

rootedschool vancouver



Student and Family Handbook

Rooted School Vancouver

2023 - 2024

NOTICE OF NONDISCRIMINATION

Rooted School Vancouver (RSV) does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. Additionally, RSV will offer classes in career and technical education program areas, such as Computer Information Systems and Digital Communications, under its open admissions policy. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs.

The following employee has been designated to handle questions and complaints of alleged discrimination:

Steven Carney / Executive Director / School Leader

Mailing Address: 10401 NE Fourth Blvd., Suite 201, Vancouver, WA 98662

Physical Address: 10401 NE Fourth Blvd., Suite 201, Vancouver, WA 98662

Email: steven@rootedschoolvancouver.org

Table of Contents: Welcome to Rooted!

| | |
|---|----|
| The Mission and Values of Our School | 5 |
| Commitment to Equity and Anti-Racism | 6 |
| Rooted School Vancouver Contact Information | 7 |
| Daily Schedule for 2023-24 | 8 |
| School Year Calendar 2023-24 | 9 |
| Rooted School Vancouver Academics | 10 |
| Empowerment | 11 |
| Project-Based Learning (PBL) Model | 11 |
| Assessments | 12 |
| Assessments Continued | 13 |
| Rooted School Vancouver Requirements | 14 |
| Progress monitoring | 14 |
| Grades | 15 |
| Inclusionary Learning Model | 15 |
| Student Activities | 15 |
| School Supplies | 15 |
| Communication | 15 |
| Phone calls to Parents | 15 |
| Attendance Texts | 15 |
| Meetings | 16 |
| Information Release | 16 |
| Lost and Found | 16 |
| Visits | 16 |
| Procedure for Addressing Parent/Family Concerns | 16 |
| Behavior Policies | 17 |
| Telephone Use | 17 |
| Internet & Mobile Device Safety | 17 |
| Cell Phone Use | 17 |
| Personal Property | 18 |
| Toys, Electronic Games, Beepers, Key Chains, and Sports Equipment | 18 |
| Behavior Expectations outside of the Classroom and School | 18 |
| Food and Drink | 18 |
| Graduate Discipline Plan | 19 |
| Student Behavior Restorative Practices | 19 |
| Level 1 Behaviors | 20 |
| Level 2 Behaviors | 20 |
| Level 3 Behaviors | 21 |
| Level 4 Behaviors | 22 |
| Desired Outcomes | 23 |
| Expulsions | 23 |

| | |
|---|----|
| Dress Code | 24 |
| Student Assistance Team (SAT) | 25 |
| School Operations | 25 |
| School Calendar and Hours of Operations | 25 |
| School Calendar and Emergency Closure Procedure | 25 |
| Hours of Operation | 26 |
| Arrival & Dismissal | 26 |
| Arrival Procedures | 26 |
| Dismissal Procedures | 26 |
| Pick-up Dismissal | 27 |
| Transportation Procedures | 27 |
| Attendance Policy | 27 |
| Excused Absences | 27 |
| Truancy Standard | 28 |
| Tardiness | 28 |
| Departing Early | 29 |
| Attendance Codes | 29 |
| Closed Campus | 29 |
| School Visitor Policy | 29 |
| Student Birthday Celebrations | 30 |
| Emergency Procedures | 30 |
| Rooted School Vancouver Board of Directors | 30 |
| Health and Wellness | 31 |
| Family Liaison | 31 |
| Community Liaison | 31 |
| School Meal Program | 31 |
| Fire Drills | 31 |
| Review of Student Management | 31 |
| Handbook Acknowledgement Form | 32 |
| Rooted School Values Code | 33 |
| Student Rights | 34 |
| Rooted School Vancouver Student Code of Conduct | 35 |
| Technology Access Agreement | 36 |
| Technology Responsible Use and Safety Agreement | 37 |
| Technology Responsible Use and Safety Agreement Continued | 38 |
| Fiscal Responsibility | 39 |

The Mission and Values of Rooted School Vancouver (RSV)

Mission Statement

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

The Rooted Promise

We exist to see our students *financially free*.

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

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

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

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

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

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

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

Rooted Values

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

Preparation: *We are prepared.*

Hospitality: *We put people first.*

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

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

Commitment to Equity and Anti-Racism

At Rooted School Vancouver, we wholeheartedly believe in the fundamental principle of equity, where each individual is recognized, respected, and valued for who they are. We believe that the path to financial freedom should be accessible to all students regardless of their race, ethnicity, socioeconomic status, gender, or background.

As part of our commitment, we strive to cultivate an inclusive and diverse environment where everyone feels safe, seen, and validated. We aim to celebrate differences and ensure they are recognized as a strength that can enhance our learning, teaching, and working environment. We believe in breaking down barriers and building bridges, promoting understanding and embracing change.

To this end, we are firmly committed to anti-racism in our teaching practices, curriculum, student services, and administrative procedures. We acknowledge that racism and other forms of discrimination exist, and we actively work to combat these. We continuously engage in self-reflection, education, and action to challenge systemic racism both within and beyond our school community.

We are dedicated to preparing our students to live in a diverse world, fostering empathy, understanding, and respect. To uphold this commitment, we ensure all our staff members are trained and equipped to handle matters of equity and anti-racism, as we believe that creating an equitable and anti-racist environment is a shared responsibility.

We are all learners in this journey, and as a learning community, we encourage open conversations and active engagement in issues of social justice, equity, and anti-racism.

Our commitment to equity and anti-racism is not just a statement—it is a continuous action that is integral to our mission and values. We invite our entire community—students, families, staff, and partners—to join us in this important work as we create personal pathways to financial freedom for all students.

