



Student Handbook 2025-2026

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newrootsschool.org

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Welcome to New Roots

Dear New Roots Students and Caregivers,

Welcome to the seventeenth year of New Roots Charter School! We hope you find this handbook a useful tool in orientating yourself as we begin this year together, the first year of our new middle school program!

“Growing Students for a Just and Sustainable Future” is our theme at New Roots, and our mission is to provide every student with the personalized attention and engaging instruction that inspires them to find their passion, purpose, and a pathway towards career and college. At New Roots Charter School, you will take part in rigorous, engaging, real-world projects and experience active teaching practices designed to make school exciting and fun. By the time you graduate, you will be well prepared for the next leg of your journey with college acceptance and credits in one hand, and a resume that will land you a living-wage job in our growing green economy in the other.

This handbook describes how our vision and philosophy translate into practice. We know, however, that this is only our starting point, and that each year our learning and growth will be reflected in this document. As an institution, with your help, we continue to grow and evolve, just like our students. We review and update this Handbook annually to keep you abreast of our growth.

The New Roots staff and I look forward to partnering with you to create a great school community where the gifts and potential of each student are known and nurtured, where the motivation for learning comes from the students, and where every graduate is ready to take on the challenges of life, work, and citizenship in the 21st century. The excerpt from Paul Hawkins’ commencement speech says it so well: “You are Brilliant and the Earth is Hiring.” Our job is to make that brilliance in each and every one of you shine!

There are so many people who have made this school possible that it would be impossible to thank them all here. Most of all, I want to thank you for inviting New Roots to be part of your family’s life and experience.

With gratitude,

Tina Nilsen-Hodges
Founder, Principal and Superintendent
New Roots Charter School

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...but not one peer-reviewed paper published in the last thirty years can refute that statement. 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.

The Earth couldn't afford to send recruiters or limos to your school.

It sent you rain, sunsets, ripe cherries, night blooming jasmine and that unbelievably cute person you are dating. Take the hint. And here's the deal: Forget that this task of planet-saving is not possible in the time required. Don't be put off by people who know what is not possible. Do what needs to be done and check to see if it was impossible only after you are done.

When asked if I am pessimistic or optimistic about the future, my answer is always the same: if you look at the science about what is happening on Earth and aren't pessimistic, you don't understand the data. But if you meet the people who are working to restore this Earth and the lives of the poor and you aren't optimistic, you haven't got a pulse. . . .

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 will prepare our diverse student body to meet the challenges of citizenship, work, and life-long learning in the 21st century. Our interdisciplinary academic program will feature hands-on, community-based learning that supports students in solving real-world problems. New Roots Charter School students will earn a Regents diploma and demonstrate readiness for higher education by earning college credit and creating a graduation portfolio that demonstrates that they have met or exceeded New York State Learning Standards. Our school community will create a model of secondary education that integrates best practices in sustainability education with those proven to support educational equity.

New Roots Charter School Vision

New Roots Charter School will empower young people as citizens and entrepreneurs that create just, democratic communities, and thriving green economies that restore the natural world that sustains us. Excelling in both traditional and innovative curriculum areas, our students will 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. We will support all students in defining and realizing their goals and aspirations, and in recognizing their ability to take leadership in improving the lives of their families and community. We will 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 has resulted from technologies, lifestyle choices, and ways of thinking that human beings have developed and passed down over centuries. The solution to this will require an education that directly addresses this crisis, helping tomorrow's citizens to develop new technologies, new lifestyle choices, and new ways of thinking. Sustainability education supports young people in developing the knowledge and skills they will need to create sustainable communities that are in balance with the ecological systems that support us. Not simply environmental education, sustainability education integrates the social, economic, and ecological dimensions of the human endeavor, emphasizing the relationship between all three of these critical realms and building young people's competence as systems thinkers.

The consensus of the scientific community on the severity of our ecological challenges is increasingly unified. In response to current 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 worked with the leading organization in the field, the Cloud Institute for Sustainability Education, to design curriculum that meets Education for Sustainability (EfS) standards. In 2017 we were invited to become a founding member of the Green Schools National Network's Catalyst Network, a group of schools and districts that will serve as replication hubs for others across the nation. In 2021, we were recognized by the U.S. Department of Education as a Green Ribbon School.

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

A. Cultural Preservation and Transformation

How the preservation of cultural histories and heritages, and the transformation of cultural identities and practices contribute to sustainable communities. Students will develop the ability to discern with others what to preserve and what to change in order for future generations to thrive.

B. Responsible Local/Global Citizenship

The rights, responsibilities and actions associated with leadership and participation toward healthy and sustainable communities. Students will know and understand these rights and responsibilities and assume their roles of leadership and participation.

C. The Dynamics of Systems & Change

A system is made up of two or more parts in a dynamic relationship that forms a whole whose elements ‘hang together’ and change because they continually affect each other over time. Fundamental patterns of systems include growth, decline and vacillation. Students will know and understand the dynamic nature of complex systems and change over time. They will be able to apply the tools and concepts of system dynamics and systems thinking in their present lives, and to inform the choices that will affect our future.

D. Sustainable Economics

The evolving theories and practices of economics and the shift towards integrating our economic, natural and social systems, to support and maintain life on the planet. Students will know and understand 21st century economic practices and will produce and consume in ways that contribute to the health of the financial, social and natural capital.

E. Healthy Commons

Healthy commons are that upon which we all depend and for which we are all responsible (i.e., air, trust, biodiversity, climate regulation, our collective future, water, libraries, public health, heritage sites, top soil, etc.). Students will be able to recognize and value the vital importance of the commons in our lives and for our future. They will assume the rights, responsibilities and actions to care for the commons.

F. Natural Laws and Ecological Principles

The laws of nature and science principles of sustainability. Students will see themselves as interdependent with each other, all living things and natural systems. They will be able to put their knowledge and understanding to use in the service of their lives, their communities and the places in which they live.

G. Inventing and Affecting the Future

The vital role of vision, imagination and intention in creating the desired future. Students will design, implement and assess actions in the service of their individual and collective visions.

H. Multiple Perspectives

The perspectives, life experiences and cultures of others, as well as our own. Students will know, understand, value and draw from multiple perspectives to co-create with diverse stakeholders

shared and evolving visions and actions in the service of a healthy and sustainable future locally and globally.

I. A Sense of Place

The strong connection to the place in which one lives. Students will recognize and value the interrelationships between the social, economic, ecological and architectural history of that place and contribute to its continuous health.

What is Environment as Integrating Context for Learning (EIC)?

Underpinning the New Roots Charter School's curriculum is the belief that relevant, engaged, active learning will produce high-achieving graduates with a strong sense of how they can use their skills and knowledge within the community. One model that we draw on for curriculum development is the Environment as Integrating Context for Learning model. This is a proven framework for creating interdisciplinary, collaborative, hands-on learning that uses the natural environment and surrounding community as the context for learning. It was developed by the State Education and Environment Roundtable (SEER) in cooperation with 16 state departments of education nationally.

The EIC model is used in over 130 schools nationwide. This model has been called an “educational equalizer, improving reading, science achievement, and critical thinking skills across racial and ethnic groups.”² Evidence gathered from 40 K-12 EIC-model schools (including 12 high schools) across the nation reveals:

1. better performance on standardized measures of academic achievement in reading, writing, math, science, and social studies;
2. reduced discipline and classroom management problems;
3. increased engagement and enthusiasm for learning; and,
4. greater pride and ownership in accomplishments.

SEER has documented these results in schools across the nation, with urban, rural and suburban students in elementary, middle and high schools, and has supported New Roots Charter School to do the same.

What is Place-Based Learning?

New Roots is one of a new breed of high schools designed so that curriculum, instruction, assessment, school culture, and school structures produce more engaging learning experiences and higher quality student work. These high schools “break the mold” in three fundamental ways:

1. High expectations for students' academic achievement, rooted in and tied to standards, are evident in rigorous demonstrations of student work to audiences that go beyond the classroom

² <http://www.seer.org/>

and beyond the school. There is a culture of revision in which many drafts are the norm and nothing less than best work is expected. Students keep portfolios of their work showing not only final products but also the stages along the way, and portfolios are a major assessment strategy.

2. Teaching and learning are much more active and adventurous; school is more exciting and more demanding. Schools are safer physically and emotionally. Students and faculty are organized into small advisory groups called “crews.” There are well-observed protocols for fieldwork and classroom safety.

3. Place-based learning is based on the idea that we learn best when we are actively involved and have hands-on experiences that help us create our understanding of various academic subjects. Therefore, much of the course content at our school is designed as real-world “learning” that gives students opportunities to explore a single topic, issue or theme in great depth and relate it to the community in which we live.

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

- Graduate in four years with a Regents diploma and college credits
- Take a core curriculum sequence of four years of science, math, Social Studies and English featuring interdisciplinary connections, problem-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.

Academic Program

New Roots Charter School's curriculum is designed to ensure that students receive a balanced, comprehensive, and college-preparatory curriculum that satisfies New York State graduation requirements, meets or exceeds all commencement-level NYS Learning Standards, and prepares students to take both required Regents exams as well as those that qualify a student for a diploma with advanced designation. The curriculum reflects an orientation to the interdisciplinary, place-based, applied learning that is the hallmark of education for sustainability.

Our middle school curriculum integrates New York State core curriculum for the intermediate grades and Education for a Sustainable Future (EfS) standards in the context of the Montessori approach to adolescent education. Our program is designed to support all learners in developing the academic and social skills necessary for success in high school and a lifetime of their chosen endeavors!

All New Roots high school students will take a four-year sequence of courses in each core curriculum area: Science, Mathematics, Social Studies, and English. Yearly themes and essential questions will provide opportunities for integration across disciplines and semester-long place-based “learning expeditions.” All students will meet daily in a crew advisory group to engage in activities related to advising and academic planning, school culture, service and engagement.

Core courses are discipline-based with a cross-disciplinary focus, with teachers planning specific content connections and ways that students can use material from more than one class for projects and assessment activities. Courses across the disciplines are also integrated through common approaches to learning, and through interdisciplinary place-based applications during experiences in the field and service learning projects.

