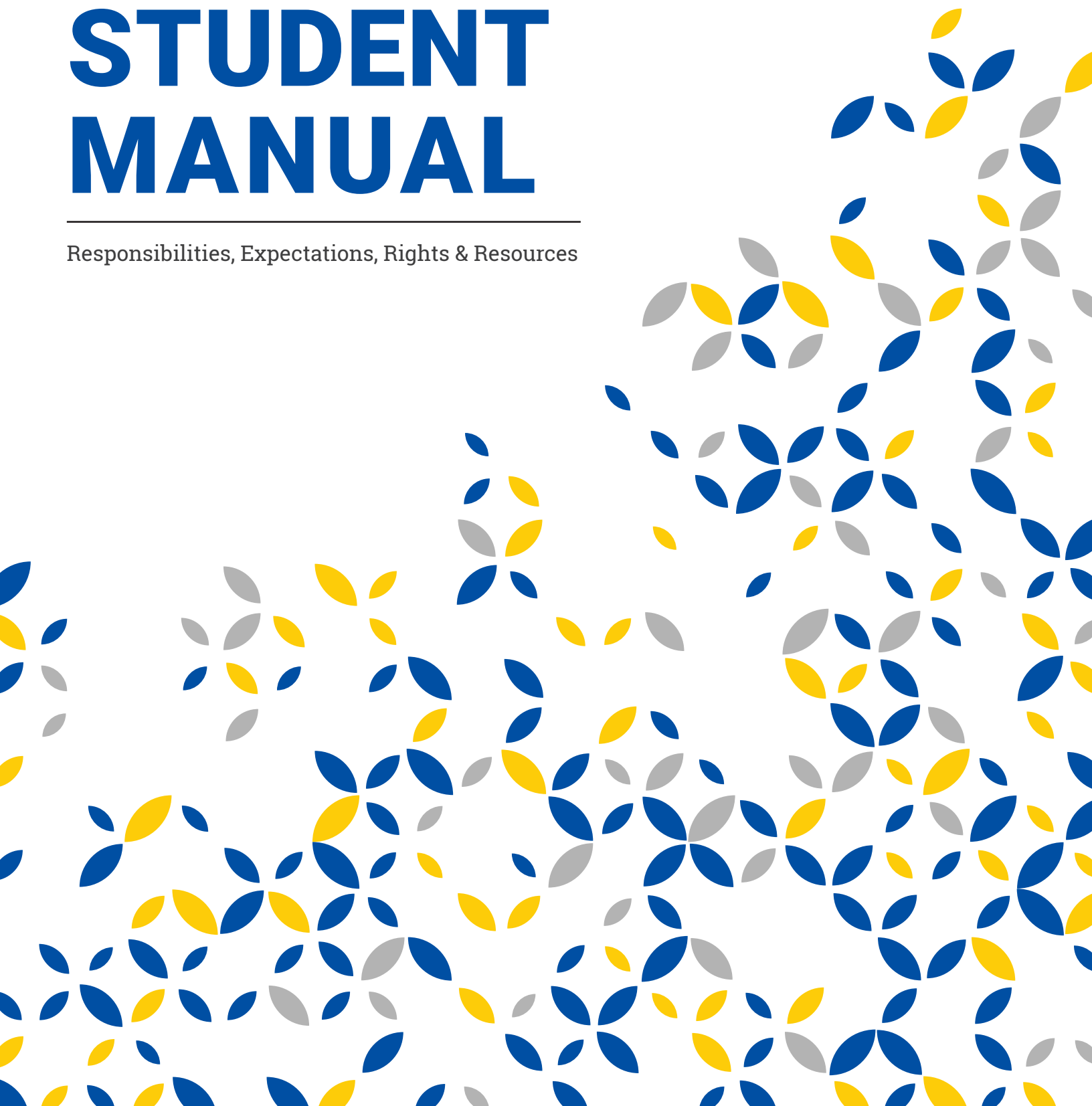


2022-2023

STUDENT MANUAL

Responsibilities, Expectations, Rights & Resources



Christina School District is an Equal Opportunity Employer

The Christina School District is an equal opportunity employer and does not discriminate on the basis of race, color, religion, sex, pregnancy, national origin, citizenship, age, disability, veteran status, genetic information, sexual orientation, marital status, gender identity, or any other categories protected by federal, state, or local law. Inquiries regarding compliance with the above may be directed to the Title IX/Section 504 Coordinator, Christina School District, 1899 S. College Avenue, Newark, DE 19702; (302) 552-2600.

Editor's Note

The term "parent," as used in this document, is intended to include a natural parent, stepparent, parent by adoption, legal guardian, legal caregiver, or other person who has custody or control of the student.



Christina School District

1899 S. College Avenue, Newark, DE 19702
(302) 552-2600 | www.christinak12.org

BOARD OF EDUCATION

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Nominating District E

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Nominating District F

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Aaron Selekman, Ph.D.
Director, Teaching & Learning - Elementary Schools

Paul Dunford
Director, Teacher & Learning - Middle Schools

Alva Mobley
Public Information Officer & Manager of Communications

MISSION

The mission of the Christina School District is to improve student outcomes and give every student opportunities to learn in an academically challenging, safe, equitable, and nurturing school environment. We pledge to value parents, caregivers, and families as partners in educating all students to learn, live, and lead in the 21st century and beyond.

VISION

Together, educating every student for excellence.

OUR COMMITMENT

In the Christina School District, we commit to cultivating compassionate and collaborative communities, ensuring everyone can thrive as their best SELF. The culture of our district influences learning and growth and shapes the relationships families, students, and staff have with one another and with the district itself. Most importantly, students' social-emotional health must be fostered and developed for them to be successful learners. For all these reasons, building a culture for students and adults that supports learning is a priority part of our plan.

Supporting Students

- Social-emotional learning integrated into our definition of student success
- Culturally relevant and easily accessible student and family engagement
- Consistent, progressive intervention and discipline procedures

Supporting Adults

- Training and resources to develop individual learning plans to foster employees' professional growth
- Growth opportunities for prospective principals and lead teachers

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GLOSSARY



INTRODUCTION

MESSAGE FROM THE PRESIDENT OF THE BOARD AND THE SUPERINTENDENT

Dear Christina School District Students and Parents/Guardians:

Welcome to the Christina School District Student Manual! We encourage you to read this booklet and become familiar with its contents. This manual outlines the responsibilities and expectations the District has for all students and staff, and also provides information about the rights and resources available to all students and their families.

We continue to involve students, parents, staff, administrators, and members of the public in developing the Student Manual, now in its eighth year of publication. We are excited to continue the availability of the Student Manual electronically this year. The online version of the Student Manual is accessible directly from any device from the District website at www.christinak12.org/StudentManual or from the Christina School District app available free from iTunes or Google Play. The electronic version allows you to access individual sections of the manual through direct links and it is also searchable.

Our goal is to continue to make the Christina School District a place where students and their parents/guardians feel welcome and safe. We know that we have an outstanding group of more than 14,000 students with unlimited potential for success. We know that we have an incredible resource in our teachers, who are committed to student achievement. We also know that we have caring parents who are passionate advocates not only for their children, but for all children. We have a community that understands the power of education. With all of these factors working for us, we know that together the Christina School District will achieve great things.

The Student Manual is a key component in helping us address areas of student health, wellness, and discipline that need additional focus so that we can create positive environments in all of our schools that our families and our community can be proud of. A list of Christina School District and other community resources that are available for support and assistance is provided in [Student and Family Resources](#). We strive for success for all students, in our classrooms, in our schools, and in the future. We hope you will remain engaged on this important journey to make the Christina School District the very best it can be.

Sincerely,



Keeley Powell, Ed.D.

President

Christina Board of Education



Dan Shelton, Ed.D.

Superintendent

Christina School District

INTRODUCTION TO THE STUDENT MANUAL

The Christina School District has developed an evidence-based program to support positive learning environments and a culture promoting academic achievement.

Key components of Christina's program are:

- High expectations for behavior of all students and staff
- Clear, consistent, district-wide discipline policies and processes
- Multi-tiered supports for all students that begin in the classroom

The evidence-based programs integrated into the Christina School District include, but are not limited to:

- Recognition of One's Own Cultural Lens and Biases
- Knowledge of Students' Cultural Backgrounds
- Awareness of Broader Social, Economic, and Political Contexts
- Ability and Willingness to Use Culturally Appropriate Management Strategies
- Commitment to Building Caring Classroom Communities
- Guidance and support to trainees as they implement new concepts and practices
- Motivation – personal relationship building, classroom climate, and communicating high expectations
- Growth Mind-set – theories about achievement and development
- Engagement – identifying the three types of classroom-based engagement behavioral, cognitive, and affective)

To support this plan, Christina has developed this Student Manual.

The Christina School District Student Manual is integral to our goal of creating safe, nurturing, learning environments that foster responsible, productive and positive behaviors. It provides policies and guidelines for students at all grade levels that will help explain expectations for positive behavior. We believe that promoting positive behavior and creating schools where children and young adults are valued, will encourage learning and will support student success.

The purpose of the Manual is to:

- Describe strategies and practices school communities will use to promote positive learning environments
- Illustrate expected appropriate and respectful student behaviors
- Describe what actions and interventions are taken when students exhibit challenging, inappropriate, or harmful behaviors
- Outline student rights, privileges, and responsibilities
- Provide information about the disciplinary process and how to get help from school system personnel concerning appeal requests, processes and procedures, and resources for students and families. This handbook also includes a glossary of terms that may be used throughout the document.

ANNUAL NOTICE

Non-Discrimination Notice

The Christina School District is an equal opportunity employer and does not discriminate on the basis of race, color, religion, sex, pregnancy, national origin, citizenship, age, disability, veteran status, genetic information, sexual orientation, marital status, gender identity, or any other categories protected by federal, state, or local law. Inquiries regarding compliance with the above may be directed to the Title IX/Section 504 Coordinator, Christina School District, 600 North Lombard Street, Wilmington, DE 19801; (302) 552-2600.

Student Manual Information

If you have any questions or concerns regarding elements of the Christina School District Student Manual, please feel free to contact the individual listed below.

Dr. Gina Moody
Director, Student Services and Whole Child Support
Christina School District
Administration Office
1899 S. College Avenue, Newark, DE 19702
Phone: (302) 552-2600

Complaints

If parents/guardians believe their rights have been violated, they must first utilize the Grievance procedure as outlined in this Manual. They may then file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SE, Washington, DC 20202-4605

School Bullying Prevention

The purpose of the Ombudsman is to ensure the proper administration of the school criminal offense reporting law contained in Section 4112 of this Title.

State of Delaware Department of Justice
School Crime Ombudsman
(800) 220-5414

POSITIVE SCHOOL ENVIRONMENTS

Schools where all students achieve

Fostering, acknowledging, and maintaining a Positive School Environment is a key goal for Christina. Positive School Environments can be defined as places where all students are actively engaged in learning and are supported by teachers, administrators, and other students so they may achieve at their greatest potential.

Positive School Environments are created for all students when the following components are in place.

- **Clear, concise, and consistently communicated expectations for respectful behavior**
- **Engaging instruction and academic materials**
- **Appropriate and equitable supports to assure academic success and achievement**

Christina School District is making an active commitment to create Positive School Environments for all students at all levels. Students frequently need encouragement and new skills to improve their behavior, and support in learning to do so. Administrators and staff in the Christina School District acknowledge that changing and maintaining student behavior involves a continuum of interventions and supports, but that it is also the responsibility of students and their families to create and promote Positive School Environments.

A major initiative in the Christina School District is Culturally Responsive Positive Behavior Support or CRPBS. **Culturally Responsive** means the valuation, consideration, and integration of individuals' culture, language, heritage and experiences leading to supported learning and development.

This initiative includes strategies for defining, supporting and teaching developmentally appropriate behaviors and social skills enabling classroom teachers and schools to create and maintain positive learning environments. CRPBS promotes healthy character development for all students by utilizing proactive strategies at the individual, classroom and building levels to prevent challenging behaviors that interfere with learning.

The chart below identifies and defines universal approaches of support that structure a Culturally Responsive Behavior Support System.

Tier 1 All Students	Tier 2 Focused Interventions	Tier 3 Intensive Individualized Interventions
<p>This basic level of support is a general curriculum which enhances student success by recognition of positive behaviors and clearly stated expectations that are applied to all students.</p>	<p>An intermediate level of involvement where strategies and Interventions are part of a continuum of behavioral supports available in the schools.</p> <p>Specific strategies and interventions for students who do not respond to universal supports.</p> <p>Targeted groups of students who require more support.</p>	<p>A higher level of support where the needs of students who exhibit patterns of challenging behaviors interfere with their ability to make academic progress.</p> <p>Decreasing challenging behaviors and increasing students' social skills and ability to function in a positive school environment.</p> <p>Interventions involving Functional Behavioral Assessments, Intervention Plans, and Behavior Support Plans.</p>

Proactive strategies will be used to assist students and staff in addressing issues that arise. A proactive strategy, whether used in the classroom, building or at the district level, is a step taken by staff members to identify opportunities to take preemptory action against potential problems, as opposed to reacting after a problem has occurred.

For students who need additional support, staff use Interventions. Interventions are understood as actions, ideas and plans that are designed to interrupt problematic behavior and promote positive behavior. It is a deliberate process by which change is introduced (through a teachable piece) into a students' thoughts, feelings and behaviors. In determining the best intervention in response to a behavior of concern, we must assess/ take into consideration the role(s) of the environment, classroom routines, and the interactions of the child with teachers and students.

For students who need intense, individual support **Functional Behavioral Assessments, Intervention Plans, and Behavior Support Plans** are used. Behavior plans in general are developed by a team of individuals including school staff, specialists, the student and the family. After the team identifies the problem behavior and its causes, a number of environmental changes in the context of Culturally Responsive Positive Behavior Support (CRPBS) aiming at learning outcome and social engagement are implemented. The assessment steps and the intervention are thoroughly discussed. There are going to be students who are exempted from Administrative Actions as outlined in the Student Manual (504 and IDEA).

The key intervention competencies that are used in the Christina School District include the following:

Social & Emotional Learning Competencies

Self-Awareness	Recognizing feelings as they occur; having a realistic assessment of one's own ability and values; developing a well-grounded sense of self confidence
Self-Management	Handling emotions so they facilitate rather than interfere with the task at hand; delaying gratification to pursue goals; persevering in the face of set-backs
Social Awareness	Sensing what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups
Relationship Skills	Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, negotiating solutions to conflict; seeking help when needed
Responsibilities and Decision Making	Accurately assessing risks, making decisions based on a consideration of all relevant factors and the likely consequence of alternative courses of actions; respecting others; taking personal responsibility for one's decisions.

Credit: CASEL.org

These interventions take place both in and outside the classroom and are implemented by both the classroom teacher and school staff.

Across the Christina School District, specific school-wide interventions and supports include:

- Rest & recovery spaces (take a break/cool down area)
- Small Group Social Skill Building
- Mindful Activities (deep breathing/meditation/reflection)
- Check in/Check Out
- Mentoring

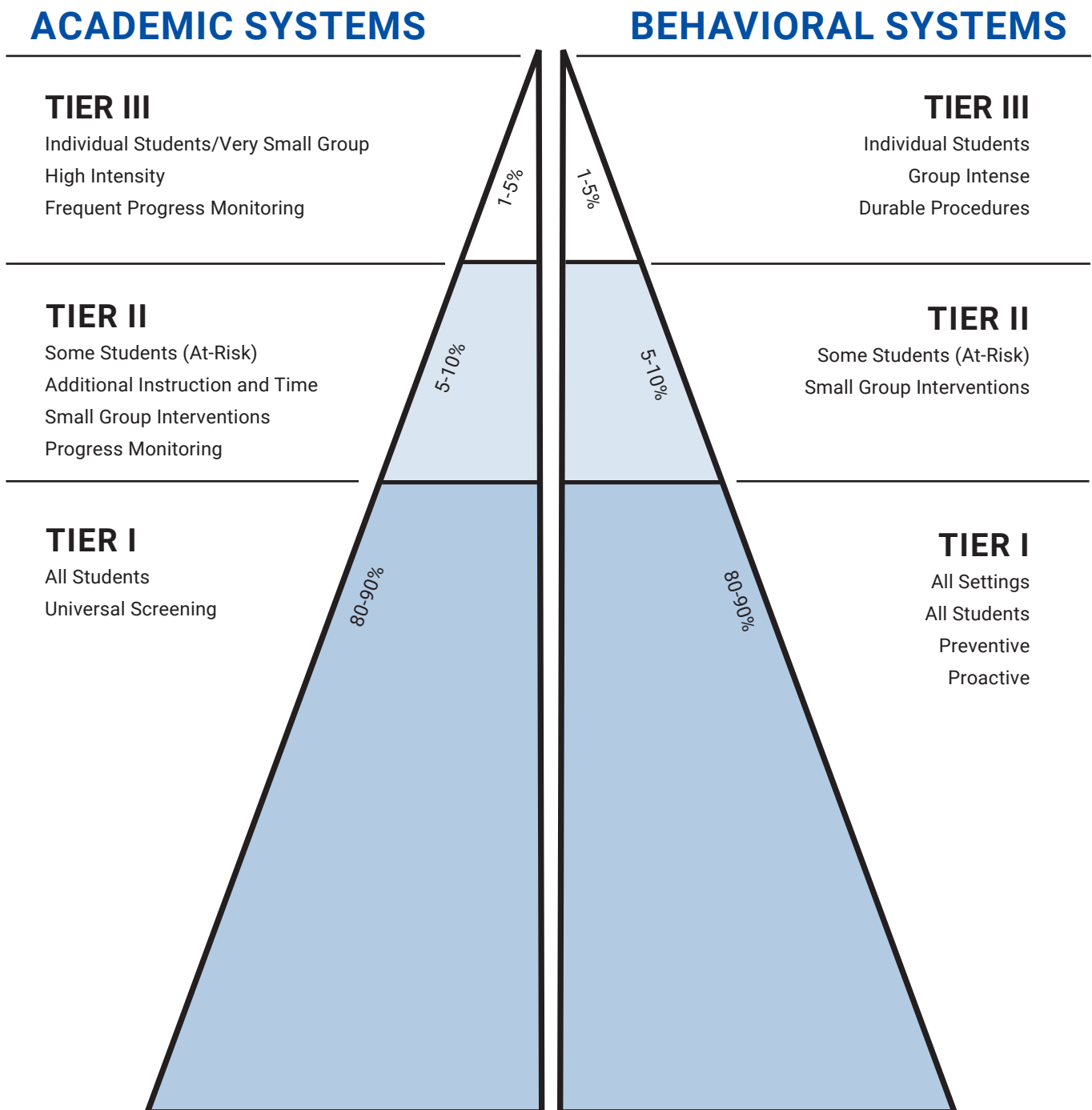
Students and staff must agree that Positive School Environments include all school environments. Behavior expectations must apply to all students at ALL TIMES, including:

- On school grounds
- When students are at a bus stop
- At all school sponsored events, trips, and all other activities where school administrators have jurisdiction over students
- In school buildings
- In District vehicles, including buses

RESPONSE TO INTERVENTION (RTI)

Academic & Behavioral Systems

The chart below shows approaches and levels of support and intervention (Tiers) for students in the Christina School District. Tier I students represent ALL students. Tier II students represent 5-10% of students. Tier III students represent 1-5% of students.





