



Deep Roots Charter School: 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...
The learning that happens (or does not happen) in my classroom is a direct reflection of my practice, preparation, behavior, attitude and choices.	<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.
Every day is an opportunity for 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.	<ul style="list-style-type: none"> ● Drive toward a “10-second vision” in all 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 every day in our classrooms and school. ● 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. ● Recognizing personal practice and development is required to grow.



	<ul style="list-style-type: none"> • 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

Deep Roots Charter School: Code of Conduct

Deep Roots Code of Conduct is designed to create a safe, respectful, and cooperative learning community. Behavior Infractions are broken into three categories: Tier 1, Tier 1, and Tier 3. Each infraction type has a range of possible interventions.

**All Behavior Infractions must be accompanied with an intervention. If the behavior requires a response from someone from The Culture Team, the referral should outline the nature of the incident, the steps taken by the*



teacher to redirect the behavior, as well as the documentation of the parent/guardian phone call home. The Culture Team will determine next steps.

Tier 1 Behavior Infractions: Teacher-managed behaviors that involve misconduct interfering with the education of another student, the orderly operation of the school and/or school functions. [Teacher Restorative Intervention Plan](#)

*X indicates the intervention does not apply

Tier 1 Behavior Infractions	Interventions <i>School-based interventions are required before and in conjunction with resorting to exclusion.</i>					
Behavior Infractions significantly impact Deep Roots' culture of a safe, respectful and cooperative learning community. All incidents must be fully investigated before a Dean Referral is created. Additionally, all incidents must be documented regardless of response level.	Tier 1 Restorative Steps for Teachers	Tier 1 Restorative Steps for Teachers, Tier 2 Restorative Interventions & Short-Term Suspension (refer to discipline guidelines below)	Tier 1 Restorative Steps for Teachers, Tier 2 Restorative Intervention, Tier 3 Restorative Interventions & Long-Term Suspension (refer to discipline guidelines below)	Informal Disciplinary Hearing Referral (refer to discipline guidelines below)	Formal Disciplinary Hearing Referral/Formal Expulsion Hearing (refer to discipline guidelines below)	
	School-based Interventions Only	OSS: 1-3 days	OSS: 4-10 days	Managed by School Leadership Team	Managed by School Leadership Team and/or DRCS Board	
Violation of Dress Code. Students who fail to comply with the school's uniform policy and/or dress code.	All Grades	X	X	X	X	
Being Unprepared For Class. Students who fail to have the required supplies and/or assignments for class.	All Grades	X	X	X	X	
Non-Engagement. Students who are not productively and actively participating in class. This may include sleeping in class.	All Grades	X	X	X	X	



Class Tardiness. Students who fail to be in their place of instruction at the assigned time without a valid excuse and/or permission from school personnel.	All Grades	X	X	X	X
Littering. Students who do not utilize trash receptacles to dispose of any unwanted items.	All Grades	X	X	X	X
Unauthorized Possession and/or Use of Cell Phones or other Electronic Devices. Students who fail to comply with the school's policy for electronic devices.	All Grades	X	X	X	X
Unauthorized Use of School Equipment or Property. Students who fail to receive proper permission from school personnel to use school equipment or property.	All Grades	X	X	X	X
Cheating/Plagiarism. Students who submit or intend to submit work that is not their own.	All Grades	X	X	X	X
Inappropriate Behavior. Students who intentionally disrupt the school environment in a general context (not directed toward any individual or group).	All Grades	X	X	X	X
Disruptive Behavior. Students who intentionally disrupt the school environment by not following expectations <i>despite</i> non-verbal and verbal redirection. This can include excessive talking that limits others' ability to learn, horseplaying, throwing	All Grades	X	X	X	X



food, distracting peers, and not cooperating with teachers/peers in the hallway/lunchroom/etc.					
Profane Language/Gestures and Name Calling. Students who curse or use insulting or sexually explicit language/gestures to put another community member down.	All Grades	X	X	X	X

Tier 2 Behavior Infractions: The Culture Team manages behaviors that involve frequent or serious misconduct that disrupts the school's learning community.

