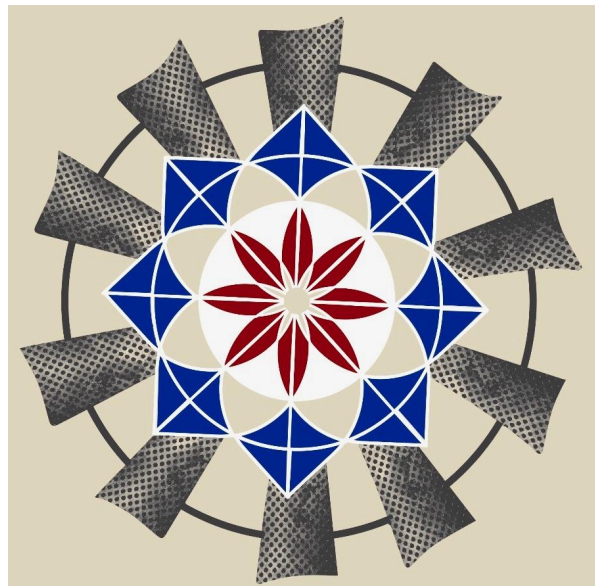


# Roots Farm Education



Parent Handbook

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## **Mission Statement**

Roots Farm Education of northern California provides families with a learning environment that integrates agriculture and academics. Stemming from a Charlotte Mason philosophy of education, the curriculum embodies the rich inheritance of western thought with the instruction that pursues truth, promotes wisdom, virtue, and beauty, creates a pathway to responsibility, and fosters individual initiative and ingenuity. With the land as the laboratory and assistance from experts within the community, factual knowledge in math and science will be hands-on along with essential life skills such as: producing, processing, and marketing food, animal husbandry, sewing, and basic construction. Root's aim is to cultivate a generation of children ready to succeed in higher education, career, and life, while positively impacting the world around them and preserving the lost art of self-reliance.

## **Vision Statement**

Recognizing children as born persons, Roots will cultivate a generation of life-long learners who in their pursuit of wisdom establish a solid foundation of hard work and discipline, personal responsibility, excellence, and intellectual nourishment in worthy thought and works.

## **Our Faith**

Our Statement of Faith reflects only the fundamental beliefs of Christianity because we are not a church and we are ecumenical. For theology beyond what is reflected here, we direct our children to the authority of their parents and their churches. We are, however, unapologetic in our belief in a loving, moral, and just God and His place in history and our lives. We desire to introduce our members to the Creator and the Savior, but the relationship must be theirs. Our families do not need to subscribe personally to our faith, however, they must support our mission and understand that the children will be taught a Christ-centered worldview.

- We believe the Bible is the inspired, infallible Word of God.
- We believe there is only one God, eternally existent in three Persons, Father, Son, and Holy Spirit.
- We believe Jesus was fully God and fully man. He died and rose physically for the redemption of all who will believe.
- We believe Jesus is the Way, the Truth, and the Life.
- We believe God, the Creator, is a loving and compassionate God who hears prayer, speaks through His Holy Spirit, and intervenes for His people throughout history and still today.
- We believe the God of the Bible created the Earth and that humans are made in His image with a body, soul, and spirit.
- We believe in the spiritual unity of all believers in our Lord Jesus Christ.

It is not required that all families fully share these beliefs, only that they agree to be respectful of Roots' institutional commitment to them. It only seeks to cultivate an atmosphere where mutual understanding and agreeable disagreement are cultivated, respectfully recognizing that the primary responsibility for the spiritual education of children lies with the parents.

Concrete behavioral expectations in Code of Personal Conduct on the part of faculty, staff, or Board member to maintain the standards of conduct expressed in this document is grounds for dismissal. Failure of the part of the individual will result in disciplinary response with the possibility of the member being required to withdraw from the educational program. It is not the place of Roots' staff to be "checking up" on parents, but should a parent's repeated violation of Roots Code of Personal Conduct become scandalous to the children of the Roots' community, the parent may be required to withdraw his/her child from Roots.

### **Nondiscriminatory Policy**

Roots admits members of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to members of this business. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and other organization-administered programs.

## **Roots' Fundamental Pedagogical Convictions**

### **An Intrinsic and Non-Competitive Atmosphere**

Administration, faculty and children are held to the highest standard in their way of relating to one another. In an atmosphere of sincerity and truth, children are free to learn for the pleasure of learning. They do not compete with their peers for rank, grades or prizes. Learning is the focus, not besting their peers. Great ideas, great works of literature, great works of art, the glory of the created world, and the common experiences of life are placed before the children to study and discuss. Children are stimulated to observe, explore and understand.

### **The Discipline of Habit**

While recognizing that children have various levels of gifting, it is the expectation of Roots administration and faculty that every child will develop the habits necessary for producing work of the highest quality and that all Roots' children will grow to the fullness of their God-given potential.

At Roots, we consider the process of individual work to be as important as the end product. Rather than developing persons who are able to study well for the next exam, we are interested in helping children develop a life of study. We ask the questions: Did she attend? Did he put forth effort? And was she thorough? We believe an education is not just an institution to get through, but rather a place to develop habits that will serve children the rest of their lives.

### **A Living Education**

Real learning occurs when the learner wonders, asks why and how. Thus, it is essential that the instructor cultivate an atmosphere that is rich in great ideas, thus stimulating thought. The instructor must seek to place the very best books before the children, books rich in content and ideas, putting them into relationship with the finest authors. Through the use of "living books" children interact with scientists, mathematicians, philosophers, historians, artists, poets, and explorers.

### **The Infinite Dignity and Potential of Each Child**

Because children are created in God's image, they are born with a great potential for a fruitful life full of varied interests and relationships. At Roots, children are not identified or limited by their strengths or weaknesses. All children participate in a broad, rigorous curriculum—all children calculate, solve, attend, explore, ponder, recite, paint and sing. The expectation that prevails within the program is that all children will learn and grow to their full potential as persons and attain their vast inheritance.

### **The Priority of the Relational Life**

Children live in relationship with God, self, others, creation, and the world of ideas. These relationships are cultivated in the educational process through a broad, challenging curriculum and a faculty that seeks to relate to children, parents, and one another in accordance with the principles of Jesus Christ.

### **The Importance of Delight and of Struggle**

Children will naturally delight in the feast of great ideas set before them. They will savor them and grow in the ability to enjoy and celebrate their relations with persons, ideas, and creation. But they will also at times struggle. Struggle is as essential to the learning process as delight. Children must learn to labor with problems not yet grasped, to remain on task when uncertain of the outcome, to struggle to completion when mind and hand are tired, to experience the rewards and negative consequences of their actions. There will be no growth in character without the struggle.

Children are to be continuously engaged with inspirational ideas and meaningful work. The learning center is not a place for entertainment and indulgence, any more than it is a place for meaningless drudgery. Such practices encourage passivity and detract from the deep satisfactions that come with growing knowledge and fruitful labor.

