



DEEP ROOTS CHARTER SCHOOL

STUDENT & FAMILY HANDBOOK
2022-2023

#PlantYourRoots

Welcome to the DRCS Family!

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Letter From the CEO

Dear Families and Students,

You have enrolled in a special place where we have talented students, dedicated parents, and committed educators. The team at Deep Roots Charter School work to live our mission and vision every day. We want to make sure all students are prepared for post-secondary success. Our mission is to prepare students to be successful in whatever path they choose. We will allow them time and space to explore their purpose and serve in the community. We realize that parent partnership is pivotal in ensuring the success of each student. This handbook was created to transparently share our expectations for every student and family.

Serving the young people that walk through our doors is what we will do daily. We want our students to experience a school where they can fully experience the joy of learning. We know we will have a fantastic school year and we are excited to be on this journey with you. We need every child to take their enrollment at Deep Roots Charter School seriously. Your child is committing to work hard, to be a productive member of the school community and serve beyond the walls of our school.

In this handbook you will find the policies, programs and general resources that will drive our work this year. Please make sure you keep this and can refer to it throughout the year. This handbook should be able to answer many questions about what occurs in the school daily.

Thank you for trusting us with your children and for committing to the mission and vision of Deep Roots Charter School. We are looking forward to an amazing year that will be academically rich, appropriately challenging, joyful and enriching..

In partnership,

A handwritten signature in black ink, appearing to read "Lucilla Perry". The signature is fluid and cursive, with a long, sweeping tail that extends to the right.

Lucilla Perry
CEO & School Leader

Introduction

Student & Family Handbook Notice

This Student & Family Handbook (also referred to as “Manual” or “Handbook”) was written as a matter of information, for the families and students that are a part of our DRCS school community. The information contained herein may be changed, added to, deleted, suspended, and/or discontinued at any time with or without prior notice. All rules, policies, and procedures, whether contained herein or separately promulgated, are designed with the intention of establishing efficient, effective, and safe student and staff environments at DRCS and are to be followed as promulgated barring any unusual or emergency situation.

Mission & Vision

Deep Roots Charter School’s mission is to teach disciplined learners and to empower them to grow and serve in their community, in college and beyond.

Deep Roots Charter School’s vision is to be an actively anti-racist and inclusive organization. We serve all students, support all families, and advocate for our communities. Our learners and team will discover their purpose, potential and actively work to dismantle barriers within and beyond our walls.

We will fulfill this mission and vision through the **Core Values** of practice, service, and purpose:

Practice, because we want each and every individual in our school community, from student to leadership, all will engage in deliberate practice, and value this as the path to excellence.

Service, because our service-learning model will be discipline based; it will require students to have a presence in the community and reflect on their experiences regularly

Purpose, because we want to empower our students to uncover their unique gifts and talents and apply them towards an outward purpose about which they are passionate.

The focus of our DRCS community is college preparatory, preparing students for success at a selective institution. The driving force in our community is world class teaching in every classroom.

Core Values & Student Culture

These values are the foundation of our culture and climate at DRCS.

Practice

“Deliberate practice” is a concept developed by psychologist Anders Ericson as he and his team studied expertise. They concluded that, “expert performance is qualitatively different from normal performance” and is the result of a very specific form of practicing, in which individuals

do many repetitions, receiving very specific feedback against a known standard, so that the quality of each subsequent repetition is better than the last. At DRCS, we expect our students to develop deep expertise in reading, writing, mathematics, and content areas; we expect our teachers to become true experts at their craft; and we expect our leadership team and support staff to be experts in making those around them more effective. Therefore, every individual in our school community will engage in deliberate practice, and value this as the path to excellence.

Service

Community engagement or “service-learning” is explained by the National Service Learning Clearinghouse as, “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.” At DRCS our model of service-learning will be discipline based, which will require students to have a presence in the community throughout their time at DRCS and reflect on their experiences regularly. In these reflections, students apply classroom content as a basis for their analysis and introspective, extrospective, and moral understandings.

Purpose

Simon Sinek, in his best-selling book, “Start with Why,” argues that the greatest leaders are able to inspire others to take action by being driven by a central purpose. He claims that many organizations do not know why they do what they do, which is why so many are unsuccessful. Too many organizations are solely focused on results rather than a cause or belief, which addresses the very reason the organization exists. As educators at DRCS we want to empower our students to uncover their unique gifts and talents and apply them towards an outward purpose about which they are passionate. In doing so, we are driven by purpose too.

“Practice” is our how: it is the way we develop the skills – as teachers, colleagues, students, and families – to grow as individuals and impact our world.

“Service” is our what: it is the thing we do, the action we take, to be involved in our larger community and make a difference for others.

“Purpose” is our why: it drives us to do the painstaking work of deliberate practice to build our skills every day, and it drives us to not only build our roots through practice but to branch out into our community and serve.

Learning Environment

Staff and student culture is built primarily through highly skilled teaching and leadership. This strong culture of effort and achievement is one of the “super levers” Paul Bambrick-Santoyo cites in *Leverage Leadership*, based on his research and experience at the top-performing schools in the country. While our values form the foundation, the following are the core practices we will use at DRCS to build and maintain our culture.

At DRCS we believe that school, classroom, and student culture begins with the adults in at

DRCS. We believe that the teachers, their mindsets, and actions are they key to building a positive classroom and student culture. Teachers will create incredibly strong classroom cultures by being over prepared through deliberate practice of Key Teachers skills which will lead to classrooms that are Proactive, Urgent, Efficient, and Joyous.

Creating a Positive, Student-Centered Learning Environment

DRCS staff, families and community will create a positive, student-centered learning environment by:

Deliberate Practice: Students form habits by repeating very specific routines, with deep attention to details of execution, until those routines become automatic. This is similar to Doug Lemov's "Do It Again" strategy, but also incorporates best practices from successful schools across the country in terms of explicitly teaching routines and procedures. Students deliberately practice handing in papers, retrieving needed materials, "tracking the speaker" to demonstrate attentiveness, staying focused on a text or problem set despite distractions, and using academic language and full sentences to respond to peers' ideas. All DRCS teachers are trained to lead students effectively through hundreds of repetitions of each of these routines in the most efficient and most joyful way possible, ensuring that each behavior becomes automatic and time for focused, engaged learning is maximized. Deliberate practice of routines and procedures helps to provide an environment of predictability, which is important for all children but has additional benefits for students who have experienced stress and trauma, which is particularly likely among the students we will serve.

Positive Rewards, and Restorative Practice :Restorative practices contribute to repairing relationships in the community. It allows students to find alternative ways to resolve conflicts. Positive rewards for meeting set goals each week -Through our behavioral system students are able to work toward goals and practice those actions every day. They will understand how to service the community through our systems, as well as understand the purpose in obtaining knowledge and contributing to the learning process of the community. Providing racial justification in allowing students the opportunity to learn and practice, while taking accountability for themselves. Teachers will be trained – through extensive repetitive practice and real-time coaching – to provide the appropriate messaging with these systems.

Immediate and Logical Consequences: "Sweating the small stuff" means even the smallest behaviors that are not aligned with academic engagement and learning are addressed with standardized consequences. The immediacy and consistency of these consequences, though, not the magnitude, determine their effectiveness in supporting positive habit formation. All teachers practice delivery of these consequences to the point of automaticity, so that they are delivered without hesitation and without negativity. Teachers are also trained and supported in following up with students and building strong relationships with both students and their families – but these relationships do not change the consistency of consequence delivery or "sweating the small stuff." Like deliberate practice and rewards, immediate and logical consequences build strong habits and reinforce a predictable environment, benefiting all learners.

