in solving real-world problems.

New Roots Charter School Vision

New Roots students will be empowered as citizens and entrepreneurs that create just, democratic communities, and thriving green economies that restore the natural world that sustains us.

New Roots students will students learn actively, think critically, and solve problems creatively and collaboratively, developing the knowledge and skills to redesign our communities for social, economic, and ecological sustainability.

New Roots supports all students in defining and realizing their goals and aspirations, and in recognizing their ability to change their world for the better.

We put the best available tools—and the power of informed optimism—in the hands of tomorrow’s leaders.

What is Sustainability Education?

Our environmental crisis and social inequities have resulted from technologies, lifestyle choices, and ways of thinking that human beings have developed and passed down over centuries.

Creating new technologies and ways of thinking requires an innovative new approach to education. **Sustainability education engages youth in learning the knowledge and skills they need to be entrepreneurial thinkers and community leaders who envision creative solutions and develop new social and economic opportunities for more sustainable communities in balance with the ecological systems that support us.**

In response to our global challenges, **the United Nations declared 2005-2014 to be the Decade for Education for Sustainable Development¹, calling for a complete rethinking of education to create the social change needed to bring our communities into balance with natural systems.**

New Roots Charter School is one of the schools leading the way in this international movement! One of the first fully-integrated schools for sustainability education at the secondary level, we have been recognized as one of the top ten schools in the United States for sustainability education as a member of the Catalyst Network. Wow!

¹ <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/>

Benchmarks for Education for a Sustainable Future

THE BIG IDEAS

- Living on Planet Earth
- Making Change
- Taking Responsibility for the Difference We Make

SKILLS

- Higher-order thinking skills
- Hands-on skills

APPLIED KNOWLEDGE (CONTENT)

- Inventing the Future
- Laws and Principles that Govern the Physical and Biological World
- Strong Sense of Place
- Cultures, Traditions, and Change
- The Many Ways of Knowing
- Healthy Commons
- Systems Dynamics and Change
- Responsible Local and Global Citizenship
- Multiple Perspectives
- Sustainable Economics

APPLICATIONS AND ACTIONS

- Build Capacity
- Design and Create
- Lead/Govern
- Be Just, Be Fair
- Participate and Collaborate

DISPOSITIONS

- Being
- Relating

COMMUNITY CONNECTIONS

- Schools and Communities Learn and Work Together in Partnership
- Schools Serve as Resources to the Community
- Communities Serve as Resources to the Schools

New Roots Charter School Students will have the opportunity to ...

- Graduate in four years with a Regents diploma and college credits
- Take four years of science, math, Social Studies and English featuring interdisciplinary connections, inquiry-based learning and a global perspective
- Consider urban spaces, college campuses, natural lands, EcoVillage at Ithaca, and local farms their classroom, discovering links between our region and global locales
- Apply academic learning to understanding the community, the bioregion, and the interdependence of communities, both local and global
- Develop critical thinking and problem-solving skills, considering the global implications of different perspectives
- Receive individualized attention and develop their own learning goals
- Participate in school decision-making processes that model and consider a democratic world
- Learn the skills and knowledge needed to be a "green" entrepreneur and an advocate for social justice
- And take leadership on community sustainability and social justice initiatives.

Summary of Regents Diploma Requirements

New Roots Charter School will support all students in working towards achievement of the Regents Diploma Requirements, as specified in State Education Commissioner Regulations, and as summarized below:

<i>Subject</i>	Advanced Regents Diploma		Regents Diploma	
	<i>Units of Credit</i>	<i>Regents Exam</i>	<i>Units of Credit</i>	<i>Regents Exam</i>
English	4.0	1	4.0	1
Social Studies [*]	4.0	2	4.0	2
Math ^{**}	4.0	3	3.0-4.0	1
Science ^{***}	4.0	2	3.0-4.0	1
Spanish/ LOTE [#]	3.0*	0	1.0	1
Physical Education	2.0	0	2.0	0
Arts ^{##}	1.0	0	1.0	0
Health	0.5	0	0.5	0
Sequence Courses, Electives	3.5	0	3.5	0
Total	24 minimum	8	22 minimum	5

^{*} Including 1 unit of American history, ½ unit of Participation In Government, and ½ unit of Economics)

^{**} Math may include Integrated Algebra, Geometry, and Algebra 2/Trigonometry

^{***} Including at least one course in life science, one in physical science, and third in either life sciences or physical science

[#] Language Other Than English requirement for an Advanced Diploma includes passage of Regents exam with typically 3 years of necessary course work necessary.