## **Roots' Commitment**

Based upon its mission, faith, and pedagogical convictions, Roots makes the following commitments to its members and their parents:

### **To maintain an optimal atmosphere for the cultivating of the hearts and minds of children.**

- Roots will be characterized by:
  - Holding reverence for God, confidence in His loving presence, and a commitment to obedience, according to the principles of Jesus Christ.
  - Expressing kindness and respect for all with the proper abidance to authority.
  - Learning and growth in a multitude of spheres, intellectual, spiritual, physical and relational.
  - Presenting ideas that engage the mind.
  - Promoting work that is fruitful, satisfying, and harmonizes into a daily rhythm.
  - Honoring neatness, beauty, and general good order.
  
- Roots will not be characterized by:
  - Possessing exclusive relationships or cliques.

- Practicing sarcasm or demeaning language.
- Offering artificial incentives (stars, candy, grades, awards, etc.) and manipulative techniques (shame, wrongly expressed anger, excessive praise, and other forms of emotional manipulation).
- Labeling children in a way that limits or creates a false sense of inferiority or superiority.
- Assigning trivial work, meaningless tasks, or superficial amusements.

**To foster good habits in regards to work, thought, self, and others.**

- Roots will hold children to a high standard in their academic work.
  - All members will be supported in the habit of doing good work (work that is completed punctually, accurate, neat, and demonstrates a high level of academic thought, mastery, and skillfulness).
  - If a child’s work indicates lack of carefulness, focus, or effort, then instructors will use inspirational ideas and natural consequences to motivate the child towards the formation of the necessary habits.
  - If a child’s work indicates lack of comprehension, then instructors will be available after the day is finished to provide additional assistance.
  - If regular after-hours work proves insufficient to bring the child to needed mastery, then the instructor and administration will work with children and parents to develop and implement a plan to foster the necessary habits, skills and knowledge.
- Roots will hold children to a high standard of self-management and interpersonal relationships.
  - All members will be supported in mastering the habits of:
    - Focused attention
    - Self-control of speech, hands, and posture
    - Kindness and respect towards others
    - Appropriate obedience to authority (instructors, administrators, and business policies - including the dress code)
  - If any child fails in one of the above, then Roots’ staff will use inspirational ideas and natural consequences as the primary means for promoting individual growth.
  - If a severe lapse or a persistent pattern of lesser failures occurs, then the instructor and administration will work with children and parents to develop and implement a plan to foster the necessary personal and interpersonal habits.

**To engage and nurture the child’s minds through a rigorous and rich curriculum.**

- The Roots’ curriculum consists of “living books”, the best books, written in fine literary style by the best minds, rather than traditional textbooks.
- A Charlotte Mason curriculum provides a broad array of foods for the mind, including: Bible, math, science, history, literature, music, art, a second language, grammar, nature study, picture study, composer study, leadership, poetry, handwork, drama, and physical exercise.

- At Roots, children are given the opportunity to grow in knowledge and skill through worthy work and worthy thought.

### **Roots Parents' Commitment**

Parents have been given the primary care and oversight of their children through their office as parents. Becoming members of the Roots' community, parents consent to work together with qualified educators and able administration for the growth and development of individual children. Parents, instructors, and administration working in cooperation provide relational support and accountability for the child to raise him/her beyond "his nature" to maturity. Based upon these principles of cooperation and authority, parents make the following commitments:

#### **To be punctual:**

- At arrival and dismissal times
- In fulfilling financial commitments

#### **To foster healthy communication with instructors, administration, Board members, and other parents:**

- Talk directly to the person with whom you have a concern or conflict, not about the person to others
- Seek to get a full account of an incident from instructors or administration, acknowledging that a child's retelling of an incident is only one perspective of the incident
- Follow the grievance policy in a timely manner
- Be inclusive in social events such as birthday parties and also in peer relationships

#### **To support the intellectual growth of your child:**

- Ensure children set aside a minimum of 30 minutes each day for reading  
(Independent reading or a family read-aloud)
- Ensure children complete any home assignments thoroughly
- Review and discuss with your child the weekly assessments in math, spelling, and dictation
- Take the initiative to inquire of instructors concerning your child's progress
- Develop a plan with the instructor to overcome areas of academic weakness and implement the home requirements of this plan

#### **To support the work of Roots Farm EDU:**

- Make efforts to attend monthly meetings, parent conferences, and academic and farm programs.
- Uphold Roots' policy (dress code, attendance, nightly reading, etc.)
- Volunteer through RFEF Roots Farm Educational Foundation

## **Governance: Roots' Board**

### Board Membership

- The Board is composed of seven to nine elected members and the director who serves *ex officio*.
- Elected members of the Board are voting members and serve as Directors of the Corporation.

### General Responsibilities

- Ensure that RFEF remains faithful to its mission and is increasingly successful in fulfilling that mission.
- Ensure that all Roots' affairs are conducted in accord with the federal, state, and local law, with professionalism and personal integrity, and in accord with the principles of Jesus Christ.
- Ensure that Roots operates on a sound financial basis that balances sound stewardship and a willingness to discern God's leading, trusting Him for provision.
- Seek the advice of Adrienne Marie, a CM Mentor, in matters important to maintaining a consistent practice of the Charlotte Mason method.
- Provide support, encouragement, and accountability to Roots' staff and faculty, particularly the director.
- Work with the director to maintain positive and healthy parent-educational and community relations.

### Specific Duties

- Hire an RFEF certified director and regularly review his/her performance.
- Establish one and five year goals.
- Establish committees and task forces as necessary for the efficient fulfillment of Roots' mission.
- Set the business's annual operating budget.
- Oversee the development and implementation of a fundraising strategy to cover scholarships, budget deficits, capital additions and other needs of the business.
- Set membership costs, scholarship guidelines, and policies for the collection of funds.
- Establish policies that will govern business operations, including but not limited to, admissions guidelines, staff hiring guidelines, personnel policies, expectations for faculty, parent and member conduct, and policies for handling parent concerns.
- Oversee the development and implementation of a marketing strategy for the business.
- At the director's request, intervene in the case of a major infraction or a consistent pattern of minor violations of academic policy on the part of Roots' staff, parents or children.
- Assist the director when necessary in his/her relationship with parents.
- In accordance with the RFEF Grievance Policy, assess the validity of and appropriate response to any concerns brought before the Board by parents or instructors.

### Relationship between the School Board and the Director



- The Board hires the director and together with the director the Board sets annual performance measures for the director.
- It is the responsibility of the director to ensure that Board policies and budgetary guidelines are followed in all RFEF activities and programs.
- Establishing and implementing business educational programs is the responsibility of the director. Program is curriculum, person, date, or activity specific (i.e. educational assignments, Christmas program, academic and farm schedule, special educational events during or after the learning day, establishing member expectations and consequences for failure).
- The director communicates consistently, accurately and in a timely manner with the Board in all matters relating to the well-being of the business.

