



DEEP ROOTS CHARTER SCHOOL

STUDENT & FAMILY HANDBOOK
2024-2025

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,



Lucilla Perry
CEO & School Leader

Student & Family Handbook Notice

This Student & Family 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.

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.

CORE VALUES

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

"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 local and surrounding community and make a difference for others.

"Purpose" is our **why**: it drives us to do the painstaking needed to build our skills every day - empowering our students to uncover their unique gifts and talents and apply them towards an outward purpose about which they are passionate.

	Practice (progress not perfection)	Service (others before self)	Purpose (striving for your best)
Looks like...	<ul style="list-style-type: none">• Recognizing mistakes• Trying more than once/not giving up• Asking for help / open to feedback and redirection	<ul style="list-style-type: none">• Being kind to others• Helping out classmates and teachers• Taking care of space/materials	<ul style="list-style-type: none">• Believing in yourself/ challenging yourself• Being excited about learning/working hard• Not having to be asked or reminded to do something more than once
Sounds like...	"I hear you, my bad, I'm sorry" "OK, I'll try" "What do I need to do? Let me know how to fix it?"	"I got you" "What happened? Can I do something?" "Leave it cleaner than you found it"	"I know I can do this" "What do we get to do next?" "Let me show you"

The DEEP ROOTS EXPERIENCE

Here at Deep Roots, we create a learning environment that fosters *belonging, joy, and purpose*. Our classrooms are vibrant, culturally responsive spaces where students are seen for who they are, are celebrated for all their gifts, and held to their highest standards. When all Deep Roots spaces embody these elements, students are able to be their best and perform as such.

In order to create such an empowering school experience, we believe the following school-wide systems are essential.

Celebrations

We believe every student deserves to be recognized and affirmed for who they are and the positive choices they make. At DRCS we do this in three ways: **Core Value Awards; Incentive System; School-wide Trips/Events**

Core Value Awards

Students are publicly recognized for consistently embodying any core value during our weekly community meetings. Multiple students per class/grade can earn these any given week, and individual students are able to be recognized multiple times a quarter and throughout the year.

Incentive System

Our school-wide incentive system uses *Hoot Loot* to promote positive behavior. Students can earn Hoot Loot whenever they are observed demonstrating any of our Core Values: Practice, Service, and Purpose.

Distribution

- Teachers issue individual students, small groups, or even an entire class X number of Hoot Loot when observing Core Values in action.
- Teachers input the determined amount of Hoot Loot into the online “behavior support” platform of PowerSchool.
- Teachers then distribute hard-copy Hoot Loot to students during Morning Meeting every Friday (allowing them to cash out however they desire).

Prizes and Privileges

- Students are able to cash out earnings every Fun Friday at the DRCS Hoot Loot Express.
- The Hoot Loot Express will be stationed in the grove during recess every Friday.
- Students can use their Hoot Loot to purchase school swag, supplies, or snacks
- In addition, students are able to save their Hoot Loot to purchase “expensive” coupons for special privileges - such as extra recess time, lunch with a staff member, no hall pass, choice seating at lunch, etc.
- There will be a set limit on how much Hoot Loot can be spent at one time to ensure fairness.

School-wide Trips/Events

All students will have the opportunity to engage in regularly scheduled field trips and/or school events/activities. At Deep Roots, we feel it is important for elementary students to be able to engage in a variety of experiences outside the regular school setting. These events will occur at least on a quarterly basis.

Social Emotional Learning

In addition to intentionally developing students' content knowledge across core subject areas, at Deep Roots students are equally encouraged to foster fluency across non-cognitive skills - such as empathy, communication, mindfulness, forgiveness, patience, courage and listening. These skills are both explicitly taught every morning during Morning Meeting, as well as reinforced throughout every interaction with both staff and students. It is the hope that these skills become internalized by all members of the Deep Roots family and serve as the foundational elements to a positive, caring school community.