^{##} Including dance, music, theatre, and/or visual arts

Regents Examinations: 5

Students must pass the following Regents Exams:

- Comprehensive English;
- Global History and Geography;
- United States History and Government;
- One (1) in Mathematics (Integrated Algebra, Geometry, or Algebra 2/Trigonometry); and
- One (1) in Science.

Mathematics, Science, and Technology (MST): A commencement-level course in technology education may be used as the third unit of credit in science or mathematics, but not both. Also, students may meet the learning standards in technology either in a technology education course or through an integrated course combining technology with mathematics and/or science.

CDOS Pathway: Students may also pursue the Career Development Occupational Studies (CDOS) graduation pathway to meet the New York State CCOS Commencement Credential.

Students may graduate with a Regents diploma through a 4+ CDOS Pathway. This pathway requires students to demonstrate the State's standards for academic achievement in math, English, science, social studies, and the State's standards for essential work-readiness knowledge and skills necessary for successful employment after high school.

Graduation Requirements

Distribution of Units of Credit

(all courses listed are 1 credit unless otherwise noted)

- English Language Arts (4 credits required)
 - English Language Arts
 - Literary Studies
 - Academic Writing and Literature
 - College Literature and Writing*
- Social Studies (4 credits required)
 - Global I
 - Global II
 - U.S. History & Government
 - Participation in Government (.5 credits)
 - Economics (.5 credits)
- Mathematics (3-4 credits required)
 - Mathematical Reasoning I: Algebra
 - Mathematical Reasoning II: Algebra A
 - PreAlgebra
 - Geometry
 - Algebra 2 / Trigonometry*
 - Statistics*
 - Business Math

NYS Regents Exam Requirements

- 1) Common Core Algebra
- 2) Global History & Geography
- 3) Living Environment
- 4) U.S. History & Government
- 5) Common Core English

Additional Requirements for Advanced Designation

- 6) Common Core Geometry
- 7) Common Core Algebra 2 / Trigonometry
- 8) Physics (or another physical science)
- 9) Local examination in culmination of Spanish 3

Additional Components

- 1) PSAT
- 2) SAT or ACT
- 3) Application to college
- 4) Senior Capstone Project
- 5) Two completed Intensive courses/year
- 6) Graduation Portfolio
- 7) Senior Examination

- Pre-Calculus*
- Calculus*
- Science (3-4 credits required)
 - Earth System Science
 - Earth System Science: Living Environment
 - Contemporary Science & Technology
 - Global Environmental Science*
 - Chemistry*
- Health and Wellness (2.5 credits required)
 - Physical Education (.5 credits/year = 2 credits)
 - Health (.5 credits)
 - Personal Wellness is a required course for Lower School students. Both health and physical education credits are awarded for successful completion of this class.
- The Arts (1 credit required)
 - Studio Art
 - Painting*
 - AP Music Theory*
 - Various Music and Arts Options
- Language Other Than English (1 credit required)
 - Spanish 1
 - Spanish 2
 - Spanish 3/4*
- Sequence Courses or Electives (3.5 credits required)
 - Crew (.25 credits/year = 1 credits)
 - Annually varied courses selections

**Concurrent enrollment available through Tompkins-Cortland Community College, State University of New York College of Environmental Science and Forestry (SUNY ESF) or Syracuse University*

Mastery-based Assessment

Philosophy

New Roots Charter School students demonstrate their mastery of skills and knowledge through portfolios, exhibits, Regents exams, and performances. Our assessments and graduation process prepares students to do the kinds of work required in college and beyond.