Essential Questions, Scope and Sequence

Each student’s path will reflect their rate of mastery of course material and choice of elective courses.

Grade 9	
Essential Questions:	<i>Who Am I? Where Am I?</i>
Themes	Ecology and Systems Thinking: Food and Water Are Life
Science:	Earth Systems Science I: Earth as Living System
Social Studies:	Global Studies: Prehistory to 1750
Mathematics:	Pre-Algebra, Algebra, or Geometry
English:	English Language Arts
Health/PE:	Personal Wellness and Physical Education

CDOS/FCS ^{3*} :	Crew: Career and College Success Seminar I
World Languages:	Spanish 1 (required if language credit not completed in grade 8)
Project Themes	Themes related to relationship between human and natural systems
Electives:	Art, Music, and others

Grade 10	
Essential Questions:	<i>Where have we come from?</i>
Themes	The Evolution of Earth's Natural and Social Systems
Science:	Earth Systems Science II: Sustaining Ecosystems
Social Studies:	Global Studies: 1750 to present
Mathematics:	Algebra, Geometry or Algebra 2
English:	Literary Studies
Health/PE:	Personal Wellness and Physical Education
CDOS/FCS:	Crew: Career and College Success Seminar II; Roots of Success
World Languages:	Spanish (optional)
Project Themes	Model U.N., Envisioning and Working Towards a Sustainable Future
Electives:	Art, Music, and others

Grade 11	
Essential Questions:	<i>Where are we going? How will we get there?</i>
Themes	Agents of Change
Science:	Global Environmental Science
Social Studies:	United States History and Government
Mathematics:	Statistics (required); Algebra 2 and other elective options
English:	Academic Writing and Literature
Health/PE:	Physical Education options
CDOS/FCS:	Crew: Career and College Success Seminar III
World Languages:	Spanish (optional)
Project Themes	Ithaca Green New Deal and Project Drawdown
Electives:	Art, Music, and others; Pathway Choices

Grade 12	
Essential Questions:	<i>What's my role? How do I prepare myself?</i>
Themes	Wisdom, Insight, Entrepreneurship

^{3*} Career Development Occupational Studies / Family Consumer Science

Science:	Global Environmental Science, Chemistry, Physics
Social Studies:	Inventing the Future: Participation in Government Sustainable Economics
Mathematics:	Algebra 2, Pre-Calculus, Personal Money Management
English:	College Literature and Writing
Health/PE:	Physical Education options
CDOS/FCS:	Crew: Career and College Success Seminar IV; Pathway choices
World Languages:	Spanish (optional)
Project Themes	Senior Capstone Project plus others related to themes
Electives:	Art, Music, and others

Seniors will also complete a team capstone project, and a graduation portfolio.

Achievement Goals and Graduation Requirements

All students will be held accountable to New York State standards and supported to reach measurable objectives. Upon completion of 12th grade, our goal is for all New Roots Charter School students to:

- meet or exceed all Regents' performance goals;
- earn a New York State Regents diploma; and
- have earned college credit for courses completed during their junior and/or senior years.

It is New Roots Charter School's goal for students to meet these objectives over four years.

In addition, all students will develop a portfolio of work demonstrating that they have mastered the essential learning of a New Roots Charter School graduate, a standard that encompasses commencement-level achievement in all New York State Learning Standards. New Roots will include portfolio-based assessment methods that demonstrate these outcomes.

Learning Outcomes

Graduates of New Roots Charter School will be:

Healthy persons who demonstrate physical fitness, emotional intelligence, practical life skills, and a healthy lifestyle.

Lifelong learners who demonstrate essential study and computer skills; scientific, mathematical, and creative problem solving abilities; self-direction and self-evaluation; and interdisciplinary and systems-level thinking.

Communicators who demonstrate highly effective use of the English language, another language, the language of mathematics, and the language of the arts for the purposes of understanding and expression; and who understand the purposes and challenges of effective communication and conflict resolution.

Community members who demonstrate exploration of their vocation, an understanding of economics and entrepreneurship, social intelligence, service to their community, and action to transform their community toward sustainability.

Citizens of national and global communities who demonstrate an understanding of human history and the current historical moment, and who are prepared to be active as democratic leaders and citizens.

Members of ecosystems, both regional and global, who demonstrate a scientific understanding of matter, life, and mind, and a personal, conscious, and comfortable relationship with nature.

Visionaries who demonstrate awareness of the vastness and interdependence of human and natural systems, development of an ethically-based personal vision for themselves and their communities, and actions taken to realize this vision.

New York State Regents Diploma Requirements

*Below are the graduation requirements in New York State for the Regents Diploma, Regents Diploma with Honors, and Regents Diploma with Advanced Designation.

To Earn a New Roots Diploma

Students who enter New Roots in grades 9 or 10 on track to meet graduation requirements in four years must fulfill all New York State graduation requirements (total of 22 credits), as well as the requirements established by our charter. These include:

4 credits in English	1 credit of Roots of Success (green career exploration course)
4 credits in Social Studies	Post-High School Plan (written)
4 credits in Math	Senior Capstone Project
1 credit in Fine Arts	Completion of the College Application Process (even if student intends to enter workforce)
1 credit in a Language Other Than English (LOTE)	Earn a College Credit for 1+ courses (marked with a **)
.5 credits in Health	30 hours of Community Service a year (participating in Service Crew)
2 credits in Physical Education (.25 credits each semester)	Complete one Pathway
3.5 credits in Electives	
Required Regents Examinations (4-7)*	
4 credits (4 years) of College and Career Success Seminars	

New Roots students who meet the New York State standards are awarded a New York State Regents Diploma. Students can also earn a Regents Diploma with Honors or Advanced Designation, as detailed below.

Regents Diploma Requirements

Earn a total of 22 units of credit in the following subjects:

- 4 credits in English
- 4 credits in Social Studies
- 2 Global Studies
- 1 US History
- .5 Participation in Government
- .5 Sustainable Economics
- 3 credits in Math
- 3 credits in Science
- 1 Life Science
- 1 Physical Science
- 1 Science
- 1 credit in Fine Arts
- 1 credit in a Language Other Than English (LOTE)
- .5 credits in Health
- 2 credits in Physical Education (.25 credits each semester)
- 3.5 credits in Electives
- Complete one [Pathway](#)

Pass (4) Regents Exams (with a 65+ score): in English, Mathematics, Science, and Social Studies.

Under the “4+1” pathway assessment option, students must take and pass four required Regents exams (one in each of the following subjects: English language arts, mathematics, science, and social studies) and complete a comparably rigorous pathway to meet the fifth assessment requirement for graduation. Students who enter New Roots after the start of grade 9 with credit deficiencies may graduate by fulfilling Regents diploma requirements only, at the sole discretion of the school. All other students must complete all New Roots graduation requirements.

Regents Diploma with Honors Requirements

Earn a total of 22 units of Credit as listed for a Regents Diploma plus, earn a 90+ score on Regents Exams: in English, Mathematics, Science, and Social Studies.

Students must complete all New Roots graduation requirements to be awarded honors.

Regents Diploma with Advanced Designation Requirements

Earn a total of 22 credits as listed for a Regents Diploma plus:

Pass 7 Regents Exams (with a 65+ score) in 7 of the following:

- English
- Global History
- United States History
- Algebra 1
- Geometry
- Algebra 2
- Life Science
- Physical Science

Complete one sequence option below:

- Earn 2 additional credits in World Languages (for a total of 3 credits) and pass the locally developed Checkpoint B World Language Exam
- 5-unit sequence in the Arts
- 5-unit sequence in Career and Technical Education (CTE)

Students must also complete all New Roots graduation requirements to be awarded a diploma with advanced designation.

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

- earn the appropriate 22 units of diploma credit;
- pass one Regents exam or [NYSED-Approved Alternative](#) in each discipline (English language arts, math, science, social studies); and
- complete all the components of the CDOS Commencement Credential (either [Option 1](#) or [Option 2](#)).

The student must meet each of the following requirements:

Development of a career plan, including documentation of student's:

- self-identified career interests;
- career-related strengths and needs;
- career goals;
- career and technical (CTE) coursework and work-based learning experiences the student intends to engage in to achieve their career goals;
- * [Model Career Plan](#) (model only - format of career plan is locally decided)
- and a copy of the student's Career Plan in effect during the school year in which the student exits high school must be maintained in the student's permanent record.

Demonstrated achievement of the commencement level [CDOS learning standards](#) in the areas of:

- career exploration and development (Standard 1)
- Integrated learning (Standard 2)
- Universal foundation skills (Standard 3a)

- Successful completion of at least 216 hours of CTE coursework and/or work-based learning experiences; 54 hours of which must be work-based learning experiences.

* Cannot include part-time jobs. CAN include unregistered work experiences, such as job shadowing, school-based enterprise, community-service, on-site projects, or community-based work programs. These can be supervised by instructional staff, an administrator, or school counselor.

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.

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

Elements of a New Roots Education

Rigorous Academics and Real World Learning

Our school has a rigorous curriculum that exceeds the admission standards for most colleges and universities. The curriculum promotes a high level of student engagement through real-world learning focused on issues of concern to young people and their community. Most of the work is project-based: students might conduct research, develop three-dimensional models, create a web page about their discoveries, or present an interactive demonstration before an audience. These expeditions and projects give students a sense of how what they are learning relates to the real world and are the main way students learn the content and skills they need. Learning experiences have strong fieldwork and service components.

Place-Based Learning Investigations

At New Roots Charter School classes and instruction are focused around learning investigations, “journeys of learning” where students explore answers to essential questions and explore themes in a topic in depth as they apply classroom learning to community experiences. All learning expeditions require students to do extensive reading, writing and thinking about important topics and issues. The purpose of this focus on authentic literacy is to help students develop the essential skills of critical reading and effective communication.

Field Work

We cannot learn everything we need to know by staying within the school's walls. An important part of any academic study takes learners out into the world, and New Roots Charter School is committed to taking advantage of the community's rich learning resources. Therefore, it will not

be uncommon to find classes of students working at sites away from the school. Fieldwork is a requirement for all students, but if students misbehave or fail to exhibit safe behavior, fieldwork may be temporarily suspended until improvement is shown.