Student Clubs and Leadership

At Deep Roots students are exposed to a well-rounded learning experience - from academic, to social-emotional, to various extracurricular activities. We believe it is important for students to not only have the opportunity to find their passions and purpose beyond the traditional classroom setting, but do so across grade bands as well. On a bi-weekly basis, students will participate in clubs (during regular school hours) facilitated by Deep Roots staff. Students will select new clubs each quarter from a variety of offerings (such as lego, chess, yoga, coding, gaming, music, dance, basketball, flag football, arts and crafts and leadership).

Student Leadership opportunities are formalized both within every classroom and across the school. Deep Roots is a community school, and there is no more important voice to embrace than those of our students. As a result, we promote student independence, choice and ownership as often as possible. This can be observed through our student ambassador program, student counsel and student feedback processes.

Restorative Practices

Restorative Practices is rooted in the premise that developmental relationships are *the* critical component to strengthen a community. With the help of intentionally scripted practices, Restorative Practices focuses on building these impactful relationships across stakeholders, and works to repair any harm committed within them - this is accomplished by meticulously breaking down the impact of behaviors (natural consequences) and the steps necessary for the relationship to be restored. There are three key components to the repairing process.

Logical Consequence - *planned and assigned actions that are directly Related, Respectfully delivered, and aptly Reasonable for the initial behavior*

Repairing Action - *agreed upon actions meant to repair the harm committed from the initial behavior*

Restorative Conference - *informal to formal dialogue between all present/impacted stakeholders in response to an incident that directly address what happened, the impact, and steps needed to repair*

Logical Consequences	Repairing Actions	Restorative Conferences
<ul style="list-style-type: none"> ● Reassign / Move Seat ● Time Out / Buddy Class ● Loss of Credit on Assignment ● Loss of Privilege: Classroom Resource /Activity, Hall pass, In-House Event / Incentive, Field Trip, Extra Curricular Activity ● Confiscation: electronics, food/beverage, other non-academic objects ● Assign Office Hours ● Parent Phone Call (in moment) ● Parent meeting ● Lunch/After School/Saturday Detention ● <i>IF Behavior is EXCESSIVE/REPETITIVE: in-school Suspension / Out-of-School Suspension (grades 3-6 only) - Manifestation Hearings will be held for any students with an IEP</i> 	<ul style="list-style-type: none"> ● Apology: public / in person / letter ● Academic Project / Assignment ● Community Service / Clean Up ● Office Hours / Lunch with Teacher ● Teacher / Dean / Staff Assistant ● Reimburse / Replace Object ● Mentor / Tutor / Assist other Students 	<p>Objective: repair the harm by attending to the needs of all individuals directly and indirectly involved. Those needs may include but are not limited to the following:</p> <ul style="list-style-type: none"> -Opportunity to express how they feel -Acknowledgement about what has happened to them -Assurance that what happened was unfair and underserved -Direct contact with others involved to hear them express shame and remorse about their actions, answer questions about the incident and assure them that it won't happen again <p>The following menu of conferences (from informal to formal) are utilized to support reflection, accountability, and support in response to various incidents..</p> <ul style="list-style-type: none"> ● Impromptu Restorative Meeting ● Restorative Circle ● Formal Restorative Conference ● Collaborative Problem Solving Meeting ● Family Decision Making Conference

CODE of CONDUCT

At Deep Roots, student behavior is categorized by the *impact* on others, as opposed to the perceived interpretation of a staff member. Below you can find a description for each of the 5 behavior categories, a list of specific behaviors that align to each, as well as the expected staff and culture team response when specific behaviors are observed.

