

Family and Student Handbook

The Community Roots School

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Mission Statement

Rooted in our local community, we learn in an authentic Montessori environment, growing as conscientious and joyful learners, inspired to lead in the world community.

Core Values

At Community Roots School our core values are fostering a **love of learning**, encouraging children to grow to be **stewards of the planet**, values of **tolerance, peace** in a community of children and their families. We strive to make CRS a place where our best human qualities are invited to shine. We learn ways to lead, grow, and lead that contribute to the larger community. We do this by:

- Meeting individual needs in the context of community
- Seeking reparation and amends instead of revenge and retribution
- Adhering to logical and natural consequences for misbehavior that are respectful, reasonable, and related to incident
- Focusing on self-improvement and problem solving rather than blaming
- Focusing on building relationships and opportunities rather than solving behavior problems
- Focusing on changing the environment to support and invite positive changes in behavior
- Viewing our children and each other as people in the process of becoming the best versions of ourselves
- Recognizing and encouraging the growth of all types of human excellence

School Goals

High Academic Achievement
Social Growth Emotional Development
Strong School Community

What is a Charter School?

A charter school is a public school operated by a group of parents, teachers, and/or community members, which is responsible to, but run autonomously from, the school district. Our "charter" is a contract between Community Roots and the Silver Falls School District. The charter spells out the school's goals, standards, accountability plan, education design and curriculum, governance and operations. Community Roots is a non-profit corporation with a volunteer board of directors.

Charter schools have access to startup and operational monies in the form of federal funding awarded through the Oregon Department of Education. Community Roots has been awarded more than \$200,000 in charter school grants to purchase equipment, instructional materials, and furnishings; provide professional training for staff; and cover other costs of starting and running an innovative educational program.

A charter school also has flexibility in staff certification. While half of the teachers must be Oregon-certified, Community Roots also employs Montessori-trained teachers, whose certification process is separate, specialized, and rigorous.

School Governance

The Community Roots School is organized as a nonprofit organization under the laws of Oregon and has received tax-exempt status under section 501(c) (3) of the Internal Revenue Code of the U.S. As a nonprofit corporation, the school is managed by a Board of Directors.

Board of Directors

The Board of Directors is composed of volunteer community members who have an interest in the Community Roots School as a unique educational opportunity. Board members have the primary responsibility for fulfillment of the school's mission and are legally accountable for its operations. The school administrator will attend all Board meetings but is not a voting member. The Board makes school policies and is fiscally responsible for the school's resources. The Board selects and evaluates the administrator.

Board meetings are held monthly. A list of current board members is available to families and on the school's website.

The main Responsibilities of the Board are as follows:

1. Dealing with the legal and financial operation of the school.
2. Hiring, evaluating and collaborating with the administrator in operating the program.
3. Developing and overseeing budgets.
4. Maintaining and implementing the school's strategic plan.
5. Making long-term plans and ensuring the Board's own succession.

ALL MEETINGS ARE PUBLIC MEETINGS. The Community Roots School Board is bound by the State of Oregon's Open Meeting Law, and Public Records Law. The only time the board can meet privately is in an executive session, and these are allowed only to discuss personnel issues or other confidential issues. At no other time can observers be asked to excuse themselves.

Site Council

The Site Council includes representatives from all stakeholder groups: parents, teachers, support staff, board of directors, students and administration. No more than half of the council may be teachers, and no more than half can be parents at the school. Each stakeholder group meets on a regular basis to identify areas of concern and suggests agenda items for the full Site Council's consideration. In this way, the Site Council ensures that everyone involved in the school has a voice in how the school grows, develops and is governed. No group is able to dominate site council decision-making, because all action decisions are made by consensus.

The main objectives of the Site Council are:

1. To provide visionary leadership for the school.
2. To provide a forum for all stakeholder groups.

Site Council Meetings are held monthly and are open to attendance by interested parties.

Parent Group

Every parent or guardian of an enrolled child is automatically a member of the Parent Group.

The main objectives of the PG are:

1. To enrich the educational and social environment at the school.
2. To encourage the involvement of parents and community members in the day-to-day activities of the school.
3. To organize and implement fundraising and volunteerism.
4. To serve as a link between the Site Council and the Community Roots community.

PG meets bi-monthly, or more often as requested by the group. Specific dates are available on the website and in the school calendar.

Recommended Montessori Resources

Articles within the Montessori For Everyone store website;
www.montessoriforeveryone.com

To Educate the Human Potential, The Discovery of the Child, The Absorbent Mind, all by Maria Montessori.

Montessori Today, by Paula Polk Lillard.

The Essential Montessori, by Elizabeth Hainstock

These books and others are available to loan from the school.

Policies, Procedures and Programs

General Admission Policies

1. Silver Falls School District residents shall have priority for admission into the School and shall be allowed to fill all enrollment slots available in their grade in the School. Students are considered SFSD residents if they reside in the district by the application deadline or can prove through documentation that they will be residing in district by the first day of school.
2. The School strives to reach all families in the Silver Falls School District who would like a Montessori education for their children. The School will not limit student admission based on disability, race, color, gender, national origin, ethnicity, sexual orientation, age, religion, marital status, socioeconomic status, cultural background, familial status, physical characteristics, or linguistic characteristics of a national group. The School does not require payment of fees as a condition of admission to those pupils entitled under the law to free admission.