Use of Primary Sources

We believe students can learn best by using authentic resources. Although they have access to textbooks, students more often use non-fiction and fiction trade books, publications, and the Internet. By reading literature and exploring primary sources, students gain information-gathering skills that they use to solve problems and conduct research in the real world.

Revision of Work

Students at New Roots Charter School will usually do several drafts of each piece of writing or project. Teachers guide students from draft to draft. Students also collaborate to assess the work of their peers. Rubrics are utilized to set high standards for finished pieces and help students understand and meet these standards.

Presentation of Work to the Community

To graduate from New Roots Charter School, students must complete a portfolio of accomplished work to present to a passage panel made up of teachers, parents, and community members.

Service and Character Development

We focus on character and service as well as on academics. High quality academic work is mirrored by how we treat one another, our community, and our environment. Students are encouraged to be compassionate, disciplined, brave, and responsible. Service permeates the school community both as an important element of academic work as an ethic that fosters respect and support among all members of the school community. During crew advisory group meeting, for example, students might discuss why a particular member has been treated unkindly, pick up litter at a neighborhood park, or visit a residence for seniors. All students participate in a Service Crew of their choice to envision and act on service projects in the school or community.

Portfolios

Students at our school organize and reflect on their work in portfolios (refer to the Assessment section).

Strong Focus on College Preparation

All students will meet college entrance requirements by graduation and will be proficient in the core subject areas of English language arts, math, science, and social studies as well as a world language and the arts. Staff members will help students make the best college choices including taking them to visit local colleges and helping them through the college application and financial aid process. All students will engage in College and Career Success Seminar throughout their four years of high school for elective credit to support this process. In addition, through dual enrollment, students will have an opportunity to gain college credit during their time at New

Roots Charter School. All students apply to college to satisfy a graduation requirement, whether or not they intend to attend immediately.

Wellness

New Roots Charter School's wellness program integrates health education with our physical education program, with a focus on both fitness and nutrition. Our Farm to School program is important dimension of this program, as it will give students daily access to highly nutritious, delicious food from local farms as well as make them more aware of their role in the systems that bring their food from farm to table.

Mindfulness Practice

Broadly defined, mindfulness is the practice of paying attention, in the present moment, without judgment. This ancient practice is gaining traction as a tool for young people as they navigate their lives and their educational settings. Science is clear. Mindfulness and meditation enhance learning through increased emotional resiliency, compassion and focused attention.

At New Roots Charter School, all students will learn the tools of mindfulness practices on an individual and classroom level. Classes will practice mini-meditations to enhance calm, focus and to ease the stressors inherent in classroom settings through a practice we call "Take 30" at the start of every class.

Honors Extensions

Students will have the opportunity for advanced, in-depth studies in core courses. These opportunities, if completed, will be reflected on the student's transcript.

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, disability, and cultural traditions. Students are expected to offer the same kind of respect they would demand from others.

EarthForce

Using the nationally-recognized Roots of Success curriculum as a foundation and a framework, our EarthForce program provides students with orientation to the opportunities, skills and knowledge for a thriving green economy, and pathways to employment and further studies upon graduation.

Rise to Thrive!

Inspired by Columbia University's program by the same name, New Roots Charter School offers individualized learning plans for all students as needed to support their success in meeting their academic goals. Student plans may include goal-setting teams, individualized targeted intervention plans, summer programming, and home instruction as warranted.

Students with Disabilities

New Roots Charter School provides IEP and 504 services to students with disabilities. New Roots Charter School does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA) Assessment.

Philosophy

New Roots Charter School's assessment and graduation process prepares students to do the kinds of work required in college and beyond. Students graduate by successfully demonstrating their skills and knowledge through portfolios, exhibitions, state assessments and performances. New Roots will communicate with families at least monthly about student progress through reports and conferences.

Assessment and Reporting at New Roots

Most are familiar with the traditional approach to grading in which teachers assign a numeric percentage or letter grade to specific student performances/work and then average these for the purpose of reporting progress over a given time period. Often, in such a system, grades and grade point averages take on a life and weight of their own, and become a major preoccupation in the daily process of schooling. However, these numbers by themselves communicate very little unless tied to appropriate and clearly described standards or learning targets that are made explicit to everyone, especially students.

Therefore, New Roots Charter School is committed to an effective, proficiency-based grading and reporting system that will provide meaningful information regarding student achievement to students, parents, and teachers--and will reflect and reinforce our learning-centered approach.

Our approach to grading and reporting is informed by the best practices of Expeditionary Learning schools at the high school level that have documented success with a proficiency-based approach. Through careful curriculum design, New Roots faculty have created meaningful student learning targets that will meet or exceed the New York State Learning Standards as well as the Education for Sustainability (EfS) Standards established by the Cloud Institute. These learning targets direct instruction, assessment, and grading at New Roots across all elements of our program: academic courses, Crew, Interdisciplinary Projects, Intensives Week courses, and HOWL (Habits of Work and Learning).

The Basics of a Proficiency-based Grading and Reporting System

The following are general elements of a proficiency-based grading and reporting system:

Teachers create clear and specific learning outcomes that they expect students to demonstrate proficiency in, and post these “learning targets” clearly in the classroom before every lesson.

Students are assessed on what they know and can do, rather than being ranked against classmates.

The grading process is transparent and empowers students to take on the responsibility for their own learning.

Character or behavior learning targets are reported separately from academic learning targets so teachers can effectively teach and assess both.

Report cards provide an accurate and comprehensive description of student achievement

Learning Targets

In all courses, each quarter is built around 3-5 long-term learning targets, which make clear what students should know or be able to do by the end of each eight-week quarter. Learning targets are based on NYS, EfS, and school standards and 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 calls upon students to strive toward character and "habits of work and learning" (“HOWL”) learning targets.

As part of the assessment process, teachers use rubrics (often refined based on student input and experience) that make clear the criteria that a student will have to demonstrate in order to meet specific learning targets. More detailed descriptions of what constitutes performance at each level, specific to each course and unit of study, is provided to students by their teachers, before the related instruction begins.

In determining the level of assessment 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 assignment grades within a single long-term learning target.

Habits of Work and Learning (HOWL)

Students earn two categories of grades for each course they are enrolled in at New Roots that are averaged together to create the final average. One is an academic grade that is based on their progress toward learning targets for the course, as described above. They 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.

The primary reason for this is that we want to promote both individual and collective social behavior that combine to create a positive, vibrant, and conscientious school community that supports all learners. Further, in some schools for example, work habits like constructive class participation or character traits like shyness get inadvertently muddled into the overall academic

performance grade. While character traits and work habits certainly impact academic performance and vice versa, it is important that these be assessed separately. After all, the academic grade should reflect what students have learned--the knowledge and skills they have developed.

Character and work habits are vitally important aspects to consider with respect to both individual and community success. Our school will establish a set of specific learning targets to support student growth and positive school culture. Teachers will 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 folders for work in progress, 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, complete work with care, and demonstrate 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.

Translating Mastery-Based Assessments into Grade Equivalencies

New Roots Charter School adheres to a mastery-based system for assessing student learning. The learning outcomes for each class are defined in a set of “learning targets.” Faculty design assessments of learning that allow students to demonstrate that they have met each of these learning targets. 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. However, because our standard is the equivalent of a B+ in other educational settings, students may receive transfer credits even if they have not reached this level. New Roots students will pass a class and receive credit with a grade of 65 or higher, as in other high schools. Please see below for GPA equivalents. 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.

- **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)

Portfolios

A portfolio is a collection of work showing what a student has been thinking about, working on, and learning. It contains written work and may also include artwork, audio or videotapes of performances, photographs of three-dimensional constructions, computer graphics, and more. A portfolio does not include all work. Rather, it is a selection made by the student with teacher guidance. As part of the New Roots experience, students use an online portfolio management system.

- The purpose of the portfolio is to give an ongoing record of:
- How thinking about significant issues and questions has developed;
- How a range of knowledge and skills has developed; and
- The effort that has been made by the student.

The portfolio system at New Roots Charter School includes the following:

College and Career Success Portfolio

A College and Career Success portfolio contains evidence that the student is meeting New Roots Charter School's overall standards of learning. It includes evidence of success in areas such as:

- Character values
- Independent reading log
- Study and organizational skills
- Service Learning
- Post-secondary planning (college or other workforce-focused post-secondary options)
- Resume development
- Personal reference letters

Lower School Passage Portfolio

In order to graduate to the Upper School (eleventh and twelfth grades) at New Roots Charter School, all students must participate in a portfolio assessment process. Students who are capable of meeting Passage requirements will show that they are ready to succeed as juniors and seniors. Each student will present his or her Passage Portfolio to a panel made up of members of the school community.

Senior Graduation Portfolio

The Senior Graduation Portfolio has two purposes: to show that the student has met the graduation standards of New Roots Charter School, and to help the student prepare for college

and the college application process. Each student's Graduation Portfolio will be reviewed by a panel made up of members of the school community and members of the wider local community.

All seniors must develop and submit a senior passage portfolio as part of New Roots Charter School's graduation requirements. The passage portfolio is a culminating project that highlights all student accomplishments to date and serves as a mechanism that catalyzes the college process, while creating space for reflection and planning. This opportunity allows the students to take a proactive approach to life and learning.

Senior Graduation Portfolio Components

Students must demonstrate achievement of all New Roots Learning Outcomes with documented evidence. In addition to using other forms of evidence to demonstrate mastery of these core values, students must include a variety of other pieces of evidence of program completion in their senior graduation portfolio, including evidence of application to college, resume, letters of recommendation, and evidence of service learning.

Celebration of Learning

A Celebration of Learning is a public demonstration that lets students show parents, teachers, and members of the wider community what they are learning and doing in school. We ask that all students and families attend Showcases. The exhibit may be artwork, research, results from an experiment, written work, or other projects. It 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 Celebration of Learning is an important way for us to both celebrate work and to hold students and the school accountable to parents and other stakeholders.

State Assessments

Like all high school students in New York State public schools, New Roots students will take all Regents examinations required for graduation. Our coursework is designed to support students in being successful on these assessments. (See "Summary of Regents Diploma Requirements").