GENERAL INFORMATION

JULY 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

- 4 PK-12 Schools & Offices Closed - Independence Day Observed

AUGUST

- 23-25 New Teacher Orientation
- 26 PK-12 Schools Closed (Offices Open)
- 29 PK-12 Schools Closed - Teacher Set Up (Offices Open)
- 30-31 PK-12 Schools Closed - Professional Development (Offices Open)

SEPTEMBER

- 1 PK-12 Schools Closed - Professional Development (Offices Open)
- 2 PK-12 Schools Closed (Offices Open)
- 5 PK-12 Schools & Offices Closed - Labor Day
- 6 **FIRST DAY OF SCHOOL**
* Grades 1, 2, 3, 4, 5, 6, & 9
* Grades K-12: Brennen School/DAP, DSD and REACH Program
ORIENTATION DAY - Kindergarten
PRESCHOOL HOME VISITS BEGIN - * Brennen, CEEC, DSD, Stubbs
- 7 **ALL STUDENTS ATTEND SCHOOL, K-12**
- 12 **FIRST DAY OF PRE-K**
* Brennen, CEEC, DSD, Stubbs
- 13 PK-12 Schools Closed - Election Day / Professional Development (Offices Open)
- 26 PK-12 Schools Closed - Professional Development (Offices Open)
- 27 Open House - Elementary Schools
- 28 Open House - Middle Schools
- 29 Open House - Elementary Schools
Open House - Bancroft & Bayard

OCTOBER

- 4-5 Open House - Specialized Programs

- 5 PK-12 Schools Closed (Offices Open)
- 6 Open House - High Schools
- 13 Open House - CEEC & Stubbs
- 14 PK-12 Schools Closed - Professional Development (Offices Open)
- 19 College & Career Fair

NOVEMBER

- 4 End of Marking Period 1
- 7 Choice Application Period Begins for 2023-2024 School Year, Grades K-12
PK-12 Schools Closed - Grading Day / Paraprofessionals Professional Development (Offices Open)
- 8 PK-12 Schools & Offices Closed - Election Day
- 11 PK-12 Schools & Offices Closed - Veterans' Day
- 21-22 PK-12 Schools Closed - Parent Conferences / Paraprofessionals OFF (Offices Open)
- 23 PK-12 Schools Closed (Offices Open)
- 24-25 PK-12 Schools & Offices Closed - Thanksgiving Holiday

DECEMBER

- 22 PK-12 Schools Closed - Professional Development - Trade In Day (Offices Open)
- 23 PK-12 Schools & Offices Closed - Winter Break
- 26 PK-12 Schools & Offices Closed - Winter Break
- 27-29 PK-12 Schools Closed (Offices Open) - Winter Break
- 30 PK-12 Schools & Offices Closed

JANUARY

- 2 PK-12 Schools & Offices Closed
- 3 Schools Reopen
- 11 Deadline for School Choice

- Applications for 2023-2024 School Year, Grades 1-12
- 16 PK-12 Schools & Offices Closed - Martin Luther King, Jr.
- 23-26 High School Exams
- 26 End of Marking Period 2
- 27 PK-12 Schools Closed - Grading Day / Paraprofessionals Professional Development (Offices Open)
- 30 PK-12 Schools Closed - Professional Development (Offices Open)

FEBRUARY

- 13 PK-12 Schools Closed - Parent Conferences (Offices Open)
- 20 PK-12 Schools & Offices Closed - Presidents' Day

MARCH

- 10 PK-12 Schools Closed - Professional Development (Offices Open)
- 30 End of Marking Period 3
- 31 PK-12 Schools Closed - Grading Day / Paraprofessionals OFF (Offices Open)

APRIL

- 7 PK-12 Schools & Offices Closed - Spring Break
- 10 PK-12 Schools & Offices Closed - Spring Break
- 11-14 PK-12 Schools Closed (Offices Open) - Spring Break

MAY

- 23 Employee Recognition Night
- 26 PK-12 Schools Closed - Professional Development (Offices Open)
- 29 PK-12 Schools & Offices Closed - Memorial Day

- 30-31 High School Exams

JUNE

- 1-2 High School Exams
- 5 Senior Make Up Exams
- 9 **LAST DAY OF PRESCHOOL**
* Brennen, CEEC, DSD, Stubbs
- 13 End of Marking Period 4
Graduation - Christiana High
- 14 **LAST STUDENT DAY**
Graduation - Glasgow High
PK-12 Schools Closed - Grading Day (Offices Open)
Graduation - Newark High
- 16 Teacher Classroom Pack Up Day
- 19 PK-12 Schools & Offices Closed - Juneteenth
- 20 PK-12 Schools Closed - Professional Development - Trade In Day (Offices Open)
- 21 **LAST PARAPROFESSIONAL DAY**
LAST TEACHER DAY
PK-12 Schools Closed - Professional Development - Trade In Day (Offices Open)
Retirement Celebration

CHRISTINAK12.ORG
District Office: (302) 552-2600
Transportation: (302) 454-2281

COLOR KEY	 Schools Closed (Offices Open)	 Schools & Offices Closed	 Professional Dev./Grading/Parent Conferences: Schools Closed (Offices Open)	 First/Last Day of School
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SCHOOL & PROGRAMS DIRECTORY

DISTRICT OFFICE

DISTRICT ADMINISTRATION OFFICE

1899 S. College Avenue, Newark, DE 19702
Phone: 302-552-2600 Fax: 302-429-5857
www.christinak12.org

EARLY EDUCATION

CHRISTINA EARLY EDUCATION CENTER

(Preschool-PreK)
620 E. Chestnut Hill Road, Newark, DE 19713
Phone: 302-454-2720 Fax: 302-454-2010
www.christinaecec.org

STUBBS EARLY EDUCATION CENTER

(Preschool-Kindergarten)
1100 N. Pine Street, Wilmington, DE 19801
Phone: 302-429-4175 Fax: 302-429-3958
www.stubbseec.org

ELEMENTARY SCHOOLS (K-5)

BRADER ELEMENTARY SCHOOL

350 Four Seasons Parkway, Newark, DE 19702
Phone: 302-454-5959 Fax: 302-454-5459
www.braderes.org

BROOKSIDE ELEMENTARY SCHOOL

800 Marrows Road, Newark, DE 19713
Phone: 302-454-5454 Fax: 302-454-3480
www.brooksidees.org

DOWNES ELEMENTARY SCHOOL

220 Casho Mill Road, Newark, DE 19711
Phone: 302-454-2133 Fax: 302-454-3483
www.downeses.org

GALLAHER ELEMENTARY SCHOOL

800 N. Brownleaf Road, Newark, DE 19713
Phone: 302-454-2464 Fax: 302-454-3484
www.gallaheres.org

JONES ELEMENTARY SCHOOL

35 West Main Street, Christiana, DE 19702
Phone: 302-454-2131 Fax: 302-454-3481
www.albertjoneses.org

KEENE ELEMENTARY SCHOOL

200 Corporal Stephan J. Ballard Way,
Newark, DE 19702
Phone: 302-454-2018 Fax: 302-454-5969
www.keenees.org

LEASURE ELEMENTARY SCHOOL

1015 Church Road, Newark, DE 19702
Phone: 302-454-2103 Fax: 302-454-2109
www.leasurees.org

MACLARY ELEMENTARY SCHOOL

300 St. Regis Drive, Newark, DE 19711
Phone: 302-454-2142 Fax: 302-454-3485
www.maclaryes.org

MARSHALL ELEMENTARY SCHOOL

101 Barrett Run Road, Newark, DE 19702
Phone: 302-454-4700 Fax: 302-454-4701
www.marshallles.org

MCVEY ELEMENTARY SCHOOL

908 Janice Drive, Newark, DE 19713
Phone: 302-454-2145 Fax: 302-454-3486
www.mcveyes.org

OBERLE ELEMENTARY SCHOOL

500 Caledonia Way, Bear, DE 19701
Phone: 302-834-5910 Fax: 302-834-5916
www.oberlees.org

SMITH ELEMENTARY SCHOOL

142 Brennen Drive, Newark, DE 19713
Phone: 302-454-2174 Fax: 302-454-3487
www.smithes.org

WEST PARK PLACE ELEMENTARY SCHOOL

193 West Park Place, Newark, DE 19711
Phone: 302-454-2290 Fax: 302-454-3488
www.westparkplacees.org

WILSON ELEMENTARY SCHOOL

14 Forge Road, Newark, DE 19711
Phone: 302-454-2180 Fax: 302-454-2052
www.wilsones.org

ELEMENTARY/MIDDLE SCHOOLS

THE BANCROFT SCHOOL (GR. 1-7)

700 N. Lombard Street, Wilmington, DE 19801
Phone: 302-429-4102
www.bancroftschoolde.org

THE BAYARD SCHOOL (GR. 1-6)

1300 Cedar Street, Wilmington, DE 19805
www.bayardschool.org

THE BAYARD SCHOOL (GR. 7-8)

501 N. Lombard Street, Wilmington, DE 19801
www.bayardschool.org

MIDDLE SCHOOLS (6-8)

GAUGER-COBBS MIDDLE SCHOOL

50 Gender Road, Newark, DE 19713
Phone: 302-454-2358 Fax: 302-454-3482
www.gaugercobbsms.org

KIRK MIDDLE SCHOOL

140 Brennen Drive, Newark, DE 19713
Phone: 302-451-7021 Fax: 302-454-3491
www.kirkms.org

SHUE-MEDILL MIDDLE SCHOOL

1500 Capitol Trail, Newark, DE 19711
Phone: 302-454-2171 Fax: 302-454-3492
www.shuemedillms.org

HIGH SCHOOLS (9-12)

CHRISTIANA HIGH SCHOOL

190 Salem Church Road, Newark, DE 19713
Phone: 302-631-2400 Fax: 302-454-3490
www.christianahs.org

GLASGOW HIGH SCHOOL

1901 S. College Avenue, Newark, DE 19702
Phone: 302-631-5600 Fax: 302-454-5453
www.glasgowhs.org

NEWARK HIGH SCHOOL

750 E. Delaware Avenue, Newark, DE 19711
Phone: 302-631-4700 Fax: 302-454-2155
www.newarkhigh.org

OTHER SCHOOLS & PROGRAMS

ADULT EDUCATION

- James H. Groves Adult High School
- Continuing and Adult Education for Adults,
Youth and Children

Eden Support Services Center
925 Bear-Corbitt Road, Bear, DE 19701
Phone: 302-454-2101 or 302-454-2400 x43160
Daytime Hours: 9:00 am - 4:00 pm (M-F)
Evening Phone: 302-454-2438
Evening Hours: 6:00 pm - 8:30 pm (M-Th)
Fax: 302-454-2272
www.christinaadultprograms.com

BRENNEN SCHOOL, DELAWARE AUTISM PROGRAM (DAP)

(PreK-Gr. 12)
144 Brennen Drive, Newark, DE 19713
Phone: 302-292-6021 Fax: 302-454-2178
www.brennenschool.org

DELAWARE SCHOOL FOR THE DEAF (DSD)

(PreK-Gr. 12)
630 E. Chestnut Hill Road, Newark, DE 19713
Phone: 302-454-2301 Fax: 302-454-3493
www.dsdeaf.org

DOUGLASS ALTERNATIVE SCHOOL

(Gr. 6-12)
1800 Prospect Road, Wilmington, DE 19805
Phone: 302-429-4146 Fax: 302-429-4920

MIDDLE SCHOOL HONORS ACADEMY AT CHRISTIANA HIGH SCHOOL (GR. 6-8)

190 Salem Church Road, Newark, DE 19713
Phone: 302-631-2400 Fax: 302-454-3490
www.christianahs.org

NETWORKS SCHOOL FOR EMPLOYABILITY SKILLS

(Ages 12-21)
30 Blue Hen Drive, Newark, DE 19713
Phone: 302-454-2233 Fax: 302-454-5446
www.networksprogram.org

R.E.A.C.H. PROGRAM

(PreK-Gr. 12)
200 Tyre Ave., Newark, DE 19711
Phone: 302-454-5955 Fax: 302-454-2256
www.csdreachprogram.org

SARAH PYLE ACADEMY

(Ages 16+)
263 Chapman Road, Newark DE 19702
www.sarahpyleacademy.org

INCLEMENT WEATHER & SCHOOL CLOSINGS

When bad weather or other factors interrupt the normal school day, Christina School District uses the ParentLink notification system, news media, e-mail notification, District website, State of Delaware School Closing Information website, Facebook, Twitter and Instagram to inform parents and the public. We encourage you to tune in early when bad weather is predicted as we try to make the announcements as soon as the decision is made. Please remember that any decision affects only one school day; a new announcement will be made if the situation continues.

Social Media

District news, updates and urgent message notifications - school closing, delays, early dismissals and other urgent information from CSD

- Facebook - www.facebook.com/ChristinaK12
- Twitter - www.twitter.com/ChristinaK12
- Instagram - www.instagram.com/Christina.K12

Closing Hotline: 302-552-2670

Radio

- WDEL 1150 AM - View the SnoWatch listings and listen online - www.wdel.com
- WILM 1450 AM - Listen online to WILM - www.wilm.com
- WJBR 99.5 AM - View the Operation Snowflake listings and listen online - www.wjbr.com
- WSTW 93.7 FM - View the SnoWatch listings and listen online - www.wstw.com

Television

Channel 3, 6 and 10 will carry school closing information when applicable.

The News Journal

School closing information is available online at www.delawareonline.com





STUDENT RESPONSIBILITIES & EXPECTATIONS

THE STUDENT PLEDGE OF RESPECT

*I am a vital part of the Christina School District and I Pledge to show **Respect** for...*

Myself by:

- Attending school regularly and being on time.
- Following rules and directions of adults.
- Doing my schoolwork and homework neatly and completely.
- Practicing positive behavior choices.
- Remaining on school grounds unless I have permission to leave school.
- Learning from consequences of my behavior.
- Choosing not to bring tobacco, alcohol, other drugs, or weapons to school.
- Dressing in a way that is appropriate for the learning environment.
- Following school rules and school staff directions.
- Focusing on my work.
- Coming to school prepared to work.
- Participating in class activities and discussions.
- Completing my own schoolwork and homework.

Others by:

- Being understanding of other's feelings.
- Using positive words with others (no put-downs).
- Treating others like I want to be treated.
- Not bullying or threatening.
- Being honest by telling the truth, and admitting to things I have done.
- Working with others in positive ways.
- Keeping my hands to myself.
- Refraining from using profanity in school.
- Working together and/or with adults to manage negative behaviors and emotions.
- Using a respectful, positive, and considerate tone of voice and body language when I am speaking to others.
- Listening when others are speaking to me.

STUDENT RESPONSIBILITIES

Creating Positive School Environments requires commitment from everyone to be successful.

Responsibility for Maintaining Academic Integrity

Learning occurs best in an environment with academic integrity. Academic integrity is a fundamental value of teaching, learning, and scholarship. Academic integrity is defined as exhibiting honesty in all academic exercise and assignments. Academic integrity is an integral part of promoting self-respect, trust, student achievement, and positive relationships among all stakeholders in our school community. Students are expected to exhibit academic integrity with regard to all academic exercises and assignments.

Responsibility for Engaging in Appropriate Behavior On/Off School Grounds and at School Functions to Ensure Participation in School-Based Senior Activities

Students who violate Board policy on possession, consumption, or distribution of alcoholic beverages, controlled dangerous substances, counterfeit controlled dangerous substances, non-controlled substances, or look-alike substances during the time between the last scheduled day and the graduation ceremony, whether the activity takes place on school buses, within a school building or upon any school property, or during any school, school-related, or Board-sponsored activity, whether held on school property or at locations off school property, including private clubs, businesses, or commercial establishments, shall be prohibited from participation in all senior activities, including proms, award ceremonies, and graduation ceremonies.

Other disruptive behavior by senior students during the last four weeks of school will jeopardize the privilege of participating in graduation ceremonies.

Responsibility to Abide by the District's Position on Gang-Related and/or Gang-Like Activity

No student shall knowingly participate in gang and/or gang-like activity, irrespective of whether schools are in session, within Board of Education owned or leased property, including school buildings or on school grounds; on school buses or other school vehicles; or during any school, school-related, or school sponsored activity, whether held on school property or at locations off school property, which includes, but is not limited to:

- a. Wearing, possessing, using, distributing, displaying, or selling clothing, jewelry, emblem, badge, symbol, sign, or other item which evidences or reflects membership in or affiliation with any gang.
- b. Commission of any act which furthers the interest of any gang, gang-like activity, or act of violence, including but not limited to:
 1. Soliciting membership in a gang
 2. Requesting any person to pay for protection or other-wise

intimidating or threatening any person

3. Soliciting other students to engage in physical violence against any other person
4. Engaging in any act, either verbal or nonverbal, including gestures handshakes, slogans, drawings, etc., showing membership or affiliation with any gang
5. Challenging or provoking fights, stare-downs, flashing colors, verbal remarks, etc.
6. Marking or defacing school property with messages, symbols, or slogans that may signify gang affiliation
7. Displaying gang apparel, signs, symbols, or slogans on personal property
8. Engaging in physical confrontations where one or more persons confront another individual or group
9. Using electronic devices such as cell phones, or computers to communicate gang activities while on school property

Responsibility to Dress in Appropriate Student Attire

Students shall dress in clothes that promote a safe and respectful learning environment. Clothes that create a disruptive environment or cause a health or safety hazard are not appropriate and not acceptable at school. Clothing that encourages alcohol, drugs, gang affiliation, violence, profanity or gestures or that can be interpreted as such are prohibited. Hats, sweatshirt hoods, and ear coverings are not to be worn in the building during school hours. A student's entire face must be visible, unless wearing an approved mask or religious garment. Any garments deemed inappropriately tight, short, or revealing (e.g., mesh tops, midriff tops, tank tops, tube tops, short shorts) are prohibited during school hours. Pants worn in a "Sag and Drag" fashion (pants worn below the waist to the extent that the underwear and/or skin is/could be exposed) are not permitted in school or at school functions. Students and their families can refer to Board Policy 02.14 Student Dress or request assistance in accessing this information from any school or District administrator. All students are encouraged to follow their school's dress code. Violations of each school's dress code may result in restrictions to participate in school wide activities, for example Positive Behavior Support events.

Responsibility to Abide by the District's Technology Resource Use by Students

For CSD technology related resources (including hardware, software and approved mobile devices) that are accessed by minors and in accordance with the Children's Internet Protection Act, CSD has implemented technology protection measures to block or filter Internet access to pictures and sites that are inappropriate or harmful to minors.

CSD is committed to providing safe and quality instructional opportunities for all students. The student is responsible for appropriate behavior while using technology-related resources.

At the beginning of each school year, each family receives a copy of our "Acceptable Use" policy (AUP) that explains appropriate use

of school computers and other related equipment and software. Parents are instructed to read and explain the policy to their children.

Students shall:

- Use the provided school network account in an ethical, responsible, and legal manner for school-related tasks only
- Communicate with others using appropriate language in a courteous and respectful manner
- Maintain the privacy of their personal information, such as name, address, phone number, account password, social security numbers, and respect the same privacy of others
- Use only CSD authorized accounts and passwords
- Comply with and respect copyright law, fair use guidelines, as well as intellectual property rights of others
- Use CSD-approved tools and resources

Students shall not:

- Seek to override or bypass technology-related resources or network security provisions
- Use any network account for non-school related activities
- Conduct unauthorized copying of licensed software, download or copy files without permission, or install personal software on computers
- Plagiarize online content
- Create access or distribute offensive, obscene, bullying, or inflammatory materials on CSD technology-related resources (including but not limited to: hardware, software and approved mobile devices)
- Remove or damage hardware components.
- Knowingly access unauthorized technology-related hardware and software to tamper with or destroy data
- Use electronic resources for commercial, personal purchasing, or illegal purposes
- Use electronic resources and equipment in any other manner that would violate CSD Board policies
- Share user account information or password with others

Directed Internet use:

- Internet searches will be conducted using CSD recommended search engines and sites

Social Media

It is the practice of Christina School District to monitor social media activity and utilize the information for the safety and security of all students and staff.

Communication Devices

The Christina School District acknowledges that electronic communication devices such as cell phones, electronic watches, iPads, iPods, and all other electronic devices are increasingly common and provide students and their families with a sense of security and safety through immediate and direct communication. However, use of electronic devices during the school day disrupts the educational process. In addition, use of electronic devices during fire drills, or in the case of an emergency, may create dangerous situations by disseminating misinformation or interrupting administrative procedures.

Therefore, the unauthorized use of an electronic device, including but not limited to cell phones, text messages, electronic watches,

iPads, iPods, etc. is prohibited during the school day or at designated school events. During the school day, students must turn off electronic devices and secure them out of sight. Please refer to the Matrices of Strategies, Interventions, and Administrative Responses in the Student Manual for the disciplinary consequences associated with the misuse and/or unauthorized use of cell phones and all other electronic communication devices. This includes, but is not limited to, the unauthorized recording and/or posting online of audio, video, or still image files.

Cell phones and other electronic devices are personal property, and students are urged to take precautions to guard against loss, theft or damage. The Christina School District is not responsible for the loss, theft and/or damage of students' property including unauthorized calls made on a cell phone or other electronic device.

Field Trips/Extracurricular Activities

Students with 2 or more behavior incidents, resulting in consequences at Step 5 or higher, may be prohibited from attending a school field trip or extracurricular activities and is at the discretion of the building administrator.

Responsibility to Attend School on a Regular Basis

School attendance is mandated by state law and regulations of the Delaware State Board of Education. Every parent, guardian, or other person having legal control of a child between the ages of 5 and 16 is required to send such child to school. Attendance standards are applicable to all students enrolled in the District. The Student Attendance Policy of the District Board establishes specific regulations related to attendance. Students and their families can refer to Board Policy 02.11. Students are required to attend school 90% of the school year (Elementary) and 90% of scheduled classes (Secondary) to be eligible for promotion unless otherwise stated by special education protocols.

If a student is absent for more than 50 percent of his or her [their] total day's classes, the student cannot participate in any school sponsored after-school activities (except when excused by a building administrator or designee based on official documentation of a medical appointment or court date).

Reporting Obligations of the District Concerning Student Attendance

The District is responsible for reporting violations of the attendance laws of the State. The District may excuse a child for necessary and legal absence, subject to the provisions of the Delaware Code. (Title 14, Chapter 27; Delaware Code can be found online at: www.delcode.state.de.us)

The following are considered necessary and legal excused absences and may not be used to file truancy charges:

- Illness of the student
- Medical diagnosis and/or treatment
- Death in the immediate family, up to but not to exceed five days; funerals of other relatives or close friends, not to exceed one day if in the locality or three days if outside the state
- Contagious disease in the home of the child subject to regulations of the Division of Public Health, Department of Health and Social Services

- Legal business requiring the student's presence
- Suspension or expulsion from school
- Observance of religious holidays
- Approved college visits
- Authorized school-sponsored activities

Parents/guardians have up to five (5) days to provide proper documentation for excusable absences. Absences for other reasons are classified as "unexcused." Schools may request a doctor's note or another form of documentation after 5 consecutive days of student absences. Parents/guardians are informed through a district letter regarding student absences at 3, 5 and 10 day intervals. Any notes provided beyond the five (5) day period will not be accepted.