New Roots will communicate with families at least monthly about student progress through reports and conferences.

Learning Targets

In all courses, long-term learning targets make clear what students should know or be able to do by the end of each quarter. Learning targets are based on NYS, education for sustainability, and

school standards. They are written in clear, accessible language so they can be understood and used by students in their own self-assessment process.

In addition to academic learning targets, New Roots students also work towards demonstrating that they have met "habits of work and learning" ("HOWL") learning targets.

As part of the assessment process, teachers develop rubrics (often with student input) that make clear the criteria that a student will have to demonstrate in order to meet specific learning targets. Teachers provide this detailed performance information to students before the related instruction begins.

In determining level of accomplishment for each target, the highest level of proficiency reliably and consistently demonstrated (across multiple assessment methods and opportunities provided in class) will be reported. There is no averaging of assignments within a single long-term learning target.

Translating Mastery-Based Assessments into Grade Equivalencies

The learning outcomes for each class are defined in a set of "learning targets." Teachers design assessments of learning that allow students to show that they have met each learning target. If a student does not meet a learning target, he/she has the opportunity to revise the work. Students must be substantially meeting key course learning targets to receive credit towards graduation at New Roots Charter School.

The course grade a student receives is based on demonstrated level of mastery of learning targets. New Roots students will pass a class and receive credit with a grade of 65 or higher. Depending on Students may receive a grade anywhere along the full continuum from 0-100 for a course or a particular assignment, reflecting the degree to which the criteria for mastery has been met. Please see below for the grade ranges for each level of mastery.

Exceeding—Student has surpassed requirements of assignments associated with a learning target (GPA equivalent 90-100)

Meeting—Student has met all requirements of assignments associated with a learning target (GPA equivalent 80-89)

Approaching—Student is close to meeting all requirements on assignments associated with a learning target; student has further work to do in order to prove their understanding of some aspects of content (GPA equivalent 70-79)

Developing – Student is developing basic proficiency in core skills and content, but has gaps and areas for further development (GPA equivalent 60-69)

Beginning—Student has further work to do in order to demonstrate their understanding of content (GPA equivalent 50-59)

No evidence—Student has not submitted work to demonstrate that they have met this learning target (GPA equivalent 0-49)

Habits of Work and Learning (HOWL)

In addition to an academic grade based on progress toward course learning targets, students also earn a grade based on their demonstration of work habits and character traits that support learning. Learning targets are established for these as well.

We do this to promote individual and social behavior that combine to create a positive, vibrant, and conscientious school community that supports all learners.

Character and work habits are vitally important to both individual and community success. Teachers provide specific learning targets to support student growth and positive school culture. They provide students with instruction about those targets, give students feedback about their progress, ask students to evaluate their progress, and collect assessment evidence. This evidence (the level to which students met their learning targets) will be revisited regularly.

Examples of Habits of Work and Learning targets include:

- I have good organizational habits that support my learning, such as using a binder, coming to class prepared with school supplies, and using a planner to record and track assignments and deadlines.
- I attend class consistently and my contributions make a positive impact on the learning of the group.
- I respect authentic deadlines.
- I complete work with care, demonstrating understanding of the features of an excellent final product.
- I demonstrate integrity by taking responsibility for contributing to a safe, productive learning environment, and by taking ownership of the learning targets and their educational value.

Showcases and Celebrations of Learning

A Showcase is a public celebration of learning that lets students show parents, teachers, and member of the wider community what they are learning and doing in school. This presentation is part of the learning process, and all students are expected to attend and participate.

Students may exhibit artwork, research, results from an experiment, written work, or other projects at a Showcase. This work shows what has been learned better than a grade on a report card. It also gives other students ideas that will help them improve their own work and helps to set a standard for excellent work for all students. The Showcase is an important way for us to both celebrate work and to hold students and the school accountable to parents and other stakeholders.