Accountability and Support

Faculty strive to help all students at New Roots meet the academic learning targets in all classes and meet all of the HOWL targets as well. However, individual students must challenge him/herself to reach beyond their assumed capacity or ability whenever possible.

Crew leaders will be responsible for monitoring student progress and grades overall and will set up meetings or special support as needed. Students must be active in asking for assistance whenever needed. Students will complete a growth plan with an individual teacher if they are not earning credit and/or not meeting the HOWL targets consistently in one class at the end of a quarter.

If this is a concern in more than one class, students and a parent/guardian will attend a support intervention meeting facilitated by either their Crew leader or the Dean of Students. At this meeting, the involved parties will problem-solve and create a contract with a timeline and clear

goals. Students may be referred to the Rise to Thrive program if greater support is needed, as indicated by grades, attendance, or behavior.

School Schedule

New Roots Charter School's schedule and structures promote academic rigor, intensive work in the four core academic areas (English language arts, social studies, science, and math) during each of the four high school years, high engagement, and a nurturing school culture. The schedule is organized to provide flexibility when necessary for fieldwork, project time, and labs.

Weather Cancellations (Snow Days)

In the event of inclement weather such as snow, NRCS closely follows the decisions of Ithaca City School District in determining whether school will be closed. However, since the majority of New Roots students are from outlying districts, there may be circumstances in which school is closed when the Ithaca City School District remains open. In addition to posting closings to our web site and sending email and voice communication to families via our ParentSquare service, we provide information about closings to local radio and TV stations. Two anticipated make-up days are included in the yearly calendar; additional days will be added to the calendar should there be a preponderance of school day cancellations as a result of weather.

Common Classroom Practices

Start of Class:

Using the school-wide schedule, each teacher is responsible to mark the beginning and ending of class times. Teachers' schedules will be clearly posted by the door and a clock will be included in each room. Any student who arrives after the designated time is marked late.

Classroom Seating:

Seating of students in the classroom is at the discretion of the teacher. Seating may be rearranged if the teacher finds it necessary to do so. Seating decisions are designed to enhance the learning of all students in the classroom.

Hall Passes to Leave Room:

Students will use the designated class hall pass to travel in the hall and must have it in possession while out of a classroom.

Plan for the Day:

The agenda and learning assignments will be posted in the same location every class period. Learning targets for the class will also be posted.

Organizational Systems:

Each class will have a common organizational structure in Google Classroom that supports students in storing work completed during a semester. The organizational system will be set up according to faculty specifications. Folder organization and care will be counted toward the Habits of Work and Learning assessment.

Assignment Formatting:

Work is expected to be submitted with MLA heading and formatting once that structure has been taught.

Presentation of Work:

Work will be submitted digitally via Google Classroom or presented on 8.5 inch x 11 inch paper, unless otherwise specified. Students will use appropriate font and font size, margins, etc. for typed assignments. For handwritten work, students will neatly write in blue or black ink or, if the teacher specifies, in pencil. Pages are to be clean, without tears, wrinkles, or ragged edges. Additional pages should be stapled to the first page with the student's name and date in the upper right corner of the page. Teachers will post models demonstrating proper headings.

Classroom Cleanup:

Classes are not dismissed until the room is clean and furniture is in order. Students are expected to assist each other, cleaning items even if they did not personally create the mess.

Welcoming of Guests:

New Roots Charter School is a school that encourages interaction with the wider community. Visitors will be welcomed with an introduction and information about the class when appropriate. All students and staff are ambassadors for our school. When authorized individuals enter our facility, staff will supply them with visitor nametags. Adult visitors will be greeted and addressed with their appropriate title (e.g., Mr., Ms., Dr.) and last name. All students are encouraged to introduce themselves to all visitors, providing a statement such as: "Welcome to New Roots Charter School, Mr. _____. My name is _____. How can I help you?"

Intensives Week Courses

Intensives are courses lasting for 4 or 5 full school days in which students are participating in an in-depth study of a special topic. New Roots Charter School offers Intensives courses in the Spring semester. An Intensive course is required each year in order to make progress towards earning the elective credit necessary for graduation.

To ensure that all students stay on track and successfully meet our graduation requirements, students who have fallen behind in one or more of their classes may be enrolled in an academic support or credit-recovery Intensive course. These Intensives courses may be half or full day, depending on a student's needs.

Students who are passing all courses will choose from a menu of credit-bearing elective Intensives. During an elective Intensive, students have a chance to focus on a type of study that is different from what they experience during the regular school day, for example:

- an applied mathematical or scientific investigation
- a study of a major author
- a model U.N. topic

- an intensive adventure/fitness experience
- a fine arts immersion
- a foreign language immersion

Homework

Students in New Roots Charter School will typically have no more than an average of one hour of homework each night—that is, if they use good work habits and focus on the work at hand during this time period. Most learning activities will be completed during class time, but teachers may ask students to practice concepts or skills learned, or prepare for the next class. Generally, middle school students will not be expected to do homework, with the exception of the occasional special project as needed.

High school teachers will post homework to the Classroom platform each day. Generally, completed homework should be handed in via Classroom before the beginning of class. If a student fails to complete homework, teachers may call home. If a student exhibits a pattern of failing to complete homework assignments, teachers, family members, and the student will meet to develop a plan for improvement.

Crew Advisory Activities

All New Roots high school students take part in an advisory program at New Roots Charter School called “Crew,” which appears on the transcript as College and Career Success Seminar.

The term “crew” is inspired by a statement by Kurt Hahn, whose philosophy of learning inspired programs such as Outward Bound and Expeditionary Learning Schools: “We are crew, not passengers.” Crew is designed to provide students with an opportunity to interact with grade-level peers and a faculty advisory group leader who serves as a mentor and academic advisor, and is an opportunity to participate in making their school a great place to live and learn as “crew, not passengers.” Crews are used to facilitate close relationships between members of our community across all four grade levels who might not otherwise get to know one another in a more conventional high school setting.

The primary goals of crew are:

- Providing academic advising and coaching, including goal-setting
- Supporting the development of strong organizational planning skills
- Building community among students in order to promote a positive peer culture
- Providing support for transitions to and from high school including college planning
- Enhancing communication and involvement among parents.
- Building community among students in order to promote a positive peer culture across grade levels
- Participation in school service projects and decision-making processes
- Understanding of unique aspects of the New Roots program and why they are important
- part of the overall educational experience the school provides

Acting as Crew leaders, faculty members are asked to serve as advocates, mentors and counselors. Providing support and building relationships are the two most important aspects of this role.

Elements of Crew at New Roots Charter School

Advisory	<ul style="list-style-type: none">● Crew leaders encourage and monitor student academic progress and serve as the student’s advocate in difficult academic and social situations.● Crew leaders act as the primary contact point between parents and the school.● Students learn social and emotional skills through their crew advisory curriculum.
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Study and Organizational Skills	<ul style="list-style-type: none"> • Crew leaders are responsible for teaching and monitoring students' study and organizational skills. • Crew leaders teach students to define and work towards goals.
Literacy	* Crew time can be used for structured discussions of high-interest texts, including Community Reads.
Service	<ul style="list-style-type: none"> • Crews work on service projects to address needs in the school and neighborhood communities as part of Service Crew.
Portfolio and Passage	<ul style="list-style-type: none"> • Students use advisory sessions to assemble and organize portfolios. • Crew leaders monitor portfolio progress and assess student readiness for presentation.
Post-Secondary Preparation	<ul style="list-style-type: none"> • Crew leaders coach students in their exploration of options for higher education, application processes, and college selection. • Crew leaders ensure students have specific post-secondary plans upon graduation.
School Administration and Governance	<ul style="list-style-type: none"> • Student administrative business is generally accomplished during advisory group meetings under the guidance of the advisor. • Students participate in school governance by electing a representative for their Student Council, discussing school-wide issues, and participating in Community Meetings

Crew & 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 that may be articulated and adopted by our school 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.

Family Involvement in New Roots

Supporting Success

Family involvement in New Roots Charter School is essential to creating an effective school community in which all students succeed. At New Roots Charter School, families will be responsible for:

...creating an effective learning environment at home	<ul style="list-style-type: none">• Set a schedule and structure to make sure your student completes his work. Limit TV time. Keep books and other reading materials available and set aside a time to read each day.
...learning about and supporting school values and programs	<ul style="list-style-type: none">• Permit your child to participate in fieldwork and extended trips.• Be familiar with and discuss Character Values and Student Rights and Responsibilities.• Attend school-wide activities.
...staying informed about your student's progress	<ul style="list-style-type: none">• Attend all of your student's student-parent-teacher conferences and Showcase nights.• Read teacher communications and promptly return communications when response is requested.

Volunteer Opportunities

Parent volunteers enrich the life of our school and provide invaluable help. We appreciate any time you might be able to spend supporting NRCS.

School Projects	Many parents at NRCS help with volunteer projects ranging from working in the classroom to participating in the governance of the school.
Classroom Help	If you would like to help out in the classroom, please contact your child's crew leader.
Fieldwork	We often need volunteers on fieldwork days. Again, if you are able to volunteer, please contact your child's crew leader.
Passage Panels	Before the end of each year, we convene panels to review portfolios at the end of the tenth grade and at graduation. Parent participants would generally work two full days, one to review portfolios and one for the actual presentations.

Hospitality	There are times when parents are asked to provide refreshments or supplies for events.
Professional Services/ Expertise	On many occasions, a parent's special skill, expertise, or experience can make a valuable contribution to a study.

Anyone interested in volunteering and supporting the success of the school are encouraged to contact the school by calling the front desk.

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 through negative impacts, 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.
- All students deserve to be honored for their positive investment in our learning community.

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, as well as a system that supports awareness of how we honor those who invest in a positive learning community.

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 rectifying 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.”

Rules and consequences do exist in a formal sense at New Roots Charter School, but 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 wrong-doing, it is essential that the offender acknowledge the people who have been hurt, and then seek to restore a positive relationship with the offended individual or individuals. Empathy is

developed. Restorative practice contrasts with the more common retributive justice model in which retribution or punishment is applied to an offender as a response to rule breaking, and the punishment alone is often the focus of the consequence.