### **Qualifications**

- In considering potential new Board members, Roots will not discriminate against anyone on the basis of race, sex, economic status, or age.
- Board members must read the RFEF Mission, Fundamental Pedagogical Convictions, the Roots' Commitment, and Statement of Faith and submit a statement affirming a personal commitment to uphold these.
- Board members must read the RFEF Code of Personal Conduct and submit a statement affirming a personal commitment to abide by it.
- Board members must read the RFEF Conflict of Interest Policy and submit a signed copy of RFEF's Conflict of Interest Questionnaire.
- Parents of Roots members must have been at the business for at least one academic year prior to serving on the RFEF Board.
- Unless specifically exempt by a 75% majority of the RFEF Board, all RFEF Board members with school age children must have those children enrolled at Roots.

### **Terms of Office and Elections**

- Terms for elected members of the Board are two years, beginning on June 1, serving one month in a non-voting capacity, and ending on June 30 two years later.
- Elected board members are eligible to serve up to three consecutive full 2-year terms or a total not to exceed 7 consecutive years. At the end of three consecutive 2-year terms or 7 consecutive years, Board members must take a two-year hiatus before serving another term.
- Incumbent board members who have served 5 consecutive years or less are eligible for reelection. Reelection of a sitting board member requires a "yes" vote of 66 percent of all other elected Board members.
- When a seat on the Board becomes vacant, either by mid-year resignation or the decision of a Board member not to seek re-election, the Board will nominate and elect new members.
- Election of new Board members will be held each May, and requires that 75 percent of current elected Board members vote "yes."
- Should an elected member of the RFEF Board be unable to complete his term, an election should be held within one month of the signed and dated resignation letter. This election will be for the

purpose of filling the remainder of the term of the resigning member.

## **General Policy Guidelines**

- All board operating procedures will be established by policy and maintained in the RFEF Board Policy Manual.
- Establishing business policies is the responsibility of the Governing Board. Policies are broad, overarching (e.g., dress code, individual driver policy, procedures for expressing parent concerns, policies for collecting and disbursing funds, policies for hiring and firing). Policies are always recorded in at least one of the following: Board Policy Manual, Parent Handbook, and/or Instructor Handbook.
- Policies will normally not be changed in midyear unless doing so is essential to protect the well being of the children (parking, pick up, etc.) or to fulfill Roots' mission.
- Policy and program decisions must always conform to Roots' mission, faith commitments, and fundamental pedagogical commitments.
- It is the responsibility of the director and business administrator to inform staff and parents of new or changed policies.

## **Leadership: Authority and Responsibilities**

### **Business Director**

The job of the Director of Roots is to guide and inspire the faculty, members and families of the program in the areas of academics, farm, relationships, and governing board related duties. The Director is to consistently ensure the quality of a Roots education for all children, working to see that all individuals grow both academically and relationally. The Director's role in supporting instructors includes providing proper training and continued development regarding the RFEF curriculum and a Charlotte Mason philosophy. The Director is to also provide guidance and inspiration to the parents and families of Roots members as parents work to learn and implement appropriate areas of the Charlotte Mason philosophy in the home environment. Finally, the Director oversees all business operations under the authority of the Governing Board.

### **Business Administrator**

The job of the Business Administrator supports instructors and the director by ensuring the efficient day to day operations of the business, including communications with parents and logistics for academic and farm programs.

## **Cultivating Mature Children**

We believe:

- That disposition, intellect, genius, come pretty much by nature.

- That *character* is an achievement, the one practical achievement possible to us for ourselves and for our children.
- That all real advancement, in family or individual or nation, is along the lines of character.
- That, therefore, to direct and assist the evolution of character is the chief office of education.
- That the Holy Spirit is the one true educator.<sup>1</sup>

The two great privileges of a Roots instructor are:

- The cultivation of a rich, relational, and disciplined individual mind, grounded in the mind of Christ Jesus.
- The cultivation of character (the cognitive, emotional, and relational habits of a well-lived life), grounded in the love of Christ Jesus.

### **A High Standard of Attitude and Behavior**

Whether conscious or unconscious, all behavior flows from an initial idea. Such ideas lead to the formation of a habit. And, habit leads to the establishment of a character. Thus, it is essential that instructors support children not only in maintaining a concrete standard of behavior, but by engaging the underlying ideas, attitudes, and habits that lead to concrete behavior. Roots is committed to this kind of formation of heart and mind but cannot succeed without the cooperation of parents and children.

It is particularly important that educators and parents, support/expect children to consistently display the habits of **respectful abidance** to appropriate authority and **diligent effort** in completing assigned tasks.

Children are expected to abide by Roots' policy and to adult authority. At all times, children are to be respectful of instructors and other learners. Any child who is lax in these areas is to be engaged in a wise, supportive manner that maintains a high standard and maximizes the possibility of healthy compliance (not neurotic nor merely external compliance). Instructors will be quick to engage parents in support of individual growth.

At Roots, every child is expected to put forth effort, to give full attention, and to carefully complete all assigned tasks. Administration and faculty are committed to giving each child the opportunity to be an active participant in the learning process by calling upon each child to read, demonstrate, and discuss daily. Members executing their assignments in a haphazard manner will be required to do them a second time. Children who fail to adequately master assigned tasks may be required to stay after hours to receive additional help.

The expectations for children at Roots are thoughtfully determined in order to create an optimal environment for each child's growth. While there will be much delight, each child will, and should, experience some degree of discomfort during the academic year. Comfort is not the foremost goal, for growth is highly correlated with struggle. Allowing the child to experience discomfort, not as a

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<sup>1</sup> Mason, Charlotte, *Parents and Children*, p. 233

thing to be avoided, but as an opportunity for growth, will result in a more productive and fruitful year.

### **Respect for Persons**

All children are to treat others with kindness, respect, and generosity. This is to manifest itself not only in the learning center, but also outdoors, at the lunch table, while carpooling or anywhere else the children find themselves relating to one another. Members are to be sensitive to each other's uniqueness, respecting differences.

Cliques, favoritism, "best friends," and other forms of exclusivity at Roots are to be avoided. There is plenty of time outside of the educational day when more intimate relationships may be nurtured. Our aim is to be inclusive rather than exclusive in our relationships. Manners, courtesies, and gracious treatment should be maintained at all times among the Roots family. As with academic behavior, if these instructions are not followed there will be engaged in an optimal growth-inducing manner, soliciting parent support when necessary.

In respecting other school families, it is important that parents communicate with each other regarding television, movies, apps, and video games when children are invited into the home. The levels of discretion concerning these forms of media are indeed varied. What some parents deem graphic or inappropriate in violence, relationships, language, or humor, others do not. Therefore, to continue to demonstrate respect for others, please communicate about these choices.

### **Respect for Property**

Individuals are expected to show appropriate regard for all business property. Roots wishes to care for and maintain the lunch yard, books, desks, and other physical property so that a pleasant environment is maintained. Children should avoid running and horseplay inside the building, leaning on walls or placing hands on glass doors, marking in or bending backward the spines of books, and scraping or scratching furniture. Members will be fined for damage to any books, materials or property that has not been determined to be normal wear.