****A complete list of behaviors and definitions can be found in the handbook appendix***

Behavior Category	Staff Actions	Culture Response
Challenges Policy <i>The learning environment remains as is; the individual student holds the burden of impact</i>	Teacher address (if becomes a pattern request culture support) (i.e. Cell phone collected by teacher - if seen using, parent pick-up required)	Support Menu (if necessary)
Interrupts Learning <i>Learning/activity can continue due to the isolated nature or moderate volume of the action</i>	Utilize In-Class Toolkit (minimum 3 strategies) <i>If continues - Contact Culture (initials + 1)</i> <i>Parent Contact</i>	Support Menu and/or Logical Consequence
Stops Learning <i>Learning/activity is unable to continue; staff's full attention is required due to repetition, the intense volume, number of students involved, and/or serious nature of behavior</i>	Utilize In-Class Toolkit (minimum 3 strategies) Contact Culture (initials + 2) Enter Referral (PowerSchool - Behavior Support) <i>Parent Contact (when teacher is directly involved / harmed)</i>	Logical Consequence & Repairing Action & Restorative Conference (when applicable) <i>Parent Contact</i>
Causes Harm/Damage <i>Learning/activity is unable to continue; immediate staff intervention is vital due to violent or destructive intent/actions</i>	Contact Culture (initials + RED) Enter Referral (PowerSchool - Behavior Support)	Logical Consequence & Repairing Action & Restorative Conference <i>Parent Contact</i>
Requires Authorities <i>Behavior results in an official police report</i>	Contact Culture (initials + RED) Enter Referral (PowerSchool - Behavior Support)	Logical Consequence & Repairing Action & Restorative Conference <i>Parent Contact</i>

****Complete description of due process at Deep Roots can be found in the handbook appendix***

Behavior Category	Specific Behaviors
Challenges Policy	Cell phones*, out of uniform, unprepared for class, littering, late to class, using profanity, misuse of school resources, academic integrity
Interrupts Learning	Disruptive behavior, use of cell phone, not adhering to instructions/expectations
Stops Learning	Continuous disruptive behavior; missing scheduled class, elopement, continuously not adhering to instructions/expectations
Causes Harm/Damage	Using profanity towards school community member, mutual fighting, mutual group fighting, physical altercation without bodily harm, improper entry to authorized/unauthorized area in school, damage to school property (less than \$500), misuse of technology, engaging in unauthorized games of chance or wagering, theft (less than \$500), posturing or causing fear, physical altercation without bodily harm, persistent, unwanted behavior, illicit sexual behavior (consensual), making serious threats of harm to others
Requires Authorities	Possession and/or use of a weapon, possession and/or use of drugs/alcohol, selling drugs/alcohol, possession and/or use of tobacco or electronic smoking devices, illicit sexual behavior (non-consensual), misuse of technology involving sexual content, inappropriate sexual touch/exposure, theft (more than \$500), damage to school property (more than \$500), false fire alarm, physical altercation with bodily harm, mutual fighting with serious bodily injury, mutual group fighting with serious bodily injury, hazing, bullying/cyberbullying, involvement in peer group associations, engaging in behavior that jeopardizes safety, taking one's belongings without consent, unauthorized possession and/or use of hazardous materials, making serious threats of harm to others that are sexual in nature, involvement in a group conflict resulting in physical harm, making serious threats that cause widespread fear, involvement in a group conflict causing harm to others.

Deep Roots Charter School Manifestation Determination Policy

The purpose of this policy is to outline the process for conducting a manifestation determination review for students with disabilities or students who are thought to be eligible for special education services. This policy adheres to the Individuals with Disabilities Education Act (IDEA) and ensures that students are treated fairly in disciplinary actions that may result in a change of placement.

Policy Statement

Deep Roots Charter School is committed to providing a safe and supportive educational environment for all students, including those with disabilities. When a student with a disability is subjected to disciplinary action that results in suspension or expulsion, a manifestation determination meeting will be conducted to ascertain whether the behavior in question is a manifestation of the student's disability.

Definition of a Manifestation Determination

A ****manifestation determination**** is a process used to determine if a student's conduct is directly related to their disability or if the conduct was a result of the student's inability to understand the impact of their actions due to their disability.

Antecedent for Manifestation Determination Meeting

A manifestation determination meeting will be convened when any of the following disciplinary actions are imposed on a student with a disability:

- A suspension of more than ten consecutive school days.
- A change of placement resulting from a disciplinary action that is likely to affect the student's educational progress.
- Any expulsion or exclusion from school.