What is truancy?

A student enrolled in grades K through 12 inclusive is considered truant if such a student has been absent from school without valid excuse, as defined in Rules and Regulations of the State Board of Education, for more than three (3) cumulative or consecutive school days during a given school year. Schools will take action regarding unexcused absences including, but not limited to, written communications, home visits, required parent conferences, and referral of the parent for prosecution (truancy charges). A parent who is determined to violate the State's compulsory school attendance laws is subject to penalties as described by State law, outlined below:

Parents/Guardians

- First offense: fine of \$25 to \$300 or imprisonment for up to 10 days or both
- Second offense: fine of \$50 to \$500 or imprisonment for up to 20 days or both
- Third offense: fine of \$230 to \$1,150 or imprisonment for up to 30 days or both

A parent may be ordered to perform unpaid community service in lieu of a fine. If imprisoned, the court may impose conditions of release.

Students

Penalties may include community service, counseling, curfew, suspension or revocation of driver's permit or hunting license, prohibition of participation in extracurricular activities or school social events or recommendation that the student enroll in an alternative school. Students may be subjected to substance abuse or mental health evaluation 14 Del. C §2730 (c) (3) (4).

The school, in administering the State policy, defines the most commonly used attendance terms as follows:

Excused Absence

An excused absence from school or class is an absence for one of the previously listed reasons and for which the required parental note of explanation has been presented within five (5) days of the student's return to school or class. Any notes provided beyond the five (5) day period will not be accepted. Providing documentation of a valid excused absence, the student will be allowed to make up all work missed, to take tests which were missed, and to submit any assignments which became due during the absence. Following an excused absence from school or class, the time allowance for taking tests or turning in assignments shall be equal to the number of school days or number of class meetings missed

due to the absence. A teacher may extend the time allowance for making up work missed if the specific circumstances of the situation merit such action. The responsibility for initiating make-up work and turning in assignments rests with the student.

Unexcused Absence

An unexcused absence from school or class is an absence:

1. Which is for a reason not listed as excused or
 2. About which the parent has no knowledge, OR
 3. For which the parental note of explanation was not provided within five (5) days of return to school following the absence
- A student whose absence is unexcused shall receive no credit for assignments missed or tests given during the period of the unexcused absence unless otherwise permitted by the teacher. While an unexcused absence may result in no credit for assignments or tests missed, students may request assignments from their teacher at the initiation of the student. If the teacher provides assignments after an unexcused absence, the time allowance for requesting the instructional materials or assignments from the teacher shall be equal to the number of school days or number of class meetings missed due to the absence.

A teacher may extend this time allowance if the specific circumstances of the situation merit such action.

Tardiness to School

All students are expected to be punctual to school. A student who arrives to school more than halfway through the school day or leaves early before completing half of the school day will be counted absent.

Students who arrive at their first class assignment after the final bell of the first class assignment are tardy. A student who is late to school should present a written explanation for the tardiness on the first or second day following the tardiness.

Students should recognize that a written explanation from home does not automatically cause the tardiness to be excused. Such reasons as car trouble, personal business, heavy traffic, home obligations, etc., while understandable, are not acceptable excuses and will be listed as unexcused. Reasons such as personal illness, medical appointments, and appearances in court will be considered as excused tardiness when verified by a note from doctor or court. Students who are absent for more than fifteen (15) minutes of a class will be referred to the principal/dean or designee for cutting class unless excused by proper authority.

Any disciplinary consequences for tardiness and/or absences are subject to consideration of special education laws.

Early Dismissal

Students who request to be dismissed from schools, must provide a signed parental/guardian note, email from parent/guardian, or parental/guardian phone call. Students who will not complete a minimum of half a school day will be considered absent.

Prearranged Absence

A prearranged absence is a student's absence from school for one or more days to visit a college or university, other educational activities, or medical reason approved by the principal. The absence should be prearranged by writing the principal, giving the full particulars of the absence. Approval for such absences should be sought, where practicable, at least one (1) week prior to the date on which the absence is to occur. Upon the development of a plan by the student and teacher for making up the assignments to be missed, the plan should be submitted to the principal for review.

The principal may then define the absence as excused. Prearranged absences will not be approved during the state testing, PSAT, AP exams, midterm exams, and final exams.

Students who must leave the building due to an emergency or some other reason which did not permit a prearranged absence must receive approval from the principal or his/her designee. The student is then responsible for completing the sign-out procedure before leaving the building and must present the required parental note of explanation upon his/her return to school.

Extended/Long Term Leaves

Students who are going on an extended leave will be treated the same as non-attending students and may be subject to truancy procedures. This leave will be treated as an unexcused absence.

If the absence is medically related, contact your school based homebound liaison.

Deployment Related Absences

The Christina School District will grant up to five days of an excused absence for military-connected students whose immediate family member is experiencing a deployment. The conditions under which the school may approve excused absences are: (1) the absence is preapproved; (2) the student is in good standing; (3) the student has a prior record of good attendance; (4) missed work is completed and turned in within the allotted time period and (5) the absence is not during standardized testing dates.

STUDENT RESPONSIBILITIES FOR BUS BEHAVIOR AND SAFETY

Riding the school bus is a privilege. Behavior that is disruptive, disrespectful, or dangerous may result in a bus suspension or other appropriate consequence as determined by the CSD Student Manual. Many school buses are now equipped with video/digital cameras and audio recording devices. These tools monitor the passenger area of the bus. The objective is to provide an important additional tool to assist the driver and administration in managing student conduct on school buses, an important safety consideration that benefits all.

1. AT THE BUS STOP	2. WHEN THE BUS ARRIVES
<ul style="list-style-type: none"> Exercise safe pedestrian practices while on the way to the waiting area for the bus stop. Arrive at the waiting area for the bus stop ten minutes before bus pickup. Wait in a quiet and orderly manner. Stay on your side of the roadway controlled by the bus warning lights. Where same side service is provided, you should not cross the roadway for any reason. Please remain at the designated school bus stop on the same side of the road where you live. Be aware, cautious, and respectful of traffic. Wait in a safe place, clear of traffic, and away from where the bus stops. Respect private property. Follow highway safety practices in accordance with the Motor Vehicle Laws of the State of Delaware by walking on the side of the road facing traffic when going to or from the bus or bus stop along the highway. 	<ul style="list-style-type: none"> Remain at the waiting area until the bus comes to a complete stop. Check traffic from all directions, then check again. Before walking from the waiting area to the entrance of the bus be certain that the bus warning lights are activated and that all traffic in all directions has stopped. When safe to board, do so promptly. When boarding, be aware of and avoid the "danger zone," the twelve foot area immediately surrounding the stopped school bus. Be sure that you can see the bus driver's eyes when in the vicinity of the school bus. If crossing a street controlled by bus warning lights is necessary, cross promptly after checking that all traffic in all directions has stopped. Cross only in front of the bus. Upon entering the bus proceed directly to an available or assigned seat. Before crossing the road to board the bus, cross only upon an audible clearance signal from the driver/aide.
3. ON THE BUS	4. EXITING THE BUS
<ul style="list-style-type: none"> Follow instructions of bus personnel. Be respectful of all people, including all bus personnel. Use language appropriate for the school setting. Keep the bus neat and clean. Do not eat or drink. Talk quietly and politely. Students must sit in their assigned seat, if one has been assigned by school bus personnel or school staff. Stay seated while the bus is in motion; keep aisles and exits clear. No hazardous materials, nuisance items, or animals are permitted on the bus. Be respectful of the rights and safety of others. Do not extend head, arms, or objects out of bus windows. Remember that school rules apply to the school bus. For example, use or possession of tobacco, alcohol, and other drugs is not allowed. No student shall occupy a position in the driver area in front of a barrier or white floor line that may distract the driver's attention or interfere with the driver's vision. Stay out of the driver's seat. Also, unnecessary conversation with the driver is prohibited while the bus is in motion. Do not throw articles of any kind inside, around the bus or out of the bus windows. 	<ul style="list-style-type: none"> Remain seated until the bus comes to a complete stop. Exit the bus at the bus stop area in an orderly manner. Exit at your designated bus stop. Check traffic from all directions, then check again. Before exiting the bus, be certain that all traffic in all directions has stopped. When safe to exit, do so promptly. Be aware of and avoid the "danger zone," the twelve foot area immediately surrounding the stopped school bus. Be sure that you can see the bus driver's eyes while in the vicinity of the school bus. If crossing a street controlled by bus warning lights, cross promptly after checking that all traffic in all directions has stopped. Only cross in front of the bus. Exercise safe pedestrian practices while on the way from the bus stop to your home.



STUDENT & FAMILY RIGHTS

STUDENT & FAMILY RIGHTS

This section includes only a summary of the laws, policies, and regulations that affect students. It is not a definitive statement of student rights in any particular situation. For additional information, please read the specific laws, policies, and regulations referenced throughout this handbook.

A student has legal rights guaranteed by the Constitution of the United States and Delaware State Law. In addition, students have privileges provided by the Board of Education Policies and Regulations. These rights and privileges can be exercised in a school as long as they do not interfere with the rights of others or the school's responsibilities to provide safe and orderly schools. CSD encourages each student to balance the expression of his/her rights by honoring his/her responsibilities outlined in this publication.

Right to Freedom of Expression

The First Amendment to the United States Constitution protects religious freedom and liberty against government interference or encroachment. Religious freedom will be subject to limitations only in the event of acts that endanger health and safety, damage of property, or disrupt the educational process. There will be no required participation in or attendance at any religious programs, prayers, or devotional instruction as part of the course of study. Being religiously neutral, the schools will not promote any religion, and will not show preference for one religion over another. It will be the responsibility of students and staff to respect the religious beliefs of others.

A student absent for documented religious reasons will not be subject to denial of credit provided the total number of non-religious absences is not excessive.

Right to Participate in Patriotic Exercises

Delaware Educational Law provides that the love of freedom and democracy, shown in the devotion of all true and patriotic Americans to their flag and country, shall be instilled in the hearts and minds of youth of America. Any student or teacher who wishes to be excluded from the participation in a flag salute shall be excused.

Right to Conduct Activities in School Buildings

Christina School District Board of Education provides that all student organizations desiring to conduct activities in public school buildings or on public school grounds shall be permitted to conduct these activities only if authorized to do so and shall thereafter be subject to the supervision of the administration and faculty of the school.

Any secret, exclusive, or self-perpetuating organization which seeks to organize and perpetuate itself by taking in members from among the students enrolled in the public schools in which they are students, upon the basis of decision of the membership of the organization, rather than from the free choice of any students in the school who are qualified to fill the special aims of the organization, shall be prohibited from conducting its activities in public school buildings or on public school grounds.

No organization which officially represents the school in any capacity and no curricular or extracurricular activity which is organized with or by the school may deny or segregate participation or award or withhold privileges on the basis of race, color, religion, national origin, sex, age, marital status, gender identity, genetic information, sexual

orientation, or disability or any other protected category except where the purpose of the activity requires qualifications.

Right to Freedom from Unreasonable Search and Seizure of Property

A student has the right to freedom from unreasonable search and seizure of his/her person and property. School Officials, however, have a right under the law to search students or their property whenever there is a reasonable suspicion that the students have something that violates school rules or endangers others. Students may be searched to maintain the ongoing educational process, to maintain order, and/or to protect people and property. Searches may include the student and his/her locker, desk, automobile, CSD owned computing resources including all data stored on the CSD network, or personal belongings. Students shall not be asked nor required to disrobe.

Right to Freedom from Corporal Punishment

Christina Board of Education prohibits employees of the Christina School District from administering corporal punishment.

Right to Due Process & Appeal

When students are alleged to have violated school policy, they have the right to certain due process protections. This means that they are entitled to notice of the allegations against them, a discussion of the evidence and the opportunity to respond to the allegations. Please see Disciplinary Processes and Procedures section.

If a student is suspended for five or fewer school days or believes that an action taken by the school is a violation of policy, the parent may use the Appeal Process in this manual.

Right to Freedom from Harassment & Discrimination

Christina School District is governed by and adheres to federal, state and local anti-discrimination laws. To address these regulatory guidelines, CSD has adopted policies that forbid discrimination in providing equal educational opportunities on the basis of race, color, religion, national origin, sex, age, marital status, gender identity, genetic information, sexual orientation, or disability or any other protected category. If a student and/or parent believe that a student has been discriminated against on these bases, the parent/student

must file a complaint/grievance. A copy of the procedure and the necessary forms for filing are available at the local school or in the Office of the Assistant to the Superintendent.

Right to Confidentiality & Access to Student Records

The Family Educational Rights and Privacy Act (FERPA) guarantees to parents /guardians of students under age of 18 and the eligible student (18 and older) the right to:

- Inspect and review the educational records of the students
- Request the district to disclose information in the educational records to persons/agencies outside the CSD
- Request the amendment of educational records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student
- File with the US Department of Education of complaint concerning alleged failure by the district to comply with the requirements of FERPA
- Obtain a copy of the district's policies on confidentiality

Please Refer to CSD Board Policy 02.21 Student Records and Information for additional information.

In order to inspect, review, or transfer educational records, the eligible student and/or the parent must complete a request form. Other than school staff, no additional person may inspect, review, or transfer student educational records without:

- the written consent of the eligible student
- the written consent of the parent if the student is under 18 years of age
- a properly issued court order, except under the conditions specified in FERPA

Under the provisions of FERPA, the district may release educational records to other school systems, colleges, and universities to which the student intends to enroll or transfer without written consent. The district may also release directory information, including a name, date of birth, dates of attendance, current school, participation in school activities and sports, degrees and awards received, and photographs without consent unless the eligible student and/or parent notify the student's principal in writing not to release the information included as directory information in the student record.

Right to Freedom from Unreasonable Punishment

Students have the right of freedom from unreasonable punishment of the group for the offense of one student or a few students. Offenders will be charged individually. Students who feel they have been subject to unfair punishment must register a complaint, beginning with a school administrator.

Right to Grading Policy Notification

Grades are one indicator of the student's performance or skill proficiency at a particular time. A student's grades should reflect the teacher's assessment of the student's achievement, based upon the course requirements for a given class. Students have the right to receive a written copy of a teacher's grading system at the beginning of each course and to receive an academic grade that is based on the teacher's grading system and reflects the student's academic achievement. Students will be given appropriate notice of assignment due dates and will receive written notification of

progress. Grades should be used positively and not as a disciplinary tool.

Right to Student Government

The student government is a means of providing students with an opportunity to express themselves on school matters through the democratic process. All members of the school community share the responsibility for helping the student government. Students should be given the opportunity to participate in those decisions that affect the learning climate of the school. So that the student government can function as an informed organization, the District Board policies and individual school policies should be made available.

Students have the right to form and operate a student government within their particular school under the direction of a faculty advisor (this right shall be carried out within the guidelines and practices recommended by the National and State Student Government Association and within the rules and regulations of the District).

Faculty may serve as sponsors for their school's government organization.

All students have the right to seek office in student government regardless of race, color, religion, national origin, sex, sexual orientation, marital status, disability, age or Vietnam Era veteran's status.

Right to Report Harassment/Bullying/Cyberbullying

Bullying and cyberbullying, harassment and intimidation etc, are unsafe and do not reflect respect for others as described in the Christina School District Board Policy for School Bullying Prevention. If you or another student you know is a target for one of these behaviors, you can report it to a staff member or another adult who will respond quickly in a private and practical way. Please Refer to CSD Board Policy 02.25 School Bullying Prevention for additional information.

If you are being bullied, please:

1. Tell SOMEONE- a parent, a teacher, a counselor
2. Try not to show anger or fear
3. Calmly tell the student to stop – OR say nothing and walk away

If you know someone who is being bullied, please:

1. If you feel safe enough, tell the bully to STOP
2. If you do not feel safe:
 - a. TELL AN ADULT
 - b. Be a friend to the bullied student
 - c. Do not encourage the bully by laughing or joining in
 - d. Encourage the bullied student to talk with someone

Adults in your building will know how to support students who are being bullied and will be sure to make everyone involved feel safe.



STUDENT & FAMILY RESOURCES

CSD RESOURCES & SERVICES

Family & Community Engagement

The family is critical to student achievement. The evidence is beyond dispute. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:

- Create a home environment that encourages learning
- Express high (but not unrealistic) expectations for their children's achievement and future careers
- Become involved in their children's education at school and in the community

To learn how you can become an integral part of your child's education and school, please contact:

Office of Family & Community Engagement

Stubbs Early Education Center
1100 N. Pine Street
Wilmington, DE 19801
Phone: (302) 429-4175
Fax: (302) 429-3958

Parent Resource Centers

Each school maintains a Parent Resource Center equipped with computers and informational materials. These rooms are set up to provide comfortable and accessible areas for parents to access information about Christina, available resources, and about their student's schools.

The District maintains two central Parent Resource Centers where staff have a district level focus and where meetings are held. These locations are:

Administration Office

1899 S. College Avenue
Newark, DE 19702
(302) 552-2600

Gauger-Cobbs Middle School

50 Gender Road
Newark, DE 19713
(302) 454-2358, ext. 464

Homebound (Supportive Instruction)

The Christina School District provides homebound instruction for students who are expected to be out of school for at least ten (10) school days. Homebound Instruction may be provided to students expected to be out of school pending a disciplinary or placement proceeding.

Requests for homebound instruction are processed through each school's respective Homebound Contact Person. Authorization for Homebound Instruction is granted with the appropriate certification that the student cannot attend school. Medical requests for Homebound instruction must be accompanied by a separate Homebound Instruction Medical Form. All information requested on the form must be completed to be considered for approval. The medical section of the form must be prepared and signed by a physician, psychologist, psychiatrist or advanced nurse practitioner or physician's assistant who has a written agreement with a supervising licensed physician.

The primary objective of the Homebound Instruction Program is to provide temporary instructional services that will allow the student to return to school, enter alternative placement or another assigned educational placement with the knowledge and skills sufficient to resume his/her previous academic programming. Students who are placed on Homebound Instruction will remain enrolled within the local school and are not counted as "absent." All requests for Homebound Instruction are subject to approval of the superintendent or the superintendent's designee.

Home Access Center

The Christina School District offers the Home Access Center, a web-based application for parents and guardians to access their student's schedule, attendance, assigned class work, grades, and more. The system is available 24 hours a day, seven days a week, except during routine maintenance periods.

Confidential username and password information is sent home at the beginning of the school year. If you do not have your username and password, please contact the main office at the building your student attends.

Home Access Center Updates

Please remember, any updates and/or changes to your address, phone number and/or email should be provided to your school's front office to ensure constant flow of District information.

High School Graduation Requirements

English	4 credits
Mathematics	4 credits*
Science	3 credits
Social Studies	3 credits
Additional Science or Social Studies (choice)	1 credit
Physical Education	1 credit
Health	0.5 credit
World Language	2 credits
Career Pathway	3 credits
Senior Project	Required
Elective Credits	4.5 credits

Total Credits Required: 26 credits

**Note: Delaware Department of Education has made it mandatory for all students to take a math course during their 12th grade year*

EDUCATION SERVICES AND PLACEMENTS

Child Find

Child Find is a federally funded project in the State of Delaware, which locates, identifies and provides educational services to persons ages 0-21 who are not attending public school. In the Christina School District a Child Find team is involved in screening, evaluating and recommending specific services for referred school aged children as well as preschool aged children.

Child Find Office

Christina Early Education Center
620 E. Chestnut Hill Road, Newark, DE 19713
Phone: (302) 454-2047

Family Advocacy and Child Educational Services (FACES)

Family Advocacy Services focuses on developing relationships with families by assisting them throughout an informed, unbiased decision-making process regarding education, language, communication and social experiences for their child who is deaf or hard of hearing, including children using cochlear implants.

Family Advocacy & Child Educational Services (FACES)

Delaware School for the Deaf and Statewide Programs
630 E. Chestnut Hill Road, Newark, DE 19713
Phone: (302) 454-2301
Videophone: (302) 294-0901

Parents as Teachers

The "Parents as Teachers" (PAT) Program will help you raise a bright, happy child. PAT provides you with information on your child's development and activities that will build language, thinking, social and motor skills.

You will have many questions about raising your baby. What should he [they] be doing? Is he behind or ahead of other children? How can I teach him [them]? The Parent Early Education Center (PEEC) can answer your questions.