Urgency: At Deep Roots Charter School, we explicitly teach both our staff and our

students that “every second counts,” and then we reinforce this lesson constantly through intentional modeling and consistent feedback. To close the large academic gaps our students may bring with them to school, and to prepare them for success at a selective college, we are committed to packing the maximum amount of learning into the time that they spend in the DRCS building. Behind this urgency is the DRCS core value of Purpose. Moving fast, getting a lot done in a little time, making every second count – this is all a fun challenge! Teachers and leaders use strategies of Positive Framing and “speaking challenge and aspiration” from Lemov’s Teach Like a Champion and “Let’s Try It” from the Jounce Partners Key Coaching Skills framework to infuse positivity into the constant push for urgency.

Teaming with Families: Parents and families are the primary influences in the lives of our students, and the most important partners in the work we will do in pursuit of our mission. At DRCS, we will form a strong team between school, student, and family that is focused on a shared goal of preparing each student with the academic skills and habits of mind to reach, attend, and succeed at a top-tier college. We will build strong relationships through frequent and honest communication, we will be crystal clear on the goals (and metrics for those goals) that we have for each child, and we will focus on skill development (for all three legs of the stool – family, child, DRCS staff) in alignment with our core values of Practice and Purpose.

Addressing and Preventing Bullying

Bullying and cyberbullying, like other disruptive or violent behaviors, is conduct that disrupts both a student’s ability to learn and DRCS’s ability to safely educate its students in a safe environment. DRCS will be intolerant of bullying and cyberbullying in any form. Staff will be trained to teach students about bullying in “micro-moments” (see next section): for example, staff may practice responding to a situation in which a student laughs at another’s answer in class; ignoring this behavior, or even using a normal redirection, does not convey the correct message about complete intolerance of bullying. Instead teachers will practice responding by calmly but firmly stopping the flow of class, and making a neutral-toned, “At this school…” statement, i.e. “At this school, we support risk-takers.” The teacher will also practice the incredibly important next step of consistent follow up – every subsequent similar incident must be addressed with the same firm but even approach.

School leaders, faculty, staff and volunteers at DRCS will treat others with civility and respect and will be encouraged to actively and intentionally model positive peer interactions. This, again, starts with the School Leader and Instructional Coaches, who will be trained to publicly and even exaggeratedly show respect and appreciation for teaching staff during live-coaching moments and other interactions. The DRCS policy of intolerance for bullying, in any form including cyberbullying, pertains to all students and staff, regardless of their status. This policy also applies to all students and staff whose conduct out of school materially and substantially interferes with the educational process at Deep Roots Charter School.

Consequences for a student who commits an act of bullying and/or cyberbullying will be determined by the Culture Team and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student’s history of problem

behaviors and performance; consequences must be consistent with Deep Roots Charter School's student code of conduct. Actions taken by the Culture Team will be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Guidelines for appropriate responses to a report of bullying by a student or the student's parent include:

1. Supervise and discipline offending students fairly and consistently;
2. Provide adult supervision at school and at any activity sponsored, supervised or sanctioned by the school during any breaks, lunch times, bathroom breaks and in the hallways during times of transition;
3. Maintain contact with parents and guardians of all involved parties;
4. Provide counseling for the victim if assessed that it is needed;
5. Inform additional school personnel of the incident and instruct them to monitor the victim and the offending party for indications of harassing, intimidating and bullying and/or cyberbullying behavior. Intervene when prohibited behaviors are witnessed; address any instances of bystander active or passive support for the behavior; and check with the victim daily to ensure that there have been no incidents of retaliation from the offender or other parties.

Student Voice

At DRCS we believe that the most effective avenue for strengthening student voice is effective teaching. Great teachers build the confidence of their students to speak up and speak out – in class with proud volume and precise vocabulary, in advocating for themselves and fellow classmates, and – in alignment to our core values of Purpose and Service – in expressing opinions about events outside of the school building and suggesting action to take. School leadership will actively encourage teachers to build classroom culture that recognizes and appreciates this form of student voice, but also that explicitly teaches students how to speak confidently and precisely. This is all about practice and coaching: teachers are coaching students to practice using their voice productively and advocate for themselves.

Values and Non-Cognitive Skills

Dave Levin – acting on research by Martin Seligman and Angela Duckworth – points to the importance of what he calls “Micro-Moments” in building student character. The evidence behind the effectiveness of explicit “character instruction” is mixed, but there is a strong body of research that supports the idea that children learn from behavior modeling, from consistent feedback, and from adults talking to them again and again about values and ethical choices. The key, we believe, is for teachers to engage in these techniques (explicit modeling, consistent feedback, and talking about values in what Levin and others refer to as Cognitive Behavior Therapy) again and again, not just when they have consciously planned to do so. That means building teacher habits through coaching and practice, so that this is a part of the way they interact with students, not an isolated lesson. In addition to these “micro moments” of modeling and feedback aligned to core values and ethical choices, students will build strong values and non-cognitive skills through their daily participation in the DRCS service learning programming.

Extracurricular Activities

In addition to a rigorous academic program, Deep Roots Charter School will offer extracurricular programming in order to build well-rounded scholars. This OST program is a partnership with Concilio Philadelphia and has a limited availability. We believe that extracurricular activities help students become well-rounded while also providing students opportunities to interact with a diverse group of people through competition and programming. We need our scholars to be successful both inside and outside of the classroom in order to be prepared for success in college and beyond.

Deep Roots Charter School will not have traditional Saturday School or Summer School options. We have an extended school year, with frequent but short breaks to prevent summer learning loss.

Meeting Student Needs: Mental, Emotional and Social Health

DRCS school social worker(s) will provide group counseling and individual counseling on a regular and/or as-needed basis for our students. They will also liaise with outside agencies and service providers including behavioral health services with the NorthEast Treatment Center, behavioral specialist, The John J. Peter's Institute and DHS to ensure that families and our children have the support services they need, both in school and at home. In the instance of severe need or crisis beyond the scope of our social workers' expertise, the social worker will initiate the process of getting the student into the appropriate therapeutic setting, and will work to ensure DRCS actions are in the best interest of the child in crisis and are compliant with all local, state, and federal laws.

Identifying Student Needs

DRCS collaborates with in school and community resources to identify and support various student needs.

Health: DRCS will provide medical exams/screenings in accordance with mandated state services under PA Code Title 28, Section 23.1 – 23.87. In mandated grades, the school will maintain records and conduct exams as required for medical, dental, vision, and hearing. This process will be managed by our contracted health service provider and tracked by the DRCS Administrative Staff. DRCS intends to work with Education Plus Health to provide these services.

Social Work/Counseling: Teachers, staff and/or parents may refer students for a variety of social work services. DRCS has an onsite partnership with Children's Crisis Treatment Center (CCTC), where they will be able to offer support for students and our counseling team from an office in our school. CCTC passionately serves the emotional needs of children and families at risk beginning in early childhood. They meet children where they are and help them to reach their full potential regardless of their challenges. They strive to provide a safe and welcoming environment in which every child is given the opportunity to thrive. When any teacher, staff, or parent wants to refer a student for counseling (either individual or group), they must fill out a referral form, and turn it in to the social work department. If the referral is created by someone other than the parent, the parents of the referred student will be

informed by the social work staff to discuss the referral and get the parent's permission. Some students may have counseling in their IEP or 504 as a related service. The school will ensure they are receiving these services in accordance with their IEP and any adjustments to this service is done through the IEP team process. A crisis situation would be an automatic referral to the social worker to ensure the appropriate procedure is followed.