Manifestation Determination Meeting Process

1. Notification: Parents or guardians of the student will be notified in writing of the manifestation determination meeting at least **three school days** prior to the scheduled meeting. The notice will include the date, time, location, and purpose of the meeting.
2. Participants: The manifestation determination meeting will include the following participants:
 - The student's IEP team members, including special education staff and general education teachers.
 - A representative from the school administration.
 - The student's parents or guardians.
 - The student (when appropriate).
3. Review of Relevant Information: The team will consider:
 - The student's IEP and any related assessments.
 - Information from the parents or guardians regarding the student's behavior and disability.
 - Any disciplinary records or behavioral reports relevant to the incident in question.
4. Determination Criteria: The team will ask the following questions:
 - Was the conduct in question caused by or had a direct and substantial relationship to the student's disability?
 - Was the conduct in question the direct result of the school's failure to implement the IEP?
5. Outcome:
 - If the answer to either question is **"yes,"** the behavior is considered a manifestation of the disability, and the student may not face the same disciplinary consequences as a student without a disability would.
 - If the answer to both questions is **"no,"** the school may proceed with the disciplinary action consistent with the school's code of conduct.

Post-Determination Actions

Development of an Action Plan: If the conduct is determined to be a manifestation of the student's disability, the IEP team will meet to review and modify the student's IEP, if necessary. This may include implementing additional supports or interventions to address the behavior.

- Communication with the Parents/Guardians: After the meeting, parents or guardians will receive a written report of the results of the manifestation determination meeting, including any agreed-upon actions or modifications to the IEP.

Compliance with Federal and State Laws

This policy is designed to comply with federal and state laws, including the IDEA, to ensure that the rights of students with disabilities are protected during disciplinary actions. Deep Roots Charter School is dedicated to maintaining a discipline process that is fair, equitable, and cognizant of the needs of all students.

CRITICAL SCHOOL-WIDE POLICIES

Uniforms

Here at Deep Roots, our uniform guidelines are designed to foster a sense of belonging and pride within our school community.

Daily Uniform
<p><u>Tops:</u></p> <ul style="list-style-type: none">• Any top with a DRCS logo (polo, tee, hoodie, sweatshirt, etc.)
<p><u>Bottoms:</u></p> <ul style="list-style-type: none">• Any color pants without holes (cargos, joggers, sweatpants, khakis, jeans) Leggings are not acceptable.• Skirts (with shorts underneath)• Shorts/skorts• Jumpers (with shorts underneath)
<p><u>Footwear:</u></p> <ul style="list-style-type: none">• Any closed toe shoe is permitted

Additional Request for Seedlings and Kindergarten Classes:

We kindly request that parents of students in our Seedlings and Kindergarten classes provide extra uniform clothing. This extra set will be kept at school in case of spills or accidents, ensuring your child remains comfortable and presentable throughout the day.

Cell Phones

Deep Roots views cell phones as a distraction from the learning environment and often a catalyst to negative student-student situations. Students should not have cellphones in school - if they do bring them to school, they will be asked to turn them into homeroom teachers in the morning (cell phones will be returned to the student in preparation for dismissal). If students are observed with a cell phone during school hours, they will be confiscated and a parent will be required to come to school to retrieve it. While DRCS obviously strives to prevent theft of any item, DRCS does not accept any responsibility for lost or stolen cell phones. If a parent needs to contact a student for any reason they are to contact the main office.

Student Expression

It is the goal of Deep Roots to ensure safety, equality, and justice for all students regardless of gender identity or gender expression so they can reach their fullest human and intellectual potential.