Parents Early Education Center (PEEC)

Parents As Teachers (PAT)

Stubbs Early Education Center
1100 N. Pine Street
Phone: (302) 429-4175
Fax: (302) 429-3958

COMMUNITY RESOURCES & SERVICES

Always check with your insurance company first for treatment referrals/approval

24-Hour Assessment and Treatment Programs

- **Child Priority Response (CPRS):** *Provided by Delaware Guidance for those with no insurance or Medicaid only*
(302) 633-5128 / 1-800-969-HELP (4357)
Wilmington: (302) 652-3948
Newark (302) 455-9333
- **Christiana Care Hospital ER (Newark)**
(302) 733-1000
- **MeadowWood**
24/7 free assessments & referrals for ages 12 and older
(800) 289-8336
- **Rockford Center**
24/7 free assessments & referrals
(302) 996-5480 / (866) 847-4357
- **Rosenblum Adolescent Center**
A Division of Christiana Care
Wilmington: (302) 428-6366
- * *MeadowWood, Rockford and Rosenblum accept private insurance only, unless directly referred by CPR.*

24-Hour Crisis Hotlines

- **Delaware Helpline:** *The helpline can give access to help with needs such as emergency housing/food, utilities assistance, transportation and financial Assistance*
2-1-1, www.delaware211.org
- **Delaware Crisis Text Line:** Text DE to 741741
- **Delaware Victim Center:** (800) 842-8461
- **Domestic Violence Hotline:** (302) 762-6110
- **Child Abuse/Neglect Hotline (DSCYF):**
1-800-292-9582
- **Child Mental Health Crisis Services**
(children under 18): (800)-969-HELP (4357)
- **Christiana Care Crisis Hotline:** (302) 320-2118
- **National Suicide Prevention Lifeline:**
(800)-273-TALK (8255)
- **Rape Crisis Hotline:** (800) 262-9800
- **Suicide & Crisis Hotlines:** *For anyone in immediate crisis, as well as pregnant women seeking substance abuse treatment services, (800) 262-9800*
New Castle: (302) 761-9100 / (800) 652-2929
Kent and Sussex: (800) 345-6785
- **Youth Runaway Hotline:** (302) 762-6373

Outpatient Mental Health Treatment Services

- **A Seed for Hope Counseling Center:** (484) 571-5369
- **Brandywine Counseling and Community Services**
2500 N. 4th Street, Suite B, Wilmington, DE
(302) 504-5920
www.brandywinecounseling.org
- **Catholic Charities (Wilmington):** *referrals go through CMH,*
(302) 655-9624
- **Center for Mental Wellness (Newark, Dover):**
(302) 266-6200 / (302) 674-1397
- **Children & Families First (Wilmington):**
(302) 658-5177
- **Christiana Counseling (Wilmington):**
(302) 995-1680
- **Delaware Guidance Services:**
Wilmington: (302) 652-3948
Newark: (302) 455-9333
- **Mid-Atlantic Behavioral Health (Newark):**
(302) 224-1400 / (800) 281-3482
- **Division of Child Mental Health Services:**
(302) 633-2695

Special Populations Treatment

- **Aquila of DE (Substance Abuse):**
(302) 999-1106 (Wilmington)
- **SODAT Delaware (Substance Abuse):**
(302) 656-4044 (Wilmington)
- **LGBTQ (Lesbian, Gay, Bisexual, Transgender or Questioning) Youth Delaware Hotline:**
(800) 810-6776
- **PIC (Parent Information Center):**
For parents/caregivers of children with disabilities
(302) 999-7394
- **Planned Parenthood:** (302) 731-7801 (Newark),
(302) 655-7293 (Wilmington), 800-230-PLAN (7526)
- **Safe Arms for Babies:** 1-800-262-9800
- **SOAR (Survivors of Abuse in Recovery), Inc.:**
counseling for sexual abuse
(302) 655-3953 (Wilmington)
- **Supporting Kidds:** *grief/loss for children/families,*
(302) 235-5544, www.supportingkidds.org
- **PACE Inc.:** *substance abuse,* (302) 999-9812

NCC Outpatient Treatment Resources

- **Appoquinimink Counseling Services**
11 Crawford St. 2nd floor, Middletown
(302) 898-1616
- **Appoquinimink State Service Center**
Middletown
(302) 378-5770
- **Catholic Charities**
2601 W. 4th St., Wilmington
(302) 655-9624
- **Child Guidance Resource Center**
102 Sleepy Hollow Dr., #103, Middletown
(302) 279-1010
- **Children and Families First**
2005 Baynard Blvd., Wilmington
(302) 658-5177
- **Christiana Counseling**
5235 W. Woodmill Dr., Suite 47-48, Newark
(302) 995-1680
- **Delaware Guidance Services**
261 Chapman Rd., Newark,
(302) 455-9333
1213 Delaware Ave., Wilmington
(302) 652-3948
103 Mount Blanc Blvd., Dover
(302) 678-3020
- **Dr. Broudy and Associates**
825 N. Washington St., Wilmington
(302) 655-7110
314 E. Main St., Kelway Plaza, Newark
(302) 738-9466
- **Family Counseling Center of St. Paul's**
301 N. Van Buren St., Wilmington
(302) 576-4136
www.stpaulscounseling.org
- **Jewish Family Service**
99 Passmore Rd., Wilmington
(302) 478-9411
288 E. Main St., Newark (The Relationship Center)
(302) 478-9411
- **Juvenile Firesetter Intervention Program**
Wilmington, New Castle, Newark, Dover
1-800-432-8500
- **Middletown Counseling**
401 N. Broad St., Middletown
(302) 376-0621
- **New Behavioral Network**
240 N. James St., Suite 203, Newport
(302) 892-9210
www.nbngroup.com
- **NET Counseling Center**
Community Plaza
267 Christiana Rd., New Castle
(302) 368-2070 / (302) 325-6515

- **SOAR, Inc., counseling for sexual abuse**
405 Foulk Rd., Wilmington
(302) 655-3953
- **Supporting Kidds, grief and bereavement**
1213 Old Lancaster Pike, Hockessin
(302) 235-5544

Drug & Alcohol Evaluation and Treatment

- **Aquila**
1812 Newport Gap Pike., Wilmington
(302) 999-1106
- **Crossroads**
2303 Lancaster Ave., Wilmington
(302) 652-1405
- **Open Door**
3301 Green St., Suite 2, Claymont
(302) 798-9555
- **PACE, Inc.**
5171 West Woodmill Dr., Suite 9, Wilmington
(302) 999-9812

Hospitals / Treatment Centers

- **Christiana Care**
(302) 733-1000
- **Rockford Center**
Newark, DE
(302) 996-5480
- **MeadowWood, 13 and older**
(877) 361-5738

Human Services

- **Delaware Helpline (United Way):** *Free community, social service, health, and criminal justice information. Whether faced with the panic of a natural disaster or struggling to meet everyday needs, Delaware residents can get direct response and prompt assistance.*
2-1-1
www.delaware211.org
- **Supplemental Nutrition Assistance Program: (SNAP):** *Supplemental food program for low-income individuals and families who are given Electronic Benefits Transfer (EBT) cards for use at participating EBT retailers.*
800-372-2022
<http://dhss.delaware.gov/dss/foodstamps.html>
- **Parent Information Center:** *Helps parents understand and find special education programs and works with public school staff.*
888-547-4412
www.picofdel.org

- **Help Me Grow:** *Services and referrals for a healthy pregnancy; home visiting; screenings and early learning appointments for children, ages birth to 8, with developmental or behavioral challenges.*
2-1-1
www.dethrives.com/help-me-grow
- **Help is Here website:** *Name and locations of detox, treatment, and recovery options in the region. Plus prevention and community information for the public and medical providers.*
HelpisHereDE.com
- **Delaware WIC Program:** *Nutrition program that helps pregnant women, new mothers, and young children eat well, learn about nutrition, and stay healthy.*
New Castle: (302) 283-7540
Kent and Sussex: (302) 424-7220
- **Child Development Watch:** *Support services for children ages birth to 3 with disabilities or developmental delays and their families.*
New Castle: 800-671-0050
Kent and Sussex: 800-752-9393
dhss.delaware.gov/dhss/dph/chs/chscdw.html
- **Child Support Services Program:** *Provides services for families looking for assistance with obtaining child or medical support.*
(302) 577-7171
dhss.delaware.gov/dhss/dcse/index.html
- **Mobile Response and Stabilization Services:** *24-hour response services for families with a child under 18 with ongoing emotional/behavioral issues within family, school, and community functioning. Mobile Response.*
Hotline: 800-969-4357
Crisis Text Line: Text DE to 741741
- **Reporting Child Abuse/Neglect:** *24/hour hotline available seven days/week with live staff able to take calls, respond to inquiries, and respond in urgent situations.*
(800) 292-9582
- **Domestic Violence Hotline:** *Safety planning, transitional housing, shelter, case management, financial assistance, etc, for those struggling with domestic violence.*
New Castle: (302) 762-6110
Kent and Sussex: (302) 422-8058
- **Community Legal Aid:** *Legal services for eligible individuals. Services are provided to people with disabilities, older citizens age 60 and older, people living in poverty, victims of domestic violence, and immigrant victims of crime, abuse, and neglect.*
New Castle: (302) 575-0660
Kent: (302) 674-8500
Sussex: (302) 856-0038

Women's Health Services and Birth Control (Delaware Contraceptive Access Now)

New Castle County:

- **Christiana Care Ob/Gyn**
800-693-CARE
www.christianacare.org/obgyn
- **Planned Parenthood**
800-230-7526
www.plannedparenthood.org
- **Henrietta Johnson Medical Center**
(302) 655-6187
www.hjmc.org
- **Nemours**
800-767-5437
www.nemours.org
- **Dr. Janice Tildon-Burton**
(302) 832-1124
- **Westside Family Healthcare**
(302) 224-6800
www.westsidehealth.org

Kent County:

- **Planned Parenthood**
(800) 230-7526
www.plannedparenthood.org
- **Khan Ob/Gyn**
(302) 735-8720
www.khanobgyn.com
- **Westside Family Healthcare**
(302) 678-4622
www.westsidehealth.org
- **Delaware OBGYN and Women's Health**
(302) 730-0633
www.delawarewomenshealth.com

Sussex County:

- **La Red Health Center**
(302) 855-1233
Press 1 for Georgetown
Press 2 for Seaford
- **Bayside Health Center**
(302) 645-4700 (Lewes)
(302) 856-3597 (Georgetown)
www.baysidehealth.com

Additional Resources

- **Bellefonte Centers for Children and Families:**
(302) 442-6620
- **Birth to Three Intervention:** (302) 255-9137
- **Brandywine Counseling:** (302) 504-5999
- **CCAC - Early Childhood Center:** (302) 588-6356
- **Center for the Improvement of Child Caring (CICC):**
www.ciccparenting.org
- **Child Development Community Policy:**
(302) 576-3183
- **Child Inc.:** (302) 762-8989
- **Children & Families First / Truancy Prevention:**
(800) 734-2388
- **Children & Families First:** (302) 354-9138
- **Christiana Care Health Ambassadors:**
(302) 320-6213
- **Citizens Bank:** (302) 834-2611
- **DAB Mediation Consultation, LLC:** (302) 382-3065
- **Delaware Fatherhood and Family Coalition:**
(302) 322-0939
- **Delaware State Parent Advisory Council (DSPAC):**
www.doe.state.de.us
- **Delmarva Power:** (302) 388-0854
- **Federal Parent Resources:** www.ed.gov/parents
- **Food Bank of DE:** (302) 292-1305, ext. 267
- **Foster Grandparent Program:** (302) 255-9899
- **Generation Program:** (610) 522-7373
- **Great Scott Consulting:** (302) 897-2991
- **Hand in Hand Counseling Services, LLC:**
(302) 438-0884
- **Help Me Grow / Delaware 2-1-1:**
Text message to (302) 231-1464
- **Henrietta Johnson Medical Center:**
(302) 655-6187, ext. 255
- **Hilltop Lutheran Neighborhood Center:**
(302) 656-3224
- **Hope and a Future Project:** (302) 559-3811
- **James Groves Adult Education:**
(302) 454-2400, ext. 43161
- **National Coalition for Parent Involvement in Education (NCPIE):** www.ncpie.org
- **National Parent Information Network (NPIN):**
www.fcps.net
- **National Standards for Parent/Family Involvement Program:** www.pta.org
- **NCALL Homeownership Ed. & Counseling:**
(302) 678-9400
- **NDEHS/Hilltop Lutheran Neighborhood Center:**
(302) 588-1863
- **Parent Information Resource Center of Delaware:**
www.picofdel.org
- **Parents as Teachers:** (302) 429-4175
- **Project LAUNCH:** (302) 668-5468
- **Read A-Loud Delaware:** (302) 656-5256
- **Springfield College:** (302) 658-5720, ext. 221
- **Stand By Me:** (302) 255-9319
- **Stepping Stones Community Federal Credit Union:**
(302) 824-5219
- **Stop the Violence Prayer Chain Foundation, Inc:**
(302) 384-3483
- **United Healthcare Community Plan:** (302) 388-1692
- **WECEC:** (302) 388-4751



CODE OF CONDUCT

BOARD OF EDUCATION POLICIES REGARDING STUDENTS

Adoption of Policies: The Board of Education will adopt policies, in consultation with District administration and parents/guardians. Review of all policies will be in Public Session and will be made available on the District website at www.christinak12.org. The District will notify parents/guardians of these policies at least annually after any substantive changes. Below is a list of Board Policies that refer directly to District interaction with students.

SECTION 2000: STUDENTS

- 02.01 Equal Educational Opportunities
- 02.02 Prohibition of Distribution and Use of Tobacco Products
- 02.03 Prohibition of Firearms
- 02.04 Drugs and Alcohol
- 02.05 Pregnant Students
- 02.06 Graduation Requirements
- 02.07 Minimal Performance Requirements for Certification of Exceptional Children
- 02.08 Extra Curricular Activities Eligibility
- 02.09 Interscholastic Athletic Participation Schools
- 02.10 Student Accident Insurance
- 02.11 Attendance
- 02.12 Establishing Procedures, Criteria and Priorities for Considering Choice Applications
- 02.13 Acceptance/Release of Students
- 02.14 Student Dress
- 02.15 Cost Recovery for Lost or Damaged Instructional Materials
- 02.16 Advertising, Solicitation of Materials to Students
- 02.17 Internet Safety Policy
- 02.18 Student Concerns, Complaints and Grievances
- 02.19 Non-Curriculum Related Student Groups
- 02.20 Harassment of Students by Employees
- 02.21 Student Records and Information
- 02.22 Releasing Students to Persons Other Than Parents or Legal Guardians/Custodians
- 02.23 Charter Schools
- 02.24 Parent and Family Involvement
- 02.25 School Bullying Prevention
- 02.26 Student Wellness
- 02.28 Responding to Teen Dating Violence and Sexual Assault
- 02.29 Suicide Prevention
- 02.31 Protection of Undocumented Students' Right to a Public Education
- 02.32 Policy Statement on Title IX of the Education Amendments of 1972

SECTION 3000: INSTRUCTION

- 03.01 Curriculum and Instruction, Grades K-12
- 03.02 Promotion and Retention
- 03.03 Development of District-Wide Calendar
- 03.04 Alternative Options for Awarding Credit toward High School Graduation
- 03.05 Multiculturalism
- 03.06 Special Education, Programs for Disabled and Exceptional Students (MOVED to Section 7000 as Policy 7.02 on 4/11/2018)
- 03.07 Concurrent Enrollment
- 03.08 Selection of Library Media Center and Supplementary Instructional Materials
- 03.09 Field Trips
- 03.10 School Volunteers
- 03.11 Volunteer Screening
- 03.12 Grading/Assessment System
- 03.13 Tests and Examinations
- 03.14 Early Graduation
- 03.15 Materials Developed by District Personnel
- 03.16 Dual Enrollment Credit Program
- 03.17 Establishing Guidelines for Parents Options of Standardized Testing

SECTION 4000: HUMAN RESOURCES

- 04.11 Employee-Student Communication through Social Networking or Electronic Media

SECTION 7000: SPECIAL EDUCATION SERVICES

- 07.01 Policy statement on Minimal Performance Requirements for Certification of Exceptional Children
- 07.02 Policy statement on Special Education, Programs for Disabled and Exceptional Students

STUDENT BEHAVIORAL EXPECTATIONS

Clear and concise expectations for behavior must be communicated to all students in ways that are consistent and understandable. Each school year all students, whether returnees or incoming students, must view the Student Manual PowerPoint. All schools must have a process in place to assure this requirement.

In Christina, expectations for successful students include:

- Attend all classes daily and on time
- Prepare for class assignments and activities
- Come to class with appropriate working materials
- Respect all persons and property
- Refrain from using profanity, abusive language or inflammatory actions in personal interactions
- Demonstrate safe and responsible conduct while in the school environment or on school property
- Be clean, and neat
- Be responsible for individual work and behavior
- Demonstrate safe and responsible conduct to and from school with other students, with members of the community and within the community
- Seek changes in an orderly and approved manner
- Ask for help from administrators, counselors, teachers and other staff members for problems, concerns or other issues that need to be resolved or answered

Virtual Behavior Expectations

The Expectations as related to discipline are as follows:

- Most misconduct should utilize counseling and/or interventionists
- Verbal correction, reminders and redirection
- Restorative circles
- Phone calls/emails home

Enter students that exhibit the following behaviors, these must be entered into eSchool No Action Taken (code 30):

- Misuse and/or Unauthorized Use of Cell Phones and all other Electronic Devices (Dependent upon the severity)
- Misuse of Technology
- Misuse of Technology Severe Clause
- Abusive Language
- Cyber Bullying (the Bullying form must be completed and forwarded to me and if substantiated entered into eSchool)
- Threat to the Orderly School Process/Terroristic Threatening (a Threat Assessment must be completed by the Crisis Team and be substantiated)

Once it is determined that a student's behavior is of a nature where the disciplinary process must be invoked, staff will use the **CSD STEPS: ADMINISTRATIVE STRATEGIES, APPROACHES, AND RESPONSES for CHRISTINA STUDENTS** - outlined below – to provide appropriate responses for the level of student behavior. These Steps will be applied consistently across all schools and all students unless otherwise provided in a student's Behavioral Intervention Plan.

Christina School District defines DISCIPLINE as a deliberate, proactive process that supports the development of positive social behavior vital to the success of its students.

School administrators in the Christina School District must use informed decision making when determining if a student's actions invoke administrative action as outlined in this section of the manual. The Steps shown on the following pages guide administrators in the use of progressive strategies, approaches and administrative responses used to change student behavior. Progressive discipline is the process of using increasingly more severe steps when a student fails to correct a problem after being given a reasonable opportunity to do so. The underlying principle of sound progressive discipline is to use the least severe action necessary to correct the undesirable situation. The goal is to modify the unacceptable behavior. The goal is not to punish the student but to more strongly alert the student of the need to correct the problem and to provide supports to encourage changed behavior. Administrators must always use the strategies and interventions identified in the prescribed Step, but also have the option of using one from a lower Step as well.

The **Matrix of Administrative Strategies, Approaches, and Responses for Elementary Students KN-2 and 3-5, and the Matrix of Strategies, Interventions, and Administrative Responses for Secondary Students 6-12** will be used along with the Steps to assist administrators in determining what level of response to use for students who exhibit challenging, disruptive or unsafe behaviors while on school property or at a school/district sponsored activity. Students who engage in criminal offenses as identified by police agencies not listed in this Student Manual may be recommended for alternative placement and/or expulsion.

CSD STEPS: ADMINISTRATIVE STRATEGIES, APPROACHES, AND RESPONSES

Progressive Administrative Strategies, Approaches, and Responses for Christina Students

STEP 1 Classroom Interventions and SEL Strategies/Supports

Teachers are encouraged to use culturally responsive, PBS, and SEL supports and classroom management strategies.

- All Step 1 interventions and responses should be documented as a Classroom Issue.

- | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Establish positive relationships and rapport with students• Pair or group students in positive peer groups• Involve students in an alternate activity• Verbal correction• Restitution (for loss or damage, if applicable)• Mentoring | <ul style="list-style-type: none">• Move to separate instructional area within the classroom• Reminders and redirection (e.g. role play)• Establish buddy teacher system• Seat change• Loss of classroom privileges• Relationship Repair• Document Parent/guardian contact | <ul style="list-style-type: none">and notification• Daily progress sheet on behavior (for student and/or parent)• Parent/guardian brings student to school/class for informal pre-class refocusing• Teacher/student conference outside of class time• Parent/Teacher conference• Restorative practices |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

STEP 2 Appropriate Classroom Level Strategies have been ineffective

These interventions involve the school administration and aim to correct behavior by stressing the seriousness of the behavior, while keeping the student in school.

- A referral to the school administrator is necessary.
- Student Conference with an administrator.

- | | | |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Student conference• Step 1 Supports/Strategies/Interventions | <ul style="list-style-type: none">• Student Due Process required• Document Mandatory Parent/guardian contact and notification | <ul style="list-style-type: none">• Restorative practices |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|

STEP 3 Appropriate when Matrices indicate a Step 3 Response

These interventions may involve the short term removal of a student from the school environment because of the behavior. The duration of any short-term removal is to be limited as much as possible while adequately addressing the behavior.