Lottery & Application Process (

Application Process

Receive an application and fill it out in its entirety.
Applications will continue to be accepted throughout the year.

1. Attend an observation and orientation meeting between October and January to make sure our program is consistent with your family's beliefs and philosophy concerning education.
2. The cut-off date for applications for the following school year is the last Friday in February. See below for lottery process.
3. Applications received after the last Friday in February will be enrolled only if spaces are available, or will be added to the waiting list after the lottery (when applicable) has taken place.
4. If your child is identified for enrollment, either if spaces are available or through the lottery process, you will receive an Enrollment Packet prior to enrollment.

Lottery Process (when necessary, i.e. if more applications are received before the last Friday in February, than spaces are available)

1. The lottery will be conducted by March 15th, if applicable, at Community Roots School or another designated location.
2. The lottery will be conducted by an impartial third-party.
3. The lottery is a public meeting and you are welcome to attend.
4. If there are more applicants than spaces available in a given classroom, a lottery will be held for that classroom.
5. Any child who currently attends Community Roots, will not be subject to the lottery.
6. Children with a sibling already enrolled at Community Roots School will be automatically enrolled, unless there are more siblings than spaces available. In that event, siblings will be in the lottery as a separate group.
7. If a sibling is chosen in the lottery, all other siblings will be given preference if spaces are available.
8. The lottery drawing will rotate in choosing applicants for applicable classrooms. Names will be drawn from oldest to the youngest classrooms, when applicable.

Regular Hours of Operation

Community Roots enrolls students in grades 1-5 for the 2011-2012 school year. A calendar is published at the beginning of each year, which informs families of days school is in session.

Regular school hours are:??

8:00 Doors Open
8:15 Tardy (Late arrivals report to the office)
3:00 Dismissal

All adults entering the building during school hours 8:00 a.m. – 3:00 p.m. must sign in at the CRS office and put on a volunteer/visitor badge, prior to entering the building.

The main doors to the classroom open at 8:05 a.m. Students are requested to arrive between 8:00 and 8:10 to prepare for their day and be ready to begin classroom activities promptly at 8:15 a.m. Students not in class at 8:15 a.m. must report to the CRS office with their parents so that they can be signed in. Here you will sign your child in, they will receive a late pass to give to their teachers. Community Roots does not have before school care.

After School Care

After-care is available at Eugene Field School through A Special Place. The school bus will take children to Eugene Field at 3:00 p.m. and A Special Place is open until 6:00 p.m. You may contact them directly at (503) 580-9778 or (503) 873-2296 for more information.

Drop-off and Pick-up Procedures

Parents are to drive their student(s) to the parking lot in the back of the school. Please use the Drop-off / Pick-up line (a one-way clockwise direction around the circle). An adult will greet your child at the double doors at 8:00 Please drive carefully in the parking lot, keeping in mind that there are children present. Please also note that children should always walk with adult when crossing the parking lot. Please do not drop children off in front of the School, or allow students to exit/enter your vehicle before the teacher arrives to greet them.

In the event of an emergency, which prevents you from picking up your student(s) on time, please inform the school immediately and make alternate arrangements. Students who are not picked up by 3:10 will wait in the classroom and staff will attempt to contact parents to ensure student safety. Parents who are unable to pick up their student(s) on

time need to make child care arrangements, and not rely on the school to supervise students after school hours. It is recommended to have multiple names on your authorization to pick-up form including extended family, neighbors and friends.

Variations from Regular School Hours

CRS publishes an annual calendar for families indicating no school days, including holidays and teacher in-service/work days. Please see the CRS website for the calendar.

Adverse Weather and Emergency Closures

In the event of inclement weather or other emergency, Community Roots will follow the decision made by the Silver Falls School District as to whether school will be in session, late start, or closed. As CRS families come from a wide variety of locations, each family is encouraged to use their own judgment as to whether their student(s) can safely travel to and from school during extreme conditions.

Absences/Tardies

Due to the importance of the social, emotional, and academic benefits of arriving at school on time and maintaining good attendance, students are encouraged to attend school daily, arriving at 8:00 a.m. when doors open, providing them with ample time to socialize, prepare for the school day, and ensure participation in valuable opening activities.

If you arrive to campus after 8:15, you will need to walk your child into the building Excused absences and tardies consist of: doctor/dentist appointments, illness and bereavement. Parents should inform the school as early as possible if their student will be arriving late or will be absent. This can be done by calling the office at 503-874-4107, emailing or sending a note ahead of time. Students not in class at ? a.m. must be checked in at the CRS office with their parent. Unexcused tardies and absences will be notified by a phone call and an e-mail to parents at home or at work. This procedure helps to maintain the safety of all students.

Oregon State Law (ORS 339 010-339.990) requires that students attend school on a regular basis. Eight (8) or more half-day absences in a four-week period are considered a violation of Oregon school attendance requirements. In an attempt to support families who find it challenging to get students to school on a regular basis, the administrator will make contact with parents to offer bus information or other assistance that may meet family's needs in relation to attendance and/or on time arrival.