Key Components	Supporting Practices
DRCS staff must use chosen name and pronouns	<ul style="list-style-type: none"> • Students have the right to be addressed by a name and pronoun that corresponds to their gender identity. • This holds for all interactions with school staff and students as well as written records including class rosters, report cards, letters from the school.
DRCS students have the right to keep their gender identity private	<ul style="list-style-type: none"> • DRCS believes a student’s gender identity, legal name, and sex assigned at birth constitute confidential information. • School personnel do not disclose information that may reveal a student’s gender identity to others without the student’s authorization (this includes speaking with parents). • Students have the right to discuss and express their gender identity and expression openly and to decide when, withwhom, and how much to share private information.
DRCS students are permitted to use restrooms consistent with their gender identity	<ul style="list-style-type: none"> • Restroom use will not be based on sex assigned at birth. • Any student, regardless of gender identity, who needs or wants increased privacy is granted an alternative area to use.
DRSC dress code is gender neutral	<ul style="list-style-type: none"> • Students have the right to dress in a manner consistent with their gender identity or expression. • DRCS uses gender neutral language instead of separating “girl” and “boy” uniforms.
DRCS aims to eliminate gender-segregated activities	<ul style="list-style-type: none"> • This includes separate lines for “boys” and “girls”, gender-segregated seating at lunch, gender-segregated physical education activities, “boy” and “girl” colors for graduation gowns, etc. • Only gender-segregated activities with a pedagogical purpose are used. • Students are permitted to participate in any activities consistent with their gender identity.

Attendance & Tardiness

Our mission at Deep Roots Charter School is to provide a nurturing and academically rigorous environment that equips students with the skills and knowledge they need to thrive in their educational journey and beyond. Deep Roots believes student attendance is the first step in ensuring this mission is actualized by our students.

Daily Attendance Process

Time	Task
7:30am	Doors Open
8:00am	Capture late students in daily tracker (entered into PowerSchool)
8:05am	Teachers submit attendance in PowerSchool
8:15am	Collect missing attendance from teachers (paper/PowerSchool)
8:30am	Email daily absent student list to all staff
8:30am-9:00am	Update student attendance in PowerSchool and document in daily communication tracker
9:00am-11:00am	Complete personal daily absent calls
11:00am-1:00pm	Follow-up with families of multiple absences / tardies (per response process below)

Response to Multiple Absences / Tardies

Occurrences/Year	Absences (unexcused)	Tardies
1-3	Parents will receive a personal phone call - informing of the absence, asking for reason, offering potential support.	Parent contact via automated call
4-5	Parents will receive a personal phone call and be required to attend a mandatory virtual meeting to review attendance expectations and potential next steps / consequences. Follow-up with personal email to families	Parent contact via automated call Send personal email
6-8	Parents will receive a personal phone call and be required to attend an in-person mandatory parent meeting to draft a family attendance contract. Follow-up with personal letter home	Personal Phone Call Mail personal letter home
8-10	Family will be referred to DHS / Truancy Court. Parents will be required to attend a mandatory meeting to review/update family attendance contract and discuss possible retention, or necessary alternatives in order to support students and family.	Mandatory parent meeting to discuss expectations and review school supports and potential next steps

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 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.

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.

Academics

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. 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.

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, the Leadership Team 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-6. Student grades are broken down into 2 categories: DRCS and Effort. DRCS 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)	Upper School Upper School (3-6)
<u>DRCS</u> - Independent Classwork - Exit Tickets - Formative / Summative Assessments <u>Effort</u> Classwork completion & Participation	<u>DRCS</u> - Independent Classwork - Exit Tickets - Formative / Summative Assessments <u>Effort</u> Classwork completion & 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 quarters, and school communication regarding conference dates and times.

The grading scale is as follows

Numeric Score	3-6 Grade	K-2 Grade	Description
90-100	A	E (Excellent)	Students receiving an A (or E) show deep DRCS 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 DRCS 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 DRCS 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 DRCS 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.

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.

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.

Health

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.

Photography & Video Permission

Photographs or videos may be taken of your child for DRCS public relations publications, professional development of staff, or other school-related purposes. Additionally, your child's school-related work may be displayed along with other students' work. These photographs, videos, and school-related work (which are not considered student records) will be used/displayed in a manner designed to ensure that confidential information about your child's educational program will not be revealed. If you object to the use of your child's photograph, the videorecording of your child for our professional development program, the posting of your child's name or image on our school website, and/or the display of your child's work by DRCS in any manner, please contact the School Principal.

Student Searches

In order to maintain the security of all its students, Leadership and/or Culture Team members 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.