There are also situations when a report to Child Line is necessary to make sure our students are kept safe. If a teacher comes in contact with a student and has reasonable cause to suspect that the student is a victim of abuse, the teacher is required to contact Child Line immediately. If the teacher would like support, the teacher can contact the School Leadership or the social worker to help walk the teacher through the phone call/report. In any event, the teacher (or any staff member that has reported as a mandated reporter) will be required to inform the school leadership that such a report was made to Child Line.

School Policies & Procedures

The Deep Roots Charter School policies, procedures, and Code of Conduct outlines behavior policies for all students. For a complete review of all policies, please refer to the Code of Conduct section of this Student & Family Handbook.

Attendance & Tardiness

Attendance is the first step in ensuring academic achievement. In order for students to reach for their personal best, they must show up and make their strongest effort at school each and every day.

PA State Law expects students to be in school every day, on time and ready to learn. Pennsylvania Law requires that all children younger than 17 attend school. As a parent/guardian of a school-aged child, you are responsible for making sure the child attends school. If the child doesn't come to school, you and possibly the student, may face legal consequences. In Pennsylvania, truancy is defined as when a child of compulsory school age is absent from school for three or more days without a valid excuse. Absences without a valid excuse are considered "illegal" absences. If a child is found to be truant, you as the parent/guardian can be convicted and put in jail for Corrupting the Morals of a Minor and/or Endangering the Welfare of a Child.

At DRCS, regular attendance is required. Our curriculum is an ambitious one, and every day is essential for students to keep pace. Parents/guardians/families are expected to ensure that their children are in school. PLEASE do not allow your child to miss a day of school except for serious illnesses. We ask that families not schedule vacations or non-emergency appointments during school time. Families should take advantage of our early dismissal days, as well as half-days and breaks, to schedule appointments and travel.

We are committed to giving your student the opportunity to have a positive and successful experience. That is why the attendance of each and every student is critical for the growth of our community.

Consequences for Chronic Absences and Late Arrivals

| Occurrences Per Year | Absences (Illegal of Following Submission of Parent Note) | Late Arrivals |
|----------------------|--|--|
| 1-3 | Parents will receive an automated phone, on the 3rd absence will receive a direct phone call. | Parent contact via automated call |
| 4-5 | Parents will receive a direct phone call from the culture team, and be required to schedule a mandatory meeting to establish an attendance contract. | Detention for each lateness |
| 6-8 | Parents will receive a direct phone call and be required to schedule a mandatory meeting to review the attendance contract. Wherein we will revisit the ramifications of breaking the established attendance contract. Family will be referred to truancy and DHS. | Parent Meeting |
| 8-10 | Parents will be required to attend mandatory meetings to review possible retention, or necessary alternatives in order to support students and family. | Warning Letter regarding possible consequence of grade reduction |

Absent - “Excused” - DRCS may excuse the absence of students under certain circumstances with original documentation. Those circumstances only include emergency (non-routine) doctor’s appointments, court subpoenas, or funeral notices. Please note that routine medical and dental appointments are to be made outside of school hours.

Absent - “Excused - Parent Note” - Parents/guardians are required to submit a written explanation of the reason(s) for an absence within three (3) calendar days of the absence. If they provide a written excuse within three (3) days of the absence, the absence will not be counted as “unexcused” No more than three (3) parent notes per year will be accepted for excused absences.

Absent - “Unexcused”: All absences are treated as illegal until DRCS receives a written explanation of the reason (s) for an absence. If parents/ guardians and students fail to provide

a written explanation within three (3) days of the absence, the absence is permanently counted as “unexcused”. A student is considered truant once they have accumulated (3) or more unexcused absences. Truancy Court proceedings will be initiated once a student reaches six (6) unexcused absences.

If absences are consecutive without any approved excuses, there will be a required mandatory meeting to establish an attendance contract.

If 10 consecutive absences occur the student will be dropped from Deep Roots Charter School.

Excessive consecutive and non-consecutive unexcused absences are reportable to the Department of Human Services and Truancy Court.

Suspension from school or transfer to an alternative education setting is not a permissible response to truancy.

Parent/Families are expected to:

- Emphasize the importance of on-time attendance in school, class, and supervised activities and celebrate good attendance and success.
- Send their child to school every day prepared to participate and learn by providing a good night's sleep.
- Establish reasonable, age-appropriate curfews and bedtimes.
- Make personal appointments for their child outside of the school day or during school breaks as often as possible.
- Ensure that their child receives the periodic student health examinations that are required by law.
- Schedule family vacations to coincide with school recesses.
- Call the school when their child is absent.
- Provide a written excuse or doctor's note for every absence when their child returns to school.
- Provide a written excuse or doctor's note for every late arrival and early departure.
- Provide the school with correct current addresses, emergency contacts, home, cell, and work telephone numbers, e-mail addresses at the beginning of each school year and update information whenever there are changes.
- Help develop and implement the individualized plan for their child's improved attendance when necessary.

Exceptions are made for court-mandated appearances with proper documentation and religious observances as notified in advance by the family. Additionally, students are afforded rights under Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities Education Act (“IDEA”) should their absences be related to a disabling condition. Other rare exceptions may apply.

According to T.C.A § 49-6-3001, all students under 18 are expected to be in school. All students under the age of 18 will be expected to comply with these laws and the school will follow procedures set out in TCA § 49-6-3007 if the student does not comply with the law. In cases of truancy, the school leader (or designee) will investigate the situation. DRCS operates in compliance with TCA § 49- 6-3007 requirements, which can include mandated reporting of truancy to appropriate state agencies.

Arrival & Early Morning Procedures

Deep Roots Charter School officially opens its doors at 8:00 a.m. each day. Students may arrive at that time to eat breakfast. Unless students and families have made an appointment with individual teachers or other staff beforehand, students and families must remain outside the building until 8:00 a.m. Doors close promptly at 8:15 AM each morning. Arriving after 8:20AM is considered tardy, and students must be signed in at the main office through the front doors by a parent/family member.

Morning & Breakfast Procedures

Breakfast begins promptly when the doors open at 8:00 a.m. and is finished at 8:20 a.m. Students must arrive on time in order to eat breakfast. Once they are seated, they may begin to eat their breakfast. Students must remain seated during breakfast. After students have finished, they may work on their independent activities. Students are required to clean and wipe up their tables after breakfast. Students who do not follow the rules for the morning breakfast procedures will lose morning privileges and may lose structured free play privileges.

School Lunch Program

All DRCS students have the option to eat a school breakfast (if they arrive on time) and lunch. We are currently sponsored by the Archdiocese of Philadelphia's food and nutrition program. At the start of each month a lunch menu will be sent home and posted online on our website resources page. If a student does not like a particular meal, he or she may bring a lunch, however, students will not have access to a refrigerator or microwave. Students are not permitted to bring in foods that are unhealthy or high in sugar. Foods that are not permitted include: candy, soda, juices that are not 100% juice, energy drinks, donuts, cupcakes, chips, candy bars, etc.

DRCS serves milk at breakfast and lunch. Any parents wishing to substitute milk with a different beverage must provide a note to the school indicating the reason for the milk substitution. Families must provide the substitute beverage, which can be kept refrigerated in the cafeteria and served to the child at lunch.

Families are required to notify the school of any food allergies and provide documentation from a doctor for the student's health file. Families should also notify the school of any other food restrictions due to religion or custom.

Dismissal & After School Programs

Families are responsible for picking up students that are not being transported in association with the Philadelphia School District bus transportation department. No student will be allowed to leave the school without an adult escort who is not his legal guardian unless the guardian has submitted a signed, written note to the main office in advance specifying name, address, and working phone number for the adult as well as specific pick-up dates. Families **MUST** submit a release form (included in registration packet) listing the names and information for any individuals, beside parents/guardians, who regularly are authorized to pick up their children.