At New Roots Charter School, consequences for misbehavior are applied with the goals of increasing self-awareness and increasing the awareness of community interdependence. Students are consistently encouraged to take responsibility for their behavior and to improve their judgment through interventions that begin with focused and honest conversation. Conversations may begin with two people, but will expand to include a wider circle of people depending upon the nature of the offense and the frequency of the misbehavior. Mediation, conferencing, apology, and reparation for the victim are examples of the means by which New Roots Restorative Practices are achieved. Also, when appropriate, a consequence can be community service. Duties such as helping organize classrooms and cleaning the area in and around the school are ways to give back to the community when a student's behavior has had a negative impact on the learning environment. Students at times complete formal contracts that New Roots administration, parents, and students sign. These contracts specify the agreement for improvement and the consequences for violating the contract. The more typical retributive practices of many public school environments including detention, school suspension and even expulsion are possible at NRCS, but they are viewed only as a part of a broader plan of response.

Routine school structures such as Crew, Sense of Place orientation, and Intensives Week offer direct opportunities to discuss issues of character, values, and behavior, serving as preventive processes. On a regular basis within the school program, in community meetings, in the student government, and the curriculum itself, students are engaged in discussion of appropriate consequences for misbehavior, with consideration of the concept of restorative practices whenever possible. Students are directed to identify the impact of their behavior upon the larger school community and to make amends and apologize when appropriate. When feasible, consequences are meaningfully related to the infraction, guiding students to an increasing understanding of the purpose behind the rules.

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 all the values stated in the Compass for Commencement

School Wide Structures that Support Positive Community and Relationships

- Crew meetings
- Engagement in shared decision making
- Sustainability Themed Anchor Projects
- Celebrations of Learning and Showcases
- Intensives Week

Fieldwork Group Experiences
School-wide or grade level community meetings
Student-run Community Meeting
Student Council

Dignity for All Students Act

New York State's Dignity for All Students Act (DASA) was signed into law on September 13, 2010 and took effect on July 1, 2012. This Act seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

The New Roots staff and administration have been trained in DASA regulations and have worked hard to ensure that we are in compliance. Although issues come up with students in any school setting, our own commitment to our mission and vision have led to one of the safest schools in the state.

Elements of the New Roots program and practices that support Dignity for All Students include:

- Restorative Justice practices (described above)
- Community Integrity Board
- Peer mediation
- Classes training students in conflict resolution
- A vigilant response to cyber bullying within our staff and student body

Disciplinary Consequences

Discipline consequences at NRCS are consistent with the principles of Restorative Practices, 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. In the case of repeated minor offenses, families will be contacted when staff determines that contact would be useful in improving the behavior. School staff is encouraged to maintain effective communication with families, and to welcome contact from families at any time. When staff impose consequences, factors such as student's age, mental status, history, and the presence of a disability will be considered.

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 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's 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, etc. without permission • 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 	<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>Before students may be removed from the class, staff members are asked to attempt at least three interventions. If there is concern about a student's trustworthiness, the student should not be sent into the hallway or to another staff member's classroom/office without supervision.</p>

Level 2:

When a student engages in a Level 2 behavior, parents must be contacted promptly by phone, email or mail and a referral and resolution must be made in SchoolTool. Teachers lead this process by developing intervention action plans in team meetings, engaging the Dean of Students as needed for support.

Example of Student Behaviors	Suggested Staff Intervention
<ul style="list-style-type: none"> • Chronic Level 1 infractions 	<ul style="list-style-type: none"> • Parent contact

<ul style="list-style-type: none"> • 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"> • 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 • Talk, Listen, Collaborate • In school or out of school suspension • Personal contract including parent, student, staff conference <p>If it is reasonable to do so, teachers will attempt at least one intervention in class.</p> <p>If it is successful, the intervention staff must still be notified that it occurred via SchoolTool.</p> <p>If it is not successful, staff should request an admin escort out of the room.</p>
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Level 3:

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

Example of Student Behaviors	Suggested Staff Intervention
<ul style="list-style-type: none"> • Any device w/ internet access other than a school chromebook (ex. Smart Phone, iPad, Apple Watch, Tablets, Handheld Video Game Systems, etc.) • Chronic level 2 infractions • Using gang-related language or gestures • Physically or verbally abusing, bullying, or threatening another student, teacher, or staff member 	<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

<ul style="list-style-type: none"> • 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) • Use or possession of vapes • 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"> • 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
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Attendance Policy

Attendance is critically important to a student's success. Attendance will be monitored daily by teachers and New Roots administration. Teachers will support student attendance by addressing an unexcused absence individually as a level one infraction in accordance with our Code of Conduct, and as a team if a student misses more than one day of school per month on average.

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 Students 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 will be jeopardized by absences at this level, whether or not the absences are excused. No course credit will be awarded for a class any quarter in which a student is absent 4 or more days unless an attendance recovery plan is completed. Students may not be eligible for attendance recovery in the second quarter of each semester if they have demonstrated a pattern of chronic absenteeism in the first quarter.

An excused absence from school or class requires parent/guardian consent by phone, in person, or by an email or signed note from a parent/guardian. The notification must be provided previous to the missed school day or class, unless there are extenuating 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 are responsible for arriving for class ready to start on time. Teachers will monitor this and students who are tardy should expect conversations with teachers, calls home, a restorative justice consequence of giving back missed time with teachers, or meetings with administrators.

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 (Crew, Sports Team).
 - Public apology offered during crew or 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.

Community Integrity Board

Behavioral or discipline issues may be resolved through the Community Integrity Board. The administrator, student, or parent may suggest the use of the Community Integrity Board, but all parties must agree in order for it to be utilized.

The Community Integrity Board is an advisory committee to the Dean of Students and is composed of students, administrator(s) and teachers as appropriate to the particular incident. The Dean of Students convenes the board when needed. The Dean of Students chairs the Community Integrity Board, and is a non-voting member. It is the responsibility of the Dean of Students to have available all pertinent materials for each gathering.

The Community Integrity Board may be convened when a student commits a violation of the discipline code or has broken the terms of his or her particular “contract” (Attendance/Academic, Personal, Disciplinary Probation), resulting in a pattern of repeat offense. The Board recommends to the Dean of Students its conclusion(s). It may recommend disciplinary action, terms of probation, and/or suspension. At least one parent/guardian and the student must be present for any hearing that may result in a recommendation of suspension. A final determination of consequences will reside with the Dean of Students in consultation with the Principal.

The Dean of Students may meet with the Community Integrity Board for advice and to review and evaluate the Discipline Code. The Community Integrity Board may submit any recommendations to the Dean of Students for approval. The Dean appoints members to the Community Integrity Board from a group of prospective members recommended by staff or the Student Council, which is composed of representatives from each crew.

Restorative Justice Process

In cases where the administration and/or staff determine that the restorative justice process alone is not effective or appropriate, the New Roots Charter School will utilize additional disciplinary options. For the teachers, these options include: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the Dean of Students or Principal.

School Detention

A School Detention may be issued for lack of responsiveness to teachers or administrators who address behavioral issues, disruptive or potentially dangerous conduct in buildings, or any type of behavior that is disrespectful or subversive in nature to the students, administration, faculty, or staff of New Roots Charter School.

Disciplinary Probation

Disciplinary probation refers to a period of time determined by the Dean of Students, during which a student's behavior is monitored and evaluated to determine the student's right to remain at New Roots Charter School. The disciplinary probation period is a positive attempt to help the student realize that all choices carry consequences. Therefore, this period is designed to help the student correct his or her behavior. The disciplinary probation term officially begins with the issuance of the probation notice. The length of probation will be determined by the Dean of

Students and may be extended for any violation listed under conduct and behavior. After suspension or after a serious and/or repeated disciplinary problem, the parent/guardian, student, and Dean are required to meet in conference, create, and sign a probation contract. This contract typically will include the terms and duration of the probation, information regarding restrictions from specified school sponsored activities, and a growth plan setting goals for positive behavioral improvements. The student's failure to adhere to the terms of the contract or failure to agree to necessary terms in the contract may result in his or her dismissal from school.

Suspension

Suspension is intended to remove the student from peers and the classroom environment, but allows the student to continue the learning process. This separation provides the student time to reflect on his or her behavior and a possible pattern of behavior that will be more positive. Suspensions may be in-school or out-of-school. A parent will be contacted prior to the commencement of the suspension period, though students may be separated from peers and the classroom environment without prior parental contact while the administration conducts an investigation of an alleged incident or where the administrator determines that there may be a potential threat to student safety if the student returns to the school or classroom setting. Students and parents should anticipate additional disciplinary consequences for leaving the grounds or buildings without appropriate administrative and parental permission.

A student serving an on-campus suspension reports to school at the regular time. A teacher qualified according to criteria established by the Charter Schools Act will provide alternate instruction sufficient to enable them to make progress in their regular course of studies. The student will not attend any classes or leave the designated areas. The student will eat lunch in the assigned room. The maximum number of days a student may be suspended is five.

- A student may be suspended for any of the following acts:
- Theft, destruction, or defacement of school or personal property during school hours or during school-sponsored events; Parents will be held financially responsible.
- Defiance, disrespect, or abuse of school authority
- Harassment, hazing, or fighting
- Possession or use of drugs in any form, including tobacco or nicotine products or vapes
- Any infraction not listed but considered sufficiently serious by the Principal.

Expulsion

An expulsion shall be defined as a suspension out of school for longer than five days.