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.

Fields Trips

Field trips are a part of the DRCS educational experience. They offer student experiences that extend beyond the classroom. More information regarding those trips will be communicated during the planning for the trip. We provide opportunities for families to share these experiences with their students. Chaperones must have the appropriate child abuse and criminal record clearances to participate.

IMPORTANT SCHOOL INFORMATION

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.

Location and Contact

3556 Frankford Avenue

Philadelphia, PA 19134

Phone: (267) 399-3727

Fax: (267) 491-6550

Email: info@deeprootscs.org

School Leadership Team

Lucilla Perry-Edwards: CEO and Principal

John Widmer: Senior Director of Operations and Culture

Allison Grundy: Assistant Principal (K-2)

Jennifer Brozoski: Assistant Principal (K-2)

Mishel Williams: Assistant Principal of Specialized Services (K-6)

Charmaine Bailey: Director of Culture

Marchell Roberts: Operations Manager

Board of Directors

The Board of Directors sets all policies 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.

Arrival & Breakfast

Deep Roots Charter School officially opens its doors at 7:30 a.m. each day. Students may arrive at that time to eat breakfast. Arriving after 8:00 a.m. is considered tardy. Students must be signed in at the front desk upon their arrival. Late students will have access to breakfast if needed.

School Lunch Program

All DRCS students have the option to eat a school breakfast 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 lunch, however, students will not have access to a refrigerator or microwave.

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

Dismissal will begin at 3:10pm. Driving and walking parents pick up students from the BACK of the school. We will no longer have half days on Wednesdays, We do have some half days that are listed on the 2024-2025 DRCS School Calendar. We do not permit early dismissal after 2:30pm on full days and after 11:15am on half-days.

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

Bus & Daycare Pickup - Students who are picked up by SDP buses are loaded in the front of the building.

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 their 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.

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.

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 regularly.

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/X, 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.

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

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 copy 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.

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.

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@deeproootscs.org.

APPENDIX

Suspensions

A suspension is a student's exclusion from school for a period of one (1) to no more than ten (10) consecutive school days. Suspensions may be assigned by a member of the Culture Team. Students have the responsibility to make up exams and work missed while suspended and shall be permitted to complete assignments within Board-determined guidelines. Due process includes the following steps.

- Prior to a suspension, the student must be informed of the reasons for the suspension and given an opportunity to respond, with the exception of circumstances which pose a threat to the health, safety, and/or welfare of the school community.
- When the student is suspended, the parent/guardian shall be notified immediately in writing.
- When the suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity to participate in an informal hearing ("disciplinary hearing") consistent with Pennsylvania law. The school shall offer to hold the informal hearing within the first five (5) days of the suspension, and notice of the hearing will be given to the parent/guardian.
 - Disciplinary hearings enable the student to explain the circumstances surrounding the event for which the student is being suspended or to show why s/he should not be suspended. All relevant information regarding the event for which the student may be suspended will be presented, and the school and parents/guardians will discuss strategies for avoiding future offenses. At the hearing, the student has the right to question any witnesses present and to speak and produce witnesses on his/her own behalf.

In-School Suspensions

Students may be assigned in-school suspensions as a result of disciplinary action. Due process includes the following steps.

- Students will be informed of the reasons for the in-school suspension and given an opportunity to respond before the in-school suspension becomes effective.
- Parents/guardians will be informed of the in-school suspension.
- When the in-school suspension exceeds ten (10) consecutive school days, a disciplinary hearing with the principal shall be offered to the student and the student's parents/guardians prior to the eleventh school day.

Disciplinary Hearings

Disciplinary hearings serve as DRCS's "informal hearings" as described in Pennsylvania's School Code. Disciplinary hearings are designed to bring forth all relevant information regarding disciplinary and academic problems facing the student. Disciplinary hearings also provide an opportunity for students, their parents/guardians, and school officials to discuss the incident involving the student and strategies for avoiding future problems.