All students will be dismissed beginning at **3:30 p.m. on Monday, Tuesday, Thursday, and Friday**. All students will be dismissed beginning at **12:15 p.m. every Wednesday due to early dismissal** for teacher development sessions. Families who arrive prior to 3:15 p.m. (M-R) or 12:15 p.m. (F) will be asked to wait until dismissal. We ask that you do not pick students up early except for in pre-planned extenuating circumstances such as doctor appointments. **We will not dismiss any students unless in the case of an emergency after 60 minutes before dismissal.** Families must notify the school in the morning so that teachers can plan accordingly. If a parent needs to speak with a teacher, please wait until the teacher has dismissed all of his or her students.

PLEASE DO NOT PARK IN THE FRONT OF THE BUILDING IN ORDER TO ACCOMMODATE OUR BUSES FOR LOADING AND UNLOADING.

Family Pickup

Students who are picked up by foot will be released on the north side of the building in the parking lot. Those picking up students should proceed to the side door in order to present their identification and pick up their students in the cafeteria. Families will then proceed to the front building exit.

PLEASE DO NOT PARK IN THE FRONT OF THE BUILDING IN ORDER TO ACCOMMODATE OUR BUSES FOR LOADING AND UNLOADING.

Bus Pickup

Students who are picked up by SDP buses are loaded in the front of the building.

If children are left at school after hours frequently, DRCS staff members are obligated to notify the Division of Youth and Family Services.

Independent Reading

Research shows that the #1 way to improve a student's reading skills is to have them READ, READ, READ. The students who read a lot outside of school are the students who are the best readers and who score highest on reading tests. Supporting your child's independent reading at home is the #1 way to help him or her improve the speed, accuracy, vocabulary,

and comprehension of his or her reading. Although DRCS students have high-quality reading time during school, they must READ, READ, READ at home every night and weekend and during any vacations from school. Parents / guardians should make sure to supervise their child in reading at least 20 minutes every night and every day on the weekends; this includes reading aloud to your child. It would be especially helpful if you asked the child to read out loud and stopped occasionally to have the child summarize what he or she has just read and to answer simple comprehension questions.

Promotion & Grading

While decisions regarding grade retention will be made on a case-by-case basis, at DRCS we believe that promotion of a student who has only passed some of his/her classes and has not fully mastered the underlying content would be a disservice to that student. Throughout each quarter, school leaders will review student data and determine students who are failing or in danger of failing. The team will determine any interventions needed to support the students academic growth, through the MTSS process. After support is in place and communication has happened between the school and family, and the student is not making adequate growth, retention is in consideration. In accordance with the Pennsylvania Grading System, we have established a school grading system for grades K-5. Student grades are broken down into 2 categories: Mastery and Effort. Mastery reflects students' content knowledge. Effort reflects participation and assignment completion.

Kindergarten students will not be retained without parent/guardian permission. If a parent request retention for their student a meeting will be held with the parent, school leaders, and additional stakeholders pertinent to the student's educational decision making ie. behavioral health services case manager, special education representative, outside psychological service provider.

Category Weights

| | |
|--|--|
| Lower School (K-2) - 75% Mastery - 25% Effort | Upper School Upper School (3-5) - 90% Mastery - 10% Effort |
| <u>Mastery</u> - Exit Tickets - Mid Module & End of Module Assessments - Quizzes - Independent Classwork <u>Effort</u> Classwork completion (complete, partial, incomplete) Participation | <u>Mastery</u> - Exit Tickets - Mid Module & End of Module Assessments - Quizzes - Independent Classwork <u>Effort</u> Classwork completion (complete, partial, incomplete) Participation |

Grading / Report Cards

Report cards are distributed four times during the academic year. "Report Card Conference Days" will be held twice per year. During these days, parents & guardians must attend a twenty-minute conference with their child's teachers to discuss their progress. **It is mandatory that parents attend their student's report card conference.** Please see the annual school calendar for period end dates, and school communication regarding conference dates and times.

The school year is broken into four quarters which allow students several opportunities to demonstrate mastery of specific skills. In addition, multiple means are used to determine students' grades and assess their performance levels. At the end of each marking period, students will receive grades in all classes. The grading scale is as follows:

| Numeric Score | 3-5 Grade | K-2 Grade | Description |
|----------------------|------------------|-----------------------------|---|
| 90-100 | A | E (Excellent) | Students receiving an A (or E) show deep mastery of the knowledge and skills that have been taught; they demonstrate an ability to independently meet grade level requirements and produce creative, thorough work. |
| 80-89 | B | P (Proficient) | Students receiving a B (or P) may still have some areas to work on, but demonstrate a solid mastery of knowledge and skills that have been taught. |
| 70-79 | C | A (Approaching Proficiency) | Students receiving a C (or A) still have some significant areas to work on to show mastery of knowledge and skills that have been taught; the quality of their work meets minimum grade level requirements. |
| 65-69 | D | N (Needs Improvement) | Students receiving a D (or N) have not shown mastery of knowledge and skills of grade level content that have been taught; the quality of their work is below grade level expectations. |
| 64 and below | F | U (Unsatisfactory) | Students receiving an F (or U) have significant skill deficits. They are unable to complete grade level assignments and require additional instructional resources or support. |

Term Weights

Grades will be calculated by quarters. Each quarter is worth 25% of a student's final grade.

Final Grades

The final, year-end grade for a course is the numerical average of the 4 marking periods. Grades are rounded to the nearest whole number. If a student receives a yearly grade of 64% or below, he or she fails that course for the year. A discussion in regards to grade retention will be had with the school and family if a student fails 2 or more core classes. Core classes are ELA, Math, and Literacy Strategies.

Prohibited Grading Practices

No extra credit or curving tests: In order to achieve our goal of having all grades clearly indicate readiness for the next course, we need to avoid allowing extra credit or test curves to cloud our understanding of student learning. Therefore, no teacher should enter extra credit into the grade book or curve any assessment. Teachers do have the option of not entering an especially poor assessment into the grade book, until there has been an opportunity to review and/or reassess.

Additional Rationale: Normreferenced grading is comparing students to students instead of comparing students to a criteria of mastery. Only criterion-referenced grading allows for documenting progress, providing feedback, and guiding learning. Grading on a curve encourages competition instead of academic collaboration. The differentiated classroom has no need for extra credit because it meets students where they are and moves everyone forward. Extra credit makes quantity the goal over quality. Points become the criteria for success, not mastery. All students should be challenged and stretched by their regular lessons, not just extra credit or bonus experiences.

Mastery Grades Must Be Individually Earned: Group grades undermine motivation by rewarding students that do little and punishing students that do all the work. Cooperative learning is a valuable technique used to teach students about a topic, not a demonstration of proficiency in that topic. Group grades do not hold individuals accountable for their own learning. While group work is a valuable instructional strategy, group grades will be avoided.

Homework Policy

At Deep Roots, we require the completion of homework as it provides students with opportunities to hone important life skills such as responsibility, ownership, and self reliance. Homework also provides an opportunity for students to practice the skills they are working toward mastering in school. Teachers will assign homework on a weekly basis, which will be part of their effort grade.

Late and Make-Up Work Policy

Students who are not in school miss critical academic assignments and assessments. Our school late and make-up work policy is designed to hold students accountable for all missed assignments and assessments, as well as to support timely make-up work such that students do not fall behind academically

Late work will only be accepted for students who missed school for an excused absence (doctor's note, lawyer's note or approved by our attendance coordinator). It is the students' and families' responsibility to retrieve all late assignments and submit them within 24 hours of the initial absence unless noted in a students' 504 or IEP. \

Classwork: If a student misses a class for any reason (absence, lateness, and/or early dismissal), the student's missed classwork will be compiled by the teacher and distributed to the student the day s/he returns to DRCS during homeroom. The classwork does not need to be turned in, although students are encouraged to review what they missed.