Rooted School Vancouver Contact Information

| Person or Department | Phone | Email |
|--|---------------------|---------------------------------------|
| Front Office | 360-524-2842 x 1 | frontoffice@rootedschoolvancouver.org |
| Attendance Line | 360-524-2842 x 2 | frontofice@rootedschoolvancouver.org |
| Steven Carney, School Leader/Executive Director | 360-200-8974 | steven@rootedschoolvancouver.org |
| Sandra Yokley, Director of Operations | 360-200-8979 | sandra@rootedschoolvancouver.org |
| Eduardo Herrera, Director of Technology, Technology Coach, and Multilingual Support | 360-499-6804 | eherrera@rootedschoolvancouver.org |
| Dylan Rossi, Student Success / Special Education / MTSS Coordinator | 360-499-6830 | drossi@rootedschoolvancouver.org |
| Angie Lundgren, Operations Manager in Training and Front Office Manager | 360-499-6686 | alundgren@rootedschoolvancouver.org |
| Jamie Henneman, Mathematics Teacher | 360-499-6843 | jhenneman@rootedschoolvancouver.org |
| Logan Froerer, Humanities Teacher | 360-499-6890 | lfroerer@rootedschoolvancouver.org |
| Janessa Ocon, Science Teacher | 360-499-6837 | jocon@rootedschoolvancouver.org |
| Eduardo Torres, Community Liaison | 360-600-3537 | etorres@rootedschoolvancouver.org |

Daily Schedule for 2023-24

Bell Schedule Subject to Change

| Early Release (Fri) | | Regular Schedule (M-Th) | |
|---------------------|----------------------|-------------------------|-----------|
| 8:25 - 8:30 | Arrival | 8:25 - 8:30 | Arrival |
| 8:30 - 9:05 | Period 1 | 8:30 - 8:50 | Advisory |
| 8:05 - 9:40 | Period 2 | 8:50 - 9:43 | Period 1 |
| 9:40 - 10:15 | Period 3 | 9:43 - 10:36 | Period 2 |
| 10:15 - 10:50 | Period 4 | 10:36 - 11:29 | Period 3 |
| 10:50 - 11:25 | Period 5 | 11:29 - 12:22 | Period 4 |
| 11:25 - 12:00 | Period 6 | 12:22 - 12:52 | Lunch |
| 12:00 - 12:35 | Period 7 | 12:52- 1:45 | Period 5 |
| 12:35 | Dismissal with Lunch | 1:45 - 2:38 | Period 6 |
| | | 2:38 - 3:30 | Period 7 |
| | | 3:30 | Dismissal |

ROOTED SCHOOL VANCOUVER

2023-2024 CALENDAR

| AUGUST 2023 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

(2 Days)

| SEPTEMBER 2023 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

(20 Days)

| OCTOBER 2023 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

(21 Days)

| NOVEMBER 2023 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

(18 Days)

| DECEMBER 2023 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

(11 Days)

| JANUARY 2024 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

(21 Days)

IMPORTANT DATES

- Aug 28th & 29th Student & Family Orientation (Mandatory)
- Aug 30th: First Day of School
- Sep 4: Labor Day (No School)
- Sept 7 Open House
- Oct 13: Teacher In-Service Day (No School)
- Nov 10: Veterans Day (No School)
- Nov 13-16: Parent Conferences
- Nov 22-24: Thanksgiving Holiday
- Dec 18-Jan 1: Winter Break (Front Office Closed)
- Jan 1: New Year (No School)
- January 15: Martin Luther King, Jr. Day (No School)
- Feb 2: Semester Break (No School)
- Feb 19: Presidents' Day (No School)
- March 15: Snow Make Up Day (No School)
- April 1-5: Session Break
- May 24: Snow Make Up Day (No School)
- May 27: Memorial Day (No School)
- June 19th: Juneteenth (No School)
- June 21: Last Day of School (Early release)
- June 24: Snow Make Up Day (No School)
- June 25: Last Day for Teachers

| FEBRUARY 2024 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | | |

(19 Days)

| MARCH 2024 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

(20 Days)

| APRIL 2024 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

(17 Days)







| MAY 2024 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

(21 Days)

| JUNE 2024 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

(14 Days)

| JULY 2024 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| | |
|---|---|
|  | First Day / Last Day of School |
|  | Professional Development for Staff (No School) |
|  | 9th Grade Orientation |
|  | Breaks / Holiday (No School) |
|  | Parent Conferences |
|  | Early Release (Prof. Practice / Leave to Learn) |

Semester 1: August 30 - Jan 31 (93 Days)

Semester 2: Jan 29 - June 21 (91 Days)

Total: 184 Days

Rooted School Vancouver Academics

A distinct aspect of Rooted School Vancouver's approach is the inclusion of **Rooted School Scholar Exhibitions**. These events are an integral part of our curriculum and supplement the regular program credit requirements, attendance obligations, and state testing prerequisites.

Exhibitions provide students an opportunity to:

1. **Showcase Learning:** Students demonstrate their understanding and mastery of a project or topic in a real-world context.
2. **Develop Key Skills:** The process fosters critical 21st Century Skills, including collaboration, critical thinking, and communication.
3. **Boost Engagement:** Knowing their work will be showcased enhances student engagement and motivation.
4. **Receive and Reflect on Feedback:** Exhibitions enable students to gain insights from various perspectives, promoting self-reflection and continuous improvement.
5. **Build Community Connections:** By inviting community members, students recognize the broader societal relevance of their learning.
6. **Holistic Assessment:** Exhibitions serve as a form of holistic and authentic assessment, considering the learning journey leading to the final product.

These exhibitions, coupled with **participation in state-mandated assessments** (Smarter Balanced Assessments, WCAS, iXL, Achieve 300, ACT), provide a balanced academic experience that equally emphasizes mastery of academic curriculum and development of 21st Century Skills and Workforce Skills..

At Rooted School Vancouver, we believe in providing a holistic education that prepares our students not only for further academic pursuits but also for the workforce. Hence, we place equal emphasis on the development of 21st Century Skills (such as collaboration, critical thinking, and communication) and Workforce Skills (like problem-solving, adaptability, and cultural competence), alongside our academic curriculum. Our Scholar Exhibitions serve as integral experiences for fostering and demonstrating these essential skills, preparing our students for success in a diverse, ever-changing world.

| | |
|---|-------------|
| English <ul style="list-style-type: none">● 9 English I● 10 English II● 11 English III● 12 English IV | 4.0 credits |
| Mathematics <ul style="list-style-type: none">● 9 Algebra I● 10 Algebra II● 11 Geometry● 12 Probability/Statistics | 4.0 credits |
| Social Studies <ul style="list-style-type: none">● 9/10 World History● 11 US History | 4.0 credits |

| | |
|---|-------------------|
| <ul style="list-style-type: none"> ● 12 Civics and Contemporary World Problems | |
| Science <ul style="list-style-type: none"> ● 9 Earth and Space Science ● 10 Biology ● 11 Chemistry ● 12 Physics | 4.0 credits |
| World Language <ul style="list-style-type: none"> ● Spanish | 2.0 credits |
| Art | 2.0 credits |
| Career and Technical Ed (CTE) | 1.0 credit |
| Physical Education 9/10 PE | 1.5 credits |
| Health 9 Health | 0.5 credits |
| Electives <ul style="list-style-type: none"> ● Technology | 4.0 credits |
| TOTAL | 27 credits |