### **Dress and Hair Style**

Please refer to the Dress Code. The purpose of a dress code is to minimize the social competition and distraction which results from an excessive focus on what a child is wearing. With a view to this concern, parents are expected to limit students' choice of hairstyle, hair color, body-piercings, jewelry, etc. Roots administrators and instructors reserve the right to forbid any form of adornment that draws attention to the child's appearance, distracts from the goal of education, or is considered damaging to the educational atmosphere. All unnatural coloring of hair, graphic t-shirts, spaghetti straps, and ripped jeans are strictly prohibited.

Upon initial failure to comply with the dress code, a written notification of parents will be sent home. Should subsequent violations occur, parents will be contacted and required to bring appropriate dress to school before the child will be readmitted to class.

## **Response to Student Weakness**

The vast majority of discipline problems are dealt with at the classroom level. The instructor's office is one in authority, and he or she is under the obligation to maintain a classroom atmosphere where each child can learn and grow in an optimal way. The director and business administrator support the instructor in his/her role and become involved in the following cases:

- A serious offense (See Level 3 and Level 4 Offenses below).
- A child becomes disruptive, uncooperative, or is emotionally distressed such that the attention of another authority is needed.
- A lesser offense has become habitual and the added authority of the director would be helpful in facilitating individual growth.

An instructor typically does not report to parents any correction that is a part of dealing with routine weakness in the classroom, unless the offense is very serious (see Level 3 and Level 4 Offenses below), was highly disruptive to the class, or has become habitual. In these cases, the instructor will contact the parents by phone, and if necessary a conference will be set with the parents in order to gain additional support for the child's growth.

Above all, the educational establishment needs the parental support when confronting individual weakness. The parental relationship is essential in bringing up the child to be self governed and positive in his/her relationships with himself, others, and authority. Parents are asked to assist in this process by peacefully but firmly confronting their child's weakness, developing a strategy for the replacement of bad habits with good, and consistently following through on the strategy.

**Response to Individual Weakness Level of Offense**

For purposes of clarity, Roots classifies damaging behavior as follows:

**Level One** Offenses include talking in class, mischief, impulsive disobedience, eating at inappropriate times, pranks, inattention, sloppy work, impulsive/disruptive body movements, impulsive speech that is hurtful or demeaning to another, etc.

**Level Two** Offenses include a pattern of impulsive disobedience, dishonesty, speech that is profane, speech that is intentionally hurtful or demeaning, less serious acts of aggression such as pushing, tripping, or punching in the arm, etc.

**Level Three** Offenses include deliberate/defiant disobedience, refusal to do assigned work, deliberate deception, talk which is sexually perverse, graphically violent or sadistic, threatening talk, stealing, leaving campus, destruction of property, more serious acts of aggression such as throwing multiple punches or striking with an object, etc.

**Level Four** Offenses include any act of violence which has the potential to do permanent harm, vandalism of the business facilities, violation of civil or criminal laws, use of illegal drugs, possession of illegal drugs, sexual immorality, and threatening harm with a firearm or other weapon.

**Consequences for Offenses**

<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>	<b>Level Four</b>
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Handled by classroom instructor*	Handled by classroom instructor*	Immediate referral to the director	Immediate referral to the director
Single offenses elicit instructor correction.	Single offenses elicit instructor correction.	Probable suspension for the remainder of the day	Immediate suspension and probable expulsion
Repeated offenses elicit parent involvement and a strategy for new habit formation.	Repeated offenses elicit parent involvement and a strategy for new habit formation.	Parents are contacted and consulted as to response.  Multiple offenses with lack of repentance will result in expulsion.	Parents are contacted for an immediate meeting with the director.  Multiple offenses will result in expulsion.

\*In cases of a pattern of offenses, the instructor should seek director’s counsel and involvement.

### **Policies for Membership Termination**

Members may be dismissed from Roots for the following:

- Any Level Four offense.
- Repeated Level Three offenses or lack of repentance for a Level Three offense.
- A pervasive pattern of Level Two offenses which seriously undermines the educational atmosphere and for which the child is unrepentant.
- A pattern of excessive absence from learning.
- An unwillingness to dutifully engage the academic work.
- A determination by instructor and director that Roots is unable to meet the academic and/or personal needs of the child. Any child guilty of a Level Four Offense or a Level Three Offense for which he/she is unrepentant is subject to the possibility of immediate expulsion at the recommendation of Roots director with the concurrence of the Roots Farm Educational Foundation governing board. In all other cases, when a child is in danger of dismissal, the director and instructor will schedule a meeting with parents and child. The purpose of the meeting is to:
  - Clearly communicate that the member is in danger of dismissal.
  - Clearly identify the behaviors that must change if the member is to remain at Roots.

- Develop a strategy for supporting the child in positive change.

The child’s instructor and the director will diligently seek to support the member in his weakness and will be in regular contact with his/her parents, notifying them of progress or lack of progress. After a minimum of four weeks, if the director deems that there has been insufficient progress towards the needed change and that the child’s continued presence at Roots is a disservice to the member himself or to the other children at Roots, the director will recommend to the RFEF Board that the child’s membership will be terminated.

## **Policies regarding Weapons on Campus**

While on business property or at any organizational function (including business organized transportation), no child shall intentionally possess a firearm, a sharp edged knife, or any other weapon, unless specifically authorized to do so by the educational director or volunteer instructor. The director will only authorize possession of an unloaded firearm, a sharp edged knife, or any other weapon for specific educational purposes (e.g. sharp knives used for dissecting science specimens or an unloaded musket for a history lesson).

Should a child violate this policy for the first time and without malice the member shall be suspended from the learning center for the remainder of the day. The director shall meet with the member and the member's parents to explain the seriousness of the offense and to notify them that the consequence of a second offense may result in immediate termination from Roots.

While on the business property or at any academic or farm function (including educationally-organized transportation), no child shall ever knowingly have in their possession a loaded firearm. At the governing board's discretion, the child may be expelled for such an offense (regardless of whether or not it is the first offense).

While on Roots property or at any educational function (including event-organized transportation), no student shall ever use or threaten to use a firearm, sharp edged knife, or other weapon for the purpose of causing alarm or personal injury to self or to any person or to damage school property. The consequence for such offense is immediate termination (regardless of whether or not it is the first offense) and local law enforcement will be notified.

Any member at Roots, at a Roots function, or traveling to/from a Roots function, who discovers an unauthorized firearm, sharp-edged knife, or any other weapon is obligated to immediately inform the business administration. Failure to do so is a serious offense.

## **Policies regarding member behavior during transportation**

The following rules are to be followed in conjunction with the behavior guidelines that are outlined in the Roots Handbook. As always, common sense and an awareness of our behaviors impact on others will serve children well and make their use of traveling an enjoyable convenience.