Releasing Students During School Hours

Students shall remain on school grounds or within the designated bounds of a school sponsored activity during school and activity hours. Parents requesting a student's release during school hours must be done at the CRS school office by signing the clipboard, receiving a pass. When picking up a child in the middle of the school day, please come 10 minutes before you need to leave, so that your child will have time to clean-up their work. Students must be signed out at the office by a parent or guardian to leave campus or a school sponsored activity. A teacher will record a student's departure.

Students will only be released to persons identified on the "Pick-Up Authorization Form" on file in the office. Non-parents and/or persons not known to the school may be asked to present identification before taking a student from school. Please keep us informed of changes to your list in the interest of the safety and welfare of your child.

Parent Education Opportunities

Montessori education is different in many ways from other educational philosophies. Student success and parent comfort at Community Roots are greatly increased when parents are well informed and have a deep understanding of Montessori philosophy and practices. Student's school experiences are impacted by these philosophies and practices on a daily basis. Parents are encouraged and expected to access available resources to keep themselves well informed and educated and to facilitate coordination between home and school.

Parent and family education regarding the Montessori philosophy and CRS operations is a high priority. Parent education events are held throughout the year and are publicized as they approach. These events include workshops, guest speakers, parent meetings, curriculum sharing events, and parent-student-teacher conferences. CRS regularly publishes newsletters which contain informative articles about school philosophy and programs. In addition, the school maintains a large selection of relevant books and other materials.

Students with Special Needs and Disabilities

Special education evaluation and services are provided by the student's home district. Community Roots will comply with all SFSD policies and regulations, and the federal and state laws concerning the education of children with disabilities. An IEP (Individual Education Program) team is

determined by state and federal law and will include a district representative and a Community Roots teacher.

Talented and Gifted (TAG)

Students, staff, and parents at CRS are part of a school community committed to nurturing all children according to their individual needs. All children should be provided the tools for life-long learning: research skills, thinking skills, practical life skills, creative skills, and communication skills. Highly capable learners are viewed as individuals, each of whom has a unique range of abilities and interests that need to be nurtured. The Montessori classroom provides a learning environment in which students have involvement/ownership in their own learning, are able to work at their individual rate and level, can experiment with a variety of materials, ideas, and strategies, are accepted and accept others, and are challenged and held accountable for progress in areas of strengths and talents as well as in developing areas. Each student is encouraged to do original, creative work to be shared and celebrated.

CRS is committed to recognizing, identifying, and serving the unique needs of all students, including those identified as talented and gifted (TAG) in accordance with state law. Referrals are welcome at any time during the year and may originate from parent, self, peer, school nomination, cumulative record review, or annual state assessment performance. The Montessori classroom values and educates each child as an individual and we feel strongly that Montessori instruction meets students' needs at all rates and levels of learning.

Field Trips and Off-Campus Activities

Classroom teachers and students may plan field trips, off-campus activities, and "going outs" that correspond with classroom curriculum. Parents are notified well in advance of such activities and permission slips are required for each student. Permission slips for each off-campus trip must be signed and returned to the teacher prior to the activity. Students who do not have parental permission to leave campus or who, in the judgment of the teacher, do not meet the behavioral expectations of the activity will remain on campus. Students who remain on campus will be assigned appropriate work for the day with appropriate supervision. Students who choose not to participate in field trips or off campus activities are expected to attend school with a teacher-assigned alternate placement and work activities.

Lunch at Community Roots School

Lunch time at school is not a time merely to eat, but to practice grace and courtesy and enjoy being together.

We strive to minimize our waste and to eat foods that will best help us learn. Please leave sugary desserts and soda pop at home.

To participate in our lunch routine, please send your child to school with a lunch that includes the following items:

- A reusable lunch box (not disposable bags or sacks)
- Reusable containers and lids, all marked with your child’s name
- Two cloth napkins (one as a placemat, one for the lap)
- At least one food item high in protein (yogurt, cheese, nuts, beans or meat)
- We are not equipped to provide refrigeration or warm-up for lunches. Please include a ice pack for cold foods, or send soups etc. in a thermos.

If this produces a financial hardship for your family, please discuss it with a staff member. CRS is committed to make this school experience possible for every family.

Drinks

Fresh water is always available at school, however children may bring their own water bottle if desired. As part of a healthy diet, your child may also bring unflavored milk for lunch as an alternative to water

Some lunch ideas include:

Protein	Carbohydrate	Fruit	Veggie	Other
Yogurt	Bread w/butter	Apple slices	Carrots w/ hummus	Hot Soup
Meat sandwich	Tabouli	Pear slices	Celery w/peanut butter	
Pasta w/ sauce	Pretzels	Pineapple, peach, mango	Broccoli w/ranch dip	
Mac and Cheese	Grape nuts, granola	Berries	Guacomole	Cheese puffs
Beans	Rice	Dried fruit	Salsa	Tortilla chips
Cheese slices	Crackers	Fruit Leather		
Bean dip	Pasta salad	Banana		Potato chips

Nuts, almonds	Ramen noodles			
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Wellness Policy

Students need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive. The CRS staff is committed to providing a school environment that promotes and protects student’s health, social and emotional wellbeing, and ability to learn by supporting healthy eating, physical activity and other behaviors that contribute to student wellness. CRS will follow the SFSD Wellness Program in accordance with OAR 581-051-0305, OAR 581-051-0310, and OAR 581-051-0400. When faced with conflicting priorities or issues of implementation, this policy will be interpreted in a way that favors student health.