New Roots Character Values

Character values are personal qualities that are shared by all members of our school community. They form the basis for how we relate to each other and with the larger community.

The foundation of our character values is the **New Roots Commitment: Respect Yourself, Respect Others, Respect Our Environment**. Students are expected to exhibit respect in all interactions within and outside of school.

Examples of related character values include non-violence, responsibility, courage, passion, truth, perseverance, and curiosity. Defining these character values will be the topic of conversations during meetings in the early weeks of the school year.

Attendance Policy

Excellent attendance is essential to school success and wellbeing, establishing life habits that will have positive ripple effects in all future endeavors in college and career. It is the number one indicator of academic success. Students who attend school earn credit and graduate. Students who are often late or do not attend are at high risk of dropping out.

To support success and establish good habits, teachers and New Roots administrators monitor attendance and tardiness on a daily basis. Teachers take attendance in SchoolTool within the first ten minutes of every period. The Dean of Student Life reviews attendance and tardiness reports daily.

Teachers support student attendance by addressing an unexcused absence or tardiness as a level one infraction in accordance with our Code of Conduct. Students who are absent or tardy should expect conversations with teachers, a restorative justice consequences, or meetings with administrators.

An excused absence from school or class requires parent/guardian consent by phone, in person, or by a signed note from a parent/guardian. The notification must be provided previous to the missed school day or class, unless there are circumstances surrounding not being able to notify the teacher and/or the school before the missed class. In these cases, communication with the school must occur within 48 business hours of the absence. If an excuse is received beyond this point, the absence will be marked unexcused and may impact the student's academic record.

Students who have more than 18 absences in a school year, excused or unexcused, are considered chronically absent by the New York State Education Department. Chronic absenteeism impacts student success and wellbeing. The Dean of Student Life will develop an intervention plan with families for any student identified as being at risk of chronic absenteeism due to their previous history or current attendance patterns. A student's course credit may be jeopardized by absences at this level.

Code of Student Self-Discipline

Our Code of Student Self-Discipline is grounded in the following restorative justice concepts:

- All students deserve to be educated in a safe and welcoming community environment.
- All students are responsible for the decisions they make and need to be accountable for their actions.
- If a student's behavior takes AWAY from the community, then this student will GIVE BACK to the community, restoring their connection and sense of belonging to our community-oriented learning environment.
- All students can change and improve behavior. Students deserve an opportunity to wipe their slates clean through demonstration of long-term positive behavior.

Restorative Practices – the Code's Foundation

Well-functioning organizations establish healthy rules of order. For a school to maintain peace and safety, it is important that the community agrees to behavioral expectations and consequences.

In recent years in the area of criminal justice there has been increasing respect for and use of a model for maintaining community order and peace called Restorative Justice. In a restorative justice model, as applied at New Roots Charter School, relationships among community members are very highly valued. The goal of our restorative practices school discipline policy is not simply compliance with rules, but the maintenance of a strong and peaceful community and the development of conscience.

In short, restorative justice is placing a priority on restoring relationships following offensive behavior by addressing the wider hurt done to the learning environment, rather than simply placing blame and punishing the individual for wrong done. This emphasis on “we” is the innovative and powerful aspect of this work.

Restorative Justice is NOT a punitive approach to punishment that makes the offended individual feel a sense of justice through seeing their perpetrator punished. This widely accepted and commonly used model is known as “retributive justice.”

Though rules and consequences do exist in a formal sense at New Roots Charter School, students are not expected to behave well only because the rules say so. Rather they are expected to internalize the understanding that they are living within an interdependent group of people and that their actions have an impact on other individuals and on the group as a whole. If there is wrongdoing, it is essential that the offender acknowledge the people who have been hurt, and then seek to restore positive relationship with the offended individual or individuals.

Restorative Justice Goals

- Maintenance of a strong and peaceful community
- Development of individual conscience
- Each individual is important in this interdependent community of people
- Each person's actions have an impact on other individuals and the group as a whole.
- Development of empathy and compassion
- Development of self-discipline
- Regular community practice of school values

Restorative Practice Process

In an interdependent community, individuals are held accountable for violations of school values, rules, and community norms.