- A referral to the school administrator is necessary
- Elementary (KN-2 and 3-5): Age Appropriate Rest and Recovery
- Secondary (6-12): Detention

- | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Age appropriate Rest and Recovery (Elementary)• Removal from Class (for only that class period) / Detention (Secondary)• Restitution (for loss or damage, if applicable) | <ul style="list-style-type: none">• Relationship Repair• Loss of privileges• Mentoring• Student Due Process required• Document Mandatory Parent/guardian contact and notification | <ul style="list-style-type: none">• Restorative practices |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|

STEP 4 **Appropriate when Matrices indicate a Step 4 Response**

These interventions involve the removal of a student from the classroom due to a violation of the student manual.

- A referral to the school administrator is necessary
- ½ day of In-School Suspension (ISS)
- Restorative consequence and community repair can be assigned in lieu of ISS

• ½ day ISS	applicable)	guardian contact and notification
• Loss of Privileges	• Mentoring	• Written notification to Parent/ Guardian
• Relationship Repair	• Student Due Process required	• Restorative practices
• Restitution (for loss or damage, if	• Document Mandatory Parent/	

STEP 5 **Appropriate when Matrices indicate a Step 5 Response**

These interventions involve the removal of a student from the classroom due to a violation of the student manual.

- A referral to the school administrator is necessary
- 1 (one) day of In-School Suspension (ISS)
- Restorative consequence and community repair can be assigned in lieu of ISS

• 1 (one) day ISS	applicable)	guardian contact and notification
• Loss of privileges	• Mentoring	• Mandatory written notification to Parent/Guardian
• Relationship Repair	• Student Due Process required	• Restorative practices
• Restitution (for loss or damage, if	• Document Mandatory Parent/	

STEP 6 **Appropriate when Matrices indicate a Step 6 Response**

These interventions involve the removal of a student from the school environment due to a violation of the student manual.

- A referral to the school administrator is necessary
- 1 (one) day of Out-of-School Suspension (OSS)
- Student Manual Success Plan/Functional Behavior Assessment will be required including check-in, check-out with an assigned adult

• 1 (one) day OSS	• Restitution (for loss or damage, if applicable)	guardian contact and notification
• Mentoring	• Student Due Process required	• Mandatory written notification to Parent/Guardian
• Relationship Repair	• Document Mandatory Parent/	• Restorative practices
• Loss of privileges		

STEP 7 **Appropriate when Matrices indicate a Step 7 Response**

These interventions involve the removal of a student from the school environment due to a violation of the student manual.

- A referral to the school administrator is necessary
- 2 (two) days of Out-of-School Suspension (OSS)
- Student Manual Success Plan/Functional Behavior Assessment will be required including check-in, check-out with an assigned adult

• 2 (two) days OSS	• Restitution (for loss or damage, if applicable)	• Document Mandatory Parent/ guardian contact and notification
• Relationship Repair	• Conflict resolution/mediation	• Mandatory written notification to Parent/Guardian
• Mentoring	• Student Due Process required	• Restorative practices
• Loss of privileges		

STEP 8 **Appropriate when Matrices indicate a Step 8 Response**

These interventions involve the removal of a student from the school environment due to a violation of the student manual.

A Student Manual Success Plan (SMSP) will be required at the 2nd occurrence of any combination of Step 8 offenses and be in place for 10 school days, prior to entry into an In-School Alternative program. By the 10th school day, SMSP will be revised and modified to address continued behaviors, if necessary.

On the 3rd occurrence, in any combination, of Step 8 offenses, all students in grades KN-12 must either have a SMSP or a FBA/BIP in place and students in grades 6-12 may be assigned to the In-School Alternative Program.

Student not meeting the expectations of the In-School Alternative Program may be referred to District Office for consideration of Alternative Placement per the definition of the In-School Alternative (ISA) in the glossary of the Student Handbook.

- A referral to the school administrator is necessary
- 3 (three) days of Out-of-School Suspension (OSS)

- | | | |
|-----------------------|---------------------------------------------------|-----------------------------------------------------|
| • 3 (three) days OSS | • Restitution (for loss or damage, if applicable) | guardian contact and notification |
| • Relationship Repair | • Student Due Process required | • Mandatory written notification to Parent/Guardian |
| • Loss of privileges | • Document Mandatory Parent/ | • Restorative practices |
| • Mentoring | | |

STEP 9 **Appropriate when Matrices indicate a Step 9 Response**

These interventions involve the removal of a student from the school environment due to a violation of the student manual.

Prior to an ISA placement or recommendation to Alternative Placement, all students in grades KN-12 must have either a SMSP or a FBA/BIP in place. (Offenses which begin at step 9 are excluded.)

Student not meeting the expectations of the In-School Alternative Program may be referred to District Office for consideration of Alternative Placement.

- A referral to the school administrator is necessary.
- 5 (five) days of Out-of-School Suspension (OSS) and/or In-School Alternative (ISA) (secondary only) or Alternative Placement (AP) (optional for elementary and secondary)

- | | | |
|-------------------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------|
| • 5 (five) days OSS | (6-12) | guardian contact and notification |
| • Recommendation to Out-of-School Alternative Program, if applicable (KN-2 and 3-5) | • Mentoring | • Mandatory written notification to Parent/Guardian |
| • Recommendation to In/Out-of-School Alternative Program, if applicable | • Restitution (for loss or damage, if applicable) | • Restorative practices |
| | • Student Due Process required | |
| | • Document Mandatory Parent/ | |

STEP 10 **Appropriate when Matrices indicate a Step 10 Response**

These interventions involve the removal of a student from the school environment due to a violation of the student manual.

- A referral to the school administrator is necessary. 5 (five) days of Out-of-School Suspension (OSS) and Recommendation for AP or expulsion (KN-5)/recommendation for expulsion (6-12)

- | | | |
|-------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------|
| • 5 (five) days OSS | • Building level conference required with teacher/parent/administrator | guardian contact and notification |
| • Suspension may be extended up to 10 days with referral for expulsion. | • Restitution (for loss or damage, if applicable) | • Mandatory written notification to Parent/Guardian |
| • Recommendation for AP or expulsion (KN-5) | • Student Due Process required | • Restorative practices |
| • Recommendation for expulsion (6-12) | • Document Mandatory Parent/ | |

EXAMPLES OF TOOLS & STRATEGIES THAT MAY BE UTILIZED

1. Positive Behavior Techniques

Utilizing the strategies/interventions identified schoolwide/districtwide in the Positive Behavior Support behavioral management system. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. In order for techniques to work in decreasing undesired behavior, they should include: feasibility, desirability, and effectiveness.

2. Teacher Conference with Student Discussing Problem Solving Models

Use of the problem-solving model assists the staff member with helping the student identify, examine, and change behaviors that are causing problems in the classroom and at school. Questions included in the problem solving model include but are not limited to: What is the problem for you? What behavior is causing the problem or keeping it a problem? What other choices of behavior do you have in problem situations? What are the consequences (good/bad) of this behavior? Why are you doing this behavior? How are you going to change your behavior to reach your goal?

3. Teach Appropriate Behaviors

Teachers can use eight systematic steps to promote behavior changes in their students. These steps can be followed loosely to address minor problem behaviors or can be incorporated into a formal behavior assessment.

Step 1: Identify the problem behavior.

Step 2: Measure the problem behavior.

Step 3: Develop a hypothesis as to the purpose of the behavior.

Step 4: Choose an appropriate replacement behavior.

Step 5: Identify the current stage of learning.

Step 6: Determine the level of support.

Step 7: Track the new behavior.

Step 8: Fade assistance.

4. Behavior Replacement Strategies

To choose an appropriate replacement behavior:

1. Observe appropriate behaviors shown by typical children in the same environment.
2. Use the function of the problem behavior to find a more appropriate and expedient behavior with the same function.
3. The appropriate behavior may be an alternative behavior or a more appropriate level for the problem behavior.

Staff members should ask: What could the student do instead of performing the problem behavior? Remember, an alternative behavior is a behavior that serves the same function as the problem behavior, is age-appropriate for the student and easier or quicker to perform.

Examples of alternative behaviors:

- Asking for toy instead of grabbing it
- Raising hand instead of calling out
- Asking for help instead of not completing work

5. Whole Class Lesson/Meeting

Positive Discipline class meetings are designed to be “student generated,” and to “focus on solutions,” meaning that it is the students who put their concerns on an agenda (although teachers can too) and then everyone brainstorms for solutions. Through this format, students learn from the inside out by being involved, instead of from the outside in—lectures or lessons taught by others.

Class Meeting Format:

1. Compliments & Appreciations

2. Follow up on Prior Solutions

3. Agenda Items

- a. Share feelings while others listen
- b. Discuss without fixing
- c. Ask for problem-solving help

4. Future Plans (field trips, parties, projects)

6. Peer Mediation

(not to be used in conjunction with any bullying allegation or substantiated bullying incident) See conflict mediation. Student mediator training is required.

7. School Based Services

School Based Services in the Christina School District focus on creating public-private partnerships, prioritizing educational options within the school district for special needs students, at-risk students, alternative education programs and schools involved in changing their school culture. School-Based Services staff work cooperatively with district personnel to create safe learning environments that promote increased school attendance, increased academic performance, improved student behavior and enhances positive parent and community communication and support. Options are developed cooperatively with school district administrators, and available resources to strengthen in-district programming. Services can be individualized for one student, classrooms, specialized programs or entire school populations. These services are also provided to assist with keeping families connected to their communities and ensuring that students remain in the classroom and receive high quality and rigorous curriculum and instruction from the district’s teachers.

Examples include: elementary counseling services, supplemental counseling services, therapeutic classroom programs

8. Classroom Environment Strategies

Classroom environment encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors. Effective classroom managers establish positive classroom environments by:

- Establishing and practicing clear procedures and routines
- Establishing clear classroom expectations and consequences
- Consistently (and predictably) following through with consequences, as opposed to merely threatening consequences
- Establishing a respectful classroom environment by keeping students on task, and infusing humor, care, and respect into the classroom interactions
- Developing a functional floor plan with teacher and student work areas and furniture/materials placement for optimal benefit

Good management is preventive rather than reactive.

RESTORATIVE PRACTICES

Restorative practices promote inclusiveness, relationship-building, and problem-solving through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders, and their supporters together to address wrongdoing. The underlying premise of Restorative Practices rests with the belief that people will make positive changes when those in positions of authority do things with them rather than to them or for them.

When a student has a negative interaction, schools have the ability to employ a restorative approach to consequences. Students will be taught to carry the weight of their actions and the impact it has on others rather than just receiving a punitive consequence.

Restorative Practices is not a system to do away with punitive consequences - detention, in-school suspensions, out-of-school suspensions, etc. Rather, this system is incorporated to reduce the number of punitive consequences. School administrators may still utilize punitive consequences when deemed necessary. The ultimate goal of restorative practices is to work WITH students to develop positive relationships and reduce negative interactions.

Young people place significant attention on how they are treated. When punished, it is easy for them to fixate on the harm they experience rather than how their behavior may affect others. This focus on self leads to resentment toward the punisher. That resentment turns into resistance to participation in activities and disassociation and/or aggression toward others. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.

The use of restorative practices helps to:

- reduce crime, violence and bullying
- improve human behavior
- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm

Why Restorative Practices?

It keeps students in school learning rather than being suspended or expelled.

- Blame, shame, punishment, and exclusion are not working for our youth, our teachers or our communities.
- Pushing youth out of our spaces and communities is the opposite of what they need.
- When students exhibit undesired behaviors, it is an opportunity for us to teach and help them learn the needed skills
- Restorative practices are effective at addressing the disproportionality of discipline on students of color.
- Restorative practices give us new tools to replace outdated and ineffective methods of punishment and suspension.

The following principles reflect the values and concepts for implementing restorative practices.

- Acknowledge that relationships are central to building community.
- Build systems that address misbehavior and harm in a way that strengthens relationships.
- Focus on the harm done rather than only on rule-breaking.
- Give voice to the person harmed.
- Engage those involved in collaborative problem-solving.
- Empower change and growth.
- Enhance Responsibility/Ownership.

Below are six key questions that staff and administrators may use when having a restorative conversation with a student. Parents/guardians are encouraged to use the same questions when speaking with their student.

These conversations will occur following negative behavior and/or during a return from a suspension conference. The questions focus on the incident, and allow the person to think about how his/her actions affect others. The goal of these questions is to encourage empathy, accountability, expression of feelings and thoughts and problem-solving. Using these questions will help to teach the students that their actions have an impact on everyone around them. They will begin to understand the far reaching consequences and carry the weight of their actions.

Six Restorative Questions

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done?
5. In what way have they been affected?
6. What do you think you need to do to make things right?

This chart explains the differences between the traditional/punitive approach and the restorative approach to dealing with negative behavior.

TRADITIONAL APPROACH VERSUS RESTORATIVE APPROACH

Traditional Approach	Restorative Approach
School rules are broken	People and relationships are harmed
Just focuses on establishing guilt	Justice identifies needs and responsibility
Accountability = punishment	Accountability = understanding impact and repairing harm
Justice directed at offender; victim is ignored	Offender, victim and school all have direct roles in justice process
Rules and intent outweigh whether outcome is positive or negative	Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes
Limited opportunity for expressing remorse or making amends	Opportunity given to make amends and express remorse

Source: Restorative Practices (bsd.k12.ca.us)

Resources

- Restorative Practices International Institute for Restorative Practices: www.iirp.edu
- Alexandria City Public Schools - Introduction to Restorative Practices - Student Services and Equity / Restorative Practices (acps.k12.va.us)

MATRIX OF STRATEGIES, INTERVENTIONS AND ADMINISTRATIVE RESPONSES

Age appropriate for Students in Grades **KN-2**














 Mandatory Reporting to DOE

Behaviors	RP Menu A,B,C	Level of Response										CSD Incident Report Required	Mandatory Police Report
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10		
KN-2	Restorative Practices	Classroom intervention & SEL Strategies	Admin Referral and Conference	Age Appropriate Rest and Recovery	½ day ISS	1 day ISS	1 day OSS	2 days OSS	3 days OSS	5 days OSS and/or optional Alternative Placement Recommendation	5 days OSS and recommendation for AP or expulsion		
Abusive Language: Student to Staff	•	•	•	•	•	•	•	•					
Abusive Language: Student to Student	•	•	•	•	•	•							
Academic Dishonesty		Refer to Academic Dishonesty Protocol											
Arson (1 st and 2 nd)										•	•		✓
Arson (3 rd)								•	•	•			✓
Assault on a Staff (3 rd)								•	•	•			✓
Assault on a Student (3 rd)							•	•	•	•			✓
Assault on a Staff/Student (1 st and 2 nd)										•	•		✓
Attorney General's Report										•	•		
Breaking and Entering							•	•					
Bullying/Cyberbullying						•	•	•	•				
Bus Safety Violation - MINOR & MAJOR		Refer to Bus Safety Violation Matrix											
Criminal Mischief / Vandalism					•	•	•	•					
Dangerous Instrument(s)* (Possession, Concealment/Sale)										•	•		✓
Defiance of School Authority					•	•	•						
Destruction/Defacing of School Property	•	•	•	•	•								
Drugs / Alcohol - (Under the influence, use and/or distribution of Drugs/Alcohol/ Paraphernalia/Look-alike-substances (including, but not limited to steroids, inhalants, medications, prescription drugs, edibles))							•	•	•	•			✓
Drugs/Alcohol – (Possession of Drugs/Alcohol/ Paraphernalia/Look-alike-substances (including, but not limited to steroids, inhalants, medications, prescription drugs, edibles))							•	•	•	•			✓
Drugs – Opioids/Narcotics											•		✓
Falsification – verbal					•	•	•	•					
Fighting					•	•	•	•	•	•			
Fire Alarm Incident				•	•	•	•						✓
Forgery	•	•	•	•	•								
Gambling	•	•	•	•	•	•	•						
Inappropriate Behavior: Careless/Reckless Behavior		•	•	•	•	•	•						
Inappropriate Behavior: Disrespect toward Staff				•	•	•	•						
Inappropriate Behavior: Disrespect toward Students			•	•	•	•	•						
Inappropriate Behavior: Disruption of the Educational Environment	•	•	•	•	•	•	•						
Inappropriate Behavior: Insubordination	•	•	•	•	•	•							
Inappropriate Behavior: Item/Material	•	•	•	•	•	•	•						
Inappropriate Behavior: Safety Violation	•	•	•	•	•	•	•						
Inappropriate Sexual Behavior			•	•	•	•	•						✓
Instigation	•	•	•	•	•	•	•						
Leaving the Assigned Area without Permission			•	•	•	•	•						
Leaving School Building without Permission					•	•	•	•					

MATRIX OF STRATEGIES, INTERVENTIONS AND ADMINISTRATIVE RESPONSES

Age appropriate for Students in Grades **KN-2**














 Mandatory Reporting to DOE

Behaviors	RP Menu A,B,C	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	CSD Incident Report Required	Mandatory Police Report
KN-2	Restorative Practices	Classroom intervention & SEL Strategies	Admin Referral and Conference	Age Appropriate Rest and Recovery	½ day ISS	1 day ISS	1 day OSS	2 days OSS	3 days OSS	5 days OSS and/or optional Alternative Placement Recommendation	5 days OSS and recommendation for AP or expulsion		
Misuse and/or Unauthorized Use of Cell Phones and all other Electronic Devices	•	•	•	•	•	•							
Misuse of Technology	•	•	•	•	•	•							
Misuse of Technology – Severe Clause****, *****							•	•	•	•			✓
Offensive Touching – Staff Victim						•	•	•	•	•			
Offensive Touching – Student Victim					•	•	•	•	•				
Rape / Attempted Rape *****											•		✓
Reckless Burning							•	•	•	•			✓
Robbery									•	•			✓
Sexual Assault *****									•	•			✓
Sexual Contact (12 & over) / Unlawful Sexual Contact (12 & under) *****						•	•	•					✓
Sexual Harassment *****				•	•	•	•						✓
Sexual Misconduct (Consensual) *****							•	•	•				✓
Smoking/Possession of Tobacco/Tobacco Products			•	•	•	•	•						
Stealing - MINOR	•	•	•	•	•	•	•						
Stealing - MAJOR					•	•	•	•					
Student Presence in any Prohibited School Area / Loitering	•	•	•	•	•								
Tampering with any Fire Safety Device				•	•	•	•						✓
Theft Using Coercion / Extortion				•	•	•	•						
Threat to the Orderly School Process/Terroristic Threatening (Students or Staff)***							•	•	•	•			✓
Threat to the Orderly School Process / Terroristic Threatening – Security Threat***							•	•	•	•			✓
Trespassing**					•								
Weapons/Deadly Weapon(s)* (Possession, Concealment, Sale)											•		✓

MATRIX OF STRATEGIES, INTERVENTIONS AND ADMINISTRATIVE RESPONSES

Age appropriate for Students in Grades **3-5**















 Mandatory Reporting to DOE

Behaviors	RP Menu A,B,C	Level of Response										CSD Incident Report Required	Mandatory Police Report
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10		
3-5	Restorative Practices	Classroom inter-vention & SEL Strategies	Admin Referral and Conferen- ce	Age Appropriate Rest and Recovery	½ day ISS	1 day ISS	1 day OSS	2 days OSS	3 days OSS	5 days OSS and/or optional Alternative Placement Recommendation	5 days OSS and recommendation for AP or expulsion		
Abusive Language: Student to Staff	•	•	•	•	•	•	•	•	•				
Abusive Language: Student to Student	•	•	•	•	•	•	•	•	•				
Academic Dishonesty		Refer to Academic Dishonesty Protocol											
Academic Cheating	•	•	•	•									
Arson (1 st and 2 nd)										•	•		✓
Arson (3 rd)									•	•			✓
Assault on a Staff (3 rd)								•	•	•			✓
Assault on a Student (3 rd)							•	•	•	•			✓
Assault on a Staff/Student (1 st and 2 nd)										•	•		✓
Attorney General's Report										•	•		
Breaking and Entering								•	•				
Bullying/Cyberbullying							•	•	•	•			
Bus Safety Violation – MINOR & MAJOR		Refer to Bus Safety Violation Matrix											
Criminal Mischief / Vandalism						•	•	•					
Dangerous Instrument(s)* (Possession, Concealment/Sale)										•	•		✓
Defiance of School Authority						•	•	•					
Destruction/Defacing of School Property			•	•	•	•							
Drugs / Alcohol - (Under the influence, use and/or distribution of Drugs/Alcohol/ Paraphernalia/Look-alike-substances (including, but not limited to steroids, inhalants, medications, prescription drugs, edibles))								•	•	•			✓
Drugs/Alcohol – (Possession of Drugs/Alcohol/ Paraphernalia/Look-alike-substances (including, but not limited to steroids, inhalants, medications, prescription drugs, edibles))								•	•	•			✓
Drugs – Opioids/Narcotics											•		✓
Falsification – verbal							•	•	•				
Fighting						•	•	•	•	•			
Fire Alarm Incident						•	•	•	•				✓
Forgery			•	•	•								
Gambling			•	•	•	•	•	•					
Inappropriate Behavior: Careless/Reckless Behavior	•	•	•	•	•	•	•	•	•				
Inappropriate Behavior: Disrespect toward Staff					•	•	•	•	•				
Inappropriate Behavior: Disrespect toward Students				•	•	•	•	•					
Inappropriate Behavior: Disruption of the Educational Environment	•	•	•	•	•	•	•	•	•				
Inappropriate Behavior: Insubordination	•	•	•	•	•	•	•	•					
Inappropriate Behavior: Item/Material	•	•	•	•	•	•	•	•					
Inappropriate Behavior: Safety Violation				•	•	•	•	•					
Inappropriate Sexual Behavior				•	•	•	•						✓
Instigation				•	•	•	•						
Leaving the Assigned Area without Permission			•	•	•	•	•	•					
Leaving School Building without Permission					•	•	•	•					