Nutrition Education and Standards

- Students will receive nutrition education that they need to adopt lifelong habits of healthy eating
- The curriculum will be for students to make healthful nutrition choices that contribute to growth and vitality and help prevent chronic disease. Nutrition education activities should be enjoyable, developmentally appropriate, culturally relevant, and participatory.
- CRS will promote family and community involvement in nutrition education, such as developing the Ridgeline gardens and providing students with opportunities to learn about sustainable agriculture and how food is grown in the community.
- Decisions regarding the sale of foods in addition to the National School Breakfast and Lunch Program meals will be based on nutrition goals, not solely revenue.
- Foods included in fundraising activities, after school classroom events, classroom parties, and foods used in classrooms during the school day as shall provide healthy food and beverage options, all of which do not include sugar as one of the first three ingredients.
- In order to prepare food for student consumption, at least one supervising adult must have a current Food Handler’s card.

Celebrations

- Soda will not be distributed during the school day as part of a celebration or school party.
- Nutritious foods are encouraged when used as part of a social or cultural event in the schools. During the school day, classrooms should limit the use of food at celebrations that are not related to the curriculum.
- Foods of Minimal Nutritional Value, as defined by the U.S. Department of Agriculture, will not be distributed by staff as a reward for a student's academic performance or good behavior.
- Food used as part of the curriculum for students should be used judiciously, taking into consideration the nutritional value of the food being served, the frequency of use, and the school's sugar policy.
- Food offerings at after school programs and performances shall include healthy options such as water, milk, 100 percent juice and nutritious foods.

Fundraising

Fundraising

Fundraising is a Parent Group activity lead by volunteer parents. The Parent Group decides on fundraisers as needed throughout the year. These may include such things as a Direct Fund Drive, Box Tops for Education, Campbell's Soup Labels, eScrip, a book fair, fundraising events such as the annual action and garage sale. New ideas are always welcome and can be submitted to the PG. CRS does not participate in fundraisers that require students to individually sell products outside of school.

The Montessori philosophy encourages students to be active participants in their community and the world. Students will often form committees to do fundraising for humanitarian purposes and families are encouraged to participate if they can. These may include bake sales, fundraising dinners, or other special events.

Financial Assistance

Families may apply for scholarships to cover expenses including supply fees, field trip fees, lunch and other incidental educational expenses required for full participation in the child's classroom activities. No family or child should feel that they cannot participate in a school activity due to

limited financial resources. Financial Assistance forms are available in the school office.

School-Home Communication

Registration/Emergency Contact

New students are required to complete registration forms upon acceptance to the school. These forms are provided at the time of acceptance.

Parents are responsible to verify and/or update contact information, including emergency contacts. We will utilize this information to contact you in an emergency and to create the student directory.

School wide directories of student contact information are provided to each family early in the school year. This is done to facilitate friendships and contact between students and families as part of a supportive community. Families wishing to change their published contact information may withhold their name, addresses, phone numbers and email address from the directory by sending a request to the office by *September 15th*. Detailed contact information (parents' work, emergency contacts, etc.) is kept confidential in the school office.

Privacy Policy

Parents and legal guardians have access to their child's academic records maintained by the school. Student files contain grade records, teacher evaluations, state testing records, and accident/injury and incident reports. This information will not be released to anyone other than parents or legal guardians, administrators, and the student's current teachers. If you would like to see the contents of your child's school file, please make an appointment with the administrator. The administrator will advise you of your specific rights regarding individual pieces of information at the time you view the file.

A school directory will be developed in the fall of each year. The purpose of the directory is to facilitate friendship relationships outside of the school day. A form will be sent home with each child where parents can indicate what information (name, phone number, email or street address) they desire to have included for their child.

Student photographs are taken at the beginning of each year by a professional photographer. The date and time of student pictures are publicized well in advance and photos are available for purchase by the

family. Photos are used by the school in student files and for identification purposes. Students are also photographed by teachers and other staff and volunteers for classroom and school use. Photographs may be used on the school website and in school publications. **Families wishing not to have their child photographed or wishing to exclude their child's photograph from specific uses may update this information by sending a signed and dated note to the office.**

Communication

On the website at www.crmontessori.org you will find **school information**. Community Roots School's **monthly notes** regarding general classroom events and news will be included in the newsletter in both paper and electronic form. We rely on each family to notify us if they prefer 100% paperless communication, and to keep CRS notified of change of email address.

Students have weekly work expectations based on their individual needs. Teachers communicate this information to parents in a manner best suited to their classroom operations. Generally speaking, parents at CRS are very well informed as to their student's activities and progress. This is consistent with Montessori philosophy - that education is a partnership between students, parents, and teachers.

If you feel that you need more information than you are receiving, please speak to the teacher directly. Because teachers dedicate their time from 8:00 – 3:15 p.m. to the students in their class, we ask you to speak with the teacher after classroom hours. If you need to inform a teacher about information that may affect your child's day, you may let the teacher know during morning drop-off, or leave a note for the teachers. Notes, voice mail, and email are often effective ways of making appointments or getting answers to quick questions. If you feel you need assistance communicating with a teacher, please contact the office.