Persons who commit a wrongdoing must:

- Acknowledge the people who have been offended
- Be willing to restore positive relationship with the offended individual(s)
- Restore strong connection to the New Roots community, making way for positive investment to the community moving forward.

Restorative processes will often include:

- A focused and honest conversation must take place to restore the offended relationship(s)
- Depending upon the nature of the offense and the frequency of the misbehavior, the conversation may expand to include a wider circle of people. Examples are as follows:
 - Conversation with student and staff member
 - Conversation to include Crew Leader
 - Mediation with student, staff member, Crew Leader, and offended party
 - Response to Intervention meeting which includes teachers, administration and/or parent/guardian.
 - Conversation held within classroom or other group involved in situation (Advisory, Sports Team)
 - Public apology offered at Community Meeting
- Reparation for the victim is always considered if appropriate and possible, and if agreed to by the victim.
- When possible, consequences are designed to be meaningfully related to the infraction, guiding all students to an increasing understanding of the purpose behind the school rules.
- If appropriate, a formal contract will be prepared and signed that specifies the agreement for improvement and the consequences for violation.

Disciplinary Penalties

Disciplinary penalties at NRCS are consistent with the principles of restorative justice, prioritizing relationships and the development of conscience. Response to an incident of misbehavior begins with conversation between adult and student about the incident. As seriousness or frequency of the incidents increases, the conversation widens to include more people and a more formally documented process. Families will be promptly notified of the occurrence of significant misbehavior, including any behavior resulting in the imposition of consequences that include suspension from school, or that fall outside the typical school hours.

Consequences for misbehavior include a range of actions with a widening circle of conversation, which may include: Oral warning to student, teacher imposition of detention during the lunch hour or after school, teacher conference alone with student, brief removal from class for opportunity to consider impact of behavior, teacher and Crew leader conference with student, mediation with a neutral adult party and student(s) and adult involved in incident, administrative conference with student, written reflection and/or apology, call to parent/guardian for phone or in-school conference, withdrawal of school privileges, public apology, community service, Saturday or After School School for reflection on behavior improvement, in-school suspension, out-of-school suspension, or expulsion.

Consequence Levels

Level 1, Level 2, Level 3 Breaks from Community Norms

In order to provide students and families with general guidelines regarding the establishment of consequences at NRCS, the following consequence levels are shared from the Faculty Protocols and Routines Guide. The tables below are divided into three levels. Note that while behaviors and interventions may be listed in the same table, they are not connected in any specific manner or order. Staff will determine how to best respond given each student behavior within context.

Level 1:

It is expected that teachers and support personnel intervene with Level 1 behaviors within their own classroom or supervisory space.

Example of Student Behaviors	Suggested Staff Interventions
<ul style="list-style-type: none">• Interrupting, calling out, talking out of turn, using a loud volume of voice• Leaving work or other spaces dirty or messy• Refusing to complete work• Arriving tardy to class and without a pass• Using inappropriate language• Consuming candy, gum, soda, snacks,	<ul style="list-style-type: none">• Reminder of expectations• Private conversation• Offer time and space• Offer time with the intervention staff• Record patterns of incidents in SchoolTool• Contact parent• Apology for action• Detention with teacher

<p>etc. without permission</p> <ul style="list-style-type: none"> • Sleeping/putting head down, not engaging in the lesson • Non-compliance/not following directions/uncooperative • Inappropriate use of supplies/equipment • Touching other students/rough housing 	<p>Before students may be removed from the class, staff members are urged to attempt at least three interventions. If there is concern about a student's trustworthiness, student should not be sent into the hallway or to another staff member's classroom/office without supervision.</p>
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Level 2:

When a student engages in a Level 2 behavior, the Dean must be informed and will determine if the Principal should become involved. Parents must be contacted promptly by phone, email or mail for a Level 2 behavior and a referral and resolution must be made in SchoolTool.