C-Prep (College and Career Prep)

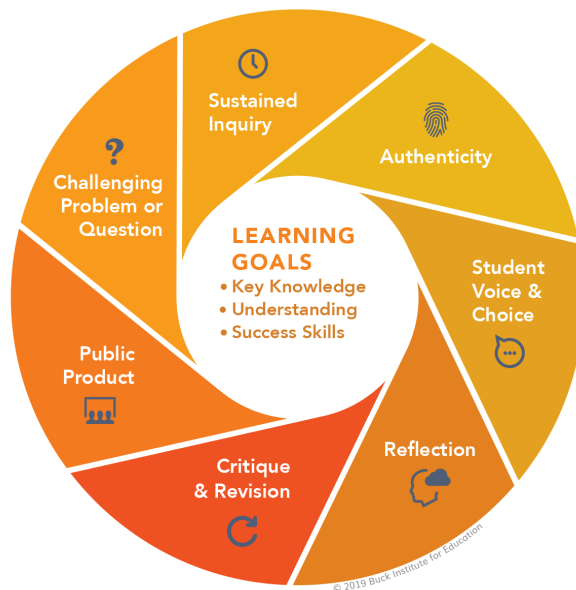
C-Prep is a valuable addition to our school schedule, providing a built-in intervention time for students to access their teachers and receive academic support. This block is dedicated to fostering advocacy, self-advocacy, and agency, allowing students to actively engage in their educational journey. During this time, students can work on current academic standards, seek clarification, get tiered interventions and support, or revisit topics as needed. Additionally, the block offers activities designed to develop 21st-century skills essential for success in the workforce. Through collaborative projects, critical thinking exercises, and problem-solving tasks, students will enhance their communication, creativity, and collaboration skills. The Empowerment Block empowers students to take ownership of their learning, build essential skills for the future, and access the support they need to thrive academically.

Project-Based Learning (PBL) Model

Rooted School Vancouver is a school that uses PBL to develop, implement, and integrate a multi-disciplinary curriculum for students. The fundamentals of PBL are outlined in the graphic below. As students work through their coursework at Rooted, they will use PBL as the lens for their educational experience.

Gold Standard PBL

Seven Essential Project Design Elements



Assessment

Overview:

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

| Assessment | Value of Assessment | Timing |
|---|--|-------------------------------------|
| IXL Mathematics Proficiency and Growth Assessment | <i>Safety net:</i> Your way to know your level of mathematics proficiency and how much you grow in a given year | 3 times per year, every grade level |
| <p>We give a round of “safety net” assessments when you first start school. This is a quick way to make sure that you are ready for high school coursework. Questions are straight-forward math problems, reading fluency. (If any assessment shows support is needed, we will put a plan in place and the assessment will follow your plan.)</p> | | |

| | | |
|---|--|--|
| Badge Assessments and Portfolios | <i>Quality-assurance:</i> Your way to know that you have mastered all of the standards for both college and career readiness. | Each course consists of multiple badge assessments. Each course may require a portfolio submission at Rooted School Vancouver. |
| <p>This is how we know that you have mastered all the standards. We can also use this assessment to learn where we need to improve your curriculum and support. Each course has about five badge assessments. They require short answers, essays, performance tasks, and research projects directly aligned to state-, national-, and Rooted standards for success in college and a tech career.</p> | | |
| Smarter Balanced (SBA) Assessments (ELA & Math) & Washington Comprehensive Assessment of Science (WCAS) | <i>Quality-assurance:</i> Your way to see how you measure up against the state’s expectations in ELA, MATH, and SCIENCE courses. | Grade 10: ELA and Math Grade 11: Science |
| <p>This is the state’s way to know that you have mastered certain standards and have met the state’s graduation requirement. Exam format includes multiple-choice, short answers, and essays.</p> | | |
| American College Test (ACT) | <i>Quality-assurance:</i> Your way to know how your performance compares to other students from across the country. | 4+/year PCL 1-4 students |
| <p>It’s always interesting to see how Rooted students stack-up against the rest. Colleges require this information with your application and it is another way that the state can determine if we (Rooted School Vancouver) are doing our job. ACT practice tests are given in grade 9 and 10. The official assessment is in grade 11 + 12. ACT tests include multiple-choice and essay questions.</p> | | |
| Achieve 3000 | <i>Quality-assurance:</i> Your way to know exactly how much your reading ability (speed, understanding, and difficulty level) is improving. | 3/year |
| <p>We use this data to customize your reading supports. This is also how we know that your reading ability meets the demands of college coursework – you must exceed lexile level 1185 before you graduate. Achieve3000 assessments measure reading Lexile level. In addition to three assessments each year, you will be able to see your growth each month by the work you complete on a daily basis. Monthly progress reports measure reading Lexile level growth. The assessment includes leveled reading passages followed by multiple choice questions.</p> | | |

Rooted School Vancouver Requirements

Progress Monitoring

Overview:

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

Reading Fluency and Comprehension: Achieve3000

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

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

American College Test: ACT Aspire

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

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

Rooted Badge Assessments

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

Grades

The primary purpose of grading at Rooted School Vancouver is to clearly, accurately, consistently, and fairly communicate learning progress and achievement to students, families, postsecondary institutions, and prospective employers. Grades ensure important stakeholders (students, families, teachers, counselors, etc) have detailed information needed to make important decisions about a student's education. Grades will be reported at the end of each semester term for all students. Progress notices will be sent twice during each term at the conclusion of six weeks and twelve weeks. No course required for Rooted School Vancouver graduation is eligible for a credit/no credit option.. For more frequent grade updates consult the teacher directly.

Inclusionary Learning Model

All classes at Rooted School Vancouver include all populations of learners, both with or without disabilities. Classroom teachers and special education teachers collaboratively plan for our learners with disabilities and use methods such as curriculum and performance based assessments, parallel instruction (differentiation), instructional adaptations, cooperative/collaborative learning and other accommodations allowed through the individualized education plan (IEP). All delivery of specially designed instruction and accommodations takes place in our inclusive classrooms.

Student Activities

Throughout the year, students have the option to engage in a variety of student activities, which take place both on and off Rooted School's campus. To participate in these activities, students must be in good cultural and academic standing, and pay a \$50 student activities fee (\$10 per academic session). Parents may submit this payment to the front office in a lump sum at the start of the school year, or at the start of each academic session. This fee must be paid by cash or money order only.

Additional activities may be scheduled at the discretion of our team, participation in these events may require an additional fee. All fees required will be detailed in writing before the event commences.