Parent-Teacher Conferences

Parent-Teacher Conferences are held in the fall and at the end of the school year. You will receive notice and be asked to sign up for a time to meet. Outside of conference time, parents are encouraged to speak with their child's teacher as often as needed. Please arrange a mutually agreeable time directly with the teacher. Administrative staff is always available to assist if needed.

Report cards and Progress Reports

Fall and Spring conferences include updates on your child's progress. There are two grading periods in the school year, and you will receive report cards in the mail. Students will not be given letter grades, and they are not graded comparatively. Teacher's record keeping is designed to track the work they have done and the individual progress they have made.

Classroom Visitation and Observation

Observation/Visitor Guidelines

Given time without distraction or disruption, Montessori classrooms develop into normalized environments where children are absorbed in their work and confident of their ability to engage in it- either in small groups or alone. If observers and visitors come into the classroom before the children have learned to attend to their own work, the children will most certainly respond to the stimulation of observers and the very atmosphere that the observer has come to see will not exist.

CRS students and teachers will use the first six weeks of school to create the Montessori environment. After that time frame, interested persons may make an appointment with the administrator who will coordinate the classroom visit. Please refer to the following *Observation Guidelines* for further details.

Procedure:

1. Observations must be scheduled ahead of the day of the visit. One person per day (adults only) may observe during school hours. Observations of up to one hour are appropriate.
2. Please try to arrive at the school at least five minutes prior to your appointment.

CRS Observation Guidelines:

The CRS staff hopes you enjoy your visit. Your cooperation according to the following guidelines would be greatly appreciated.

1. While in the classroom, please remain seated. Do not move around the room, as this is distracting to the children and interferes with the environment you came to observe.

2. If students speak to you a brief answer will suffice. You may wish to suggest that the child go on with his/her work so that you can continue your work of observing.

3. If you have questions about the material, interactions, etc., please jot them down so you can refer to them while debriefing with your host.

What to Look For:

*Keep in mind that observations do not always give the observer the full appreciation or understanding of a particular classroom. Just as every child is very different from day to day, so can each day be different in the classroom.

- Level of respect for others and materials
- Orderly use of materials
- Individual choice of work by the children
- General work habits
- Freedom balanced with structure
- Social climate of the room
- Reactions to teacher's presentations
- A variety of work in progress
- Elaborate work such as detailed charts, advanced math problems, etc.
- Independent work
- The teacher-child relationship

Student Health and Safety

Illness

Students with a fever must stay home until they are fever-free for 24 hours. Students should also stay home when they have symptoms such as vomiting or diarrhea or appear ill in any way. They must be symptom free for 24 hours before returning to school.

If a student becomes ill or has above symptoms while at school, the student will be removed from the classroom when possible. School staff will contact parents if the student needs to be sent home due to illness. The student will rest in the office until normal school release time if parents are unable to be reached.

Inform the office immediately if your student is diagnosed with a communicable disease such as strep throat, chicken pox, lice, or any other highly contagious illness. A notice will be sent home informing families that exposure may have occurred.

Accidents and Injuries

If a student is involved in an accident or in some way gets injured while at school, steps will be taken appropriate to the level of injury. All CRS staff are CPR/First Aid certified and are qualified to deal with minor emergencies. Parents will be informed as quickly as possible of any injury, and an incident report will be completed. At the discretion of the staff dealing with the emergency, 911 will be called or other appropriate emergency services will be contacted.

Students with a cast/wrap must have written directives regarding physical activities which the student may participate in.

Medication

Students requiring medication are requested to take all doses at home if possible. If medication must be given during school hours or while students are on school sponsored field trips, a medication distribution form must be completed and signed by the parent. Medication must be given to school staff in the original container including prescription label attached and only the amount to be given by school staff in the container. School staff must keep a log of the date, time, and amount of medication given to the student.

Mandatory Reporting

All CRS employees are mandated reporters of possible child abuse under the Oregon Mandated Reporting law. The law requires all school employees – as well as other mandated reporters – to report incidents whenever there is a reasonable suspicion that child abuse may have happened. The law does not ask nor require school employees to investigate and determine whether or not child abuse occurred. The Oregon Mandated Reporting Law applies to all school employees 24 hours a day, seven days a week every day of the year. Failure to comply with the laws could result in loss of professional license and/or termination of employment.

It is important for parents to understand when school employees call DHS to report incidents of possible child abuse, they are prohibited from informing the child's parents a report was made. Once the report has been made, the matter is in the hands of DHS to decide what the appropriate next steps to take are. DHS decides when and how parents are informed a report was made.

All staff will receive annual training/lessons on Child Abuse Prevention and Reporting. All students will receive age-appropriate lessons related

to personal safety. Students will learn their rights to safe environments at home and at school. They will also learn about resources and whom they can turn to for help when they sense they are not safe.

Safety

CRS considers the safety of every student and employee to be of the utmost importance. All staff members will be CPR/First Aid certified and update the certification and training as often as required. Emergency drills will be scheduled and practiced monthly. In accordance with OAR 437-001-0765.

In crisis situations, the Crisis Management Plan will be implemented. Emergency supplies and first aid equipment are on site and portable in case of school evacuation. In the event of a major emergency, sign out procedures will go into effect to account for every student and staff member on campus.