A student may be expelled (suspended out of school in excess of five (5) days) from New Roots Charter School for major violations or for repeating any violation listed under suspension. A student may be suspended for up to five days pending the scheduling of an expulsion hearing. The appropriateness or length of expulsion will be determined by the Principal and Superintendent or her or his designee, acting in the role of Hearing Officer, only after a determination of guilt and a thorough vetting of facts and circumstances of the case through a formal Expulsion Hearing. The Dean of Students will typically present the charges and evidence in the Expulsion Hearing. Faculty, students, law enforcement officials, or other witnesses may be

called to testify, and the student and parent shall have a right to representation, to call or cross-examine witnesses, and to speak on their own behalf if they choose to do so. The school will be required to show a preponderance of the evidence that the student is guilty of the charge(s) in order for a determination of guilt to be found. A student and parent will be provided a copy of their due process rights in an Expulsion Hearing as part of the notice of the Hearing date and charges; the due process rights in an Expulsion Hearing at New Roots Charter School will be the same as those that students and parents are legally entitled to in a Superintendent's Hearing in their home school district. A student may be expelled for any of the following acts:

- Brandishing a knife at another person, or possession or use of any weapons or firearms on school premises or at school sponsored events
- Possession of an explosive
- Unlawful possession, use or sale of a controlled substance including providing or selling narcotics of any kind
- Vaping on school property, or during the school day
- Inflicting or causing bodily harm to any person on campus
- Committing or attempting to commit a sexual assault or committing a sexual battery; assault or battery
- Threat of force or violence directed toward anyone sufficient to cause trauma or lingering fear for ones' safety when at school;
- Theft of, tampering with, or unauthorized handling of a teacher's grade book, textbook, handbook, keys, briefcase, or other personal items
- Tampering with fire alarms or extinguishers
- Any infraction considered sufficiently serious by the Principal (multiple suspensions, consistent defiance, harassment, violent or threatening behaviors, etc.)

Weapon-Free, Gun-Free School

Pursuant to the Federal Gun-Free Schools Act of 1994, any student found guilty, after an Expulsion Hearing, of bringing a firearm onto school property, or of having a firearm in his or her possession on school property, will be subject to at least a one-year suspension, subject to review on a case-by-case basis by the Principal. ALL incidents of firearms found on school property will be reported to the local law enforcement agency. For the purposes of this provision, the term "firearm" shall include:

1. any weapon (including a starting gun) which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive;
2. the frame or receiver of such a weapon;
3. any firearm muffler or firearm silencer; OR
4. any destructive device.

"Destructive device" includes, but is not limited to, any explosives, incendiary or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device, any type of weapon which is designed to or may readily be converted to expel a projectile by the action of an explosive or other propellant and which has a barrel with a bore more than one-half inch in diameter, and other similar materials or devices (18 U.S.C. Section 921).

Other Weapons:

The possession or use of any other weapon including, but not limited to a knife, a club, a chukka stick, and the use of any other instrument in a manner that could be a threat to the health and safety of other (e.g., brandishing a look-alike weapon, soda bottle, baseball bat, razor blade, box cutter, belt or pen) is strictly prohibited and subject to severe disciplinary action.

Nothing in this Policy shall prevent New Roots Charter School from utilizing temporary short-term disciplinary measures, such as suspension of five days or less, or in-school suspension in dealing with student disciplinary problems, or from utilizing such measures before a formal hearing is held.

Policy Scope

A student may be suspended or expelled for any misconduct that is related to a school activity or school attendance occurring within any school district if that act occurs at any time, including, but not limited to: 1) while on school grounds, 2) while going to or coming from school, or during the hours prior to or after school in which the student is associating with other students from the school or is downtown in proximity to school facilities 3) during the lunch period whether on or off the campus, or 4) during or while going to or coming from a school-sponsored activity at any time in the week.

Off -Campus Events

Students at school sponsored off-campus events will be governed by all the guidelines of New Roots Charter School and are subject to the authority of school staff and New Roots representatives and chaperones. Failure to obey the lawful instruction of school staff will result in a loss of eligibility to attend school sponsored off campus events and may result in additional disciplinary measures in accordance with the Code of Conduct.

Due Process Rights

Parents and students have due process rights with regard to suspensions and expulsions. Parents are immediately notified about suspensions or expulsion proceedings. Notification of a suspension includes a written notice outlining the student's violations, an explanation of the suspension or expulsion process, and a listing of the due process rights of students and their parents. In the case of expulsions, a hearing with the Principal or designated Hearing Officer is held as soon as can be practically scheduled whereby the parent/guardian, student and a representative (if the parent/guardian so chooses) may be present.

Parents are notified in writing of the final determination of the expulsion. Parents have the right to appeal expulsions and suspensions to New Roots Charter School's Board of Trustees. A parent must submit an appeal within 30 days of being informed of the expulsion or suspension to the Board of Trustees. The Board of Trustees shall be responsible for investigating and acting on the appeal in as timely a manner as possible. The Board of Trustees' review and investigation of suspensions and expulsions shall be conducted in Executive Session. In the case of a suspension, the Board of Trustees may interview the parties involved in the dispute, but they are not obligated to do so. In the case of an expulsion, the Board of Trustees shall limit its investigation

and determination to the formal (recorded and written) record of the Expulsion Hearing. -New Roots Charter School will collect suspension and expulsion data.

Students with Special Education Needs

In the case of a special education student, a student in consideration of classification by the Committee on Special Education or a student who receives 504 accommodations, New Roots Charter School will ensure that it makes the appropriate adjustment as necessary to comply with the mandates of IDEA and Special Education laws. Prior to recommending expulsion for a Section 504 student or special education student, New Roots Charter School will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and was receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP and placement. In addition to those expectations, if a CSE student is suspended for a cumulative total of ten days within an academic year, New Roots Charter School will notify the home district of the need for CSE review to consider the impact of the disability upon the behavior and the possibility of a need for a change in program services. After ten days of suspension, special education services as stated in the IEP will be provided to the student along with alternative instruction. If it is determined that the student's misconduct was not a manifestation of his or her disability and that the student was appropriately placed, and that the IEP set forth the necessary behavior goals or interventions, the student may be expelled.

Progression of Disciplinary Procedures and Parent Notification

After a student is given a school detention, the student's parent/guardian will be notified by telephone when the administrator determines that such parent notification is either 1) beneficial or necessary for the health or safety of the student or 2) an appropriate part of the consequences for that particular infraction.

In cases where still more school detentions become necessary, or in cases where the infractions are more serious, or in cases where it would seem beneficial, the parent/guardian will be contacted and a meeting will be held with the student and parent/guardian. At least one parent/guardian, as well as the student must be present at the meeting, which will be held as soon as scheduling allows and will include the school administrator and possibly the Community Conduct Board. At the end of the meeting, a personal "contract" to improve the student's behavior will be developed and signed by the parent/guardian, student, and Principal or Dean of Students. Parents/guardians may at any time request a conference with the Principal or Dean of Students to discuss their son/daughter's behavior.

Serious offenses, including but not limited to cheating and plagiarism, fighting, harassment, truancy, insubordination, or involvement with drugs (including tobacco or alcohol) will be handled on an individual basis. For these, it is not necessary to follow the above procedures. Contact with parent/ guardian will be made immediately.

Disruptive and Violent Pupils

In keeping with the Safe Schools Against Violence in Education (SAVE) Law, Disruptive Pupils and Violent Pupils must be dealt with thoroughly and effectively for the sake of all pupils. “Disruptive Pupil” is defined as one whom: is substantially disruptive of the educational process or interferes with the teacher’s authority over the classroom. “Violent Pupil” is defined as one who: commits an act of violence on a teacher, other school district employee, or fellow student; possesses, displays, or threatens to use a gun, knife, or other dangerous weapon; knowingly and intentionally destroys the personal property of a teacher or other school district employee; knowingly and intentionally destroys school district property.

In situations involving Disruptive or Violent Pupils, the Principal is empowered to suspend pupils from school entirely, without requirement of specific board delegation of that authority. A minimum of a one-day suspension (in or out of school) is recommended for Disruptive Pupils, and a minimum of two days suspension is recommended for Violent Pupils, with consideration of additional penalties to include additional days of suspension, mental health treatment, or law enforcement involvement. Teachers are empowered to remove disruptive or violent pupils from the classroom, with immediate notification of administration. Employees who report violent incidents are protected from any civil liability and may not be disciplined or fired for reporting these incidents.

As stated in the SAVE Guidelines, *Removal Procedures* include the following:

- Teachers report and refer violent pupil to administration for minimum suspension period
- Administration has authority to suspend for up to five days
- Student will be informed of reason for removal by teacher
- Principal will be informed of reason for removal, and will set timeline for negotiations of removal with student and parent
- Notification of charges and explanation for suspension with timelines will be adhered to, as required by legislation

Alternative Instruction

Alternative instruction will be provided when a student’s disciplinary penalty prohibits class attendance beyond the day of penalty imposition, whether suspension is in-school or out-of-school. In addition, alternative instruction will be provided for a reasonable period after expulsion (the period of time necessary for a student to enroll in a district school, charter school or private school pursuant to the compulsory education laws). Appropriate personnel will provide the alternative instruction, thus allowing the student to have access to free and appropriate public education.

Record Keeping and Transfer

All suspensions and expulsions will be documented in writing including student name, description of incident, and disciplinary action taken. As charter schools are subject to the federal Family Education Rights and Privacy Act of 1975 (FERPA) which requires a school to protect a student's privacy, New Roots Charter School will not disclose any personally identifying information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law, including FOIL. The parent/guardian of a student

under eighteen years of age, or student eighteen years of age or older, is entitled to access the student's school records by submitting a written request to the Principal. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA.

Search and Seizure

In order to achieve a safe and orderly school environment, NRCS personnel are authorized to question students regarding alleged violations without invoking "Miranda" rights. A student and/or the student's belongings may be searched by a school official if the official has a reasonable suspicion that the student is in possession of items that are relevant to an investigation and/or in violation of the school policy. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities. The search will be reported back to the relevant school personnel and a record of the results of the interrogation filed.

Student personal storage shelves and desks remain the property of the school, though the school is not responsible for books, clothing, or valuables left on these shelves or desks. A student shall not place or keep on a personal storage shelf or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of the school. The following rules shall apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

- School authorities will make an individual search of a student's locker or desk only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
- Searches shall be conducted only by the Principal or the Dean of Students. A witness shall be present for all searches.
- Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

Freedom of Expression

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. No person shall distribute any printed or written materials on school property without the prior permission of the Principal. The Principal may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school. The Principal may also regulate the time, place, manner and duration of such distribution.