MATRIX OF STRATEGIES, INTERVENTIONS AND ADMINISTRATIVE RESPONSES

Age appropriate for Students in Grades **3-5**
















 Mandatory Reporting to DOE

Behaviors	RP Menu A,B,C	Level of Response										CSD Incident Report Required	Mandatory Police Report
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10		
3-5	Restorative Practices	Classroom intervention & SEL Strategies	Admin Referral and Conference	Age Appropriate Rest and Recovery	½ day ISS	1 day ISS	1 day OSS	2 days OSS	3 days OSS	5 days OSS and/or optional Alternative Placement Recommendation	5 days OSS and recommendation for AP or expulsion		
Misuse and/or Unauthorized Use of Cell Phones and all other Electronic Devices	•	•	•	•	•	•							
Misuse of Technology	•	•	•	•	•	•	•	•					
Misuse of Technology – Severe Clause****, *****								•	•	•			✓
Offensive Touching – Staff Victim							•	•	•	•			
Offensive Touching – Student Victim						•	•	•	•				
Rape / Attempted Rape*****											•		✓
Reckless Burning								•	•	•			✓
Robbery										•	•		✓
Sexual Assault*****										•	•		✓
Sexual Contact (12 & over) / Unlawful Sexual Contact (12 & under)*****							•	•	•				✓
Sexual Harassment*****						•	•	•	•				✓
Sexual Misconduct (Consensual)*****								•	•	•			✓
Smoking/Possession of Tobacco/Tobacco Products					•	•	•						
Stealing - MINOR	•	•	•	•	•	•	•	•					
Stealing - MAJOR							•	•	•				
Student Presence in any Prohibited School Area / Loitering				•	•	•	•	•					
Tampering with any Fire Safety Device					•	•	•	•					✓
Theft Using Coercion / Extortion					•	•	•	•					
Threat to the Orderly School Process/Terroristic Threatening (Students or Staff)***								•	•	•			✓
Threat to the Orderly School Process / Terroristic Threatening – Security Threat***										•	•		✓
Trespassing**						•							
Weapons/Deadly Weapon(s)* (Possession, Concealment, Sale)											•		✓

MATRIX OF STRATEGIES, INTERVENTIONS AND ADMINISTRATIVE RESPONSES

Age appropriate for Students in Grades **6-12**

















 Mandatory Reporting to DOE

Behaviors	Level of Response										CSD Incident Report Required	Mandatory Police Report
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10		
6-12	Classroom Interventions documented in I-Tracker & SEL Strategies	Admin Referral and Conference	Detention	½ day ISS	1 day ISS	1 day OSS	2 days OSS	3 days OSS	5 days OSS*/Optional ISA or Alternative placement recommendation	5 days OSS + recommendation for expulsion		
Abusive Language: Student to Staff						•	•	•	•			
Abusive Language: Student to Student				•	•	•	•	•	•			
Academic Dishonesty	Refer to Academic Dishonesty Protocol											
Arson (1 st and 2 nd)										•		✓
Arson (3 rd)									•	•		✓
Assault on a Staff (3 rd)									•	•		✓
Assault on a Student (3 rd)									•	•		✓
Assault on a Staff/Student (1 st and 2 nd)										•		✓
Attorney General's Report									•	•		
Breaking and Entering									•	•		
Bullying/Cyberbullying							•	•	•	•		
Bus Safety Violation – MINOR & MAJOR	Refer to Bus Safety Violation Matrix											
Class Cutting		•	•	•	•	•	•	•				
Criminal Mischief / Vandalism							•	•	•			
Dangerous Instrument(s)* (Possession, Concealment/Sale)									•	•		✓
Defiance of School Authority						•	•	•	•			
Destruction/Defacing of School Property			•	•	•	•						
Distribution (Drugs/Alcohol/Paraphernalia/Look-alike-substances (including, but not limited to steroids, inhalants, medications, prescription drugs, edibles))										•		✓
Drugs / Alcohol (Under the influence, use, and/or possession of Drugs/Alcohol/Paraphernalia/Look-alike-substances (including, but not limited to steroids, inhalants, medications, prescription drugs, edibles))									•	•		✓
Drugs – Opioids/Narcotics										•		✓
Falsification – verbal								•	•			
Fighting								•	•	•		
Fire Alarm Incident								•	•			✓
Forgery				•	•	•						
Gambling						•	•	•	•			
Inappropriate Behavior: Careless/Reckless Behavior				•	•	•	•	•				
Inappropriate Behavior: Disrespect toward Staff								•	•	•		
Inappropriate Behavior: Disrespect toward Students						•	•	•				
Inappropriate Behavior: Disruption of the Educational Environment		•	•	•	•	•	•	•				
Inappropriate Behavior: Insubordination		•	•	•	•	•	•					
Inappropriate Behavior: Item/Material		•	•	•	•	•	•					
Inappropriate Behavior: Safety Violation				•	•	•	•	•				
Inappropriate Sexual Behavior					•	•	•	•				✓
Instigation						•	•	•	•			
Late to Class / Tardy	Refer to CSD Tardy Policy											
Leaving the Assigned Area without Permission			•	•	•	•	•	•				
Leaving School Building without Permission					•	•	•	•				

MATRIX OF STRATEGIES, INTERVENTIONS AND ADMINISTRATIVE RESPONSES

Age appropriate for Students in Grades **6-12**

 Mandatory Reporting to DOE

Behaviors	Level of Response										CSD Incident Report Required	Mandatory Police Report
	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10		
6-12	Classroom Interventions documented in I-Tracker & SEL Strategies	Admin Referral and Conference	Detention	½ day ISS	1 day ISS	1 day OSS	2 days OSS	3 days OSS	5 days OSS*/Optional ISA or Alternative placement recommendation	5 days OSS + recommendation for expulsion		
Misuse and/or Unauthorized Use of Cell Phones and all other Electronic Devices		•	•	•	•	•						
Misuse of Technology				•	•	•	•	•				
Misuse of Technology – Severe Clause****,*****									•	•		✓
Offensive Touching – Staff Victim									•	•		
Offensive Touching – Student Victim								•	•	•		
Rape / Attempted Rape*****										•		✓
Reckless Burning								•	•			✓
Riot									•	•		✓
Robbery									•	•		✓
Sexual Assault*****									•	•		✓
Sexual Contact (12 & over) / Unlawful Sexual Contact (12 & under)*****							•	•	•			✓
Sexual Harassment*****							•	•	•			✓
Sexual Misconduct (Consensual)*****								•	•			✓
Smoking/Possession of Tobacco/Tobacco Products					•	•	•	•				
Stealing - MINOR				•	•	•	•					
Stealing - MAJOR								•	•			
Student Presence in any Prohibited School Area / Loitering				•	•	•						
Tampering with any Fire Safety Device						•	•	•				✓
Theft Using Coercion / Extortion								•	•	•		
Teen Dating Violence								•	•	•		✓
Threat to the Orderly School Process/Terroristic Threatening (Students or Staff)***									•	•		✓
Threat to the Orderly School Process / Terroristic Threatening – Security Threat***										•		✓
Trespassing**						•	•	•				
Weapons/Deadly Weapon(s)* (Possession, Concealment, Sale)										•		✓

CLARIFYING INFORMATION

- * Dangerous Instrument and/or Weapon - Any student who uses, threatens to use, or possesses a weapon or dangerous instrument on school property is subject to expulsion.
- ** Trespassing - Any student who comes to school on a day they were suspended out-of-school, they will be assigned ISS for that day and subsequently, assigned an OSS for the next school day.
- *** **Terroristic threatening to Student and/or Employee Victim – Any time a student or staff member is threatened, it is mandatory that the Crisis Team complete a threat assessment.**
- **** Misuse of Technology (Severe Clause) shall mean the use of school technology equipment in soliciting, using, receiving, or sending pornographic or obscene material; or accessing unauthorized email; or the unauthorized downloading and/or installing of files; or intentionally damaging technology equipment in the school environment; or a situation in which a student deliberately tampers with, damages, alters, accesses, crashes, or corrupts the computer/communications system in the school environment resulting in the loss or corruption of information or the ability of the system to operate; or in any way disrupts or degrades the school or district's technology infrastructure.
- ***** All School Employees with direct knowledge must make an **immediate report** of all suspected child abuse and neglect of any minor in the State of Delaware to the 24 Hour Division of Family Services (DFS) Child Abuse and Neglect Report Line at 1-800-292-9582.

Note: Until and unless a law enacted by the General Assembly or a regulation adopted by the State Department of Education requires otherwise, when deciding whether an expulsion of a student on account of a disciplinary violation should be for a period less than the permissible maximum for a weapons offense, the Board will consider the risk of harm or damage posed by the student's possession of the object, student's intention, student's age and grade, and any other mitigating factors when it decides whether to modify the terms of expulsion, and the Board recognizes that it may, in its discretion, limit the expulsion to zero days.

"Deadly weapon" includes a "firearm", as defined in paragraph (12) of this section, a bomb, a knife of any sort (other than an ordinary pocketknife carried in a closed position), switchblade knife, billy, blackjack, bludgeon, metal knuckles, slingshot, razor, bicycle chain or ice pick or any "dangerous instrument", as defined in paragraph (4) of this section, which is used, or attempted to be used, to cause death or serious physical injury. For the purpose of this definition, an ordinary pocketknife shall be a folding knife having a blade not more than 3 inches in length. 11 Del. C. §222(5). ABB gun is considered a deadly weapon when found in a student's possession on school property (11 Del. C.).

If a student is suspended from school (Out of School Suspension - OSS), please note that this also means that the student is suspended off the bus and is not permitted to ride the school bus. Should the student choose to still ride the bus to school, please be aware that the resulting offense and subsequent consequence of "trespassing" will be invoked.

In-School Alternative (ISA) Alternative Placement (AP)

Prior to assigning a student to the ISA Program, documentation needs to comply with the Student Manual for a L9 offense, 3 multiple L8 offenses, and if a special education student, the IEP team holding a change of placement meeting. At that point, a SMSP must be developed/revised if a L9 offense, and continued/revised if multiple L8 offenses. Special Ed student would require a FBA or SMSP.

Any student previously placed in the ISA Program, must have been assigned to ISA through the protocols above, in order for an alternative placement recommendation from the school to District to be reviewed.

Maximum time in ISA is 25 school days, unless agreement between home and school.

Determination and the length of a student's placement for Alternative Placement will be determined by the Supervisor of Student Services based on a case-by-case review. Maximum time in Alternative Placement is one school year, unless agreement between home and District. In the case of a student with a manifested disability, determination and length of placement for Alternative Placement will be determined by the students IEP Team.

Upon readmission to the comprehensive school, the student will be placed on a 20-day probation period in conjunction with the school, parent and student to assist in a successful transition. A non-successful 20-day probation period will result in the student returning to an alternative placement program for a minimum of one marking period.

**DDOE Regulation 614 - Uniform Definitions for Student Conduct Which May Result in Alternative Placement or Expulsion. The regulation can be found at the following link: <http://regulations.delaware.gov/AdminCode/title14/600/614.shtml>.

*** Any student on a 20 day transition Student Manual Success Plan (SMSP) from an alternative placement or outside agency who violates the Student Manual Code of Conduct at a level of response calling for a suspension will be considered in violation of the SMSP and may be recommended to alternative placement prior to the 20 day transition being completed.

*** Any student on a 20 day transition Student Manual Success Plan (SMSP) from an alternative placement who is involved in behavior which corresponds to the behavior which originally assigned the student to an alternative placement may be recommended to alternative placement prior to the 20 day transition being completed.

List of violations/offenses that may result in Alternative Placement and/or Expulsion:

- Arson
- Assault III
- Attorney General's Report
- Breaking and Entering
- Bullying
- Criminal Drug Offense, Commission of
- Criminal Deadly Weapons/Dangerous Instrument-Offense, Commission of
- Criminal Mischief (Vandalism)
- Criminal Sexual Offense, Commission of
- Criminal Violent Felony Offense, Commission of
- Cyberbullying
- Dangerous Instrument(s) Possession/Concealment/Sale
- Deadly Weapon(s) Possession/Concealment/Sale
- Defiance of School Authority
- Disorderly Conduct
- Distribution of Drugs and/or Alcohol and/or Drug Paraphernalia
- Extortion
- Felony Theft (\$1500 or more)
- Fighting
- Gambling
- Gun Free School's Violation
- Harassment
- Inhalant Abuse
- Medications: Inappropriate Use or Possession
- Misuse of Technology – Severe Clause
- Offensive Touching
- Pornography
- Rape or Attempted Rape
- Reckless Burning
- Repeated Violations of School Code of Conduct
- Sexual Assault
- Sexual Misconduct
- Stealing
- Steroids Possession and/or Use
- Tampering with Public Records
- Teen Dating Violence
- Threat to the Orderly School Process /Terroristic Threatening – Security Threat
- Threat to the Orderly School Process /Terroristic Threatening (Student and Staff)
- Unlawful Sexual Contact III
- Use and/or Possession of a Drug and/or Alcohol and/or Drug Paraphernalia
- Violation of Behavior Contract

ACADEMIC DISHONESTY PROTOCOL

Definitions

PLAGIARISM

Claiming or using someone else's work without correctly acknowledging the source of the information.

CHEATING

- a) Using or copying another student's test answers or class/homework assignments or providing, without coercion, another student test answers or class/homework assignments.
- b) Using unauthorized electronic devices to calculate or create test answers or complete class/homework assignments.
- c) Using unauthorized material to answer test questions or complete class/homework assignments.

Academic Dishonesty (Grades K-5)

A student in violation of this policy will be required to complete an additional, alternative or resubmission of the assignment. Additionally, the teacher will inform the parent/guardian. Subsequent incidents of academic dishonesty will result in a referral to an administrator, the administrator will then inform the parent/guardian. In addition to administered discipline, academic dishonesty includes a 10 % reduction in grade and a recommendation for school counseling.

Academic Dishonesty (Grades 6-12)

The Christina School District believes that grades should reflect what a student knows. If a student engages in academic dishonesty, they have chosen to forfeit their opportunity to demonstrate their understanding of the content without consequence. The consequences for a first offense of academic dishonesty are as follows:

Homework

Students will receive a zero on the assignment. Students are required to resubmit the assignment.

Product

For any form of academic dishonesty involving a product assessment, i.e. tests, quizzes, assignments, etc., students have 24 hours to resubmit and/or complete an alternative assignment and will receive a 10% reduction in grade. If the student fails to resubmit or complete the alternative assignment, a score of 0 will be entered.

Any subsequent offense of any form of academic dishonesty will result in:

- Consequences warranted for a first offense
- Conference with the student/parent/teacher/administrator
- Recommendation for School Counseling

Academic Dishonesty for Advanced Placement (AP) Courses

The above steps will be followed. As an authorized AP Capstone Diploma Program District, we are required by the College Board to administer a grade of zero on any assignment where the student has engaged in academic dishonesty.

CSD BUS SAFETY VIOLATION MATRIX

Bus Safety Violation (KN-5)		Warning		Bus Suspension		
				1 Day	2 Day	3 Day
Minor / Level 1	<p>Behavior which produces distractions or disturbances which interfere with the bus driver/bus aide, or disrespect the driver/aide.</p> <ul style="list-style-type: none"> Examples include, but are not limited to: <ul style="list-style-type: none"> Failure to remain seated while the bus is in motion Failure to keep extremities inside the school bus while the bus is parked Getting off the bus at an unassigned stop 	●	●	●		
Major / Level 2	<p>Behavior which produces severe distractions or disturbances which cause serious or unsafe conditions and/or repeatedly interfere with the bus driver/aide and present a safety concern for all on board the bus.</p> <ul style="list-style-type: none"> Examples include, but are not limited to: <ul style="list-style-type: none"> Moving around the bus while the bus is in motion Throwing objects in, around, and/or outside the bus Opening the emergency hatch or the front and/or back door of the bus Standing in front of the white line while the bus is in motion Sitting in the driver's seat Failure to keep extremities inside the school bus while the bus is in motion 		●	●	●	● *
Bus Safety Violation (6-12)		Warning		Bus Suspension		
				1 Day	3 Day	5 Day
Minor / Level 1	<p>Behavior which produces distractions or disturbances which interfere with the bus driver/bus aide, or disrespect the driver/aide.</p> <ul style="list-style-type: none"> Examples include, but are not limited to: <ul style="list-style-type: none"> Failure to remain seated while the bus is in motion Failure to keep extremities inside the school bus while the bus is parked Getting off the bus at an unassigned stop 	●	●	●	●	
Major / Level 2	<p>Behavior which produces severe distractions or disturbances which cause serious or unsafe conditions and/or repeatedly interfere with the bus driver/aide and present a safety concern for all on board the bus.</p> <ul style="list-style-type: none"> Examples include, but are not limited to: <ul style="list-style-type: none"> Moving around the bus while the bus is in motion Throwing objects in, around, and/or outside the bus Opening the emergency hatch or the front and/or back door of the bus Standing in front of the white line while the bus is in motion Sitting in the driver's seat Failure to keep extremities inside the school bus while the bus is in motion 		●	●	●	● *

● * = OPTIONAL Bus Behavior Contract (at the discretion of District Transportation and School Administration)

CSD TARDY POLICY

Being in class on time is a basic expectation for all students. Punctuality, which by definition means being on time, reliable, and prompt, is essential to a successful school career, both in middle school as well as in high school. As you become an adult, you will learn that prompt arrival is also a basic workplace expectation. Accordingly, the demonstration of effective work habits, including punctuality, shall be a part of the learning process in every class.

LATE TO SCHOOL / LATE TO CLASS COMMUNICATION PYRAMID ELEMENTARY SCHOOL

STAGE		STRATEGY/ACTION	DOCUMENTATION
Stage 1		Verbal reminder to comprehensive cohort of the school-wide tardy expectation	
Stage 2	3rd documented tardy	Verbal conversation with the student and parent/guardian reminding of the school-wide tardy expectation and importance of timely school attendance	<ul style="list-style-type: none"> • i-Tracker/Tuancy Tracker • Parent/Guardian contact • Letter home
Stage 3	5th documented tardy	Verbal conversation with the student and parent/guardian reminding of the school-wide tardy expectation and importance of timely school attendance	<ul style="list-style-type: none"> • i-Tracker/Tuancy Tracker • Parent/Guardian contact • Letter home
Stage 4	6th documented tardy	Formal meeting with the student and parent/guardian reminding of the school-wide tardy expectation and importance of timely school attendance. Student/parent guardian sign off of Tardy Contract	<ul style="list-style-type: none"> • Mandatory Parent Meeting • Student/Parent signs tardy contract • Parent/Guardian contact • i-Tracker/Tuancy Tracker
Stage 5	7+ documented tardy	Formal meeting with the student and parent/guardian reminding of the school-wide tardy expectation and importance of timely school attendance. Student/parent review/ update Tardy Contract	<ul style="list-style-type: none"> • Mandatory Parent Meeting • Update Tardy Contract • i-Tracker/Tuancy Tracker • Visiting teacher referral

* If tardies affect RtI then a parent meeting may be held sooner than the 6th tardy and a tardy contract will be put in place and signed by the parent.

LATE TO SCHOOL / LATE TO CLASS COMMUNICATION PYRAMID MIDDLE SCHOOL

STAGE		STRATEGY/ACTION	DOCUMENTATION
Stage 1		Verbal reminder to comprehensive cohort of the school-wide tardy expectation	
Stage 2	1st documented tardy	Verbal conversation with the student reminding student of school-wide tardy expectation	• i-Tracker/Truancy Tracker
Stage 3	2nd documented tardy	2nd Verbal conversation with student reminding student of school-wide tardy expectation and instructor will contact parent/guardian	• i-Tracker/Truancy Tracker • Parent/Guardian contact
Stage 4	3rd documented tardy	Verbal conversation with student; discipline referral to Dean; Dean will counsel student regarding school-wide tardy expectation; Dean will make parent/guardian contact regarding consequence pyramid; Student signs-off on tardy contract	• discipline referral program • Student signs tardy contract • Parent/Guardian contact
Stage 5	4th documented tardy	Verbal conversation with student indicating a discipline referral has been submitted; Dean categorizes referral as tardy; Dean will contact parent /guardian regarding consequence	• discipline referral program • lunch detention • Parent/Guardian contact
Stage 6	5th documented tardy	Verbal conversation with student indicating a discipline referral has been submitted; Dean categorizes referral as tardy; Dean will contact parent /guardian regarding consequence	• discipline referral program • 1/2-day ISS • Parent/Guardian contact
Stage 7+	Subsequent "tardies" within the 15-day timeframe	Verbal conversation with student indicating a discipline referral has been submitted; Dean categorizes referral as tardy; Dean will contact parent /guardian regarding consequence	• discipline referral program • 1-day ISS • Parent/Guardian contact

Tardy Reset: 15 school days without a tardy will reset student's tardy status to Stage 3.