Assessments: If a student misses a test or quiz when s/he was absent, he or she will take that assessment the day he or she returns to DRCS. Teachers will coordinate the administration of the missed assessment.

Homework: If a student misses a day of school, the assignments due on the day s/he was absent are due the day he or she returns to school.

Academic Awards -

In addition to attendance and honor roll DRCS will award core value awards. At the end of each term awards will be given out by teachers in their respective subjects for each of the core values as well as school wide awards given by the leadership team to students and teachers:

| | | |
|---|--|---|
| <p style="text-align: center;">Practice</p> <p>This is likely awarded to students that actively engage in their academic work on a consistent basis.</p> | <p style="text-align: center;">Service</p> <p>This award is for students that serve in and/or outside the school community. These individuals find ways to make the community better.</p> | <p style="text-align: center;">Purpose</p> <p>This award is for students who actively search for their purpose and share their talents with the community.</p> |
|---|--|---|

Uniform Policy

School uniforms must be worn at all times. Uniforms are meant to stress the fundamental equality of all students and to remove the distractions created by the status consciousness associated with clothing and fashion. These distractions, in many schools, lead to unwholesome competition and even violence.

| Daily Uniform | Gym Uniform (to be worn ONLY on Gym days) |
|---|--|
| <p><u>Tops:</u> Black DRCS logo polo shirts (short/long sleeved)</p> <p><u>Bottoms:</u> Khaki/tan colored uniform pants, uniform shorts, uniform skirt or jumper.</p> <p><u>Footwear:</u> Any color sneaker</p> | <p><u>Tops:</u> DRCS logo t-shirt</p> <p><u>Bottoms:</u> Black DRCS logo sweatpant</p> <p><u>Footwear:</u> Any color sneaker</p> |

The uniform must be purchased from Cramer’s Uniforms. There are NO substitutions allowed. Neither girls nor boys may wear makeup, temporary tattoos, glitter or shiny lip gloss. Dangly earrings are not permitted. Students may wear a necklace, but it must be under the uniform. If an article of clothing is seen as distracting or is taking away from learning, the Assistant Dean of Students will notify parents and steps will be discussed to improve the situation. **All shirts must be tucked in.**

**Cramer Uniform Store
4533 Frankford Ave
Philadelphia, PA 19124**

The uniform must be displayed neatly, cleanly, proudly and without exception unless otherwise communicated by staff. Students that come to school improperly uniformed will face disciplinary consequences. Families will be contacted to deliver the needed articles. Students can be reinstated the same day assuming they are properly uniformed. If a parent cannot be contacted, the student may be kept in the restoration room for the day

Please write the student’s name in permanent marker on the tags of all clothing.

Backpacks:

- All students must bring their backpack to school for their Homework binder and other assignments. Roller bags are not permitted.

Extra Clothing: - Seedlings and Kindergarten

- All students must bring an extra change of clothes in the event of an accident or spill. **Clothes should be sent to school in a plastic bag with the student’s name written clearly in permanent marker.** Each class has a bin to store extra clothing.
- In the event that a student must change into the extra set of clothes, parents must send in a clean set of clothing the next day.

- If your student is prone to accidents, we recommend keeping more than one change of clothing at school.
- Spare clothes do not need to be uniform clothing; however, do not send jeans, shorts, or name-brand clothes.

Toys

Students are not permitted to bring toys to school unless they are instructed to do so by their teacher.

Birthday Celebrations

Students are permitted to bring dessert goodies to be shared with classmates if the teacher is notified 2-3 days in advance. You can notify the teacher by writing a note or leaving a message. We ask that the treats be prepared in individual servings. Treats can be shared at the end of the day, during the last 30 minutes of school. You will be able to drop off the treats at the front desk and your child's teacher will serve them in class.

Birthday treats should be easy and quick to serve. Please provide plates, napkins, and utensils as necessary. If you choose to bring ice cream, please bring individually wrapped ice cream treats. Individual goodie bags are fine as long as every student in the student's class receives one. Families are not required to send birthday treats to school.

Note, if your child does not celebrate birthdays, or if they are not permitted to celebrate birthdays, please send a note in writing informing us that your child is not to participate in birthday celebrations. This note will be held in their file.

Fields Trips & Service Projects

Field trips and service projects are a part of the DRCS educational program. We use these trips to enhance learning that is taking place in the classroom. However, attending these programs is a privilege. If a student does not uphold DRCS core values, he/she may not be permitted to attend a field trip. If a field trip is scheduled while school is in session, the student will still be required to be in school. Failure to come to school will result in loss of the privilege to attend the next field trip and a parent conference.

In some cases, families will be invited to attend certain trips during the school year. More information regarding those trips will be communicated during the planning for the trip, however, families will need to have the appropriate child abuse and criminal record clearances to attend. More information about how to get those is available on the resources page of our website.

Loss of Privileges

DRCS offers students many privileges that can be taken away as a consequence for poor choices. Privileges that can be lost include: specials, choice time, participation in birthday celebrations, and participation in field trips. Teachers, the school Leader, or other school

personnel may use loss of privileges during specials, lunch, snack, or choice time for violations of the behavior tracker or the code of conduct

Weapons

Weapons (firearms, knives, etc.) are not permitted on DRCS premises nor at off-site school sanctioned events. For more details about our weapons policy, please see the Code of Conduct section of this Handbook.

Electronic Devices & Phones

Because they are a distraction to learning, students should not have electronic devices in school. Electronic devices include games (*gaming systems etc.*), music players, other portable devices (*iPods*), and cell phones. None of these devices are needed and often represent a distraction from successful academics and a serious atmosphere. In addition, these are items that cause conflict and lead to grief when lost or stolen. While DRCS obviously strives to prevent theft of any item, the school will not spend extra energy tracking down electronic devices that should not be in school in the first place. DRCS also does not accept responsibility for any missing items of value. If a student chooses to bring a cell phone and/or electronic device to school, All cell phones and electronic devices will be collected, tagged, and held safely by DOS. During dismissal students will receive their phones back. If a parent needs to contact a student for any reason they are to contact the main office. In the event that a student disobeys this rule and is seen with an electronic device or uses a prohibited electronic device in school, a staff member will confiscate it. It will be returned after a parent/guardian has come to school to pick it up from the Dean of Students. Repeated violations of this policy may result in indefinite confiscation irrespective of any costs or fees students and/or their families may incur as a result.

Fire Alarm

Any time the fire alarm goes off (including regularly scheduled fire drills), students must obey the following procedures:

- Listen for the fire alarm.
- Line up immediately and be silent.
- Follow their teacher to the designated exit and line up outside.
- Once outside they must remain silent and listen to instruction from their teacher.

Equal Opportunity

In compliance with regulations enforced by the office for Civil Rights of the US Department of Education, Deep Roots Charter School Does not discriminate in its programs or employment on the basis of race, color, religion national origin, handicap/ disability, sex or age.

Health Policies

Being healthy physically helps children learn more effectively. For this reason, we have partnered with Education Plus Health to be able to have a full-time school-based health center.

It is important to have your doctor or health center look into any problem that your child may have. If your child requires medication during school hours, we will assist by administering medication. **However, medication may not be given without the completion of the “Administration of Medication” form. Families can get a copy of this form by calling or stopping by the school and must give the medication in the original container to the nurse.**

Students are not permitted to carry or self-administer over-the-counter OR prescription medication without parent or guardian permission and doctor’s written order. The parent/guardian of any student who is required to carry an asthma inhaler on his/her person must provide an Authorization to Dispense Medication form specifying that the student needs to carry the inhaler with him/her and a second inhaler that is kept in the health center office.