*X indicates the intervention does not apply

Tier 2 Behavior Infractions	Interventions <i>School-based interventions are required before and in conjunction with resorting to exclusion.</i>				
Behavior Infractions significantly impact Deep Roots' culture of a safe, respectful and cooperative learning community. All incidents must be fully investigated before a Dean Referral is created. Additionally, all incidents must be documented regardless of response level.	Tier 1 Restorative Steps for Teachers	Tier 1 Restorative Steps for Teachers, Tier 2 Restorative Interventions & Short-Term Suspension (refer to discipline guidelines below)	Tier 1 Restorative Steps for Teachers, Tier 2 Restorative Intervention, Tier 3 Restorative Interventions & Long-Term Suspension (refer to discipline guidelines below)	Informal Disciplinary Hearing Referral (refer to discipline guidelines below)	Formal Disciplinary Hearing Referral/Formal Expulsion Hearing (refer to discipline guidelines below)
	School-based Interventions Only	OSS: 1-3 days	OSS: 4-10 days	Managed by School Leadership Team	Managed by School Leadership Team and/or DRCS Board
Excessive Tier 1 Infractions with Implemented Interventions. Persistent Tier 1 Infractions for which interventions have	All Grades	Grades 3-5	X	X	X



not been successful.					
Inappropriate Behavior towards a School Community Member. Students who intentionally disrupt the school environment in a general context that is directed toward an individual or group. These behaviors may be displayed orally, in writing, electronically, or with photographs or drawings.	All Grades	Grades 3-5	X	X	X
Failure to Serve Assigned Detentions. Students who fail to serve assigned detentions of which students and/or parents/guardians have been previously notified.	All Grades	Grades 3-5	X	X	X
Cutting Class/Eloping. Students who intentionally do not attend their classes on a consistent basis (weekly, daily), affecting student learning/progress and school climate. This includes hall walking or leaving the building.	All Grades	Grades 3-5	X	X	X
Forgery/Alteration of Grades, Excuse Notes, or School Documents. Students who reproduce the signature of another with the intent to alter official school records such as grades, attendance or reports.	All Grades	Grades 3-5	Grades 3-5	X	X
Unauthorized Access//Trespassing. Students who enter any area of the school premise, other than to the location to which the student is assigned, without authorization from proper school authorities.	All Grades	Grades 3-5	Grades 3-5	X	X



<p>Gambling. Students who engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests. authorized as official school functions.</p>	<p>All Grades</p>	<p>Grades 3-5</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Defiance/Insubordination. Students who ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, complete an assignment, work with another student, work in a group, take a test or do any other class- or school-related activity not listed herein, refusing to leave a hallway when requested by a school staff member, or running away from school staff when told to stop, all constitute insubordination/unruly conduct.</p>	<p>All Grades</p>	<p>Grades 3-5</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Inappropriate Use of Technology. Students who use electronics (cell phones, chromebooks etc.) in inappropriate ways including, but not limited to, sexting (sending sexual images/videos), videotaping fights, videotaping someone in a place where they have an expectation of privacy, or posting content that materially impacts the school community.</p> <p><i>All inappropriate use that is sexual in nature must be conferenced with the Title IX Coordinator.</i></p> <p><i>Each school has an electronic device</i></p>	<p>All Grades</p>	<p>Grades 3-5</p>	<p>Grades 3-5</p>	<p>Grades 3-5</p>	<p>X</p>



<i>protocol and specific parameters around cell phone use within the school building. All students are expected to follow school-level cell phone protocols.</i>					
Destruction of Property (Less than \$500). Students who damage or deface school property or the personal property of another school community member	All Grades	X	X	X	X
Theft (Less than \$500) Students who take school property or the personal property of another school community member.	All Grades	X	X	X	X
Mutual Fighting (without serious bodily injury. Students who willingly engage in a one-on-one physical altercation. This is a physical altercation in which none of the participants are identified as victims.	All Grades	Grades 3-5	Grades 3-5	X	X
Threats/Intimidation. Students who threaten to engage in an act that causes harm and introduces fear in another school community member. Threats can be made verbally, in writing, or with gestures. <i>If the incident involves threatening to use a weapon, or a threat to kill, and/or inflict severe injury, please follow the threat assessment protocol before proceeding any further. What is our protocol?</i>	All Grades	Grades 3-5	Grades 3-5	X	X



Simple Assault Without Bodily Injury. Students who hit, punch, kick, stab or physically harm a school community member in any way, intentionally and without provocation.	All Grades	All grades	Grades 3-5	Grades 3-5	X
Sexual Misconduct. Students who engage in a consensual sexual act.	All Grades	All Grades	Grades 3-5	X	X
Inappropriate Touch/Exposure. Students who engage in unwanted touching of another school community member either with their own body or with an object or who expose a part of their body to another school community member. <i>All inappropriate touch and/or exposure must be conferenced with the Title IX Coordinator.</i>	All Grades	All Grades	Grades 3-5	X	X

Tier 3 Behavior Infractions: The Culture Team, School Leadership Team and/or Board of Trustees manage behaviors that involve serious misconduct that disrupts climate and/or safety of the school's learning community.