The outcomes of such a hearing may include:

- an invitation to rejoin the community without any disciplinary or academic intervention;
- an invitation to rejoin the community with mandatory or voluntary disciplinary and/or academic intervention;
- a transfer to a disciplinary placement or alternative placement; and
- a recommendation to the Board for expulsion, which would result in the mandatory attendance of the student and parent/guardian at a formal expulsion hearing. See “Expulsion” below for further information.

Steps to ensure due process include:

- notifying parents/guardians in writing regarding the reasons for the hearing;
- providing parents/guardians with sufficient notice of time and place for the hearing;
- providing a student with the right to question any witnesses present at the hearing and to produce witnesses on his/her own behalf; and
- allowing for the review of teacher narratives, grades, attendance, and disciplinary records during the hearing.

Expulsions

An expulsion is exclusion from school by the Board of Trustees for a period exceeding ten (10) school days and may result in permanent expulsion from the school rolls. Since an education is a statutory right, students shall be afforded due process if they are to be excluded from school. A Board decision is required to expel a student. To ensure a fair Board hearing, DRCS’s Board of Trustees has designated Board Hearing Examiners to represent the Board in discipline matters. Hearing Examiners make recommendations to the Board. The Board ultimately decides whether a student will be expelled. Due process includes the following steps.

- Expulsions require a prior formal hearing (see below).
- Students shall be suspended from school prior to the hearing and decision of the Board for a period of up to ten (10) days. The student shall be placed in his/her regular class after the ten (10) days except if it is determined after an informal hearing that a student’s presence in his regular class would constitute a threat to the health, safety, or welfare of others, and it is not possible to hold a formal hearing within the period of a suspension.
- A student may not be excluded from school for longer than fifteen (15) school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.

Expulsion Hearing Requirements

A formal hearing is required in all expulsion actions. The hearing is conducted by a Hearing Examiner who is appointed by the Board. The Hearing Examiner solicits evidence from the school, the student, and parents/guardians to gather the facts surrounding each incident. Based on these facts, the Hearing Examiner writes a report. The report states whether the student has violated this Code of Conduct and recommends a disciplinary outcome for the student, ranging from a dismissal of the case to a permanent expulsion.

The report is presented to the student, parents/guardians, and the Board of Trustees at its next meeting. The Board has the power to adopt, modify, or reject the report made by the Hearing Examiner. A majority vote of the Board confirming the recommendation of the Expulsion Hearing is required to expel a student.

Parents/guardians will receive a copy of the Hearing Examiner's report for their student. Parents/guardians will also be notified once the Board has made its decision, informed of the legal right to appeal at that time, and informed of any timelines governing such appeal.

The following due process requirements shall be observed.

- Notification of the charges shall be sent to the student's parents/guardians by certified mail.
- At least three days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, including hearing procedures and notice that legal counsel may represent the student, shall be included with the notice. The student may request the rescheduling of the hearing when s/he demonstrates good cause for an extension.
- The hearing shall be held in private unless the student or parents/guardians request a public hearing.
- The student may be represented by counsel, at the expense of the parents/guardians, and may request that parents/guardians attend the hearing.
- 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. The student also has the right to request that the witnesses appear in person and answer questions or be cross-examined. Additionally, the student has the right to testify and present witnesses on his/her own behalf.
- 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.
- The proceeding shall be held within fifteen (15) school days of the notification of charges, unless mutually agreed upon 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:
 - laboratory reports are needed from law enforcement agencies;
 - evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act; and
 - delay is necessary due to the condition or best interests of the victim in court cases involving sexual assault or serious bodily injury.
- Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

If Expelled:

Students who are under 17 years of age are still subject to the compulsory school attendance law following an expulsion and shall be provided an education. The initial responsibility for providing the required education rests with the student's parents/guardians through placement in another school, tutorial or correspondence study, or another educational program approved by the principal. Within thirty (30) days of action by the governing board, the parents/guardians shall submit to DRCS written evidence that the required education is being provided as described above or that they are unable to do so. If the parents/guardians are unable to provide the required education, DRCS shall, within ten (10) days of receipt of the notification, make a provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act. In the case of non-compliance with the approved educational program, DRCS may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education.