1. DO NOT DISTRACT THE DRIVER. Conversation and behavior can endanger the safety of all passengers. Do not request the driver to perform tasks or make stops while under way. Any such request of importance should have been arranged prior to the bus moving. If the driver asks you a question, respond promptly and honestly.
2. When riding on a bus, all riders are to be seated and stay seated. All talking must stop when the vehicle stops, such as either at a stop sign or a traffic light or railroad crossing. Quiet talking resumes when the vehicle is in motion.
3. No electronic devices such as ipods, laptops, cellphones, etc. may be used or visible in the vehicle. Should any such device be used or visible, it will be confiscated by the driver. (In extraordinary circumstances, the driver may grant children permission to use a cell phone for the purpose of contacting parents.)
4. When riding a bus, food, drinks, and snacks are not allowed to be eaten. An exception can be bottled water if the driver permits.

5. Do not board or depart the vehicle until told to do so by the driver. Students should not be aboard the vehicles unless an adult chaperone is present.
6. Get permission from an adult to operate the windows for ventilation. The driver will determine if windows will be opened or closed.
7. Ensure you remove all of your items from the vehicle when exiting for the day. Check under your seating area.
8. Assist the driver in cleaning the vehicle, remove all trash, and report any damaged seat to the driver so that it can be repaired.

## **Dealing with Controversial Ideas**

### **Diverse Theological Ideas**

Parents and children come from a variety of theological traditions, including non-Christian. Instructors should foster understanding by being respectful of different views and by focusing on the text. The focus is never to be upon what a particular instructor or child believes but rather on what an author states. (i.e. the Thomas a Kempis' understanding of the virtue of poverty or Calvin's understanding of predestination). In cases, where texts are open to varying interpretations (i.e. Jesus' statement that "Unless you eat my body and drink my blood you shall not have life within you"); instructors should point out that deeply committed followers of Jesus have, throughout the centuries, understood such texts differently.

### **Evolution vs. Creationism**

Children will encounter the evolution vs. creation debate at a young age. Instructors should make children aware that there are three views regarding the creation of the various species of the plant and animal kingdom:

- Evolution without God –over a very long period of time animal species changed from one species to another through chance mutation and survival of the fittest.
- Old earth creation – God created the universe, every animal and plant, and did so over a long period of time (hundreds of millions of years), perhaps evolving one species into another through a process of intelligent design.
- Young earth creation – God created the universe, every animal and plant, and did so in a short period of time (usually six days).

Instructors should acknowledge that there are deeply committed, thoughtful followers of Jesus who believe in young earth creation and equally committed, thoughtful followers of Jesus who believe in an old earth creation. Children should be taught to respectfully disagree and yet still be open to learning from a scientist, who is a secular evolutionist.

## **Assessment and Evaluation of Student Learning**

Children are expected to pay attention and demonstrate effort every instructional day. All members are active participants in the learning process and are called upon to narrate and discuss each day's



readings and presentations. They are also expected to produce written narrations, compositions, drawings, diagrams, maps, and charts, all of which demonstrate and deepen knowledge. This work is kept in member notebooks and copybooks, which are accessible to the parents at any time. Parents are encouraged to contact their child's instructor to arrange for review of this material. Instructors evaluate the children's daily in areas of comprehension, skill, and habit development. Knowing that learning is a process that manifests itself in a product, instructors are attentive to both individual growth and the achievement of expected mastery. Instructors communicate with parents regarding their child in the following ways:

### **Parent/Instructor Conferences**

Parent/Instructor Conferences are held three times a year to inform the parents concerning their child's progress. Parents are expected to share in a dialogue regarding how Roots staff can best assist their child to progress and mature. During the week before conference day, parents are to reserve a conference time by signing up on the digital link sent or via the office. Children K-6th do not attend the Parent/Instructor Conference, and child care is not provided. Students 7th-8th attend Parent/Instructor Conference.

### **Reports of Growth**

Reports of Growth are issued three times a year. Each report is divided into two major sections. The first section provides a detailed assessment of the quality of the child relationship to self, others, ideas, and work, noting both the individual's strengths and areas where growth is to be encouraged. The second section provides a personal narrative for each subject studied, detailing the child's progress. Parents are asked to bring the Report of Growth with them to the Parent/Instructor Conference for review.

### **Examinations**

Examinations are given near the end of each semester. They are administered each morning for an entire week. Classes are dismissed at 12:30 during exam week, allowing the instructors to begin the task of reading exams. Members are given broad questions covering aspects of the semester's study in each subject. Younger children dictate their answers, which are scribed for them; older children write their answers. Exams in disciplinary subjects may also include solving equations and reproducing maps, tables, nature study specimens, and works of art. Prior to grade eight, there is to be no extra study or review in anticipation of exams. Each child's exam is to reflect what the individual has truly learned during the course of a term's studies. Examination results and the exams themselves are returned to the parents approximately two weeks after exam week to give parents and children an opportunity to review the results.

### **Children Repeating Grade Level**

If in the judgment of the classroom instructor and the director, a child lacks the necessary emotional or academic maturity to successfully proceed to the next grade and repeating a grade is in the best interest of the child; the parents will be required to re-enroll their child at the same grade level should either of the following occur:

- A member fails two core courses (reading or literature, math, science, and history).

Even if the above circumstance applies; but, in the judgment of the instructor teacher and the director, a child lacks the necessary emotional or academic maturity to successfully proceed to the next grade and it is in the best interest of the child; the parents will be encouraged to re-enroll their child at the same grade level.

### **Parent Concerns and Grievances**

As a community, it is important that Board members, instructors, and parents all work to maintain a positive, affirming, encouraging atmosphere. The expression of negative feelings and even supposedly “constructive” criticism can do much to undermine any business’s atmosphere. The Board and administration of Roots do not seek to suppress the expression of any parent concern or grievance. However, we ask that any such concern or grievance be handled in a healthy, constructive manner. Thus, the Board requests that the process outlined below is followed for concerns within the community. Parents are encouraged to keep grievance discussions within the confines of this process.

1. Parents and staff are always directed to go to the responsible person (be that instructor, director, staff or parent) first.
2. If a parent’s concerns have not been alleviated after consulting with the responsible person, he or she may then seek a meeting with the director.
3. If the concerned parent wishes to question a Board policy or should the director be unable to resolve the parent’s concern to his/her satisfaction, the parent may then file a formal “Statement of Concern” with the Roots Governing Board. The necessary forms will be made available in the business establishment.
4. Upon reaching a decision, the Board will communicate its decision to the concerned party.

### **Student Health and Medication Policies**

#### **Administering Medication**

Before any prescription or non-prescription medications can be administered, a written request must be received from the health care provider or the parent must come to business to administer medication to their own child. This request should contain the name of the medication, purpose of the medication, the frequency and amount of dosage. Any medicine, prescription or non-prescription, to be administered at Roots must be hand delivered by the parent or guardian, be in the original container, and be properly labeled with the child’s name, name of medicine and directions for time and dosage. Medication Permission Request Form available in the business office in the event your children should need medications while at the learning center or attending an educational function.