Crisis Management Plan

In the event of a crisis situation, CRS staff must respond in a timely and effective manner so as to ensure safety, provide personal and emotional support to individuals, and communicate appropriate messages to parents, students, the community, and the media.

Definition of a Crisis

A crisis can be defined under four broad categories:

- Bereavement (death of a student/staff member impacting a significant segment of the School population)
- Major environmental crisis (earthquake, flood, fire, tornado)
- Threats to physical safety (car, bus, or plane accident; power outage; guns; explosives; food poisoning, etc.)
- Other events such as allegations of sexual misconduct and long-term medical issues

Crisis Management Team

Administrator, Teachers

As appropriate, the following individuals may be asked to serve on the Team:

President of the Board
Legal Counsel

The Crisis Management Team shall:

- Evaluate the crisis
- Serve as the decision making body until the crisis is resolved
- Coordinate the internal and external dissemination of all information about the crisis
- Develop a comprehensive plan for dealing with the crisis

The Director leads the Crisis Management Team. S/he may designate someone else to lead the Team in a specific situation if deemed appropriate. In the absence of the Director, a teacher will lead the Team.

Student Privacy Act

CRS employees will not release to the press or outside community the name(s) of a student or students involved in any crisis. Students' names will be released only by the Administrator or Board President and only in appropriate cases after the immediate family/legal guardian(s) have been notified and permission granted.

Sign Out Procedure

If the Administrator gives permission for students to leave the school, the following procedure will be followed:

- Members of the Team will supervise pick-up.
- Sign out will occur if dismissal is over a period of time
- Students may leave only with a parent, guardian, or pre-approved carpool driver.
- The person picking up the student may be asked to present identification and sign out the student
- Drivers must wait outside the building. Runners will retrieve students from inside the building.
- Care for children not picked up will always be available.

Student and Family Expectations

Volunteering

All families are encouraged to volunteer during the school year as part of the enrollment process. Volunteer activities may include making classroom materials for teachers, chaperoning field trips, assisting with special events, working on school clean up days, working on fundraisers, and assisting specialist teachers (art, music, etc.) or special areas such as the parking lot or the library. Teachers note volunteer needs in their weekly notes to families.

Volunteers who will be in contact with students must consent to a background check paid for by the school. This protects all our students. Volunteers who will be driving students on school business (field trips) must complete an Auto Insurance Information Form and have on file in the school office a copy of their current insurance coverage and driver's license. Background checks must be completed and volunteers must be approved by the office staff (i.e. have all paperwork completed) prior to engaging in activities that involve contact with students. Volunteers and visitors are always asked to sign in at the office and wear a volunteer or visitor badge prior to entering classrooms.

Field Trip Chaperone Guidelines

Chaperone Expectations

- Chaperones will actively participate in the field trip, taking responsibility for their assigned students
- Chaperones will supervise and assist students during the field trip
- Chaperones will model appropriate behavior:
 - Speak in a positive, quiet voice
 - Walk over to the child, rather than talking across the room
 - Get down on the child's level, rather than standing over him/her
- Chaperones will follow the CRS Discipline Policy.
- Drivers will pull off the road if they need to use the cell phone/two-way radio
- Drivers will not feed students, or take them anywhere not on trip itinerary

Teacher Expectations

- Teachers will supply each chaperone with:
 - A written list of all chaperones and their assigned students
 - Pertinent medical information regarding student(s) (asthma, allergies...)
 - Chaperone cell numbers if applicable
 - A map/directions to the field trip location
 - Time lines for departure and arrival to location, activities, lunch, departure from location and return to school
- Teachers will brief the chaperones on the field trip activities, expectations of both students and chaperones, the supervision and communication (cell phone/two-way radio) strategies to be used, any changes to itinerary and potential hazards to be aware of, prior to departure.

Supervision Strategies

1. Chaperones will be assigned students to supervise throughout the field trip. Teachers will be available to float, offer guidance, take periodic head counts and handle behavior challenges, etc.
 2. Chaperones will be assigned an area/zone within a secure environment (for example a museum). Children move from one area to another. Teacher and or assistant will take periodic head counts
- Students will be escorted to and from the restroom. Chaperones should either take their entire group or ask the teacher to escort student(s) to the restroom. Restrooms should be checked for safety.
 - Parents attending a field trip with a student's younger sibling will not be able to act as a chaperone. The parent may be responsible for his/her student and sibling only.

Dress Code

Students are encouraged to dress in a manner that preserves the integrity of the learning environment. This includes wearing clothes and shoes that are comfortable and allow the student to participate in the full range of activities each day. Students are asked not to wear revealing clothing or clothing with cartoon characters, logos or designs that might be considered offensive, distracting, or otherwise inappropriate. All students are expected to wear clothing that adequately covers their bodies and underclothing. This includes shirts/tops that have at least a one-inch strap across the shoulder, shirts and pants/skirts that cover the

midriff and underwear when arms are raised above the head and shorts/skirts that extend past the fingertips when arms are down by the side. Hoods may be worn outdoors on recess, but for safety reasons are not to be worn indoors. Hats will be at the discretion of the teacher.

Personal Belongings

Students may bring personal belongings to school if they have a clear educational purpose and the teacher's permission. Please mark all personal items with the student's name.