This policy and the requirement to have a form on file applies to all medicine, including aspirin, Tylenol, and other over-the-counter medicines. All student medicines will be kept in a locked cabinet. The school will keep a detailed log of all medicines that are administered.

Deep Roots Charter School provides the health services required by law. Students with serious injuries are taken to the hospital for emergency medical care and the parent(s) or guardian(s) are notified immediately.

The school abides by all Pennsylvania State immunization requirements. Each new student must have a certificate of immunization at the time of registration or no later than the first day of school. Parents/guardians must present documentation that their children have received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. Families seeking to waive the immunization requirement should submit their request to the school nurse. The nurse will review the request and will advise the School Leader, who will make the final decision on whether to grant the waiver request.

As a public school, we are required by law to conduct health screenings for every child which requires parent consent. If you do not want your child participating in these screenings, please write a letter to the school nurse/school administration explaining your reasons. If parents do not consent to the school screenings, then it is their responsibility to ensure your child receives the required screenings and that proper documentation is provided to the school.

Family Partnership

DRCS Parent/Student/School Compact

Academic success at DRCS requires partnership between students, parents, teachers, and school leaders. DRCS believes in the importance of working together to make a positive impact on the academic and social growth of every child.

DRCS Families are asked to:

- Establish a daily routine that supports academic progress and achievement.
- Talk to students about their academics and schoolwork and provide positive reinforcement about student progress and success.
- Help students take responsibility for his/her actions by reinforcing DRCS' Code of Conduct and behavioral expectations at home.
- Encourage students to read and monitor their homework completion.
- Attend school functions and parent/teacher conferences.
- Regularly communicate with teachers and school staff about student needs.
- Ensure students attend school regularly, arrive on time, and participate in the full instructional day. Provide timely notice and/or documentation about absences.
- Work with the school to make decisions about children's education.

DRCS Students are asked to:

- Be attentive and follow direction and school rules.
- Show parents papers from school, including homework, classwork, and updates/newsletters.
- Talk to parents about what they learn at school, and about their daily behavior.
- Come to school on time everyday.
- Always try their best.
- Ask for help when they need it.

DRCS Staff are asked to:

- Treat each student with dignity and respect and provide a positive learning environment.
- Be aware of each student's individual needs.
- Provide developmentally appropriate learning experiences for students.
- Keep lines of communication open between home and school and encourage parent participation in the educational process.
- Present clear expectations and timely updates around progress.
- Provide high quality, standards-based curriculum and instruction in supportive classrooms.
- Distribute and review the compact with parents annually.
- Communicate with parents using a variety of methods, and in a language they can understand.

Family Communication

Family communication is vital to the success of any school and at DRCS we believe in the importance of ongoing and consistent parent communication. Our parents will be informed in multiple ways about the policies, commitments, volunteer opportunities and events that DRCS has to offer. This communication will take place in several key ways:

Parent/Family Concerns: If you have a concern about a school policy, academic grade, discipline decision, or anything else, we ask that you contact the school. We welcome the conversation. We understand that, as parents/guardians/families, you have very strong feelings about issues concerning your children. We ask only that you try to deal with any issue professionally. We promise to treat you and your concern with respect. If a parent/guardian/family member is disrespectful to DRCS teachers or administrators, we will cut short the conversation and wait to continue it at another time.

Parental Complaints: The Board of Trustees of Deep Roots Charter School recognizes that it has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early, informal resolution of parental complaints and incidents whenever possible and appropriate.

DRCS Staff Communication

Each DRCS staff member will work closely to communicate with families.

Email: DRCS will actively send home notification via email to the email address on file with students. Please be sure to keep your information up-to-date with our Administrative Specialist at the main entrance lobby.

Website: DRCS will post updates and alerts on the website in the event of weather or other important information for families.

Social Media: DRCS will keep an active Facebook, Twitter, and Instagram account as a way to consistently update parents on events, news, and information. We know often this is the quickest and most effective way to reach a large number of our families.

Backpack Notices: Families may also receive updates through flyers backpacked home with students. Please regularly check your student's backpack for communication from school.

All Call/Text: Using the schools all call system parents will get calls about urgent news that cannot wait for the parent bulletin. Please be sure to keep your information up-to-date with our Administrative Specialist at the main entrance lobby.

Location and Contact

3556 Frankford Avenue
Philadelphia, PA 19134
Phone: (267) 399-3727
Fax: (267) 491-6550
Email: info@deeprootscs.org

School Leadership

Lucilla Perry: CEO and Principal
Victoria DeLeo: Assistant Principal of Instruction
Nicole Dipera: Founding Instructional Coach
Sean McFadden: Director of Culture
Lauren Prisco: Founding Director of Specialized Services

Board of Directors

The Board of Directors sets all policy for the school. The Board meets monthly while the school is in session. As required by Open Meetings and Records Laws, the Board will give public notice of the date, time, and location of any board meeting scheduled at least a week in advance and not less than 72 hours before the meeting. Public notice may be accomplished by posting notice of the meeting in one or more designated public locations *and* providing at least one media notice or advisory. If circumstances require that the Board meet with less than one week's notice, the Board will notify both the public and the news media "to the extent practicable" at a reasonable time before the meeting.

School Calendar and Closings

Please see the DRCS School Calendar for the scheduled school days for the school year. Please note that we do not follow the Philadelphia School District (PSD) annual calendar. DRCS will only close school in cases of extreme weather conditions. In such situations, we will generally follow the PSD's closings. If the PSD announces a delayed opening or a closing, DRCS will also be delayed or closed. At the discretion of the School Leader, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days during or at the end of the school year.

Please watch your email, our website and social media for weather related closure announcement

School Visitors

All visitors are strongly encouraged to schedule an appointment. School Leaders have the discretion to accept non-scheduled visitors or request that those visitors return after making an appointment.

If parents want to volunteer or visit classrooms independent of school leaders they must obtain the necessary clearances required to work with children in the state of Pennsylvania. We can offer guidance with clearances if parents would like to obtain them.

Please note that some days are not appropriate for visits (e.g., testing days). For this reason, DRCS reserves the right to deny visit requests.

Student Information Management

The charter school shall comply with the Family Education Rights and Privacy Act, codified in 20 U.S.C. § 1232g, with respect to the publication of any list of students' names before, during or after the enrollment and lottery process. The school administration is in charge of student records. If a parent/guardian would like to examine a child's record, the parent/guardian should submit a request in writing to the School Leader. After receiving a of a written request, the school, depending on the requested information, will respond by:

- Making the information available at the school itself during normal business hours to the person requesting it
- Denying the request in writing
- Providing a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied

There are two different types of student records, which will be treated differently:

Directory Information: Directory information is basic information about students such as name, address, telephone number, date of birth, participation in activities, awards received, etc. This information may be made available to others for specific use without the consent of the parent / guardian/guardian. For example, teachers may distribute class lists to everyone in the class so that students may help each other with homework. If a parent/guardian would not like such information released, he or she should submit a request in writing to the School Leader.

Confidential Records: Confidential records include grades, evaluations, disciplinary actions, special education, ESL, and health records. Confidential records will not be made available to any non-school personnel without consent by the parent/guardian.

Lost and Found

The school will keep a small lost and found box near the main office.

Parents/guardians/families may come in any day between 8:00 A.M. and 3:30 P.M. to search the lost and found.