When the period for administering the medication expires, the medication must be picked up by the parent, legal guardian, or other responsible adult. Substances such as vitamins, herbal preparations, etc. will not be given during business hours. At all times, medication will be secured in the business office in a locked cabinet or locked closet.

#### **Cold and Flu Season**

To ensure that all children at Roots remain healthy, we ask that you keep your child home if they suffer from any one of the following symptoms: a fever of 100.4 degrees or higher; sore throat; new uncontrolled cough that causes difficulty breathing (students with chronic allergic/asthmatic cough, a change in their cough from baseline); diarrhea, vomiting, or abdominal pain; New onset of severe headache, especially with a fever.

## **Daily Schedule and Routines**

### **Individual Growth Attendance**

Attendance is taken each day and reported on each student's report of growth. Attendance is strictly for our records. It is strongly encouraged that children are not to be absent except in cases of illness, injury, family emergency, or the rare special family event (i.e. wedding). Family trips should be planned to coincide with business holidays, but not parent-instructor conference days. Vacations taken outside of scheduled business breaks are disruptive to members, classes, and instructors. If a child is to be absent, please notify the office. A child who is absent for more than fifteen days in a given year may be required to repeat the academic year.

### **Arrival times and procedure**

During educational hours (8:20 a.m.-3:10 p.m.) a drop off and pick line will form under the porch in front of the building. Children should enter and exit the vehicle under or at the main entrance porch.

Children should arrive at Roots by 8:10 to get ready for the day (put away belonging). Classes begin at 8:20 a.m. in the assembly room with the singing of a hymn, the pledge to the flag, and a prayer. Children may arrive as early as 8:00 a.m. to place book bags, jackets, lunches, etc. in designated areas, prepare their desks for their first class, and report to the assembly room. (Please do not drop off children before 8:00 a.m. unless arrangements have been made) It is essential that Roots start on time, and parents are expected to ensure that children arrive no later than 8:10 a.m. in order to be on time for assembly. A record of late arrivals (arriving after the start of assembly) is maintained and reported on each child's report of growth.

### **Dismissal times and Procedure**

Members are dismissed at 3:10 daily. During pick-up, children wait at the main entrance with instructor supervision and listen for their name to be called. Children will then proceed to the loading area and wait for instructor(s) to supervise loading.

After instructional day plans with other families should be made before pickup to ensure an orderly and timely dismissal. If you would like to visit and allow the children to play, instructors will then release them to you, and children are under parent or caregiver supervision.

### **Late Pickup**

Students not picked up by 3:30 will be taken to wait in the assembly hall and parents must park and go to the assembly hall to pick up and sign out their child(ren) with the instructor on duty. Instructors often have meetings and other commitments at 3:30 and it is very important that children be picked up on a timely basis. After the third late pick up in any one semester, parents will be notified in both a written and verbal form, that for each and every future late pick up during the current semester, they will be charged \$25 per offense. This fee will be invoiced from the accounting

office. Director, instructors and school accountant will have no authority to waive this fee. However, parents may appeal to the RFEF school board in the case of extenuating circumstances.

## **Lunches**

It is each child's responsibility to come each day with a packed lunch. Children old enough to be responsible for their lunch, who forget their lunch, will not be allowed to call home for it or have it delivered. Better to miss lunch one day and to develop the habit of responsibility. Parents should help children develop the habit of being responsible for their lunches and should not make an extra trip to deliver lunches. However, if a lunch is brought late, it will be left at the designated area for children to retrieve. Fast food lunches are not recommended; neither are soft drinks, powdered drink mixes, or candy permitted. Please keep in mind that a nutritious lunch will benefit your child in many ways throughout the academic day. The habit of sharing meals among children is not allowed as each family packs what they feel is best for their child's diet, and it is important to acknowledge food allergies.

## **All School Lunches**

Three times during the academic year, the children will share a special hot lunch prepared by parents. Check your academic calendar for "All Roots! Lunch" dates.

## **Chapel**

Each Wednesday we meet in the chapel space from 8:25 – 9:00 for a chapel service. Hymns are sung, prayers are offered, and Roots staff, parents, and locals bringing messages of inspiration. Parents are welcome to join in this time of weekly worship.

## **The Parent Volunteers of Roots Farm (PVRF)**

The volunteer work of parents is essential for the life of Roots, and all are invited to serve. At Roots, the work of business volunteers is coordinated by the Parent Volunteers of Roots Farm under the leadership of the PVRF Coordinator who is a parent volunteer that works in collaboration with the Director of Administration and Admissions of Roots. All email communications from the PVRF coordinator will come through PVRF@protonmail.com. In order for Roots to provide children with an optimal education at a reasonable price, volunteers are needed to provide a broad range of assistance.

Throughout the academic year, members are involved in a number of special events which take them beyond the business walls or the normal educational hours. In most cases, the director, or his designee, presides over the event and works with a team of volunteers to carry it out.

These opportunities for parent participation and service include (but are not limited to):

## **Academic Life**

o Class Parents

- o All Roots Lunches
- o Scribes for Exams in Fall and Spring or Instructor Appreciation Activities

### **Farm Life**

- o Farm Infrastructure and Maintenance
- o Agricultural and Animal Care Over Holidays
- o Planting, Harvesting, and Processing Food

### **Community Relationships**

- o Back to Roots Picnic
- o Host Families for Incoming Families
- o Community Prayer Time and Prayer Groups Events
- o Christmas Candlelight Concert Reception
- o Veteran's Day Chapel

### **Communications and Technology**

- o Newsletter
- o Public Relations Writing

At the beginning of each academic year, the PVRF Coordinator will provide information regarding these and other opportunities for parents to serve.

## **Periodic Student Activities**

### **Retirement Center visits**

Children in grades 5-8, occasionally accompanied by 3rd and 4th grade students visit residents in a local retirement center on a monthly schedule. Members will be involved in ongoing instruction as to how to extend love and care to others who may or may not be responsive. Additional support and conversation at home in this area is needed to help children in responding to persons who are frail and weak. Watch the bulletin and academic calendar for specific visit dates.

### **County Fairs and 4H Activities**

Roots members may choose to enter in various 4H events such as Livestock Judging Day, Valley Ag Field Day, Presentation Day, Favorite Foods Day and county fairs. This is a chance for members to showcase their creations, present their knowledge on a particular topic or raise an animal to be shown or sold.

### **Partnerships with local organizations**

Roots welcomes and benefits from the friendship of local groups. We continually seek opportunities to work with those around the community that can enrich the educational experience for our children as well as allow our members to contribute to the community.

### **Veterans Day Program**

Veteran's Day is commemorated in a special chapel service Wednesday nearest to the national holiday. Local veterans share their stories with members, parents, and visitors, and the children honor the veterans with music.