Clear Communication of Discipline Policy to Students and Families

All parents (guardians) and students will be well-informed of rules for student discipline and order. In school orientation, students and parents or guardians will be given a thorough overview, including a written document, of the school discipline policy, and expectations of classroom environment. Additionally, all faculty and staff who work with students will be trained in the proper implementation of these policies.

Maintenance of Public Order on School Property

Restorative justice practices at New Roots are part of a larger culture of respect and individual responsibility to the community. As such, the primary mechanism for maintaining public order will be each member's commitment to creating an environment that is safe and conducive to learning, and community support for each individual's contributions. Daily school practices and protocols will support this awareness and the development of each individual's capacity to be in good relationship with others and with the community as a whole.

We recognize, however, that there may be times when peoples' conduct could endanger the health or safety of others for any number of reasons. In order to respond consistently and fairly in these circumstances, in ways that are appropriate to the situation and that are consistent with education law, it is important to carefully define prohibited conduct and its consequences.

The following list has been created to govern the conduct of students, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the charter school. These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal, state or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct established for the school.

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.

Student Rights and Responsibilities

Encouraging Positive School Culture & Self-Discipline

Academic Integrity

Cheating stops learning in its tracks. In an academic setting, it's also a serious offense. At New Roots Charter School, we take academic integrity seriously, and want you to understand the issues involved so that you can navigate the waters of other academic environments such as college successfully.

A.I. Policy

The New Roots staff is in the process of developing an A.I. policy for proposal to the New Roots Board of Trustees. It will be included in this document once approved.

Cheating

Cheating includes copying another's assignment or allowing someone else to copy your assignment in order to gain credit for an assignment without doing the work involved. If a

student is caught cheating, teachers will first handle the incident directly with the student, but depending on the circumstances may involve the Dean of Students. One consequence of this behavior is that parents may be contacted, and a meeting held to address the underlying reason for the behavior and a plan for addressing it.

Plagiarism

Plagiarism is to use, intentionally or unintentionally, the ideas or writing of another as one's own, or the use of technology such as ChatGPT to generate writing presented as one's own. This can include paraphrasing or manipulating text written by another without according the author credit. It is important that students come to understand that plagiarism is a form of stealing. When a teacher determines that a student has plagiarized, the teacher will first determine if the student's actions were knowing or ignorant; did the plagiarism occur before or after a related research skill has been taught? In cases where the plagiarism is deemed inadvertent (e.g.: improperly cited sources), the student will be educated and required to resubmit the assignment independently. In cases where the plagiarism is deemed flagrant (e.g.: an essay copied from the Internet or a repeated offense), the case will be referred to the administration for possible disciplinary consequences.

Checklist for Avoiding Plagiarism

What type of source are you using? Is it your own independent material, common knowledge, or someone else's material?

If you are quoting someone else's material, is the quotation exact? Have you inserted quotation marks?

If you are paraphrasing someone else's material, have you used your own words and sentence structures? Does your paraphrase or summary employ quotation marks whenever you use the author's exact language?

Is the source of material borrowed from another author, whether quoted or paraphrased, acknowledged in the text? Are all your source citations complete and accurate?

Does your list of citations include all of the sources you have drawn from in writing your paper?

Forgery

Forgery is the falsification of the signature of another person. Consequences for forgery may include parent/guardian contact, apology, and completion of a Behavior Reflection Sheet. Repeat offenses would lead to consideration of suspension or expulsion at the discretion of the administration.

Behavior Expectations

The following are in conjunction with the Prohibited Conduct section on page .

Maintaining Healthy Personal and Professional Boundaries

Healthy relationships are critical to our personal and collective wellbeing. Every person in our school community is expected to be aware of and respect the personal and professional

boundaries of others. If you feel uncomfortable with someone's words or behavior, it may be that your personal boundaries have been crossed.

When you have this experience, you can speak with a trusted adult to help you address it. This may be your crew leader, the Dean of Students, the Principal, or any other staff member.

It is especially important that you reach out to a trusted adult if you are touched in a way that makes you uncomfortable, or touched or spoken to in a manner that suggests that another person is making a sexual advance. This is never appropriate in a school or professional environment. You can expect that these situations will be handled discretely and confidentially.

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 would 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 Dean's office, and 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.)
- Students should wear or bring clothing appropriate for being outside every day. If students need clothing that is appropriate for outings or for any other reason they should feel free to reach out to staff as we have community resources to support students who have clothing needs.
- Students may be asked to refrain from wearing 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 students' 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.

When a student's dress does not meet these guidelines, the first incident will be treated as an opportunity to revisit the dress code. Upon subsequent incidents, students may be sent home to change their clothing, or may be asked to change into a school 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.)

Restrictions

The use of non-school issued internet-enabled devices on school grounds is prohibited for the entirety of the instructional day. This restriction includes non-instructional periods such as homeroom, lunch, recess, study hall, and passing time. For the purposes of this law, "school grounds" include any building, athletic field, playground, or land located within the boundaries of the school. It does not cover school buses while they are on their route and not located on school grounds.

Devices Defined

Internet-enabled devices covered under this restriction include smartphones, tablets, smartwatches, or any other device capable of connecting to the internet. The law does not prohibit the use of school-issued internet-enabled devices when used for educational purposes, nor does it restrict the use of devices that are not capable of connecting to the internet.

Policy on use of non-internet enabled devices

Flip phones and other handheld non-internet enabled electronic devices must be used appropriately at all times at New Roots Charter School. Generally, they should be kept in a locker or backpack during the school day. They can be used with the verbal permission of the teacher and only with this permission in the classroom. This is the exception, not the rule.

Personal Property

NRCS is not responsible for safeguarding students' personal property, such as jewelry, electronic equipment, purses, money, or clothing. Students are strongly urged not to bring items of significant value to school. NRCS is not equipped to investigate theft or loss of personal property.

Fieldwork Behavior

Students are expected to be prepared and to behave as they would on any other school day. At any field site, students must act in a safe and responsible manner and represent our school appropriately. This includes staying with your group unless otherwise directed.

Transitions Between Buildings

Our campus requires movement between buildings in a downtown setting. It is crucial that students obey all traffic laws and crossing signals. Students must conduct themselves in a professional manner as representatives of the school. Under no circumstances should students make side trips that stray from the direct line of transport between buildings without express, prior permission from the staff member(s) in charge. Failure to abide by these expectations will result in a progressive loss of privileges and/or a reaffirmation of the student's commitment to abide by school rules and expectations.

Off Campus Lunch Privileges

Middle school students are required to attend lunch at the Greek Orthodox Church under supervision by staff. Students will be supervised at all times, including walking to and from the lunch room.

Lower school students (grades 9-10) are also required to attend lunch in the Greek Orthodox Church or to remain in the vicinity of the Clinton House. This vicinity is defined as an area isolated to the front steps and the sidewalk immediately in front of the front steps. Independent travel in between the lunch facility and the Clinton House is expected but this does not include lingering in any location between the two.

Upper school students (grades 11-12) in good standing may be granted off-campus privileges for lunch and study periods with a signed written consent form from a parent or caregiver submitted to the Dean of Students. Students who wish to exercise this privilege must sign in and out at the front desk, and be present at their next scheduled class on time.

This privilege may be revoked by the school or the family at any time if a student does not return on time from lunch, is not making satisfactory academic progress, has chronic attendance problems, or violates the school's code of conduct for on- or off- campus behavior.

Restroom Use

The classroom pass is required for use of the restroom during class times as approved by the classroom teacher. Only one student from a class may leave for the rest room at a time. The designated first floor restrooms may be used during lunch or breakfast without restriction. Students may elect to use a gender-neutral restroom on the second floor, or request a key for the first-floor gender neutral restroom. The staff restroom in the administrative wing is not available for student use. If any student engages in inappropriate use of the rest room, including any form of destruction or wasting of supplies, the privilege will be restricted to supervised use only.

Gambling

Gambling within the school setting is deemed to be a disruption to the educational atmosphere and to pose a risk for long-term harm to individual students. If a student is discovered to be placing bets on games or other activities within the school setting, the game materials will be confiscated, and the student will be warned. Family will be notified.

Participation in Physical Education

Two full physical education credits are required for graduation with a NYS diploma. On any occasion of unexcused lack of preparation, the student will risk loss of credit due to inability to participate fully in learning activities. If a student does not participate in physical education more than twice in a quarter without a signed medical excuse, they will be sent for disciplinary action, including possibility of an administrative conference, a phone call home, participation in lunch detention, and after-school detention. If the difficulty continues, credit will be denied, jeopardizing opportunity for completion of a diploma.

Bullying

Bullying of any type--physical, verbal, emotional, including through social media or other electronic means--will not be tolerated. In accordance with New York State law, students may be disciplined for incidents that happen between students outside of school hours and/or at locations other than the school grounds.

Harassment

The staff is committed to assuring each and every individual student a safe and respectful environment in which to attend school. Though the aim is to create a positive, welcoming and supportive environment, at a minimum RESPECT means an environment that is free from harassment of any kind. Harassment is conduct or speech that is unwelcome, intimidating, derogatory, hostile, and/or offensive. Bullying and put-downs are forms of harassment. Harassment can occur online through the posting of messages that target individuals in a cruel manner. Harassing behavior can unreasonably interfere with an individual's ability to learn and to work, and it will not be tolerated within the NRCS community. Offensive behavior – even online – can result in disciplinary action within the school, or may be grounds for legal action.

Sexual Harassment

Members of the school community may not use any language or behavior that ridicules or criticizes anyone because of his or her gender or sexual orientation. The use of suggestive, rude, or offensive sexual words, gestures, or actions is strictly prohibited. Persistent unwelcome advances are also prohibited. Sexual harassment is considered a serious offense and can result in disciplinary action by school administration. It may also be grounds for legal action.

Reporting Harassment

Students who feel that they are being harassed should report the situation to a trusted staff member and/or the school Title IX Compliance Officer immediately. The situation will be investigated with sensitivity and thoroughness. Harassing behavior is subject to disciplinary penalty, up to and including expulsion. Harassment may also provide grounds for legal action and fines through the civil justice system.