Student Searches

In order to maintain the security of all its students, DRCS staff reserve the right to conduct searches of its students and their property when there is reasonable suspicion to do so. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search. School cubbies and desks, which are assigned to

students for their use, remain the property of DRCS; therefore, students should have no expectation of privacy in these areas.

Parent Right to Know Letter

as required by The Elementary and Secondary Education Assistance (ESEA) [Section 1112(e)(1)(A)] and The Every Student Succeeds Act [Section 1112(e)(1)(A)]

Your child attends Deep Roots Charter School, which receives Federal Title I funds. These funds will be used to assist students in meeting state achievement standards. After Deep Roots begins receiving these funds, we will hold ongoing family meetings where we will provide you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

At **Deep Roots Charter School**, we are very proud of our teachers and believe they are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. As a result, at any time, you may ask:

- If a teacher has met state qualifications and certification requirements for the grade/subject he/she is teaching,

- If a teacher received an emergency or conditional certificate through which state qualifications were waived,
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) which was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA) includes additional right to know requests. At any time, parents and family members can request:

- Information on policies regarding student participation in assessments and procedures for opting out, and
- Information on required assessments that include the subject matter tested, purpose of the test, source of the testing requirement (if applicable), amount of time it takes students to complete the test, and time and format of distributing results.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements.

If you have any questions about Deep Roots staff members, please contact Deep Roots at

(267) 399- 3727 or email our team at info@deeprootscs.org.

Culture & Code of Conduct

“Owl Nest” Culture:

Successful staff members at our school hold and constantly act upon these beliefs:

1. The learning that happens (or does not happen) in my classroom is a direct reflection of my practice, preparation, behavior, attitude and choices.
2. Every day is an opportunity for us to grow and improve. I am never satisfied with my development, and I am always looking for opportunities to grow. However, my growth is determined by my own mindset and desire to get better.
3. Every child wants to learn and be loved. Every student that walks through our doors is our responsibility and even our most challenging student can be our most successful.

| Belief | Believing this means that the adults in our building... |
|---|---|
| <p>The learning that happens (or does not happen) in my classroom is a direct reflection of my practice, preparation, behavior, attitude and choices.</p> | <ul style="list-style-type: none"> ● Assume responsibility for all student outcomes, both positive and negative. ● Act as a pillar of consistency and emotional predictability when it comes to the adult actions and key teacher skills that directly impact the orderliness and productivity of our learning environment. (Clear observable directions and expectations, exaggerated scanning, deposits, standardized corrections, consistent use of behavior systems etc.) ● Are willing to simultaneously hold students accountable for their actions and self-reflect about how their actions influenced a child’s choice. ● Seek solutions, rather than lament problems. ● Utilize strong personal organization systems to hit timestamps and deadlines. |
| <p>Every day is an opportunity for</p> | <ul style="list-style-type: none"> ● Drive toward a “10-second vision” in all |

| | |
|--|---|
| <p>us to grow and improve. I am constantly seeking opportunities for development and growth. However, my growth is determined by my own mindset and desire to get better.</p> | <p>areas of our planning and thinking, pushing on the tiniest details for improved practice, clarity, and communication, because this ensures we know the expectation for what should be happening every second of everyday in our classrooms and school.</p> <ul style="list-style-type: none"> ● Believe there is always more to learn and more to practice. Even if I have already practiced something hundreds of times, I can always get better and become more automatic with execution of my skills and gain a deeper understanding of my content. ● Crave feedback. Everyone coaches everyone and feedback is our opportunity to improve and get better, so we will always give and receive feedback from everyone. ● Recognize personal practice and development is required to grow. ● Expect to be held accountable for getting better each day. |
| <p>Every child wants to learn and be loved. Every student that walks through our doors is our responsibility and even our most challenging student can be our most successful.</p> | <ul style="list-style-type: none"> ● Do what is necessary to support <u>ALL</u> students in their classroom and cultivate relationships that support the development of a positive and inclusive learning environment. ● See all students' potential to become transformative members of their community. ● Work <u>WITH</u> families to cultivate a supportive and aligned relationship for every students' growth and development, because it takes a village to raise a child. ● Recognize that it takes time to understand the various supports and plans needed for many of our students' high needs. |

Believing these things as a staff member at Deep Roots means you will constantly strive to:

1. Make transitions or procedures happen in less time
2. Build automatic student habits instead of using teacher direction
3. Make student focus and attention deeper and eliminate distraction
4. Be more specific with directions
5. Use a more positive, empowering tone and frame
6. Make more of the students do the thinking on each task
7. Make it easier and more efficient to collect data
8. Make student thinking more observable
9. Make more student at-bats happen in less time
10. Release students to try independently earlier

Deep Roots Charter School: Culture Statement

By believing in the Owl Nest Culture, each member of Deep Roots Charter School will serve our community in striving to meet the academic, social, and emotional needs of every student by:

- Leveling the playing field with our students and for our students
- Recognizing our students as human beings and not just pupils
- Ensuring every child is safe and supported by way of our words and actions • Changing the narrative of academic success by remaining trauma informed while not allowing the presence of it to limit student potential.
- Holding one another accountable to communicate positively about our students and be solutions oriented
- Collaborating with our families help our students overcome setbacks • Looking at every mistake as a teachable moment

Code of Conduct:

Deep Roots Code of Conduct is designed to create a safe, respectful, and cooperative learning community. Infractions are broken into three categories: Levels I, II, and III. Each infraction type has a range of potential consequences.

Deep Roots Charter School: Code of Conduct

Level I Infractions

| Level 1 Infractions | Consequences | | | |
|--|--------------|------------------------|----------------------|---|
| <p><u>Level I Infractions</u></p> <p>Level I infractions negatively impact Deep Roots' culture and community of safety, respect and cooperation.</p> | Redirection | Inquiry and Next Steps | In Class Consequence | Dean Call/Referral, followed by: Dean swap and/or classroom removal |
| Disruptive Behavior | x | x | x | x |
| Eating food/candy outside of cafeteria or snack time | x | x | x | x |
| Horseplay | x | x | x | x |
| Uniform Violation | | | | x |
| Verbal defiance to a staff or peer directive (Does not involve inappropriate language) | x | x | x | x |

Level II Infractions

| Level 2 Infractions | Consequences | | | | |
|---|------------------------|-----------|---|-----------------------------|--|
| <u>Level II Infractions</u> Level I infractions significantly impact Deep Roots' culture and community of safety, respect and cooperation. | Inquiry and Next Steps | Dean Call | In School Consequence: Community Service, Loss of Privilege, Lunch Detention | Mandatory Parent Conference | Disciplinary Hearing with Possible Assignment to Alternative Placement or Suspension |
| Repeated Level 1 Infractions | | x | x | x | |
| Persistent Disruption/Insubordination | | x | x | x | x |
| Inappropriate Behavior to Students | | x | x | x | x |
| Inappropriate Behavior to Staff | | x | x | x | x |
| Inciting Violence | | x | x | x | x |
| Damaging/Stealing (Minor) | | x | x | x | x |
| Inappropriate Use of Technology | | x | x | x | x |
| Elopement | x | x | x | x | x |

All level I and II Dean calls must be accompanied with a Dean referral outlining the nature of the incident, steps taken by the teacher to redirect behavior, as well as documentation of parent phone call home. Culture will determine whether incident requires a dean swap or removal from the classroom