School Supplies

Given a majority of work students engage in at Rooted School Vancouver is done on a laptop or desktop computer, Rooted School Vancouver does not require students to bring supplies to school. **All students, however, must bring a pair of working headphones that can plug into their school laptop to school each day in order to be prepared for learning (NOT iphone headphones).** If families would prefer to purchase headphones through the school, they are available for purchase through the front office. **We believe it's a best practice if students bring a writing utensil with them each day, though we can provide this if students are in need.**

Communication

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

Bi-Monthly Newsletter: Once every two weeks, Rooted School Vancouver sends a newsletter to students and families over email. The newsletter contains school announcements, upcoming events, calendar updates, and school schedule reminders. Please read the newsletter carefully as it includes important updates.

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

Attendance Texts: Students and families will receive a text message alert whenever the student is marked absent in school.

Meetings: If the school requests a meeting with you and your student, we need to discuss something important with you. We ask you to honor the scheduled meeting time and arrive **on time**. If you would like to schedule a meeting with teachers, please call the front office (360) 524-2842 to schedule a meeting or reach out directly to the teacher via email.

Information Release

Certain information is defined by the federal Family Rights and Privacy Act as “directory information”. This law says that schools may release information about students unless the parent/guardian requests in writing that such information may not be released. Directory information includes: student name, address, phone number, date/place of birth, field of study, participation in activities, dates of attendance, honors and awards received, previous school attended, photographs, video footage. The school will not release directory information for commercial purposes or purposes not related to conducting school business. Occasionally, photographs of students may be taken for use in news media or school publications. Parents should notify the school in writing if they do not want their student to appear in a photograph or on film.

Lost and Found: We maintain a lost and found for clothing and other items that students bring to school. Because lost items accumulate faster than they are claimed, we must periodically donate the excess to charity if not claimed.

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

Procedure for Addressing Parent/Family Concerns

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

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

***Note:** The front office voice mail is checked on a regular basis. Based on the urgency of your message, a Rooted staff member will return your call within 48 hours (on business days). The following information will help us return your call in a timely manner:

-Name of student -Your name -Your phone number -Reason for your call

***Please Note:** While Rooted School Vancouver teachers do make their school phone numbers available to their student's family, there are times during the day when they are not available to take phone calls such as during class time or after 4:00pm. Any urgent message left for a Rooted School Vancouver teacher will be returned within 48-72 hours (on business days).

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

Behavior Policies

Telephone Use

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

Internet & Mobile Device Safety

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

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

Cell Phone Use

Cell phones are permitted at school. However, cell phones are **not permitted during instructional time** - unless instructed otherwise by a teacher. Students who use cell phones during instructional time without permission may have their phones confiscated for the class period, or entire school day. Parents who allow their student to bring a phone to school accept the responsibility of loss or damage to the phone. If a phone is confiscated three

times from the same student, the student will lose the privilege of having their phone in school, and the student will be required to turn the phone in at the start of the day, and pick it up at the end of the day. If a student takes unsafe or egregious action with their phone, the School Leader may escalate the concern and require the student to turn the phone in at the start of the day to the front office, and pick it up before dismissing each day. **The school will not be responsible for broken, lost, or stolen phones (even if it is being held by a member of the school staff).**

Personal Property

Students may need to bring personal property into the school. Some of this property may be valuable or delicate, making it difficult or costly to replace. The school will do everything it can to protect a student's personal property; however, the final responsibility to safeguard personal property rests with the student. The school cannot be held responsible for the security, damage or loss of personal property. Students who find lost items are to bring the articles to the main office so that the owner may claim them.

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

Behavioral Expectations Outside of the Classroom and School

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

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

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

Food and Drink: All eating and drinking at Rooted School Vancouver needs to be done in designated areas only. Please follow the below guidelines:

- Appropriate areas to consume food and drink are in the Community Commons, in outside courtyards or in a classroom under the supervision of the teacher.
- Students who are permitted to eat in an instructional area are fully responsible for any mess left as a result.
- There is no food or drinks allowed near computers or technological equipment.
- Students are not permitted to be in the parking lots during lunch time.
- All students are prohibited from drinking or possessing high energy drinks at school. High energy drinks will be confiscated and not returned.
- No deliveries will be allowed from a food delivery service during the school day.

Graduated Discipline Plan

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

We believe that:

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

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

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

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

| Level | Response | Description |
|---------|-----------|--|
| Level 1 | Redirect | <ul style="list-style-type: none">● A student causes a minor disruption to the learning environment.● The teammate quickly redirects the student to meet the expectations. |
| Level 2 | Reflect | <ul style="list-style-type: none">● A student causes a significant disruption to the learning environment and/or repeats Level 1 behaviors after redirection.● The teammate reestablishes the focus of the class and engages in a hallway conversation to reflect with the student on their decisions and behavior.● This behavior is logged in Skyward. |
| Level 3 | Reach Out | <ul style="list-style-type: none">● A student causes a disruption to the learning environment that breaches safety and/or repeats Level 2 behaviors after redirection and reflection.● The teacher refers the student to the School Environment Team through a Skyward referral and reestablishes the safety and focus of the class. |

| | | |
|---------|-------|---|
| | | <ul style="list-style-type: none"> ● The Culture Team member reflects with the student and plans next steps including communication with families and mentors. ● A repair is scheduled and facilitated with teammates and students directly involved. |
| Level 4 | Reset | <ul style="list-style-type: none"> ● A student causes a significant breach in safety and/or repeats Level 3 behaviors after interventions. ● The teacher refers the student to the Culture Team and reestablishes the safety and focus of the class. ● The administrator considers suspension or expulsion, plans next steps, and communicates with families and mentors. ● This behavior is logged in Skyward as needed. |

Level 1 behaviors - Redirect

Student behaviors:

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

Desired outcomes:

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

Level 2 behaviors - Reflect

Student behaviors:

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

Desired outcomes:

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

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

- Create a safe and non-disruptive space to have the conversation with the student(s) who broke/did not meet the expectation while ensuring that other students can work productively.

- Use Effective Questioning with these students (see below). The purpose of this conversation is to shift the focus of the student to a reflective and empathetic mindset so that he or she can then speak to anyone affected and repair the harm that was done.

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

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way have they been affected?
- What do you think you need to do to make things right?

Questions to use with those affected:

- What did you think when you realized what had happened?
- What impact has this incident had on you or others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

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

Level 3 behaviors - Reach Out

Student behaviors:

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

Desired outcomes:

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

Best practices - Using the discipline tracker:

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

This serves several purposes:

- If patterns emerge, more specific student intervention plans can be created.
- If behavior escalates, we have a record of interventions that were attempted.
- This data can also be used to help compare patterns across sites, grade levels, and teachers to learn best practices around keeping students actively engaged in class.