*X indicates the intervention does not apply

Tier 3 Behavior Infractions	Interventions <i>School-based interventions are required before and in conjunction with resorting to exclusion.</i>				
Behavior Infractions significantly impact Deep Roots' culture of a safe, respectful and cooperative learning community. All incidents must be fully investigated before a Dean Referral is created. Additionally, all incidents must be	Tier 1 Restorative Steps for Teachers	Tier 1 Restorative Steps for Teachers, Tier 2 Restorative Interventions & Short-Term Suspension (refer to discipline guidelines below)	Tier 1 Restorative Steps for Teachers, Tier 2 Restorative Intervention, Tier 3 Restorative Interventions & Long-Term Suspension (refer to discipline guidelines below)	Informal Disciplinary Hearing Referral (refer to discipline guidelines below)	Formal Disciplinary Hearing Referral/Formal Expulsion Hearing (refer to discipline guidelines below)



documented regardless of response level.					
	School-based Interventions Only	OSS: 1-3 days	OSS: 4-10 days	Managed by School Leadership Team	Managed by School Leadership Team and/or DRCS Board
Excessive Tier 2 Infractions with Implemented Interventions. Persistent Tier 2 Infractions for which interventions have not been successful.	All Grades	Grades 3-5	X	X	X
Destruction of Property (More than \$500). Students who damage or deface school property or the personal property of another school community member.	All Grades	Grades 3-5	Grades 3-5	X	X
Theft (More than \$500). Students who take school property or the personal property of another school community member.	All Grades	Grades 3-5	Grades 3-5	X	X
False Fire Alarm. Students who knowingly and willingly set off a fire alarm without cause.	All Grades	Grades 3-5	Grades 3-5	x	x
Robbery. Students who take or attempt to take the property of another student or school community member by force, threat of force, or by putting the victim in fear.	All Grades	Grades 3-5	Grades 3-5	Grades 3-5	x
Mutual fighting (with documented serious bodily injury). When one or more students engage in a physical confrontation in which it is unclear which student	All Grades	All Grades	Grades 3-5	Grades 3-5	x



<p>is the aggressor and which student is the victim. Serious bodily injury means bodily injury that involves (1) a substantial risk of death; (2) extreme physical pain; (3) protracted and obvious disfigurement; or (4) protracted loss or impairment of the function of a body part, organ, or mental faculty.</p>					
<p>Mutual Group Fighting. Students who willingly engage in a physical altercation with multiple willing participants. This is a physical altercation in which none of the participants are identified as victims.</p>	All Grades	Grades 3-5	Grades 3-5	X	X
<p>Hazing. Students who for the purpose of initiating or enhancing a student's membership in a school organization/activity causes or forces that student to violate any criminal law, consume a substance that subjects the student to harm, endure physical, mental or sexual brutality or perform any activity that endangers another.</p>	All Grades	Grades 3-5	Grades 3-5	Grades 3-5	X
<p>Bullying/Cyberbullying. Repeated intentional conduct (physical, psychological, verbal, nonverbal, written, or electronic) that is directed at another student or students. It could happen in or outside of a school setting, is severe, persistent or pervasive, and has one of the</p>	All Grades	Grades 3-5	Grades 3-5	X	X