Level III Infractions

| Level 3 Infractions | Consequences | | | |
|---|----------------------------------|--------------------------------|---|-----------------------------------|
| <u>Level III Infractions</u> Level I infractions severely impact Deep Roots' culture and community of safety, respect and cooperation. | Dean Call with classroom removal | MPC with Student Interventions | Disciplinary Hearing (visit/revisit of Student Interventions including FBA) | Suspension/ Alternative Placement |
| Bullying/ Cyberbullying | x | x | x | x |
| Sexual Harassment/ Intimidation | x | x | x | x |
| *Possession or Use of Illegal Drugs, Tobacco, and/or Alcohol and/or Engagement in Illicit Activity on School Grounds | x | | x | x |
| *Arson and possession of Fireworks and other Explosive Devices | x | | x | x |
| Vandalism | x | x | x | x |
| Reckless Endangerment | x | x | x | x |
| Threatening a Staff Member | x | x | x | x |

| | | | | |
|--|---|---|---|---|
| Instigation/ Participation in group assault | x | x | x | x |
| *Physical Assault on a staff member or other student | x | | x | x |
| *Aggravated Assault | x | | x | x |
| *Firearm, Weapon, or Dangerous Instrument | x | x | x | x |

All Level III Dean Calls *must be accompanied with a Dean referral outlining the nature of the incident. All LEVEL III communication with parent will be by Culture.*

* These infractions require a Dean call with a referral and will go directly to a Disciplinary Hearing

In response to any dean referral, the Culture team will recommend student interventions. Student Interventions include but are not limited to the following:

| Student Interventions | | |
|-------------------------------------|----------------------------------|----------------------------------|
| Community Service | Restorative Conference | Student behavior tracker |
| Loss of Privilege | Referral to Seed Study team | Parent Conference |
| Preferential Seating | Reflective Essay | Creation of Safety Plan |
| CCTC/Social Work Referrals | Community Based Instruction | Reverse Suspension with guardian |
| Peace Corner | SEL Curriculum Practice | Student Shadow |
| Behavior Contract | Mentor Buddy | Classroom observation day |
| Recommendation of Crisis Evaluation | Research Project on set behavior | Community Apology |

(a) General. Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.

(b) Formal hearings. A formal hearing is required in all expulsion actions. This hearing may be held before the governing board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire governing board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:

(1) Notification of the charges shall be sent to the student's parents or guardians by certified mail.

(2) At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.

(3) The hearing shall be held in private unless the student or parent requests a public hearing.

(4) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.

(5) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.

(6) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.

(7) The student has the right to testify and present witnesses on his own behalf.

(8) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.

(9) The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:

(i) Laboratory reports are needed from law enforcement agencies. 12-9 (322331) No. 384 Nov. 06 22 § 12.8 STATE BOARD OF EDUCATION Pt. I

(ii) Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act (20 U.S.C.A. §§ 1400—1482).

(iii) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.

(10) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

(c) Informal hearings. The purpose of the informal hearing is to enable the student to meet

with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

(1) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.

(2) The following due process requirements shall be observed in regard to the informal hearing:

(i) Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.

(ii) Sufficient notice of the time and place of the informal hearing shall be given.

(iii) A student has the right to question any witnesses present at the hearing.

(iv) A student has the right to speak and student has the right to question any witnesses present at the hearing.

(iv) A student has the right to speak and produce witnesses on his own behalf.

(v) The school entity shall offer to hold the informal hearing within the first 5 days of the suspension.

| Discipline for Students with Disabilities | |
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| Students with Disabilities | <p>Students with disabilities are expected to be respectful, responsible, and safe. Each student’s IEP outlines the supports that the student needs in order to meet these expectations. It is important for teachers and school leaders to be familiar with these supports so they can set students up for success. A Tier 1, 2, or 3 infraction that does not result in a suspension, may be handled in the same way as it would be for a general education student.</p> <p>A student with a disability may not receive a long-term suspension unless a Manifestation Determination meeting is held with the Multidisciplinary team and the student’s family. For more information contact the Director of Specialized Services or the Director of Culture and Deep Roots Charter School.</p> |
| Suspensions for Students with an Intellectual Disability | <p>Deep Roots Charter School can only suspend students identified with an Intellectual Disability with either written agreement of the parent/guardian or the written approval of the Bureau of Special Education of the Pennsylvania Department of Education (PDE) and be contacted by calling 717-783-6913 or visit their website http://www.pde.state.pa.us.</p> |
| <p>Suspensions, Expulsion, and Transfer for All Other Students with Disabilities Including Students with 504 Service Agreements</p> <p>Suspensions, Expulsion, and Transfer for All Other Students with Disabilities</p> | <p>Deep Roots Charter School may suspend students with disabilities and cease educational services for up to five consecutive school days or 10 cumulative school days in one school year without providing special education procedural safeguards.</p> <p>Deep Roots Charter School must complete the following steps A-G below for students with an Individualized Education Program (IEP) or Section 504 Service Agreements if any of the following are being considered:</p> <ol style="list-style-type: none"> 1. Expulsion Referral 2. Suspension for more than 10 consecutive days 3. Suspension for more than 10 cumulative days |

Including Students with 504 Service Agreements Cont.

4. Suspensions totaling more than 10 days in an academic year and when there is a pattern of behavior or problem behavior

Steps:

A team must convene a Manifestation Determination meeting within 24 hours of the misconduct and will invite the parents/guardian. The team must:

A. Provide written notice to the parent/guardian of the recommended disciplinary action and the date of the proposed Individualized Education Program (IEP) team meeting.

B. During the IEP/Manifestation Determination meeting, the IEP team will review the student's most current evaluation, IEP and placement to determine if the referred misconduct is related to the student's disability. Two questions are to be answered by the school team at the manifestation meeting:

1. Is the conduct caused by, or did it have a direct and substantial relationship to, the students' disability? Or 2.

Was the conduct in question a direct result of the school's failure to implement the student's IEP?

C. If the school team determined that the student behavior is NOT A MANIFESTATION OF THE DISABILITY, school officials may apply the *Code of Student Conduct*. In no event, however, may the student be suspended without providing appropriate educational services for more than five consecutive or 10 cumulative school days in a school year.

D. A notice of Recommended Education Placement (NOREP) must be issued with the results of the determination and a copy of the Procedural Safeguard Notice (PSN) must be given to the parent/guardian. *If parents or caregivers disagree with the decision, they can request an expedited Special Education Hearing and the Commonwealth appointed hearing officer will review the manifestation determination.

E. If necessary, the IEP team reviews and revises the existing behavior intervention plan or, as necessary, complete a functional behavior assessment and intervention plan to address the misconduct.

Suspensions, Expulsion, and Transfer for All Other Students with Disabilities, Including Students with 504 Service Agreements Cont.

F. The IEP team determines the appropriateness of an interim alternative educational setting, and as indicated, include in the IEP those services and modifications that will enable the student to continue to participate in the general education curriculum and help prevent the problem behavior from recurring.

G. If the student's behavior is a Manifestation of the Disability, the student's placement may be changed if:

- a. The student carried a dangerous weapon* to school or a school function
- b. The student knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function
- c. The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function

In these special circumstances and over parent guardian objections, school officials may remove the student by issuing a NOREP to an interim alternative educational setting for not more than 45 school days.

- If the behavior is determined to be a manifestation of the student's disability, the conduct is not a "special circumstance" (see step G. a-c above), and the student is substantially likely to cause injury to himself/herself or others if maintained in the current placement, Deep Roots may ask for an expedited hearing conducted by the team to obtain a 45-day interim placement
- Students with disabilities, even if expelled, must be provided with a Free and Appropriate Public Education (FAPE).
- Note: A "Dangerous Weapon" is a weapon, device, instrument, material, or substance that is used for, or is readily capable of, causing death or serious bodily injury. However, in the case of a pocketknife, blades less than two-and-one half inches in length are not considered dangerous weapons. A multi-tool containing a blade or cutting device is deemed a "dangerous weapon".