Student Behaviors and Definitions

Behavior	Definition
Out of uniform	Students who fail to adhere with the school's uniform policy and/or dress code.
Unprepared for class	Students who fail to have the required supplies and/or assignments for class.
Littering	Students who do not utilize trash receptacles to dispose of any unwanted items.
Late to class	Students who fail to be in their place of instruction at the assigned time without a valid excuse and/or permission from school personnel.
Using profanity	Students who curse or use inappropriate language
Misuse of school resources	Students who fail to receive proper permission from school personnel to use school equipment or property.
Academic integrity	Students who submit or intend to submit work that is not their own.
Misrepresentation or tampering with school records	Students who reproduce the signature of another with the intent to alter official school records such as grades, attendance or reports.
Failure to fulfill detention obligations	Students who fail to serve assigned detentions of which students and/or parents/guardians have been previously notified.
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 food, distracting peers, and not cooperating with teachers/peers in the hallway/lunchroom/etc.
Use of cell phone	Students' use of cell phone disrupts the learning environment.
Not adhering to instructions/expectations	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.
Continuous disruptive behavior	Students who continuously 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 food, distracting peers, and not cooperating with teachers/peers in the hallway/lunchroom/etc
Missing scheduled class	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.
Elopement	Students who leave any area of the school building without permission.

Continuously not adhering to instructions/expectations	Students who continuously 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.
Using profanity towards school community member	Students who curse or use inappropriate language towards a school community member.
Mutual fighting	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.
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.
Improper entry to authorized/unauthorized area in school	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 administrators.
Damage to school property (less than 500)	Students who damage or deface school property or the personal property of another school community member.
Misuse of technology	Students who use electronics (cell phones, chromebooks etc.) in inappropriate ways including, but not limited to, videotaping fights, videotaping someone in a place where they have an expectation of privacy, or posting content that materially impacts the school community.
Engaging in unauthorized games of chance or wagering	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.
Theft (less than \$500)	Students who take school property or the personal property of another school community member.
Posturing or causing fear	Students who 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.
Physical altercation without bodily harm	Students who hit, punch, kick, stab or physically harm a school community member in any way, intentionally and without provocation.
Persistent,unwanted behavior	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.
Illicit sexual behavior (consensual)	Students who engage in a consensual sexual act.
Making serious threats of harm to others	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.
Possession and/or 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.
Possession, use and/or distribution of drugs/alcohol	Students who are found to be in possession, using or selling of alcohol/other drugs, which includes drugs in edible/liquid form.
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.
Illicit sexual behavior (consensual)	Students who engage in a non-consensual sexual act.
Misuse of technology involving sexual content	Students who use electronics (cell phones, chromebooks etc.) in inappropriate ways that are sexual in nature.
Inappropriate sexual 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.
Theft (more than \$500)	Students who take school property or the personal property of another school community member.
Damage to school property (more than \$500)	Students who damage or deface school property or the personal property of another school community member.
False fire alarm	Students who knowingly and willingly set off a fire alarm without cause.
Physical altercation with bodily harm	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.
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.
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 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.
Involvement in peer group associations	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.
Engaging in behavior that jeopardizes safety	Students who throw large objects/furniture that poses serious safety hazards and can cause harm to individuals and damage to property.
Taking one's belongings without consent	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.
Unauthorized possession and/or use of hazardous materials	Students who are found to be in possession of or using incendiary devices such as matches, lighters, fireworks, firecrackers and/or other explosives.
Making serious threats of harm to others that are sexual in nature	Any unwelcome sexual conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access.
Involvement in a group conflict resulting in physical harm	When one or more students engage in a physical confrontation in which it is unclear which student 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.
Making serious threats that cause widespread fear	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.
Involvement in a group conflict causing harm to others.	Students who incite, instigate or participate in an assault by multiple students on one or more other students. This is a physical confrontation in which participants can clearly be identified as victims and offenders. Serious bodily injury causes serious, permanent disfigurement, or protracted loss or impairment of the function of any body part or organ.