- Discipline referrals are shared with parents on a regular basis and can be requested by a parent at any time.

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

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

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

Level 4 Behaviors: Reset

Student behaviors:

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

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

| | |
|--|--|
| | <ul style="list-style-type: none"> ● Harassing, threatening, or intimidating a student who is a complaining witness or witness in a school disciplinary proceeding ● Hazing (engaged or attempted to engage in) ● Aiding or abetting the infliction of physical harm on another person ● Making terrorist threats ● Sexual harassment ● Hate violence (caused, threatened to cause or participated in) ● Harassment or intimidation of a student or group of students |
|--|--|

Desired Outcomes:

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

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

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

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

Expulsions:

Rooted School Vancouver uses the expulsion process found in Rooted School Vancouver Board policy and procedure 3241.

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

Dress Code Vision

Our students will be learning and working in a 21st Century environment. Rooted aims to encourage the freedom of choice and individuality. For the dress code, this is an intentional process. Students will begin their year with training on professional dress in the workplace and school-appropriate attire.

See below for a definition of school-appropriate attire.

Dress Code Policy: All Students

Any of the following are permitted at Rooted School Vancouver:

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments, waistbands and bra straps excluded.
- Fabric covering all body parts must not be see-through.
- Headwear must allow the face to be visible and not interfere with the line of sight to any student or staff.
- Hoodies must allow the students face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.
- Specialized courses may require specialized attire.

Internship Dress Code

- **Shirts:** Official Rooted polo, Rooted T-shirt, OR any school-appropriate shirt
- **Outerwear:** Students may wear a Rooted hoodie, or any school-appropriate outerwear
- **Pants:** Any color pants that extend from waist to ankle (no cargo pants, shorts, skirts, skorts, jumpers, pajama pants, or capris)
- **Belt:** Any color
- **Shoes:** Tennis Shoes/dress shoes/loafers of any color (no boots, sandals, moccasins, clogs, or open toe shoes)

Baseline Rule

Rooted School Vancouver encourages students to practice dress standards that will be needed in the future for the workplace.

School-Appropriate Attire and Other Guidelines*

The following guidelines are required for school-appropriate attire:

- **Logos, designs, emblems, insignias:** No logos, emblems, designs, or insignias of any kind that represent drug paraphernalia, sexual themes, violence or weapons, profanity or anything deemed inappropriate for a school or professional setting will be permitted. No apparel that indicates gang affiliation as reported by the Gang Task Force and/or law enforcement agencies (students may not possess bandanas, bandana print, etc.) is allowed.
- **Fit:** Clothing must fit appropriately. Excessively baggy or tight pants, shirts, etc. are not allowed. Clothing that exhibits a bare midriff or undergarment is not allowed.
- **Holes in clothing:** Students may not wear articles of clothing with holes.
- **Head coverings:** While not explicitly prohibited, students may be asked to remove head coverings in academic spaces.*
- **Shoelaces:** Students are expected to have shoelaces tied at all times.

- **Inside the Classroom:** Wearing trench coats, gloves, hanging belts, or sunglasses inside school buildings are not allowed.

Note: In working with Rooted School Vancouver partners through internships, work-based learning experiences, field trips, etc, students may be required to adapt their uniform in accordance with the partner's dress code.

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

Student Assistance Team (SAT)

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

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

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

Parents are expected to cooperate with teachers, administrators and the SAT to help their child succeed at school. Parents who are unwilling to work toward a solution may be referred to local Youth and Family Services.

SCHOOL OPERATIONS

School Calendar and Hours of Operations

School Day: 8:30a.m - 3:30p.m Monday – Thursday 8:30a.m - 12:35p.m Friday

Doors open to students at 8:20a.m.

Main Office hours: 8:00a.m - 4:00p.m Monday – Friday

On occasions, there are situations that require us to close our school offices early. We will post that information when known in advance.

School Calendar and Emergency Closure Procedure

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

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

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

Hours of Operation

Daily Schedule: 8:30AM - 3:30PM: standard academic school day

Early Dismissal: On Friday's, the school will run an early dismissal. On these days, school is dismissed at 12:35p.m. These days are marked on the school calendar and highlighted in green.

Virtual/Personalized Pathway Instructional Days: On Fridays (and other days as designated by the School Leader/Executive Director), the school will run virtual and in person personalized pathway instructional days. Virtual instruction is asynchronous unless indicated otherwise. During this time, students will be able to complete assignments and have access to their instructors via electronic means of communication. In-person programming may be offered on Rooted School Vancouver's campus or off-campus at a partner location.

Additional Changes to Hours of Operation

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

Arrival & Dismissal

Because adult supervision is not available before 8:20a.m or after 4:00p.m, Rooted School Vancouver does not assume responsibility for students who arrive before 8:20a.m or after 4:00p.m, unless they are involved in a school-supervised or faculty-directed activity. After dismissal, students who are not engaged in supervised activities will be directed to leave the school campus.

Arrival Procedures

Drop-off Arrival:

- **Opening Time for Arrival:** Rooted School Vancouver officially opens to students at **8:20a.m** each day. **We ask that students not be dropped off at Rooted School Vancouver prior to 8:20a.m.** Because they are preparing for the school day, Rooted teammates are not able to monitor students before 8:20a.m.
- **End of Arrival:** Arrival closes and the school day begins at 8:30a.m sharp.
- **Arrival Tardy Procedure:** students arriving past **8:35a.m** will be tardy and must be signed into the main office by a parent/guardian before reporting to class.

Dismissal Procedures

Dismissal Times:

- The standard academic school day officially ends at **3:30p.m.**
- Please note that there is no "beforecare" or "aftercare" available for students at this time.
- Early dismissal days officially end at **12:35p.m.**

Pick-up Dismissal:

- Parents/guardians need to be on time when picking up their students, Rooted School Vancouver is not able to provide supervision for students beyond 4:00 PM and 1:00 PM on early dismissal days. Students who are not engaged in supervised activities will be directed to leave the school campus.

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

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

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

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

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

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

- Prior to 2:00p.m on standard days
- Prior to 11:00p.m on early dismissal days

Transportation Procedures

Rooted School Vancouver offers free transportation through the use of public transportation.

Attendance Policy

See [Policy](#) and [Procedure](#) 3122

All students enrolled in Vancouver Public Schools are expected to be at school and in class on time.