<p>following effects: (1) substantially interfere with a student's education, (2) creates a hostile learning environment, or (3) substantially disrupts school operation. Bullying occurs within an interpersonal relationship where there is an imbalance of power (e.g., one person is physically larger, stronger, mentally quicker, or socially more powerful). Cyberbullying occurs through electronic communication devices including but not limited to social networking, e-mail, messaging, texts, tweets, etc.</p>					
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<p>Harassment. Students who engage in unwelcome verbal, written, graphic or physical conduct relating to an individual's gender, age, race, color, sexual orientation, gender identity expression, national origin, religion, disability, English language proficiency, socioeconomic status and/or political beliefs. The behavior must be considered severe, persistent or pervasive to be considered harassment. The behavior does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.</p>	All Grades	Grades 3-5	Grades 3-5	X	X
<p>Sexual Harassment. Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access.</p> <p><i>Complaints alleging sexual harassment (including sexual assault, dating violence, and stalking) or harassment based on gender identity, sexual orientation, or gender</i></p>	All Grades	Grades 3-5	Grades 3-5	X	X



<p><i>expression need to be conferenced with the Title IX coordinator as soon as the complaint is made (prior to investigation).</i></p>					
<p>Aggravated Assault Causing Serious Bodily Injury. Students who intentionally engage in an act that causes serious bodily injury to another community member. Serious bodily injury causes serious, permanent disfigurement, or protracted loss or impairment of the function of any body part or organ.</p>	All Grades	All Grades	Grades 3-5	All Grades	X
<p>Gang Affiliation. Students who engage in dangerous activities on behalf of an identified gang to commit disruptive or illegal acts on school property on behalf of the gang.</p> <p><i>Any information regarding gangs or gang related activity, should be immediately reported to school administration.</i></p>	All Grades	Grades 3-5	Grades 3-5	X	Grades 3-5
<p>Possession and/or Use of Tobacco or Electronic Smoking Devices. Students who use or possess tobacco or any electronic smoking device on school district property or at school sponsored events. This includes but is not limited to products containing tobacco, electronic cigarettes, cigars, vaping, and hookah.</p>	All Grades	All Grades	Grades 3-5	Grades K-3	Grades 3-5



<p>Possession and/or Use of Alcohol and/or Drugs. Students who are found to be in possession or who use alcohol/other drugs, which includes drugs in edible/liquid form.</p>	All Grades	Grades 3-5	Grades 3-5	Grades K-2	Grades 3-5
<p>Distribution of Alcohol and/or Drugs. Students who are found to be selling and/or distributing alcohol or drugs, which includes drugs in edible/liquid form.</p>	All Grades	Grades 3-5	Grades 3-5	Grades K-2	Grades 3-5
<p>Reckless Endangerment. Students who take any action that creates a substantial risk such that serious bodily harm could result to any person.</p> <p><i>Examples could include: throwing objects across a room or out of a window; intentionally tripping someone, throwing water resulting in someone slipping and falling; putting something harmful in another community member's drink (ex. hand sanitizer); gathering a group to fight and blocking traffic.</i></p>	All Grades	Grades 3-5	Grades 3-5	Grades K-2	Grades 3-5
<p>Possession of Incendiary Devices and/ or Explosives. Students who are found to be in possession of incendiary devices such as matches, lighters, fireworks, firecrackers and/or other explosives.</p>	All Grades	Grades 3-5	Grades 3-5	Grades K-2	Grades 3-5



<p>Use of Incendiary Devices and/or Explosives. Students who use or activate incendiary devices such as matches, lighters, fireworks, firecrackers and/or other explosives. This may include accidental or intentional fire starting.</p>	All Grades	Grades 3-5	Grades 3-5	Grades K-2	Grades 3-5
<p>Possession/Use of a Weapon. Students who possess any object, device, or instrument, which, in its inherent and functional purpose is intended to be a weapon. This includes firearms, whether loaded or not, cap guns, pellet guns, BB guns, bombs, knives, box cutters, cutting instruments, nunchaku, taser or mace.</p> <p><i>This does NOT include toys, such as water or gel blasters, or ordinary objects.</i></p>	All Grades	Grades 3-5	Grades 3-5	Grades K-2	Grades 3-5
<p>Threatening Mass Violence. Students who threaten to engage in an act that causes serious physical harm or creates a substantial risk of serious physical harm to a school community.</p> <p><i>Threat assessment protocol before proceeding any further.</i> What is our protocol?</p>	All Grades	Grades 3-5	Grades 3-5	Grades K-2	Grades 3-5
<p>Inciting, Instigating and/or Participating in a Group Assault. Students who incite, instigate or participate in an assault by multiple students on</p>	All Grades	Grades 3-5	Grades 3-5	Grades K-2	Grades 3-5



<p>one or more other students. This is a physical confrontation in which participants can clearly be identified as victims and offenders.</p>					
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Discipline for Students Who Receive General Education Services