Example of Student Behaviors	Suggested Staff Intervention
<ul style="list-style-type: none"> • Chronic Level 1 infractions • Skipping teacher's detention • Possession or use of any prohibited electronic devices (e.g., cell phones in the classroom) • Leaving classroom or assigned room without permission • Being in the hallway or other unassigned school setting without a proper pass • Entering another classroom without permission • Possession of inappropriate or offensive material (pictures, e-mails, texts, etc.) • Inappropriately using school computers (accessing inappropriate or offensive material) • Using provocative language or profanity or directing profanity at another teacher, student or staff member • Using sexually explicit language or making inappropriate gestures • Skipping class • Verbally bullying/harassing others • Use of tobacco products 	<ul style="list-style-type: none"> • Parent contact • Reminder of expectations • Community service projects • Private conversation • Reparation and/or apology to offended individual or to community • Offer time and space • Offer time with the intervention staff • Lunch detention • Request an admin escort • Record the incident in SchoolTool • Apology for action • Community Service with plan for reparation • In school or out of school suspension • Personal contract including parent, student, staff conference <p>If it is reasonable to do so, teachers should attempt at least one intervention in class. If it is successful, the intervention staff must still be notified that it occurred. If it is not successful, staff should request an admin escort out of the room.</p>

Level 3:

When a student engages in a Level 3 behavior, Dean and Principal must be informed immediately. Staff must contact the main office so that action steps may be determined. The Dean will inform the Principal. Contact with parent will be made by administration.

Example of Student Behaviors	Suggested Staff Intervention
<ul style="list-style-type: none"> • Chronic level 2 infractions • Using gang-related language or gestures • Physically or verbally abusing, bullying, or threatening another student, teacher, or staff member • Writing on, breaking, or destroying school/student property or other acts of vandalism • Sexual harassing behavior – touching another student, teacher, or staff member • Theft • Fighting • False accusations/allegations • False fire alarm • Consensual sexual contact on school grounds • Use of or possession of illegal substances (eg, drugs, alcohol) • Possession of or concealment of chemical substances, simulated weapons, lighters, sharp objects, etc. <p>For all high-level infractions such as possession of or use of illegal drugs, alcohol, weapons, explosives, non-consensual sexual contact, or the selling of illegal drugs, local law enforcement will be contacted and the investigation will be conducted at their discretion.</p>	<ul style="list-style-type: none"> • Request an admin escort from class • Record an incident report • Involve police • Confiscate prohibited items • Require drug testing and drug and alcohol contract if suspicion of use • Admin will contact family and may assign: <ul style="list-style-type: none"> • Community Service with plan for reparation • Reparation and/or apology to offended individual or to community • In-school suspension • Personal Contract including parent, student, staff conference • Out of school suspension • Expulsion hearing

Prohibited Conduct

No person, either singly or in concert, shall:

- Willfully cause physical injury to any other person, or threaten to use force which would result in such injury.

- Physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.
- Willfully damage or destroy school property, nor remove or use such property without authorization.
- Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.
- Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
- Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.
- Refuse to leave any building or facility after being required to do so by the Principal or an authorized administrative officer or his or her designee.
- Willfully obstruct or interfere with the free movement of persons and vehicles.
- Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.
- Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon, whether or not the person has a license to possess such weapon. Further, it is the duty of the Principal to inform the police of the presence or use of any such weapon or implements used as weapons on school property. The School will comply with the federal Gun Free Schools Act in responding to weapons violations.
- Commit acts which threaten the safety and welfare of persons on school property.
- Violate any federal or state statute or regulation, local ordinance or school policy.
- Possess, use or distribute alcohol, drugs or drug paraphernalia.
- Harass or coerce any person.
- Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.
- Distribute or post on school property any written material, pamphlets or posters without the prior approval of the head of school.