Excused Absences

Absences may be excused for the following reasons (P3122):

- Illness, a doctor's note is required if a student is ill for five (5) or more days in a month, unless the School Leader, for good cause, waives the requirements;

- Health care appointments;
- Emergencies, including but not limited to, a death or illness in the family;
- Religious or cultural activities, including observance of a religious or cultural holiday or participation in religious or cultural instruction;
- Participation in a school approved activity or instructional program as approved by the School Leader;
- Deployment activities of an active duty military parent or guardian;
- Visitations for apprenticeships, technical school, post-secondary education, or scholarship interviews;

Prearranged absences that the School Leader (or designee) and parent agree upon on approved activity. The school cannot excuse absences for trips taken by students unless these trips involve direct supervision by the school or the family.

Absences must be excused by a parent within three days after the student absence in one of the following ways:

- Call the attendance line at 360-524-2842 x 2, or
- Send an email to frontoffice@rootedschoolvancouver.org; or
- Enter the absence into Skyward Family Access; or
- Send a written note to the main office

If a student is eighteen (18) years or older, or is legally emancipated, the procedures for the parent in this regulation may be exercised by the student.

It is the responsibility of the student or parent to arrange for any needed make-up work.

Unexcused absences will result in an automated phone call notifying the parents of the absence.

Truancy Standard

- Children between the ages of 8 and 18 years of age are required to attend school. Truancy is when a student is not in school and the absence is unexcused.
- After three (3) unexcused absences, the school will schedule a conference with the student and parent.
- Not later than the student's fifth (5th) unexcused absence in a month the school will enter into an agreement with the student and parents that establishes school attendance requirements.
- At some point after the second (2nd) and before the fifth (5th) unexcused absence, the school will take data-informed steps to eliminate or reduce the student's absences. These steps will include application of the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment by the school's designated employee. After seven (7) unexcused absences in a month, or ten (10) in a year, the student will be referred to the Office of Student Welfare and Attendance to file an initial petition with the court.

Tardiness

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

A student is tardy when he/she enters the classroom after the tardy bell and within the first fifteen (15) minutes of class time. It is considered an unexcused absence if the student is more than fifteen (15) late to class and will be marked with the code of "V" in the attendance. Teachers will address the first four tardies before referring to administration for disciplinary action.

- 1st tardy: Warning
- 2nd tardy: Warning and parent contact
- 3rd tardy: Detention with teacher with parent notification
- 4th tardy: Detention with teacher or security with parent notification
- 5th tardy and above: Referral to school leadership

Departing Early

- Students are expected to remain on campus from the time of arrival until excused.
- Students who need to check out early for illness or appointments must report to the attendance office BEFORE leaving campus. Failure to do so will result in truancy, regardless of later returning to school with a note from a parent. Parents coming to pick students up from school must check in at the main office.
- Students who are eighteen (18) may sign themselves out, but unless they are legally emancipated, parents will be contacted to ensure the safety of the student.

Attendance Codes:

U-Unexcused Absence

T-Tardy

V-Student arrived more than 15 min late or departed more than 15 min early

D-Departed Early

O-Discipline related absence

I-In-school suspension

S-School excused absence

E-Excused Absence

Closed Campus

Rooted School Vancouver is designated a “closed campus” which means students CANNOT leave the school grounds once they have arrived, even if first period has not yet started, unless they have been officially excused. Students who find it necessary to leave school must, BEFORE LEAVING, report to the Main Office for a dismissal slip once parent/guardian permission has been granted. If students are remaining on campus for an evening event they must remain under staff supervision unless parents have provided written permission for them to leave during that time.

School Visitor Policy

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

Parent/Guardian Visit Classifications and Procedures

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

Visit Procedure:

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

Visit Regulations

- To limit disruption, parent/guardian visitors may not talk to a student or a teacher while observing a class.
- For the safety of our students, parent/guardian visitors must wear a visitor name badge while in the school.
- Parents/Guardians who travel to Rooted School Vancouver to drop off items for a student or to leave a message must report to the front office where they may leave the item with the office manager for delivery.
- Parents/Guardians may not enter the Rooted School Vancouver hallway or classrooms without the presence of a Rooted School Vancouver leadership team member.

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

Emergency Procedures

All students will remain in their classrooms during an emergency. If the emergency happens during break or lunch, students are to report to their next learning block. If students are in a classroom that is to move to a prearranged area, they are to do so at the direction and supervision of their classroom teacher. Practice emergency drills will be run throughout the year.

Earthquake:

- Drop down to the floor
- Take cover under a desk, table or other furniture. If that is not possible, seek cover against an interior wall and protect your head and neck with your arms.
- If taking cover against a sturdy piece of furniture, hold to it and be prepared to move with it.
- Hold your position until the ground stops shaking and it is safe to move.
- If outdoors, move to a clear area, away from trees, signs, buildings, or downed electrical wires and poles

Fire Alarm/Drill:

When the Fire Alarm is activated, leave the classroom under the direction of the teacher. Stay with your class and move to the designated quiet assembly area. Your teacher will take roll once you are in the designated assembly area. When the "all clear" is sounded return to your classroom. Your teacher will take final attendance upon returning to the classroom.

Intruder/Lock Down:

- When an "Intruder Alert" is activated, staff will initiate lockdown procedures.
- Outside the Classroom: Report to your classroom or nearest classroom immediately or comply with the directions of the staff.
- Inside the Classroom: Move away from the windows and exit doors and remain quiet. Comply with the directions of the teacher.

Rooted School Vancouver Board of Directors

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

HEALTH AND WELLNESS

Family Liaison

For families in need of assistance from our family liaison, please reach out to the front office at frontoffice@rootedschoolvancouver.org or 360-524-2842.

Community Liaison

For community partnerships, please reach out to Eduardo Torres, Community Liaison, at etorres@rootedschoolvancouver.org.

School Meal Program

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

Packed Lunch Policy

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

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

Fire Drills

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

Review of Student Management

Rooted School Vancouver's handbook will be reviewed annually for revision or modifications to the building student management plan according to the Washington Revised Code (RCW.28A.400.110)

Rooted School Vancouver Family Handbook Acknowledgement Form

By signing below, I am stating that I have thoroughly read and reviewed the Rooted School Vancouver Family Handbook for 2023-2024 and am aware of and understand all school policies. I know that if I have questions about any of the policies in this document that I am to direct them to the main office.

Please sign and return this form to the front office.