### **Christmas Celebration**

All children participate in a beautiful candlelight worship service, open to the public, one evening before the Christmas holidays begin. On the final day of school before the holiday, students go caroling to local businesses, neighbors, and our retirement center residents.

### **Shakespeare Festival**

The academic year culminates with the Shakespeare Festival, a Roots-wide production of plays by Shakespeare, music, food, and other festivities. Roots students perform in the festival, which celebrates the efforts of the students and represents the accomplishments of the year. The Festival is the product of the work of many people, and is an opportunity for all to lend a hand. It is a delightful and unique presentation of our educational center and our members, meant to be shared with friends and relatives, and the community.

### **Field Studies**

Field studies are what are commonly known as field trips. These excursions are intended to take learning outside of the classroom; therefore, the expectations for members are to be the same as when children are in class. To ensure that the individual relationships are encouraging and supportive to one another, children will be:

- assigned to seats on the bus or in vehicles
- not allowed to eat or drink on the bus or in vehicles
- not allowed to play with electronic games, iPads, etc.
- not allowed to bring toys of any kind

To ensure the field studies do not become a practice in consumerism, the children will not be allowed to:

- purchase items at the gift shop
- bring extra money for additional treats

Parents accompanying the children as a driver or chaperone should see themselves as persons fostering education, not entertainment. In this role they are to take authority over conversations and behavior on the bus or in their vehicle and at the location visited. These outings are for learning and to foster relationships within the class, and therefore we discourage younger siblings from attending. Additionally, we ask parents to refrain from:

- playing videos in the car
- playing any music which fosters unhealthy relationships
- making side trips to the ice cream parlor, etc.
- detouring from the map/directions provided by the instructor

Roots requires all volunteer drivers to submit a copy of their driver's license and proof of insurance. Parents enlisted to chaperone and/or chauffeur on excursions away from the Roots campus should be sure to have the Family Information Forms for all children in the car. These forms are kept in the business office, and the classroom instructor will give them to drivers.

## **Holidays and Special Days at Roots**

Holidays are joyful occasions for families and friends, and it is important to set these days apart from the norm. Yet, at the same time, it is important that the task of education not be lost in the celebration of every holiday. During lunch or recess, instructors' and members' birthdays can be celebrated at school with a sweet treat and candles. Please do not bring "goodie bags" or gifts. Instructors should be notified in advance of such a celebration. If an after Roots party is planned, please include the whole class or all of one gender as to not be exclusive in relationships with Roots friends. Any exchange of holiday cards/gifts/flowers must be done outside of business hours and off the business premises.

## **Membership and Scholarship Policies**

Membership is the cost imposed by an institution and paid by the parents to entitle their children to the education experience promised according to the mission of the business. Membership is a rate established to partially meet estimated and anticipated costs of fulfilling the mission of Roots Farm EDU.. It is a factor in the shared responsibility of all parents to pay for the cost of the services provided.

If ever a family encounters difficulty in making membership payments, the family must submit a payment plan alternative in writing to the director within 10 days of the missed payment. Said request will be considered by the governing board within 30 days of submission. If no request for an alternative payment schedule has been submitted, the **members of delinquent families will not be permitted to attend classes, nor will any records be released** until all accounts balances are rectified.

## **Membership Rate & Responsibility**

The membership rate, due date, and payment options will be set each spring for the upcoming school year by the Board of the business. It will take into account the "cost to educate" the members attending the center, including costs for instructors and administrative salaries, supplies, equipment, curriculum, facilities costs, member activities and other administrative costs necessary to provide the high quality education promised to parents and children. Members **MAY NOT begin**

**attending classes** unless membership payments are current according to the payment plan selected by each family.

Membership is solely the obligation of the child's parents and/or legal guardian. Anyone else who chooses to make a contribution toward those costs is performing a gratuitous act by making a charitable gift.

### **Application and Assessment Fee**

Each spring, the Board will review and set the rate for application and entrance examination fees for new members. The application fee is a one-time, non-refundable per-family fee due at time of application. The assessment fee is due at time of application, per applicant, non-refundable.

### **Membership Payment Options**

Prior to the February re-enrollment deadline, the Board will meet to determine the membership rate, due date and payment options for the upcoming year. Each academic year, at the time of re-enrollment, families are to designate their preferred payment option and to sign the Membership and Fee Policy Agreement when the enrollment/re-enrollment fee is paid.

Families paying their membership on an annual basis will be billed in May. Membership is due and payable within 30 days. Families who elect to pay membership in two payments per year or in monthly payments must coordinate payments with the school accountant. There is a two percent fee for any membership financed under the payment plan.

### **Other Miscellaneous Fees**

Other fees, such as the annual classroom supply fee, All Roots' lunch fees, Lifelong Health and Fitness fees, and any additional book fees are separate from the membership rate. Field Study expenses are not included.

### **Enrollment and Re-enrollment Deposit**

An enrollment deposit, an amount set by the Board each spring, is due upon formal acceptance of a member into the business. A re-enrollment deposit, amount and due date set by the Board, is due for children returning to Roots for the upcoming academic year.

This deposit represents the mutual commitment of the parents and Roots. The commitment of the parents to provide financial resources in exchange for the education of their child, and the commitment of Roots to save a place for the child, to proceed with hiring faculty and staff, and to ensure proper classroom space and learning environment for the upcoming year. This deposit will be applied to the membership balance due for the academic year, and is non-refundable.

The Board may choose to set the enrollment/re-enrollment fee at one-half the usual amount for families whose children receive financial assistance, and to waive the enrollment/re-enrollment fee for instructors with a signed contract for the next academic year.

### **No Refund Policy/No Waiver**



Roots Farm EDU is committed to providing a high quality education. In order to fulfill its mission, annual commitments are made to hire instructors, rent facilities, and purchase curriculum, supplies and equipment. These costs to the education center do not decrease when a child is withdrawn. Therefore, Roots Farm Educational Foundation has a strict **NO REFUND, NO WAIVER** policy for membership and fees. If a child is withdrawn at any time for any reason, or if a child's membership is terminated, no refund on membership and fees paid and no waiver on membership and fees owed will be granted. This policy applies to the full academic year's membership and fees, including those scheduled for payment through automated bank drafts. This applies before or after Roots opens or throughout the academic year. Transcripts and/or educational records will not be released for any child until all membership and fees are paid in full. Lastly, all membership and related fees are due on or before the payment deadline. **In cases of withdrawal or expulsion, no refunds of previously paid membership and fees and no waivers of future bank draft payments will be given.**

### **Financial Assistance Policy**

With each budget year, the Board will set aside the contributions and gifts received from contributors, which are designated for financial assistance purposes. In addition, the Board may choose to allocate a portion of undesignated gifts, contributions, or proceeds from fundraising efforts for use in funding financial assistance. The financial assistance fund balance to be allocated for the upcoming academic year will be set by the Board each spring. In addition to the annual financial assistance amount established, and based on historical information from the previous years, certain money in the financial assistance fund may be set aside each year to provide for mid-year assistance for families with unexpected financial emergencies.