<p>Mandatory Parent Conference/Restorative Conferences</p>	<p>The objective of a Mandatory Parent Conference (MPC) or Restorative Conference (RC) is to proactively redirect a pattern of misbehaviors that disrupts learning. It provides families, the student, and school community the opportunity to discuss the student's excessive number of Tier 1 and/or Tier 2 Misbehaviors (if applicable), and determine a plan to best support students in repairing the harm done to community and to how to make the best choices when in the school community.</p> <p>Protocol The following steps are required to be completed by the processing Culture Team member every time an MPC/RC is assigned:</p> <ol style="list-style-type: none"> 1. Speak with student and explain reason for conference. 2. Contact parent/guardian (in person or phone call). 3. Issue conference letter. 4. Schedule conference and send calendar Invite to all applicable parties. 5. Document conference in the school's management system.
<p>Suspensions</p>	<p>A suspension is any time a student is excluded from their regular classroom setting for greater than 1 hour and no more than 10 consecutive school days.</p> <ol style="list-style-type: none"> 1. In-School (ISS)= student remains in building but not in regularly assigned classroom 2. Out-of-School (OSS)= student is removed from the building <p>Due Process</p> <ol style="list-style-type: none"> 1. A student must be informed of the reasons for the suspension and given an opportunity to respond (not applicable when health, safety or welfare of the school community is threatened). 2. The parent or guardian shall be notified immediately through both written and verbal communication (Deep Roots suspension letter template is required). 3. Any student who is issued an OSS is required to have a Reinstatement Meeting with their parent/guardian present before being fully



	<p>transitioned back into the school community.</p> <p>Protocol The following steps are required to be completed by the processing Culture Team member every time a Suspension is issued:</p> <ol style="list-style-type: none"> 1. Speak with student and explain reason for conference. 2. Contact parent/guardian (in person or phone call). 3. Issue suspension letter. 4. Schedule a reinstatement meeting and send calendar invites to all applicable parties. 5. Document suspension in the school's management system. <p>In the event families are unable to meet during their scheduled meeting time, they are required to reschedule with a member from the Culture Team.</p>
<p>Informal Disciplinary Hearings</p>	<p>Informal Disciplinary Hearings are held when one of the following has occurred:</p> <ul style="list-style-type: none"> • Deep Roots Charter has exhausted all restorative processes and interventions based on school code of conduct. • Student has committed a Level Tier 3 Misbehavior and there is a potential for a change in placement or recommendation for expulsion. <p>The school must give at least three (3) days notice of the time and place of the hearing. A parent may ask to reschedule this hearing if you can show good reason. The hearing must be held before the school board.</p> <p>Required Participants:</p> <ol style="list-style-type: none"> 1. CEO/School Leader 2. Director of Culture 3. Assistant Principal of Instruction 4. Director of Specialized Services (if applicable) 5. Parent / Guardian 6. Student 1. Witnesses (if necessary) <p>Preparing the Disciplinary Hearing Packet (see DH Packet Template)</p> <p>Full Disciplinary Hearing Packet must be provided to both the parent and school upon completion:</p> <ol style="list-style-type: none"> 1. Cover Letter 2. Agenda 3. Discipline History 4. Detailed account of the most recent incident (if applicable) 5. Witness Statements 6. Photocopies of any agreements / support plans specific to that student 7. Academic Progress Report