LATE TO SCHOOL / LATE TO CLASS COMMUNICATION PYRAMID HIGH SCHOOL

STAGE		STRATEGY/ACTION	DOCUMENTATION
Stage 1		Verbal reminder to comprehensive cohort of the school-wide tardy expectation	
Stage 2	1st documented tardy	Verbal conversation with the student reminding student of school-wide tardy expectation	• i-Tracker/Tuancy Tracker
Stage 3	2nd documented tardy	2nd Verbal conversation with student reminding student of school-wide tardy expectation and instructor will contact parent/guardian	• i-Tracker/Tuancy Tracker • Parent/Guardian contact
Stage 4	3rd documented tardy	Verbal conversation with student; discipline referral to Dean; Dean will counsel student regarding school-wide tardy expectation; Dean will make parent/guardian contact regarding consequence pyramid; Student signs-off on tardy contract	• discipline referral program • Student signs tardy contract • Parent/Guardian contact
Stage 5	4th documented tardy	Verbal conversation with student indicating a discipline referral has been submitted; Dean categorizes referral as tardy; Dean will contact parent /guardian regarding consequence	• discipline referral program • 1-day ISS • Parent/Guardian contact
Stage 6	5th documented tardy	Verbal conversation with student indicating a discipline referral has been submitted; Dean categorizes referral as tardy; Dean will contact parent /guardian regarding consequence	• discipline referral program • 1-day OSS • Parent/Guardian contact
Stage 7+	Subsequent "tardies" within the 15-day timeframe	Verbal conversation with student indicating a discipline referral has been submitted; Dean categorizes referral as tardy; Dean will contact parent /guardian regarding consequence	• discipline referral program • 1-day OSS • Parent/Guardian contact

Tardy Reset: 15 school days without a tardy will reset student's tardy status to Stage 3.

DISCIPLINARY PROCESSES & PROCEDURES

Referrals

Some behaviors student's exhibit can over time disrupt the instructional environment of the school or classroom. Many of these behaviors can be managed within the classroom by using strategies developed to re-direct and re-engage students in the process of learning. Classroom strategies are often enough to provide redirection for the bulk of disruptive behaviors seen in schools. But there are times when student behavior violates the behavioral expectations outlined in the Christina School District Student Manual in a way that requires sanctions or additional support for the student. Strategies and/or interventions may be appropriate for some behaviors but once appropriate levels of classroom/school strategies/interventions have been implemented without success OR the behavior rises above a level where strategies/interventions are not appropriate, the classroom teacher must "refer" the student to an appropriate building administrator for consideration for administrative disciplinary action.

The District utilizes an electronic "referral" system which tracks referral data at many levels allowing for monitoring and analysis of disciplinary actions.

The Process for Referrals is as follows:

1. Classroom Teacher or other staff member determines that based on the student behavior, classroom strategies are not appropriate or have not been successful.
2. Teacher submits an electronic referral for the student describing the behavior to the building administrator.
3. The administrator reviews the behavior and if deemed appropriate assigns the appropriate "action" and/or appropriate disciplinary sanction.

Individuals investigating allegations of behavioral violations as outlined in the Student Manual shall not require a student to provide a statement if the student refuses.

Use of Surveillance Equipment for Safety and Security

To assure the safety and security of the students and staff, the District may use audio/visual devices to monitor public areas or access to restricted areas in school or on school property. Recordings from devices installed for safety and security may be used as the basis for disciplinary actions, or, if appropriate, criminal prosecutions against persons committing violations on school property. This section does not preclude the installation of recording or monitoring devices as part of a criminal or administrative investigation in compliance with pertinent authorities, laws, procedures for the conduct of such investigations. Notice of presence of surveillance equipment will be posted to the extent required by law. The use audio/visual devices is subject to pre-approval by the Superintendent and/or his designee.

Combination of Offenses

In single instances where more than one violation of the Student Manual occurs prior to disciplinary action being given, the student may be dealt with at the highest level and may be given the most

severe action allowed for any of the offenses committed.

Suspension from School

Suspension is the temporary removal of a pupil from the regular school program. For purposes of clarification, students assigned administratively to an alternative placement and students returning from expulsion shall not be considered "suspended" such as to trigger due process rights. Prior to a suspension from school the student shall:

1. Be given oral or written notice of the charges and be told on what evidence the decision may be made;
2. Be given the opportunity to present the student's side of the story; and
3. Have had prior opportunity to know that the alleged actions were in violation of established rules and regulations.

When a student is suspended, written notification of the suspension shall be sent to the parent. The notification shall state the cause and duration of the suspension. For each out-of-school suspension up to three (3) days, the principal/designee is required to hold and in-person or phone conference. If the suspension is for three (3) or more days, the principal/designee is required to hold a conference, to include the parent and child, prior to the readmission of the student. A definite time and date for a conference shall be scheduled at a place designated by the school administrator. Students have the right to submit a statement in writing concerning any incident requiring discipline action, but are not required to do so. The parent will be advised that the suspension may be appealed to the next administrative level.

Generally the notice and conference should precede the student's removal from school. However, if this is not feasible or if the immediate removal of the student from school is necessary to protect the safety of individuals, property, and/or the educational process, the necessary notice and conference, if requested, will follow as soon as practical.

In all cases of suspension an attempt shall be made to notify the parents/ guardians by telephone to request that the student be picked up from school. Students whose parents/guardians cannot be reached by telephone will be retained at school until the end of the school day. In certain emergency situations, and upon proper approval of notification, an administrator or designee may take the student to his/her home.

Modification of Student Manual Consequences

The Student Manual is not all-inclusive, and a student committing an act of misconduct not listed as a violation may be subject to the authority of the Supervisor of Student Services and/or the Superintendent or his designee. Any behavior that necessitates a more severe or reduction in disciplinary action shall be subject to the discretionary authority of the Supervisor of Student Services and/or the Superintendent or his designee.

Any Student who hinders an investigation or any student, who aids, is involved with the planning, or helps another student in any way in an act, which violates the Student Manual, may be subject to the same disciplinary action as the individual who committed the violation.

Grades KN-12: Offenders receiving multiple referrals (Step 5 and higher) may be referred to the Supervisor of Student Services for a review of an increased level of response.

Discipline of Students with Disabilities

For disciplinary reasons, school personnel may suspend (in school or out of school) for not more than 10 school days. This is known as the "10 day rule." Disciplinary removals for more than 10 school days are regarded as a "change of placement."

The "10 day rule" allows school personnel to unilaterally remove a student with a disability who violates the student manual from the student's current placement for not more than 10 school days over the course of an academic year.

A "change of placement" occurs if a removal is for more than 10 consecutive school days or a change of placement occurs if a student is subjected to a series of removals that cumulate to more than 10 schools days in a school year.

The Individuals with Disabilities Act (IDEA) requires school personnel to provide students with disabilities suspended for greater than 10 days a free appropriate public education (FAPE). Services must enable the student to participate in the general education curriculum and enable the student to progress toward meeting the goals set out in the Individual Educational Plan (IEP).

The IDEA requires the school district to conduct a manifestation determination for children with disabilities prior to a student's eleventh day of suspension or prior to a change of placement because of a disciplinary violation.

If the Special Education Team determines it was a manifestation of the student's disability, the Special Education Team must conduct a Functional Behavior Assessment (FBA), develop a positive behavior support plan to address the behavior, and return the student to the placement from which the student was removed.

If the Special Education Team determines it was not a manifestation of the disability, the school may discipline the student using the relevant disciplinary procedures applicable to students without disabilities in the same manner and duration however, services must continue to be provided in order to provide the student with a Free and Appropriate Public Education.

School personnel may remove a student with a disability to an interim alternative setting for up to 45 days when a student at a school, district or state function carries a weapon or look alike, knowingly possesses or uses illegal drugs, or has inflicted serious bodily harm on another person.

Out of School Conduct

The District is notified by the Attorney General's Office and/or law enforcement authorities whenever a student is arrested for committing a criminal offense, even if it has nothing to do with school or has occurred off school property. When the District receives these reports, they will be reviewed. The District will take

action as outlined in the Student Manual. If it is determined that out-of-school conduct indicates that a student presents a threat to the health, safety or welfare of students and/or staff, the District will not wait for adjudication of said criminal offense(s) to proceed with a disciplinary transfer/ out-of-school placement. The district will, however, wait for adjudication of said criminal offense(s) to proceed with the alternative placement, expulsion, or return to a comprehensive school. In addition, District discipline action is not dependent upon the outcome of the student's adjudication. Students need to realize that out-of-school behavior can result in expulsion from school or placement in an alternative program.

When a student is assigned to an Outside Agency, if the outside agency makes a request to the district to transport a student to/from his/her school, the district will review the students current charges to determine whether permission will be granted.

Work will be provided by the school to the Outside Agency when requested. The Outside Agency is responsible for picking up the work.

Title 14 Education / Delaware Administrative Code / 200 Administration and Operations / 258 Federal Programs General Complaint Procedures

1.0 Programs Covered by the Complaint Process

This complaint process shall apply to the following programs: Title I Part A Improving Basic Programs Operated by Local Education Agencies; Title I Part B-1 Reading First; Title I Part B-2 Early Reading First; Title I Part B-3 William F. Goodling Even Start Family Literacy Program; Title I Part C Education of Migratory Children; Title I Part D Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or at Risk; Title I Part F Comprehensive School Reform; Title I Part G Advanced Placement; Title II Part A Teacher and Principal Training and Recruiting Fund, Grants to States; Title II Part A-5-2151(B) School Leadership; Title II Part D 1 and 2 Enhancing Education Through Technology; Title III Language Instruction for Limited English Proficient and Immigrant Students; Title IV Part A The Student Support and Academic Enrichment (SSAE); Title IV Part B 21st Century Community Learning Centers; Title V Part A Innovative Programs and Title V Part B-1 Public Charter Schools.

2 DE Reg. 217 (08/01/98)
7 DE Reg. 161 (08/01/03)
23 DE Reg. 557 (01/01/20)

2.0 Right to File a Complaint

2.1 An organization or an individual may file a complaint regarding an alleged violation of federal program statutes or regulations by the Delaware Department of Education or the local education agency. For purposes of this regulation, a local education agency shall also include charter schools. A written and signed complaint shall be filed with the Delaware Department of Education.

2.2 The complaint shall include a statement specifying the alleged violation by the state education agency or a local education agency and shall include facts and documentation of the alleged violation.

2.3 The Delaware Department of Education shall investigate the complaint and issue a written report including findings of fact and a decision to the parties included in the complaint within sixty (60)

working days of the receipt of the complaint. An extension of the time limit may be made by the Delaware Department of Education only if exceptional circumstances exist with respect to a particular complaint.

2.4 The Delaware Department of Education may conduct an independent onsite investigation of the complaint, if it is determined that an onsite investigation is necessary.

2.5 The complaint shall allege a violation that occurred not more than one (1) year prior to the date that the complaint is received.

2 DE Reg. 217 (08/01/98)
7 DE Reg. 161 (08/01/03)
12 DE Reg. 208 (08/01/08)
23 DE Reg. 557 (01/01/20)

*IDEA Part B, as amended, has other specific remedies and procedural safeguards specified under Section 615 of the Act to protect students with disabilities. See 14 DE Admin. Code 923 Children with Disabilities Subpart B General Duties and Eligibility of Agencies.

2 DE Reg. 217 (08/01/98)
7 DE Reg. 161 (08/01/03)
12 DE Reg. 208 (08/01/08)
23 DE Reg. 557 (01/01/20)

3.0 Complaint Made to the Local Education Agency

3.1 An organization or an individual is encouraged to file a written, signed complaint with the local education agency, prior to submission of the complaint to the Delaware Department of Education, concerning an alleged violation by the local education agency of a Federal statute or regulation that applies to the local education agency's program.

3.2 The complaint shall include a statement specifying the alleged violation by the local education agency. Such statement shall include facts and documentation of the alleged violation.

3.3 The superintendent or the agency head of the local education agency shall investigate the complaint and issue a written report including findings of fact and a decision to the parties involved in the complaint within sixty (60) working days of the receipt of the complaint.

3.4 An appeal of the local education agency decision may be made by the complainant to the Delaware Department of Education. The appeal shall be in writing and signed by the individual or by an individual representative of the organization making the appeal. The Delaware Department of Education shall resolve the appeal in the same manner as a complaint, as indicated in Section 2.0.

2 DE Reg. 217 (08/01/98)
7 DE Reg. 161 (08/01/03)
12 DE Reg. 208 (08/01/08)
23 DE Reg. 557 (01/01/20)

4.0 Review of Final Decision by the U.S. Department of Education

Any party to the complaint has the right to request that the Secretary, U. S. Department of Education, review the final decision of the Delaware Department of Education. The request for an appeal of the decision to the Secretary, U. S. Department of Education, shall be made in writing to the Delaware Department of Education within sixty days of the receipt of the decision.

2 DE Reg. 217 (08/01/98)

5.0 Complaints and appeals to the Delaware Department of Education shall be mailed to the following address:
Secretary of Education
Delaware Department of Education
401 Federal Street
Suite 2
Dover, Delaware 19901-3639

Title 14 Education / Delaware Administrative Code 616 Uniform Due Process Procedures for Alternative Placement Meetings and Expulsion Hearings

1.0 Purpose

Pursuant to 14 Del.C. §122(b)(26), this regulation, which applies to all public school districts and charter schools, provides uniform procedures for the following situations: referral of students who warrant consideration for placement outside the Regular School Program into an Alternative Program; placement of students into an Alternative Program; monitoring student progress while in Alternative Placement; return of students back into the Regular School Program from an Alternative Program; Suspensions; and Expulsion hearings.

2.0 Terms and Definitions

In this regulation, the following terms and words shall have the following meaning unless the context clearly indicates otherwise: "Administration" means administrative staff from a district, school, or charter school.

"Alternative Placement" means the removal of a student from his/her school on a temporary basis for a period of time as determined by the Alternative Placement Team and assignment to an Alternative Program.

"Alternative Placement Packet" means the documents submitted to the Alternative Placement Team including, but not limited to and as applicable, a student's academic information, behavioral information including reason for referral to Alternative Placement, attendance information, Individualized Education Plan (IEP), 504 plan, and immunization records.

"Alternative Placement Team (APT)" means a committee composed of the following: a representative of the Alternative Program staff; a district level coordinator who will be designated by the superintendent; the building level principal, assistant principal or other person as appropriate; the student's Parent; guidance counselor or school social worker; and, if appropriate, a representative from the Department of Services for Children Youth and Their Families (DSCYF) with knowledge of the student's and family's needs. Other individuals may be invited as determined by the APT. The APT reviews and prescribes the appropriate placement for students being considered for Alternative Placement.

"Alternative Placement Team Meeting" means a meeting held by the district/charter school Alternative Placement Team to determine the appropriate educational setting for a student whose behavior is within the defined conduct under 14 DE Admin. Code 614 and who has been recommended for Assignment to an Alternative Program.

"Alternative Program" means a school discipline improvement program that provides Appropriate Educational Services that has been created for students whose behavior(s) is within the defined conduct under 14 DE Admin. Code 614. This includes any programs managed by a school district/charter or the Consortium Discipline Alternative Program.

"Appropriate Educational Services" means instruction and assessment provided by the district/charter and includes access to instructional materials, graded homework and communication with

educators so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting a level of proficiency in that curriculum.

"Assignment to an Alternative Program" means student Assignment to an Alternative Program, including Consortium Discipline Alternative Program and any Alternative Program maintained by a district/charter school, until the student has fulfilled the requirements to return to the Regular School Program.

"Attorney General's Report (Juvenile Arrest Warrant and Complaint)" means the Department of Justice's report of alleged out-of-school criminal conduct, regardless of jurisdiction, which shows disregard for the health, safety and welfare of others, including, but not limited to acts of violence, weapons offenses, and drug offenses.

"Board of Education" means the Board of Education of a reorganized school district or the Board of Directors of a charter school.

"Building Level Conference" means a meeting which is held by phone or in person between the Principal, other appropriate school staff members as determined by the Principal, a student and a student's Parent to discuss the student's misconduct relative to a recommendation for Suspension, Alternative Placement, or Expulsion.

"Consortium Discipline Alternative Program" means a school discipline improvement program which serves an organized consortium of school districts and/or charter schools as provided for in 14 Del.C. Ch. 16.

"Disciplinary Action" means the student identified for Short or Long-Term Suspension, Expulsion, or Alternative Placement who may be excluded from all school activities, including but not limited to, extracurricular sports/programs, field trips, and ceremonies; is not allowed on School Property unless placed in an Alternative Placement on School Property.

"Discipline Record" means all information about Disciplinary Action taken against a specific student as a result of any infraction of the school's/district's Student Code of Conduct or other rules.

"Expulsion" means Disciplinary Action approved by the Board of Education resulting in a student being removed from the Regular School Program for a duration not to exceed the total number of student days in a school year. A student expelled without Appropriate Educational Services shall be unenrolled from the district/charter during the term of the expulsion. Regardless of whether without or with services, including Alternative Placement, the expelled student is not eligible to enroll in any other Delaware public school during the period of the Expulsion and until any reasonable terms of the Expulsion are fulfilled.

"Grievance" means a formal complaint, filed per specific district/charter procedures, to school Administration regarding a student's rights or liberty interests having been denied or impaired. At a minimum, the procedures shall be similar to the Grievance Guidelines applicable to this regulation, as posted on the Department of Education website.

"Hearing Officer" means an official appointed by the district/charter to conduct a formal due process hearing for a student recommended for Disciplinary Action which requires a formal due process hearing. The Hearing Officer may be an employee of the district or charter school, but shall not have been involved in any review of the student incident at the building or district level.

"In-School Alternative Program" means a School-Based Intervention Program (SBI) as described in 14 DE Admin. Code 609. Placement is determined by the school's Student Intervention Team as described in 14 DE Admin. Code 609. The program design includes the student's regular curriculum, as well as character education, social skills development, conflict resolution, access to counseling services and behavior modification strategies.

"Intake Form" means the checklist used during the student Intake Meeting which ensures the inclusion of behavioral, academic, and other necessary information to facilitate the placement of a student at a Consortium Discipline Alternative Program.

"Intake Meeting" means the meeting at an Alternative Program site which includes the student, the Parent, district/charter school representative, program administrator and other appropriate Alternative Program staff. At this meeting the program's rules and expectations are reviewed, paperwork that requires student and Parent signatures is completed, and the district's/charter school's individualized goals and expectations for the alternatively-placed student are reviewed.

"Outside Agency" means any agency from which a student has received services, but does not include an Alternative Program. Examples include, but are not limited to: judicial placement, youth detention facility, substance abuse facility, and mental health facility.

"Parent" means a biological or adoptive parent of a child; a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State); an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives and for whom a Relative Caregiver's School Authorization executed in compliance with 14 Del.C. §202(f)(1) is on file; an individual or entity who is otherwise legally responsible for the child's welfare; a surrogate parent who has been appointed in accordance with 14 DE Admin. Code 926.19; or a student who has reached the age of majority as defined in 1 Del.C. §701.

"Principal" means the building principal, or the equivalent of the building principal, of any district or charter school, or the principal's designee.

"Regular School Program" means student enrollment in a public school, not including specially assigned non-special education or student behavioral intervention programs within or outside the enrolled school, in which the student's classroom or course placement is based primarily on age, grade level and cognitive abilities as assigned by the school Administration or an IEP team and the student's participation in daily course instruction and activities within the assigned classroom or course.

"Repeated Violations of Student Code of Conduct" means five or more violations of the school's Student Code of Conduct within a school year, excluding chronic infractions for tardiness or unexcused absences to school/class.

"School Discipline Committee" means a school-level committee consisting of appropriate school personnel, similar to those identified in 14 Del.C. Ch. 16, which meets to decide on student Disciplinary Action recommendations made by the Principal.

"School Environment" means within or on School Property, and at

school sponsored or supervised activities, including, for example, on school grounds, on school buses, at functions held on school grounds, at school sponsored extracurricular activities held on and off school grounds, on field trips and at functions held at the school in the evening.

"School Property" means any building, structure, athletic field, sports stadium or real property that is owned, operated, leased or rented by any public school district or charter school including, but not limited to, any kindergarten, elementary, secondary, or vocational-technical school or charter school, or any motor vehicle owned, operated, leased, rented or subcontracted by any public school or charter school.

"Student Code of Conduct" means the district/charter school approved document which specifies the rights and responsibilities of students, defines conduct that disrupts/threatens a positive/safe School Environment, standardizes procedures for consequences and Disciplinary Action, and defines due process and Grievance procedures.

"Student Review" means a formal meeting that takes place at the Alternative Program with the district/charter school representative, the Alternative Program Administrator, and other appropriate Alternative Program staff to determine to what degree the student currently placed in the Alternative Program is progressing toward their behavioral and academic goals as determined during the student's Intake Meeting. The student and Parent shall be invited to attend this meeting.