Students may *not* bring toys, electronic games, trading cards, or other items that distract from the educational environment. Community Roots is not responsible for items brought to school or school sponsored activities/events.

Cell Phones and Similar Electronic Devices

Such devices shall include, but not be limited to, any beeper, cell phone, game boy, MP3 player, or other similar device.

Students may not use cell phones or other similar electronic devices during regularly scheduled school hours, ? p.m., and during school sponsored activities, without permission. Students may use the school's phones for emergency calls. Cell phones shall be turned off and inaccessible at all times during regularly scheduled school hours.

Student Rights and Responsibilities

CRS expects the highest standards of behavior from our students and staff. The Montessori curriculum includes positive community involvement and creating a positive classroom community. Students are expected to help maintain a clean and orderly classroom and school. Students are expected to treat all other students and adults at the school with kindness and respect. CRS students represent a diverse population and an environment of inclusiveness is taught.

Students have the right to a stimulating and academically challenging learning environment. Students are responsible for taking advantage of the opportunities presented to them and making the most of their classroom time. The Montessori philosophy encourages students to be responsible for their own education.

Students have the right to a safe learning environment. Students are responsible for helping to create safety in their classroom and school. Students who feel unsafe in any situation are to consult with their

classroom teacher to find a resolution. Students may seek the assistance of their parents and school administrator in resolving emotional and physical safety issues.

Students have the right to contribute to their own educational plan, the classroom, the school, and the community.

Students have the right to behave socially in the learning environment. Students are encouraged to form friendships with schoolmates and participate in activities with them outside of school hours. Social activities and planning may not disrupt classroom and educational activities. Classroom teachers will encourage and facilitate appropriate social activity at school.

Students have the right to express personal opinions and to be free from discrimination or harassment based on personal beliefs and affiliations. Students are responsible for expressing these opinions in a respectful manner that does not infringe on the rights of other students or disrupt the learning environment.

Students have the right to refuse to participate in political or other activities that violate their personal beliefs, so long as this is done in a peaceful and non-disruptive manner. If a student or parent objects to instructional materials on the basis of religious or ethical grounds, the student or parent may request alternative educational materials from the teacher that meet similar educational goals.

Students have the right to form clubs or groups or hold meetings on school property so long as they do not disrupt classroom or school activities. Meetings must be pre-approved by administrators and supervised by an approved staff member or parent volunteer.

Discipline / Behavior Policy

At CRS, we expect each other to behave in ways that demonstrate respect for ourselves, our respect for each other, and our respect for the learning environment. We put our energies into encouraging the best in each other. All children deserve to be treated as competent, contributing members of the classroom community. All children are capable of self-discipline and self-direction when given the right environmental supports.

It is important for children to feel and experience their parents' support of their educational growth. Please refrain from criticisms and negative remarks about the school, CRS teachers, and other community members in front of your child. See the Grievance Process for more information if you feel your child has been subject to something unfair related to discipline issues.

The children's behavior is always considered to be "in process." When a child acts out, it is a sign that the child's needs are not being met. Teachers strive to understand what the child's needs are and to provide whatever is missing in the environment for that child. If a child's behavior continually or severely disrupts the peaceful working atmosphere of a classroom, the following steps are typically taken.

Level One: Teachers counsel children about the effects their behavior has on the rest of the community and teach new ways to behave. Teaching strategies may include redirection, daily meetings with the child, peer work partners, and modifications from the usual academic work plan. Consequences for misbehavior must follow the three Rs: related to the incident, respectful of the child and community, and reasonable to all parties involved. Teachers also provide opportunities and support for children to make amends and to contribute positively to the classroom.

Level Two: Teachers, parents, and a member of the administration are called together to share information about the child and brainstorm ways to meet his or her needs. The team develops an action plan to support the child. The plan lists what the responsibilities of the teachers, of the parents, of the administration, and of the child will be. A follow-up meeting is held two weeks later to determine if sufficient progress has been made. Interventions such as behavior plans or sending a child home if misbehavior occurs may be used as the team deems appropriate. The team will meet every two weeks until further meetings are not necessary. Teachers will keep written records of all meetings with parents, including those for disciplinary purposes.

Level Three: CRS reserves the right to suspend a child if his or her behavior poses an immediate threat to the learning environment. If this occurs, the child will be separated from the classroom and a parent will be called to pick him or her up. These behaviors include, but are not limited to, physically harming another child, intense verbal bullying, property destruction, or anything illegal. We also follow the Silver Falls School District policy related to expulsion. A meeting with the child, the

parents, the teacher, and an administrator must be held, usually the following morning before school, before the child is allowed to return to the classroom.

All students will be treated as unique individuals. Student behavior problems will, therefore, be handled as unique situations. In the event that the actions of the staff appear to be unfair, the individual may respond by filling out the "Due Process" form available on-line or in the office, visit with the staff member involved, and present the individual's case. Consequences may be adjusted accordingly. If the needs of the individual have still not been met, the individual may refer to the official Complaint Policy included in the Family Handbook and the Employee Handbook.

All disciplinary responses will be in line with certain ethical and legal issues:

SPECIAL EDUCATION LAW PL 105-17 I.D.E.A.