Parent/Guardian Signature:

Date:

Student's Name:

Student's Grade: _____

Rooted School Values Code

As a student at Rooted, I pledge to value:

1. **Growth:** Continually strive for personal, academic, and professional growth. I will always push my boundaries, evolving with the ever-changing world to rise above my circumstances.
2. **Preparation:** Show up each day ready and eager to engage, knowing that preparation is a fundamental step toward achieving my goals. I commit to developing skills necessary to thrive in the in-demand job sectors.
3. **Hospitality:** Embody compassion, respect, and inclusivity in every interaction. I acknowledge that every person deserves to be seen, heard, and valued and I will strive to ensure that my actions reflect this principle.
4. **Excellence:** Persistently pursue excellence, challenging what's perceived as possible. I will not settle for average but instead aim to excel in the field of technology and beyond, recognizing it as a key driver of my future success.
5. **Community:** Honor and appreciate the community that has shaped me. I will use my education and skills to contribute back to my community, endeavoring to bridge talent gaps and stimulate economic growth.

And finally,

6. **Financial Freedom:** Keep my eyes set on the ultimate goal of financial freedom. I recognize that this freedom can come through various paths – be it employment post-school or further education – and I am open to exploring all options.

At Rooted, I understand that our vision is not just about personal advancement, but about uplifting the entire community. I commit to being a part of this mission, aiming to graduate with a job offer in one hand and a college acceptance letter in the other.

I promise to use my time at Rooted School to break barriers, close gaps, and build a better future for myself, my family, and my community. I am part of the solution, and this is my pledge.

Student Name: _____ Signature: _____ Date: _____

Student Rights

1. **Right to Education:** Every student has the right to a quality education that prepares them for financial freedom, in alignment with our mission.
2. **Right to a Safe and Respectful Environment:** All students have the right to a safe, welcoming, and respectful learning environment free from bullying, discrimination, harassment, and violence.
3. **Right to Fair Treatment and Equity:** Every student's right to fair and equal treatment, regardless of their race, ethnicity, socioeconomic status, gender, or background, is guaranteed as part of our commitment to equity and anti-racism.
4. **Right to Personal Growth and Preparation:** All students have the right to opportunities and resources that foster personal growth and readiness for the future, including career guidance, mentorship, and work-study opportunities.
5. **Right to Expression and Participation:** Each student has the right to freely express their thoughts, ideas, and concerns in a respectful and constructive manner, and to participate in student government, clubs, and other school activities.
6. **Right to Privacy:** We respect each student's privacy and handle personal information with utmost care, in line with our technology use agreement and applicable laws and regulations.
7. **Right to Due Process:** Students have the right to due process and fair treatment in the disciplinary process, including clear communication of the Student Code of Conduct and the opportunity for discussion and appeal.
8. **Right to Inclusion:** Every student has the right to be included in all aspects of the school community and to have equal access to extracurricular activities, clubs, sports, and all school events.
9. **Right to Be Seen and Heard:** Students have the right to express their opinions, contribute to discussions, and to be actively involved in decisions that affect their education and school life.
10. **Right to Belonging:** Every student has the right to feel a sense of belonging in our school.
11. **Right to Understanding and Empathy:** Students have the right to empathy and understanding from both staff and peers.
12. **Right to Celebrate Diversity:** Students have the right to celebrate and learn from the diverse backgrounds, cultures, and experiences present in our school community.
13. **Right to Accessibility:** All students have the right to accessible learning resources, facilities, and support services.
14. **Right to Personal Identity:** Every student has the right to self-identify in terms of race, gender, sexual orientation, and religion.
15. **Right to Authenticity:** Every student at Rooted School Vancouver has the right to be their authentic self, expressing their identity, personality, thoughts, emotions, and beliefs without fear of judgment or marginalization.

Rooted School Vancouver Student Code of Conduct

As a dedicated member of the Rooted School Vancouver community, I pledge to abide by the following Code of Conduct:

1. **Willing Learner:** I commit to being open-minded and receptive to new knowledge, always eager to learn and grow.
2. **Regular Attendance:** I will attend school regularly, understanding the importance of consistency in my education.
3. **Safe Learning Environment:** I will contribute to creating and maintaining a safe and supportive learning environment for everyone. I will remain drug and alcohol-free and will not endanger the safety of anyone at the school through weapons, threats, or other means of violence, bullying, or harassment.
4. **Respect for Our Community:** I will show respect for our diverse community, honoring its values and contributing positively to its development.
5. **Academic Excellence:** I will strive to maintain passing grades and will work to achieve my personal best in every class and school activity.
6. **Technology Use:** I will abide by the technology access agreement and uphold the expectations of responsible technology use.
7. **School Rules and Procedures:** I understand that I am expected to follow all rules and procedures applicable to students at Rooted School Vancouver.

As a member of the Rooted School community, I commit to:

1. **Responsibility:** I will be accountable for my actions and strive to be my best at all times. I will be courageous in facing challenges and receptive to feedback and new ideas. I will be truthful to myself and others and will always seek to help others succeed.
2. **Respect:** I will respect myself, others, and school property. I will ensure to be careful and safe, understanding and respectful of others' perspectives, and willing to compromise when necessary.
3. **Commitment to Learning:** I will always be ready to participate, willing to explore new concepts, ready to share ideas, and innovative in my approach to learning.

By upholding this Code of Conduct, I contribute to making Rooted School Vancouver a place of growth, respect, responsibility, and shared success.

Student Name: _____ Signature: _____ Date: _____

Technology Access Agreement

The Rooted School Vancouver computer system has been provided to support the educational programs of Rooted. The use of computers must be related to class work, projects/research under the guidance of an instructor. By logging into any computer, all students agree to abide by the Student Technology Ethics Policy 5316 as determined by the Rooted School Vancouver Board. Students using the Rooted School Vancouver computer system must first agree to, and comply with, the following guidelines:

- Conserve school resources: Agree to do your part to conserve paper, printer supplies and network file space. Delete all files from your network home directory that you no longer need. Ask the System Manager for help if you cannot print. Do not print duplicates.
- Computer use during class: During class time you must obtain a teacher's permission before using the computer, browsing the Internet or sending email.
- Access to chat rooms is prohibited.
- Games are prohibited at school or from being saved on your computer: Computer games do not belong at school. Never use the school Internet connections to download or forward games to others. Delete games that others send to you. This includes but is not limited to accessing games on Google or any other methods from your school computer.
- Copyright law: Under no circumstances are you to install, store or email executable programs using the school's computers. This extends to all executable files, including those with: exe, zip, scar, com, bat, pif extension, etc.
- Vandalism: Attempts to modify or crash the school network, workstation or equipment will be treated as acts of vandalism.
- Respecting others: Never use Rooted School Vancouver computers to convey profanity, abusive language, derision, threats, racial, cultural, religious, or sexual innuendos. Do not use someone else's school account and never allow others to use yours.
- Reprogramming your computer, the learning management system or any application on your computer is prohibited.
- Bypassing the school server is not allowed at any time.