Financial assistance for membership is available to members on a limited basis and is based largely on financial need. Requests for financial assistance are made via a financial Assistance Application available in the school office. Each family requesting financial assistance must submit the completed application and required documentation for evaluation prior to the application deadline. The Board will consider the recommendation of the financial assistance committee for all applicants. The annual financial assistance funds will then be allocated and the results will be conveyed to each recipient.

Financial assistance for the upcoming year are to be allocated by May 1<sup>st</sup> based on the following criteria:

- Priority is given to previous recipients with continued need.
- Priority is given to families enrolled at Roots during the past year.
- While exceptions may be made, in general, financial assistance will not be granted for Kindergarten.
- Financial assistance will be granted up to half of membership to those families with very limited resources. By the end of the first week of May, financial assistance recipients will be notified by a Financial Assistance Committee member. Financial assistance funds may only be applied to membership costs. All other fees (enrollment, testing, etc.) remain the responsibility of the parents.

### **Miscellaneous New Academic Year Activities**

- **All School BBQ.** Before Roots opens, Roots families are invited to get together for a picnic and introductions. (See calendar for date.)
- **Meet the Instructor.** All members and parents are invited to come to campus to meet their instructor and members, see their classroom, tour the campus, and enjoy fellowship. (See calendar for date.)
- **New Parent Orientation.** Parents of children new to roots are required to attend new parent orientation. (See calendar.)

### **Evening Campus Meetings**

Parent campus meetings are held throughout the school year. These meetings provide families the opportunity to get to know each other in the more informal setting of a shared meal. Campus meetings allow for the following:

- the building of relationships within the Roots community
- the highlighting of upcoming academic events, such as open houses, plays and other educational activities
- an opportunity for instruction in the Charlotte Mason/Roots philosophy of education and other topics related to parenting
- an opportunity for children to share their work, recitations, and music with the Roots family

Parents are highly encouraged to attend Campus Meetings. If childcare is available for younger children, will let you know beforehand. If there is no childcare, we would like at least one parent to attend. Please check the academic calendar for specific dates, and watch the bulletin for any additional information.

### **Roots Closings and Early Dismissals**

In case of bad weather or other community emergencies, Roots will communicate school closures or emergency procedures by text via Remind texting service. The information will also be posted on the business website and an email will be sent.

### **Business Office**

The business office can become a very busy place. In order to meet the needs of members, parents, faculty and others, we ask that the following considerations be made:

- The phone should be used for emergencies only. After business arrangements are to be made prior to the start of school, not during the day. When children arrive at Roots, they should know how they are getting home that afternoon.
- Use of the copier is not allowed without the permission of a Roots staff member.
- Only the Roots staff is to assist with first aid, medication or supplies.

### **Lost and Found**

Roots does not have a Lost and Found. If the owner of a found article is easily identified, the item will be returned. Otherwise it will be donated or disposed of. It is important that children learn to be responsible for their possessions. Please take care to mark lunch boxes and outer garments with the child's name.

### **Educational Supplies**

Educational supplies and the majority of books will be purchased by the parent.

### **Lifelong Health and Fitness**

We believe that physical fitness is an important part of life. Because education includes the relationship with ourselves, we encourage proper stewardship of our physical bodies. For younger students, Roots places a priority on free play, and ample time for such play is provided each day. Twice weekly, members in grades 5 to 8 will engage in physical conditioning or training in a specific sport. These opportunities may include running, swimming, tennis, golf, and/or other activities.

### **Tutoring Opportunities**

Instructors and children offer after-hour help at times, as needed, for groups and individuals.

### **Family Reading**

Because of its multiple benefits, reading aloud as a family is encouraged in the Roots community. This is emphasized in the requirement that members, grades 4th to 6th read 30 minutes each night. Please refer to the Roots Reading List, included in your admission folder, for titles of living books to enjoy in your family reading time.

### **Instructor Appreciation**

Many parents and members are desirous of expressing their gratitude and love by way of gift-giving to their instructors. For obvious reasons, Roots requests that parents be discrete in timing and nature of such gifts. Spontaneous gifts of garden flowers, homemade jams, and kind words throughout the year are refreshing to each instructor and display the love and affirmation that is intended. Roots will designate Instructor Appreciation Activities at special times for parents and children to demonstrate their gratitude. Details will be communicated as these activities draw near.

## **Appendix A**

### **Roots Farm EDU Code of Personal Conduct**

Roots Farm Educaion is committed to fostering a way of life consistent with the moral norms taught by Jesus Christ and declared in the scriptures. Adult example has a profound effect on the formation of the hearts of children. Failure on the part of faculty, staff, or Board member to maintain the standards of conduct expressed in this document is grounds for dismissal. Failure on the part of a child will result in disciplinary action with the possibility of the member being required to withdraw from the educational program. It is not the place of Roots staff to be “checking up” on parents, but should a parent’s repeated violation of the Roots Code of Personal Conduct become scandalous to the children of the Roots community (i.e. a parent consistently arrives intoxicated at Roots events), the parent may be required to withdraw his/her child from Roots.

At Roots, we believe that on optimal way of life requires that we:

- Demonstrate consistent care for all persons, treating all with kindness, respect, and generosity; never engaging in any behavior (including verbal) which would be damaging, disrespectful or demeaning of another person, child or adult.
- Be diligent in fulfilling all tasks related to one’s responsibilities, maintaining a high quality of work, honesty and integrity.
- Be careful and gracious in speech, avoiding any profane speech and never making a public statement (in any medium, including e-mail) regarding the business or any member of the Roots community which can be considered injurious to the reputation of another person or the establishment.
- Handle all concerns and grievances in a constructive manner. (See Procedures for Dealing with Concerns and Grievances).
- Avoid all illegal activities including illegal drug use, theft, vandalism and fraudulent activity.
- Avoid activities destructive to relationships such as outbursts of rage, violence, stealing, lying or cheating.
- Be moderate and appropriate in the consumption of alcohol, avoiding drunkenness and never giving alcohol or tobacco products to a minor.
- Protect the dignity of human sexuality and the virtue of chastity
  - o By avoiding all forms of lewd speech including base jokes, sexual innuendo, and inappropriate sexually explicit talk and text.
  - o By never viewing, possessing, distributing or fostering the use of pornographic material including but not limited to print, digital image, video and audio.

o By never advocating or participating in immoral sexual activity (defined as any form of touching or nudity for the purpose of evoking sexual arousal apart from the context of marriage between one man and one woman).

o By never engaging in any physical contact or verbal expression with another person (adult or child) which could be interpreted as being an inappropriate display of affection and thus emotionally abusive and confusing.

\*Parent handbook copied and modified from Ambleside Fredericksburg

## **Appendix B: Affirmation of Roots Parent Handbook**

I have read the Roots Parent Handbook, and will comply with it and all of the supporting documentation. We ask that both parents and/or guardians sign.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name:

\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name:

\_\_\_\_\_

**Please return Appendix B to the business office.**