Inappropriate Physical Contact

Members of the NRCS community are asked to refrain from inappropriate physical contact or from public displays of affection. It is the prerogative of a student who has been touched, or of any staff member present, to determine what contact is inappropriate. Inappropriate touching will result in student discussion with staff, and possibly more serious consequences depending upon the context of the incident. Repeat violations will result in escalating disciplinary action. Note that the school has a strict policy regarding harassment, and inappropriate touching may lead to further investigation.

Fighting

Students are asked to keep their hands to themselves at all times. Even when interacting in a friendly or playful manner, physical contact can get “out of hand” quickly and lead to unexpected difficulty. When disputes arise, students are asked to use non-violent means to resolve problems, with no use of physical means for demonstrating or retaliating in a dispute. If a fight occurs that results in physical contact, as determined by a staff member, penalties for disruptive and violent pupils will apply. An investigation by the administration will occur. Suspension is likely for both parties. A reconciliation meeting will be conducted before students may return to classes, and will include students and family members in a meeting of apology and future planning. The police may be called to file a police report and to take appropriate steps for prosecuting the incident with parent consultation if the fight warrants such steps as determined by staff.

Illegal Behavior

Smoking and Vaping

Smoking and/or use of vapes or chew is not allowed anywhere on or in proximity to school property, including during any school sponsored events or excursions. Students who vape during the school day, on or off campus, will be suspended for five days to a Superintendent’s Hearing upon the first infraction. Students who are addicted to nicotine are encouraged to consult with the

school nurse or wellness teacher about options for addressing this condition. Families will be notified of smoking or vaping infractions.

Prohibited Substances

Prohibited substances (including, but not limited to, marijuana, alcohol, vapes, legal marijuana substitutes such as “salvia,” prescription drugs, over the counter medications, substances that may be used as inhalants, cocaine variants, hallucinogens, heroin, drug paraphernalia etc.) are prohibited at all times in any location on the school campus. Violators will face a mandatory five-day suspension to a Superintendent’s Hearing for the first infraction. Law enforcement officers will be contacted whenever a law has been broken or when there is reasonable suspicion that a law has been broken. Families will be notified. If substance use by a student is suspected, in or outside of school, a student’s family will be contacted and concern with the student’s welfare will be shared. A recommendation may be made for professional assessment or substance use treatment. The Principal may require clearance from a school-approved drug and/or alcohol treatment or rehabilitation program before the student is permitted to return to school. Serious consideration will be given to the professional treatment recommendation. Chemical testing for illegal substance use may be required.

Stealing or Vandalism

Stealing and causing destruction to property belonging to another are clear violations of the principles of a Restorative Practice community. These acts are also against the law. NRCS defines our community broadly and will impose consequences upon a student who steals or vandalizes property within the neighborhood of NRCS, including local merchants, local residents, or those with whom students interact as part of school activities. Authorities may be contacted. Consequences would range from apology and restitution to suspension or expulsion, as determined by administration.

Weapons in School

Weapons are defined as any instrument or device that has the intended use of harming oneself or others, including making a threatening gesture to others. Any student found to be bringing such an object to school will face immediate administrative action with consequences including suspension or an expulsion hearing. Please refer to the “Weapon Free, Gun Free School” section.

Bomb Threats

Bomb threats are a crime under New York State law. In addition to facing possible criminal prosecution, any student who makes such a threat will be subject to severe disciplinary action, which could include expulsion. Any student who fails to report information or knowledge of a bomb threat on school property may also be subject to disciplinary consequences.

Use of School Facilities and Equipment

These in-school policies are intended to support a school environment that is conducive to learning. Students who fail to respect these policies will be subject to disciplinary action.

Visitors

We welcome both young people and adults to view all dimensions of our school. Students need written permission from a school administrator at least one day prior to the visit. Often, there will be a specific day of the week that is the only day for visitors, and there may be weeks when there are no visitor days scheduled. Visitors who do not have permission will be asked to leave and may be removed from campus or arrested for trespassing, depending on the circumstances. A student assisting an intruder in entering the building will be subject to disciplinary action. This policy includes infants and children.

Maintenance of Building and Grounds

The maintenance of buildings and grounds is the responsibility of each member of the school community. We are responsible for taking pride in our school's appearance.

Off-limit Areas

Our downtown campus buildings, which include the Clinton House and the Greek Orthodox Church, are also home to many other organizations and businesses. It is important that we show respect for our neighbors at all times. One way that we will do this is by refraining from entering areas that are used by our neighbors, including public areas outside of the buildings. The Dean of Students will share specific guidelines with students.

Computer and Internet Use

All students will be assigned a Chromebook for their use at school and home. Students will be personally responsible for the care of the Chromebook and charger, and financially liable for any damage or loss due to negligence on their part. Students who need to borrow a Chromebook for all or part of a day are required to hand in their phone at the front desk until the Chromebook is returned. Students who do not respect school policy and practices will lose these privileges.

Students who wish to use the computer network must sign an agreement that indicates that the student will abide by the computer use policy. Failure to comply with the "Acceptable Use and Internet Safety Policy" may result in denial of computer access. Students agree to not only follow the rules of the policy, but also to report any misuse of the network by any other individual. Use of the Internet must be in support of education and research and consistent with the educational objectives of NRCS. *Students need to remember that the computer network and the Internet are a privilege, not a right.*

Students are not allowed to go to inappropriate sites, play computer games (without permission), send or receive Instant Messages, or use Chat Rooms on school computers at any time during school except for lunch. School administrators will monitor student Internet use and intervene with appropriate consequences when guidelines are not followed. Use of the computer to harass any individual or cause harm of any kind will lead to serious consequences up to and including expulsion. Students who do not adhere to this policy will lose their computer privileges. NRCS reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of New Roots Charter School, and no user shall have any expectation of privacy regarding such materials.

Any user who violates this policy shall, at a minimum, have his or her access to the computer network and Internet terminated. A user violates this policy by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated.

Acceptable Use Policy for New Roots Charter School

Introduction

The School's Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms, instant messaging (IM), peer-to-peer P2P, and other forms of direct electronic communications or equipment provided by the School (the "network."). It also covers any outside equipment that uses the School's network to access the Internet or internal resources.

Only current students, employees, or authorized guests are authorized to use the network.

The School will use technology protection measures to block or filter, to the extent possible, access to obscene, pornographic, and harmful material to minors over the network. The School reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of School property, network and/or Internet access or files, including email.

The School will qualify students using the computer network and Internet access at the beginning of each school year with a signed AUP. Once signed, the permission/acknowledgement page remains in effect for that year, unless revoked by the parent, or the student loses the privilege of using the School's network due to violation of the policy or is no longer a student of this School.

Unacceptable Uses of the Computer Network or Internet

The following are examples of inappropriate activity, but the School reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the School, students, employees, schools, network or computer resources, or (2) that expend School resources on content the School in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by School as inappropriate.

Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information, the use of anonymizing software, or copyrighted materials;

Criminal activities that can be punished under law;

Selling or purchasing illegal items or substances;

Obtaining and/or using anonymous email sites; spamming; spreading malware;

Causing harm to others or damage to their property, such as:

1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
4. Using any School computer to pursue "hacking," internal or external to the School, or attempting to access information protected by privacy laws; or
5. Accessing, transmitting or downloading large files, including torrents, "chain letters" or any type of "pyramid schemes".

Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or computer networks, such as:

1. Using another's account password(s) or identifier(s);
2. Interfering with other users' ability to access their account(s); or
3. Disclosing any user password or network resource password/key to others or allowing them to use another's account(s).

Using the network or Internet for commercial purposes:

1. Using the Internet for personal advertising, promotion, or financial gain; or
2. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

Student Internet Safety

1. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
2. Students shall not meet in person anyone they have met only on the Internet; and
3. Students must abide by all laws, this Acceptable Use Policy and all School security policies.

Penalties for Improper Use

The use of a School account and the School network is a privilege, not a right, and misuse will result in the restriction or cancellation of that privilege. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from School employment, or criminal prosecution by government authorities. The School will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer

The School makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the School's network are to be borne by the user. The School also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the School, its affiliates, or employees.

Bikes, Roller Blades, Skateboards

NRCS students are permitted to use bikes, scooters, roller blades, or skateboards to travel to and from school with parent permission. They may not be used on the grounds of the school (meaning "don't have the scooter/skateboard/bike/etc. between you and the floor, including attempts to do stunts or tricks") unless for specific academic classes that require such equipment. These possessions must be secured by the student with care, as the school will not assume responsibility for lost or stolen property. Skateboards can be checked in at the front desk for storage for the day.

Food, Gum, and Drinks

Food and snacks can create stains and residue that draw insects or pests, and they are not typically permitted in the hallways or classrooms. Breakfast is available through our Farm to School Program before school begins in the morning, and lunch is served in the Greek Orthodox Church social hall during the lunch hour. On rare occasions food snacks will be permitted for special events in classroom areas as arranged by staff (e.g., birthday or holiday celebrations), but not during any other time period except when explicitly permitted by teachers. Students are expected to clean up and throw out any wrappers or residue from eating. Water and clear beverages such as tea are permitted in the classrooms with the teacher's permission as long as they do not cause a potential for damage or disruption. Soft drinks and power drinks are not allowed. No liquids, including water, are ever allowed near computers. Student violations of the food and drink policy may result in lunch detention or other consequences. Repeat violations will result in increasing consequences.

Lockers

Students will have an opportunity to store their belongings in a locker. These spaces are issued for the use and convenience of students, but they remain the property of the school. It is the responsibility of the student to keep his or her locker clean. Students are strongly encouraged not to bring items of significant value to school, or carry them on their person.

The Principal and Dean of Students have the authority to search student cubbies or lockers and any items in the cubby or lockers such as book bags, coats, etc. Students will be held accountable for the contents of their lockers.

Lunch Program

Lunch

All New Roots students receive free lunch and breakfast at New Roots Charter School! To access this benefit, students will be provided with food accounts. This account is only available for school service lunches and breakfasts. To ensure a quick pace at the checkout, students are to enter their assigned personal pin code to receive breakfast or lunch.

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 crew leader for help in doing so.

All students will be supplied with a Chromebook for school use. The Chromebook is the property of the school. Families are responsible for loss or damage to the Chromebook or charging cord.

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..