Any violation(s) of the above rules may result in loss of computer privileges and disciplinary action. Parents do have the option of signing an opt-out form for students they do not wish to use the school's Internet.

Rooted School Vancouver 1:1 Technology Responsible Use and Safety Agreement

PURPOSE: Rooted School Vancouver may issue students a one-to-one (1:1) technology device that can be used both at school and at home as a means to promote achievement and provide flexible learning opportunities. This agreement outlines Rooted School Vancouver's expectations for students and families issued a 1:1 device. In addition to this agreement, the use of school-provided technology requires students to abide by the Rooted School Vancouver's Technology Use Guidelines as stated in the Student Code of Conduct.

Rooted School Vancouver expects that students will use school issued equipment responsibly. This agreement will help you understand the appropriate use of both the technology and school network resources. RSV also expects that students will make a good faith effort to keep their 1:1 device safe, secure, and in good working order. This agreement includes the following specific responsibilities and restrictions.

Student Expectations:

1. Charge your 1:1 device at home every night and bring it to school each day with a full charge.
2. Communicate Responsibly! Electronic communication must be conducted in a professional and academic manner, using appropriate language, and avoiding profanity and offensive or inflammatory speech.
3. Back up important files regularly. Rooted School Vancouver maintains 1:1 devices with periodic updates. Students should save files in online storage to avoid accidental loss of data. Rooted School cannot guarantee data loss will not occur and is not liable for such loss. Ask for assistance if you do not know how to backup your files.
4. Use technology for school-related purposes only. Use for commercial or political purposes is prohibited.
5. Follow copyright laws and fair use guidelines. Only download/save music, videos, or other content related to specific assignments. Do not use your device to store personal digital content.
6. Make your 1:1 device available for inspection by any administrator or teacher upon request.
7. Keep the device in its school issued case (if applicable).
8. Return the device to school promptly if you un-enroll from Rooted!

The following activities are prohibited:

1. Do not mark or deface your RSV issued 1:1 device or case. Defacing includes the use of stickers or tape.
2. Do not loan your RSV 1:1 device, charger, or cord to anyone; do not leave your device in a vehicle or unattended at any time, and do not eat or drink while using your device.
3. Do not attempt to change or bypass the internet filtering, security, network/wifi settings, or any other device settings, including the installation of games or other unauthorized software.
4. Do not attempt to access systems beyond your authorized access. This includes sharing your account password for any system with others, or using another person's account and/or password.
5. Do not attempt to locate, view, share, or store materials that are unacceptable in an academic setting. This includes, but is not limited to, pornographic, obscene, racist, graphically violent, or vulgar images, sounds, music, language, video, or other materials. The criteria for acceptability is demonstrated in the types of material made available to students in school provided learning materials & resources.
6. Do not take pictures or videos of other students or staff without their permission.

Hacking: Please note that “hacking” of any type, including the intentional introduction of malicious software (viruses), attempts to gain unauthorized network or system access, or attempts to disrupt normal network traffic, will result in school discipline and may lead to criminal charges.

Student Safety:

1. Students should not intentionally reveal or post identifying personal information, files, or communications to unknown persons through email or other means.
2. Bullying or harassment, including personal attacks or threats toward anyone using online resources, is strictly prohibited and may lead to criminal charges. If you are aware of bullying or harassment, please report it to responsible school personnel.
3. All student 1:1 computing devices are configured to filter internet content and communications at school, at home, and on any other network.
4. While internet filtering is intended to restrict access to inappropriate or non-educational content, the school cannot guarantee that students will not intentionally or unintentionally access content that may be deemed unacceptable. If you access inappropriate content on your device, report it to school staff immediately.
5. The electronic communications, activities, and files created and/or accessed on school technology are not private and are subject to being viewed, monitored, and/or archived by the school at any time.

Parental/Guardian Monitoring Responsibility:

Despite the filtering measures detailed above, parents and/or guardians assume responsibility for monitoring their student’s activity on school-issued devices and accounts during non-school hours and on non-student attendance days. Users are responsible for the appropriate use of the device and all accounts, applications, and services.

If information is collected that indicates activity outside of the acceptable use, that information will be reviewed with the student and/or parent/guardian during normal school business hours.

IMPORTANT SAFETY NOTE:

Information obtained by school officials, after school business hours, suggesting or indicating imminent danger to a person(s) will initiate a 911 report upon receiving that information. School leadership will contact the parents/guardians on the next school business day regarding the matter.

Fiscal Responsibility:

The school strives to limit the financial responsibility for families of students issued 1:1 devices. In cases of accidental damage, a 1:1 device will be repaired up to two times per year at no cost to the family. If the device is lost or stolen, and the school determines that the student is not at fault, the replacement fine is \$99.00. If a device is damaged, lost, or stolen due to willful negligence, the family may be responsible for the full cost to repair or replace the 1:1 device. A police report must be filed by the family for all devices stolen when off campus.

By signing this document, you agree to abide by the conditions listed above and assume responsibility for the appropriate and safe use and care of Rooted School Vancouver-issued technology. You understand that should you fail to comply with the terms of this agreement, access to 1:1 technology, the internet, and other digital content or services may be limited. Students may also be subject to disciplinary action as outlined in the Rooted Student Code of Conduct

As the parent or guardian of _____, my signature indicates I have read and understand this Responsible Use and Safety Agreement and give permission for my student to have access to and use school-issued technology, including access to school-provided digital educational programs, services and applications. I understand that the use of a school-issued computing device and all accounts for the related services and applications are solely for educational purposes and I have no expectation of privacy because the school has a right to monitor, inspect, copy, review, and store information transmitted or received, at any time, without prior notice.

Parent Name: _____ **Signature:** _____ **Date:** _____

As the student, my signature indicates I understand this Responsible Use and Safety Agreement and will follow these guidelines while using school technology. I understand that the use of a school issued computing device and all accounts for the related services and applications are solely for educational purposes and I have no expectation of privacy because the school has a right to monitor, inspect, copy, review, and store information transmitted or received, at any time, without prior notice.

Student Name: _____ **Signature:** _____ **Date:** _____