Behavior Expectations

Respect for Cultural Diversity

The New Roots Charter School community includes people from a variety of cultural and ethnic backgrounds. Students have the opportunity at our school to learn from their peers – and that opportunity extends to matters of language, race, gender, sexual orientation, class, religion, disabilities and other cultural traditions. Students are expected to offer the same kind of respect they would demand from others.

Respect for Adult Authority

Though all individuals young and old in the NRCS community are deserving of respect, it is understood that adults are in a position of authority. Adults include staff members, as well as other adult guests or individuals involved in the community functioning. Staff members in

particular are required by law to provide an appropriate atmosphere for learning and have the right and responsibility to respond to student behavior in the service of that requirement. Restorative Practice principles would guide students to understand the necessity of an orderly environment and the importance of behaving with respect toward others, including adults. Examples of behavior that challenges authority would be arguing with a teacher in response to a request, refusal to leave a classroom if asked to go to the office, walking away from an adult when being addressed. Challenging authority constitutes insubordination and at the least would require apology. Continued challenging of authority can be grounds for serious consequences up to and including suspension and expulsion.

Voice, Language, and Hall Behavior

We expect and encourage students to use the language of opportunity and communicate in ways that reflect the smart, articulate people that they are, and to express responses and reactions to one another using respectful language. Students are required to use the appropriate voice at all times during the school day, whether out on fieldwork or in the school building.

Profane language can be offensive and is disruptive to the atmosphere of academic rigor established at NRCS. Even if used in the context of informal conversation or joking, it is unacceptable in the school setting. Those who use profanity will be reminded to stop. Failure to stop as requested is insubordinate. A student can be called to a disciplinary hearing for use of profanity. Hurtful, biased, or profane language is a disruption and is offensive to everyone on campus.

Students are expected to be respectful of others when passing from class to class.

Dress Code

At New Roots Charter School, we expect students and staff members to dress and groom themselves in a manner that shows respect for oneself, for others, and for the process of learning. We ask for parental support in adhering to the simple guidelines listed here.

- Clothing must not be sexually, racially, or culturally offensive, sexually provocative, or potentially dangerous (spikes, chains, etc.)
- Clothing must not advertise or promote the use of drugs, alcohol, violence, or other harmful or illegal practices
- Students should wear or bring clothing appropriate for being outside every day
- Students may be asked to refrain from eyewear, wearing hats or head coverings in the building that staff determine interfere with the learning process, unless they are necessary for religious or medical reasons (in which case there should be a note from a caregiver in the student's file). For example, hats that hide part of a student's face should not be worn in school.
- For science class, students are required to wear appropriate shoes and appropriate safety gear as directed by teachers.
- Students are required to wear shoes or other appropriate footwear in school at all times. Teachers may allow students to slip off their shoes in the classroom at their discretion, but at no time may a student enter the hallway without footwear.

A student may be asked to change any clothing that a staff member feels distracts from the learning process. When a student's dress does not meet these guidelines, the first incident will be treated as an opportunity to revisit the dress code, but students may also be sent home to change their clothing, or may be asked to wear t-shirt for the day. Families may also be contacted to alert them to the issue. Any staff member may send a student to an administrator to review his or her apparel and make a decision.

Electronics Use (Cell phones, Personal Gaming Systems, Smart phones, Recording Devices, etc.)

Cell phones and other handheld electronic devices must be used appropriately at all times in the classrooms at New Roots Charter School. Students may be allowed to use these devices under certain circumstances with the express, specific permission of the teacher in charge.

Recycling, Composting, Trash

We maximize our recycling, composting and/or reuse to the extent possible. Please be aware of where you can place the appropriate items when you dispose of them. There are bins for recycling, compost and trash throughout the buildings.

Supplies

At a minimum, students are encouraged to have the following supplies to support their learning:

- Pencils
- Black and Blue Pens
- Eraser
- Lined paper (college rule is preferred)
- Composition books
- Spiral bound notebooks
- Three ring binder (minimum 1.5")

Families will be notified of any additional needs that are course specific. Students who are not able to obtain the supplies they need through other sources should consult with their advisory leader for help in doing so.