	<p>8. Attendance/ lateness record</p> <p>Disciplinary Hearing Protocol</p> <ol style="list-style-type: none"> 1. Pre-Meeting <ol style="list-style-type: none"> a. Student and Parent/Guardian review packet 2. Introductions 3. Student Performance Review <ol style="list-style-type: none"> a. Discipline History b. Attendance Status c. Academic Progress Report 4. Discussion <ol style="list-style-type: none"> a. Student Response / Questioning a. Parent Feedback 5. Deliberation 6. Outcomes <ol style="list-style-type: none"> a. Return to Community with Behavior Contract b. Transfer to Alternative Placement c. Recommendation for Expulsion Hearing 7. Closing <p>*If the desired outcome of the hearing is an Expulsion, then the hearing must be held before the Deep Roots Board</p>
<p>Formal Disciplinary Hearings/Formal Expulsion Hearings</p>	<p>An expulsion is an exclusion from school for more than 10 days. To expel a child from school, the school must provide the student an informal hearing.</p> <p>Students have the following rights when the school district conducts a formal hearing:</p> <ol style="list-style-type: none"> 1. To have an attorney. Although it is not required, it is a good idea to have one. 2. To obtain the names of witnesses against the student and copies of any of their written statements. 3. To request that witnesses against the student come in person to the hearing to answer questions or be cross-examined. 4. To speak and present witnesses and other evidence for the student's side. 5. To have a record (for example, a tape recording) made of the hearing. 6. To have a hearing held within a reasonable time. 7. To have a public hearing if the student or parent asks for one; otherwise, the hearing will be private. 8. To appeal a decision against the student in court. <p>In the event that your child is expelled as the result of a formal hearing, you can appeal the decision to the local county Court of Common Pleas. Consult a lawyer about this – and do so quickly, since the appeal must be filed within 30 days of the expulsion. If you waive</p>



the hearing and the child is expelled, that decision cannot be appealed.

An expelled student under age 17 must continue to receive an education. The parent must arrange for continued education, either by enrolling their child in another school or by arranging for homeschooling. If you are unable to arrange such a program, promptly notify the district or charter school in writing. The district or charter school must then provide for the child's education.

An expelled student under age 17 must continue to receive an education. The parent must arrange for continued education, either by enrolling their child in another school or by arranging for homeschooling. If you are unable to arrange such a program, promptly notify the district or charter school in writing. The district or charter school must then provide for the child's education.

If you move to another district in Pennsylvania, the new school district must place your child in regular school unless your child was expelled for having a weapon. In such cases, the new school district may place your child in alternative education for the duration of the expulsion.



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Discipline for Students with Disabilities



<p>Students with Disabilities</p>	<p>Students with disabilities are expected to be respectful, responsible, and safe. Each student’s IEP outlines the support 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>
<p>Suspensions for Students with an Intellectual Disability</p>	<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>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 4. Suspensions totaling more than 10 days in an academic year and when there is a pattern of behavior or problem behavior <p>Steps</p> <ol style="list-style-type: none"> 1. A team must convene a Manifestation Determination meeting within 24 hours of the misconduct and will invite the parents/guardian. The team must: <ol style="list-style-type: none"> 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:

- i. Is the conduct caused by, or did it have a direct and substantial relationship to, the students' disability? Or
- ii. Was the conduct in question a direct result of the school's failure to implement the student's IEP?
- iii. 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.

- 2. 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.
- 3. If necessary, the IEP team reviews and revises the existing behavior intervention plan or, as necessary, completes a functional behavior assessment and intervention plan to address the misconduct.
- 4. 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.
- 5. If the student's behavior is a Manifestation of the Disability, the student's placement may be changed if:
 - a. 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,



	<p>school officials may remove the student by issuing a NOREP to an interim alternative educational setting for not more than 45 school days.</p> <ul style="list-style-type: none">• 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). <p>*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 pocket knife, blades less than two-an-one half inches in length are not considered dangerous weapons. A multi-tool containing a blade or cutting device is deemed a "dangerous weapon".</p>
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***** Suspension from school or transfer to an alternative education setting is not a permissible response to truancy.**

- (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 Disciplinary Hearing. A formal disciplinary 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 disciplinary hearing.*
- (i) *(1) Notification of the charges shall be sent to the student's parents or guardians by certified mail.*
 - (ii) *(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.*
 - (iii) *(3) The hearing shall be held in private unless the student or parent requests a public hearing.*
 - (iv) *(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.*
 - (v) *(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.*
 - (vi) *(6) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.*
 - (vii) *(7) The student has the right to testify and present witnesses on his own behalf.*
 - (viii) *(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.*
 - (ix) *(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:*



- (x) (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*
- (xi) (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).*
- (xii) (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.*
- (xiii) (10) *Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.*
- (xiv) (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.*
- (xv) (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.*
- (xvi) (2) *The following due process requirements shall be observed in regard to the informal hearing:*
- (xvii) (i) *Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.*
- (xviii) (ii) *Sufficient notice of the time and place of the informal hearing shall be given.*
- (xix) (iii) *A student has the right to question any witnesses present at the hearing.*
- (xx) (iv) *A student has the right to speak and a student has the right to question any witnesses present at the hearing.*
- (xxi) (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.*