- Least Restrictive Environment
- IEP - Programs individualized and responsive to the child's needs
- Parental Involvement and other due process requirements
- Maximum cumulative suspensions
- Documentation of interventions

Physical Discipline

Oregon Statute prohibits the use of physical discipline. However, a teacher, director, school employee, or school volunteer is authorized to use reasonable physical force upon a student when, and to the extent the individual reasonably believes, it is necessary to maintain order in the classroom or school, or at a school activity or event, whether or not it is held on school property. When so used, physical restraint will not be considered a form of physical discipline.

Required Reports to Law Enforcement Agencies

Violations of the school's rules related to guns and dangerous weapons, vandalism or the intentional or reckless destruction of school property, and coercion, assault, or threats must be reported to the police. A school official may inform the appropriate law enforcement agencies when a student is suspected of committing other illegal acts on the school campus or at a school-sponsored activity.

Grievance Procedure/Complaint Process

Please talk directly with your child's teacher if you feel something has been unfair to your child, and refrain from long discussions about the issue with your child. The CRS Complaint Process is designed to provide a formal method of disputes and may be utilized after good-faith direct communication between disputing parties has failed to resolve a complaint. Parents, students, employees and community members are encouraged to use it only after exhausting direct communication with the party or parties involved.

Parents, students and employees follow a three-step process, explained below, when submitting a complaint.

Step 1- Informal Complaint

An informal complaint is initiated by completing the Due Process Form (available on-line and in the office) and submitting it to the party involved within ten school days of becoming aware of the incident or ten days after having received the individual's response to their initial statement of concern. An informal complaint requiring the Director's involvement will be reviewed on a case-by-case basis, and a written resolution shall be given to the Complainant within 15 school days of receiving the complaint.

Step 2- Formal Complaint

If a Complainant wishes to appeal the written resolution provided in Step 1, or the circumstances warrant skipping an informal complaint, a formal complaint can be filed. It must be made, in writing, five school days after the staff member's written resolution is provided or five school days after the incident the Complainant deemed worthy of a formal complaint. An administrator shall review the matter and conduct whatever investigation and/or interviews are necessary. A written resolution shall be given to the Complainant within 15 school days, unless the investigation cannot be reasonably concluded within that time. In such a case the administrator shall inform the Complainant within 15 days of the continuing efforts of the investigation, and when a formal resolution shall be offered.

Step 3- Appeal to the Board

An appeal to the CRS Board may be made by any parent, student or employee dissatisfied with the resolution provided by Step 2 of the complaint process. An appeal of any Formal Complaint decision shall be submitted in writing to the CRS Board of Directors within ten school days of receiving the administrator's response. The Board will discuss the issue via email or telephone and address a response at the next

scheduled Board meeting, which shall then be communicated in writing to the Complainant within five school days of the Board Meeting.

Mediation

If the Complainant is unsatisfied with the decision of the Board of Directors, CRS agrees to cooperate in a voluntary mediation using the services of an outside mediator at no cost to the Complainant. Any solution derived from mediation shall be voluntary and by mutual agreement of the parties.

Complaint Made Directly to Board Members

When a complaint about a student or employee is made initially to a Board member or to the Board of Directors as a whole, the complaint process shall be explained to the person and the Complainant will be encouraged to follow the complaint procedure described above.

School-Family Partnership Agreement

In choosing Community Roots School, our school and your family have formed a partnership with the purpose of providing the opportunities and environment for the successful development of your child, our student. As educators, our staff acknowledges that parents are the first and foremost educators of their children. Parents, together with teachers, are responsible for ensuring that effective learning takes place. Each of us has responsibilities with this partnership.

Our school is responsible for:

- Presenting to you and adhering to our school's philosophy and program
- Providing open dialogue for clarification of philosophy and program issues throughout the school year between administrators, teachers and parents
- Providing your child a diverse set of Montessori materials, activities and experiences designed to foster physical, intellectual, creative, and social independence in accordance with the standards set by American Montessori Society
- Providing a classroom atmosphere that encourages positive social interaction fostering cooperative learning and emotional development

The school family is responsible for:

- Providing a home environment that supports the development of positive self-esteem, learning attitudes and habits, and social and intellectual competence
- Supporting the smooth operation of the school by fulfillment of parental responsibilities such as timely arrival and departure, adherence to school policies and procedures, being informed by reading the family handbook, newsletters and notices, and clarifying any uncertainty with the appropriate staff member
- Supporting and valuing the school's philosophy and policies through positive interaction including courteous, direct communication through private meetings with the administrative team and/or teaching staff when and if concerns arise
- Supporting, valuing, and protecting each student's personal development during and after volunteering and/or classroom observations and participation in school activities

Our staff takes great pride in our responsibilities to our students and school families and we realize that our school plays a major role in your child's development. We rely on your support and assistance so that together we can provide a complete effort in helping your child grow and learn to the best of his/her abilities.

My signature below acknowledges that my family has received a copy of the Family and Student Handbook for the Community Roots School. I further acknowledge that my family has reviewed this handbook and agree to abide by these guidelines. If I have any questions regarding items in this handbook I have been given the opportunity to discuss them with school staff and my questions have been answered.

Date Parent/Guardian Signature

Date Parent/Guardian Signature

Date Student Signature

Date Student Signature