"Superintendent" means the chief school officer of any public school district or charter school, or the equivalent of a superintendent, or the superintendent's designee.

"Suspension, Long-term (Long-term Suspension)" means Disciplinary Action approved by the Superintendent upon recommendation of the Principal or District Alternative Placement Team resulting in the student being removed from the Regular School Program for eleven (11) consecutive school days or more and not to exceed the total number of school days in a school year. Student chooses to waive his right to a formalized due process hearing as outlined in Section 10.0 of this regulation, maintains enrollment in the district/charter, and is provided Appropriate Educational Services during the term of the suspension, but is excluded from all school activities including, but not limited to, extracurricular sports/programs, field trips, and ceremonies. Student is not allowed on School Property when suspension is out-of-school. A Long-term Suspension requires initial due process procedures as outlined in Section 4.0 of this regulation and the student choosing to waive his right to a formalized due process hearing as outlined in Section 10.0 of this regulation.

"Suspension, Short-term (Short-term Suspension)" means Disciplinary Action approved by the Principal or School Discipline Committee resulting in the student being removed from his Regular School Program for at least one (1) school day and not more than ten (10) consecutive school days. Student maintains enrollment in district/charter, but is excluded from all school activities including, but not limited to extracurricular sports/programs, field trips, and ceremonies. Student is not allowed on School Property when Short-term Suspension is out-of-school. A Short-term Suspension requires initial due process procedures as outlined in subsection 5.1 of this regulation.

"Transition Meeting" means a meeting to discuss the student's

return to the Regular School Program which takes place at the school in which the student is enrolled, with the Alternative Program representative, the district/charter school representative, the student, the Parent, a school administrator, a teacher, a school counselor, a student advisor or disciplinarian if assigned, or other representative.

“Violent Felony” means a crime designated in 11 Del.C. §4201(c).

3.0 Preliminary Discipline Investigation & Reporting Requirements

3.1 Investigatory Procedures & Timeline

3.1.1 In any instance when student Disciplinary Action which may result in removal of the student out of the Regular School Program for one day or more is contemplated, the Principal shall conduct a preliminary investigation to determine if there is reasonable basis to pursue Disciplinary Action.

3.1.1.1 The Principal may remove the allegedly offending student from the general student population while conducting the preliminary investigation if the student’s presence in the School Environment poses a threat to the health, safety, or welfare to persons or property within the School Environment, as determined by the Principal. Initial due process in accordance with subsection 4.2.1 of this regulation shall be provided.

3.1.1.2 When obtaining written statements from witnesses, reasonable efforts may be made to notify the Parent of each witness.

3.1.1.3 Reasonable efforts shall be made to include the allegedly offending student or Parent in the preliminary investigation.

3.1.2 The investigation shall be completed within three (3) school days of the date the incident in question was reported.

3.1.3 The Principal shall confiscate any contraband as defined in the Student’s Code of Conduct or under the School’s policy or state or federal law, which may be used for criminal/juvenile delinquency proceedings. Such contraband shall be labeled and secured in a locked area. Any confiscated contraband, or that reasonably understood to be illegal contraband, which may be used for criminal/juvenile proceedings shall be turned over to the appropriate police agency as soon as practicable.

3.2 Reporting Requirements

3.2.1 If the investigation reveals that there is reliable information that would lead a reasonable person to believe that a mandatorily reportable crime under 14 Del.C. §4112 has been committed, the Principal shall immediately notify the appropriate law enforcement agency of the incident.

3.2.1.1 All reports to the appropriate law enforcement agency must be made immediately by telephone or in person and shall be followed by a written report of the investigation within three (3) business days.

3.2.2 The Principal shall report all offenses listed as a mandatory report to the Department of Education under 14 Del.C. §4112 and 14 DE Admin. Code 601 within five (5) business days of the incident by completing the information in the eSchoolPlus discipline center or successor Delaware Department of Education approved student database management application.

4.0 Initial Due Process

4.1 A student shall be afforded initial due process rights for discipline procedures which result in the removal of the student for one day or more from the Regular School Program due to a violation of the school’s Student Code of Conduct.

4.1.1 Prior to any removal of one day or more from the Regular School Program due to a violation of the school’s Student Code of Conduct:

4.1.1.1 The student had prior opportunity to be informed in accordance with the established Student Code of Conduct rules and/or regulations.

4.1.1.2 The administrator/designee shall inform, orally or in writing, the student of the allegation(s) against him/her, the conduct which forms the basis of the allegation(s), and the policy, rule, or regulation violated.

4.1.1.3 The student shall be given an explanation of the evidence supporting the allegation(s) and an opportunity to present his/her side of the story including any evidence.

4.2 Due Process Delay Provision

4.2.1 A student whose presence in the School Environment poses a threat to the health, safety, or welfare to persons or property within the School Environment, as determined by the Principal, may be immediately removed from school provided that, as soon as practicable thereafter, the initial due process procedures outlined in subsection 4.1 of this regulation are followed.

4.3 In addition to the initial due process rights, a student who is recommended for Alternative Placement or Expulsion shall receive applicable additional due process rights as outlined in Sections 7.0, 10.0, and 11.0 of this regulation.

5.0 Suspensions

5.1 Short-term Suspension

5.1.1 The Principal, in accordance with the rules of the district/charter school, shall have the right to impose a Short-term Suspension on any student in the school who has violated the school’s Student Code of Conduct. The duration of the Short-term Suspension shall not be more than ten (10) consecutive school days for any single conduct violation or combination of violations which occurred during a single disciplinary incident.

5.1.2 The Superintendent, in accordance with the rules of the district/charter school, shall have the right to temporarily extend a student’s Short-term Suspension beyond the ten school day limit pending a district/charter Alternative Placement Meeting decision or the district/charter’s Board of Education decision regarding an Expulsion hearing or other formalized Disciplinary Action hearing for the student.

5.1.2.1 A student whose Short-term Suspension has been temporarily extended beyond ten (10) consecutive school days shall receive Appropriate Educational Services beginning on the first day of the extension. Educational services shall continue until the student’s district/charter Alternative Placement Meeting decision has been rendered or the district/charter’s Board of Education decision regarding the student’s Expulsion hearing or other formalized Disciplinary Action hearing has concluded. This does not preclude

a district/charter from providing Appropriate Educational Services during a Short-term Suspension prior to the extension.

5.2 Long-term Suspension

5.2.1 The Superintendent, in accordance with the rules of the district/charter school, shall have the right to impose a Long-term Suspension on any student in the school who has violated the school's Student Code of Conduct's listed acts of misconduct as defined in 14 DE Admin. Code 614.3. The duration of the Long-term Suspension shall not exceed the number of school days in a school year for any single conduct violation or combination of violations which occurred during a single disciplinary incident.

5.3 Prior to any Suspension from school, the initial due process procedures outlined in subsection 4.1 of this regulation shall be followed unless temporarily delayed as allowed in subsection 4.2 of this regulation.

5.4 When a student receives a Suspension from school (in or out-of-school), reasonable attempts to provide verbal notification to the Parent shall be made by the Principal prior to the Suspension being served. Written notification of the Suspension and information regarding the districts/charters appeal or Grievance process shall be given or sent to the Parent as soon as practicable, but no later than three business days. The notification shall state the cause and duration of the Suspension.

5.4.1 The Parent or student may appeal the Suspension to the next administrative level in accordance with the district/charter's appeal or Grievance process.

5.5 Prior to the student's return from an out-of-school Suspension of three (3) school days or more, the Principal shall hold an in-person or phone conference with the Parent and student. A definite time, date, and place for the conference shall be designated by the Principal. The Principal may waive this conference requirement.

6.0 Requirement of Grievance Process

6.1 Each district/charter school shall have a written Grievance procedure. The district/charter school shall have the written Grievance procedures available for Parent review.

6.2 Grievance procedures, shall, at a minimum, be similar to the Grievance guidelines applicable to this regulation as posted on the Department of Education's website.

7.0 Assignment to an Alternative Program

7.1 Procedures for Student Referral

7.1.1 Criteria for student referral to an Alternative Placement.

7.1.1.1 A Principal may refer a student for Alternative Placement for any severe disciplinary violation for which Alternative Placement may be a consequence as specified in the district/charter school Student Code of Conduct and the student's behavior is within the defined conduct under 14 DE Admin. Code 614.

7.1.1.2 A Principal may refer a student for Alternative Placement for any offense listed in 14 Del.C. §4112. Students ineligible as a result of an offense listed in 14 DE Admin. Code 611 shall not be referred to a Consortium Discipline Alternative Program.

7.1.1.3 A Principal may refer a student for Alternative Placement in conjunction with an Attorney General's Report or court disposition that indicates that the student has been charged with a Violent Felony and/or is a threat to the health, safety, and welfare of others within the School Environment. Students ineligible as a result of an offense listed in 14 DE Admin Code 611 shall not be referred to a Consortium Discipline Alternative Program.

7.1.1.4 A Principal may refer a student for Alternative Placement in conjunction with chronic disruptive behaviors which result in Repeated Violations of the Student Code of Conduct after all school-based best practice interventions have been put into place for said student. This may include, but is not limited to, counseling services, the development and implementation of a behavior support or modification plan, mentoring, referral to mediation, and participation in an available In-School Alternative Program.

7.1.1.5 Referral to a state funded Consortium Discipline Alternative Program must also meet the criteria set forth in 14 DE Admin. Code 611.

7.1.1.5.1 A referral of a charter school student to a Consortium Discipline Alternative Program shall also comply with the provisions of 14 Del.C. §504A(8).

7.2 Responsibilities for Student Referral Which May Lead to Alternative Program Placement

7.2.1 When it is alleged that a student committed a violation of the Student Code of Conduct and may be subject to a recommendation for Alternative Placement, the following procedures shall occur:

7.2.1.1 The Principal shall conduct a preliminary investigation pursuant to Section 3.0 of this regulation to determine if there is reasonable basis to pursue Disciplinary Action.

7.2.1.2 If the preliminary investigation verifies that Disciplinary Action may be warranted, initial due process procedures outlined in Section 4.0 of this regulation shall be followed.

7.2.1.3 After the student has been afforded initial due process procedures, and if the Principal decides that Disciplinary Action will be taken, the student and Parent shall be notified.

7.2.1.4 The Principal may impose a Short-term Suspension. If the student is suspended, the student and the Parent shall be provided a copy of a Suspension form that includes a written notice of the Student Code of Conduct violation(s).

7.2.1.5 If the Principal decides that the Disciplinary Action should be a referral for an Alternative Placement, the Principal shall compile an Alternative Placement Packet for the student. The Alternative Placement Packet may also include other relevant information at the discretion of the Principal.

7.2.1.5.1 Schools/charters which utilize a site-based School Discipline Committee may have the committee meet to discuss the incident and make a recommendation to the Principal for the student to remain in the current school setting, or for referral to an Alternative Program.

7.2.1.6 A charter school Principal shall verify that the Alternative Placement referral meets the conditions set forth in 14 Del.C. §504A(8).

7.2.1.7 For all referrals for Alternative Placement for a general

education or special education student, the Principal shall hold a Building Level Conference with the Parent and the student.

7.2.1.7.1 The Principal shall explain to the Parent and the student the purpose of the meeting is to inform them: 1) of the referral for Alternative Placement; 2) that the student may be suspended pending the outcome of the district/charter school Alternative Placement Team Meeting and; 3) of the procedures that will take place as follow-up to the referral for Alternative Placement.

7.2.1.7.2 The conference shall be held by phone or in person.

7.2.1.7.3 The Principal shall have at least one other person present to take notes during the conference or shall have the conference audio recorded.

7.2.1.8 Notice of the Alternative Placement Meeting shall be mailed to the Parent and the student via regular U.S. and certified mail at least five business days before the meeting is to occur.

7.3 Alternative Placement Meeting for Districts/Charter Schools

7.3.1 A district/charter school Alternative Placement Meeting shall take place to determine if an alternative setting is appropriate for a referred student.

7.3.1.1 The Parent and student shall receive verbal and written notification of the district/charter school's Alternative Placement Meeting. Parents and student may, but are not required to, attend the meeting.

7.3.1.2 The Parent and student shall be informed of the district/charter school Alternative Placement Team's decision for placement within one (1) business day of the meeting.

7.3.1.2.1 If the decision is to assign to an Alternative Placement, the Superintendent shall send follow-up written notice within three (3) business days to the Parent describing the circumstances which led to the placement, identifying the Alternative Program to which the student is being assigned, and the conditions which must be met in order for the student to return to the Regular School Program.

7.4 Student Assignment to an Alternative Program

7.4.1 The district/charter school representative shall contact the selected Alternative Program to set up a date and time for an Intake Meeting.

7.4.1.1 The Intake Meeting shall not occur unless all required participants are present, unless excused by the Superintendent, and documentation from the Alternative Placement Packet is provided.

7.4.1.1.1 Participants required to be present at the Intake Meeting include, but are not limited to, the student, the Parent, a district/charter school representative, the Alternative Program administrator, and other appropriate Alternative Program staff.

7.4.1.2 A student assigned to a Consortium Discipline Alternative Program must be registered in a district/charter school before the Intake Meeting is held.

7.4.1.3 The Intake Meeting will include the completion of necessary forms, including the Intake Form, which requires student and Parent signatures.

7.4.1.4 During the Intake Meeting, the district/charter school representative shall communicate, to all in attendance, the district/charter school's individualized goals and expectations for the alternatively placed student, including the Individualized Service Plan (ISP) under 14 DE Admin. Code 611, if applicable. The individualized goals and expectations shall be recorded on the Intake Form.

7.4.1.4.1 The Intake Form shall be signed by all parties, copied and distributed to the student and Parent, Alternative Program administrator, and district/charter school representative and shall become part of the student's educational record as defined by 14 DE Admin. Code 252.

7.4.2 The district/charter school shall maintain all alternatively placed students' enrollment status in Delaware Student Identification System (DELSIS) and eSchool PLUS database systems or successor Delaware Department of Education approved student database management system. A student placed in a Consortium Discipline Alternative Program shall have both an "active" and "service" status designation in DELSIS.

8.0 Procedures for Student Monitoring while in Alternative Placement

8.1 A Student Review for each student in the Alternative Program shall be completed. Quarterly reviews are recommended. Semi-annual reviews are required.

8.1.1 The Student Review shall include an examination of student attendance, grades and Discipline Records, including the student's strengths and weaknesses in connection with their individualized goals and expectations at the time of the Student Review.

8.1.2 The Student Review shall also include recommendations for continued progress and/or return (or recommendation not to return) to the Regular School Program.

9.0 Procedures for Student Return to the Regular School Program

When a Student Review results in a recommendation for return to the comprehensive school setting, a Transitional Meeting at the student's comprehensive school will be held between the Alternative Program representative, the district/charter school representative, the student, the Parent, the school administrator, a teacher, a school counselor, a student advisor or disciplinarian, if assigned. Other individuals may be invited as determined by the members of the Transitional Meeting team. This meeting shall take place prior to a student's return to that comprehensive school and shall result in a document setting forth the terms of the return.

10.0 Procedures for the Expulsion of Students

10.1 When it is alleged that a student committed a violation of the Student Code of Conduct and may be subject to a recommendation for Expulsion, the following procedures shall be followed.

10.1.1 The Principal shall conduct a preliminary investigation pursuant to Section 3.0 of this regulation to determine if there is reasonable basis to pursue Disciplinary Action.

10.1.2 If the investigation verifies that Disciplinary Action may be warranted, initial due process procedures outlined in Section 4.0 of this regulation shall be followed.

10.2 After the student has been afforded initial due process

procedures, if the Principal decides that Disciplinary Action in the form of a recommendation for Expulsion will be made, the following procedures shall be followed:

10.2.1 Student will be given written notice of charges and the Parent shall be notified verbally and in writing as soon as practicable thereafter.

10.2.2 The student shall be given a Short-term Suspension pursuant to the criteria outlined in Section 6.0 of this regulation. The Parent shall be provided a copy of a Suspension form that includes a written notice of the Student Code of Conduct violation(s).

10.2.3 The Principal shall hold a Building Level Conference with the Parent and the student. The Principal shall explain to the Parent and the student the purpose of the meeting is to inform them: 1) of the recommendation for Expulsion; 2) that the student will be serving a Short-term Suspension pending the outcome of the Expulsion hearing and; 3) of the procedures that will take place as follow-up to the recommendation for Expulsion.

10.2.3.1 The conference shall be held by phone or in person.

10.2.3.2 The Principal shall have at least one other person present to take notes during the conference or shall have the conference audio recorded.

10.2.4 All documentation related to the recommendation for Expulsion shall be delivered to the Superintendent within two (2) business days of the Building Level Conference or seven (7) business days of the incident, whichever is sooner.

10.3 Expulsion Hearings

10.3.1 Upon receipt of a recommendation following the Building Level Conference, the Superintendent shall review documentation to affirm that appropriate discipline procedures were followed. The Superintendent shall, within ten (10) business days of the date of the incident, notify the student and the Parent by letter that a district-level Expulsion hearing will be held to consider the recommendation.

10.3.1.1 The Superintendent shall not have been a participant in the disciplinary investigation or Building Level Conference resulting in the recommendation for Expulsion.

10.3.2 Written notice shall, at a minimum, be sent by regular U.S. and certified mail to the Parent describing the circumstances which led to the recommendation for Expulsion and shall give the date, time, and location of the hearing.

10.3.3 The hearing shall be held not less than seven (7) business days or more than twenty (20) business days after receipt of written notice. The written notice shall be deemed to be received on the fourth business day following the day of mailing. This time period may be waived by agreement of the parties. A copy of the documentation shall be made available, upon request, to the student and Parent at the district/charter school office prior to the mailing.

10.3.4 If requested, the student and Parent will also be given a copy of the following:

10.3.4.1 The reason(s) for the recommendation;

10.3.4.2 The name(s) of witnesses who may appear; and

10.3.4.3 Copies of information that may be submitted as evidence.

10.3.5 The district/charter shall receive written Parent permission for any witness who is a minor.

10.3.6 The hearing shall be conducted by a district/charter Board of Education or Hearing Officer.

10.3.7 The Board of Education or Hearing Officer shall have full authority to admit or exclude evidence.

10.3.7.1 Evidence presented at the Expulsion hearing may include, but is not limited to, witness statements, police or Attorney General's Reports, and photocopies of evidence.

10.3.7.2 The Board of Education or Hearing Officer is not bound by common law or statutory rules of evidence or by technical or formal rules of procedure except as herein stated.

10.3.7.3 The Board of Education or Hearing Officer may exclude plainly irrelevant, immaterial, insubstantial, cumulative and privileged evidence.

10.3.7.4 The Board of Education or Hearing Officer may limit unduly repetitive proof, rebuttal and cross examination.

10.3.8 In conducting the hearing, the district/charter school shall submit evidence first followed by the response of the student, if any.

10.3.8.1 Further evidence by either party may be presented at the hearing if the Board of Education or Hearing Officer determines such evidence is necessary.

10.3.9 The Superintendent presenting the case on the part of the district/charter school shall not testify.

10.3.10 The hearing shall be recorded in a manner that will permit transcription.

10.3.11 The student shall have the following rights:

10.3.11.1 To be represented by legal counsel at the student's expense;

10.3.11.2 To cross-examine witnesses;

10.3.11.3 To testify and produce witnesses on his/her behalf; and

10.3.11.4 To obtain, at the student's expense, a copy of the transcript of the hearing.

10.3.12 In lieu of a formal Expulsion hearing, a student may elect to waive the hearing and admit to the student's violation charge(s). The student and Parent shall submit a signed written hearing waiver which indicates that the student is knowingly and voluntarily waiving their right to the hearing. Such election may be exercised until the commencement of the hearing. This waiver does not absolve the student from required consequences under Federal or State Law or the Student Code of Conduct.

10.4 Expulsion Decision by Board of Education

10.4.1 Decision after Hearing Officer Presides over Hearing

10.4.1.1 Within five (5) business days following the conclusion of an Expulsion hearing conducted by a Hearing Officer, a written report

shall be prepared by the Hearing Officer for the Superintendent.

10.4.1.1.1 The report shall frame the issues, summarize the evidence, state conclusions of fact, and make a recommendation as to whether the student should be expelled.

10.4.1.2 The Board of Education shall make its decision at the next scheduled public Board Meeting or additional scheduled public board meeting for the sole purpose of deciding on the student disciplinary matter in question.

10.4.1.2.1 The Board shall conduct a review of the Hearing Officer's recommendation. The Board may accept, reject, or modify the recommendation of the Hearing Officer. The Board's decision shall be in writing in accordance with subsection 10.4.5 of this regulation and shall be based solely upon the report from the Hearing Officer and the record of the Expulsion hearing, if any.

10.4.2 Decision after Board of Education Presides over Hearing

10.4.2.1 Following the conclusion of an Expulsion hearing conducted by the Board of Education, the Board shall frame the issues, summarize the evidence, state conclusions of fact and render its decision.

10.4.2.2 The Board's decision shall be in writing in accordance with subsection 10.4.5 and shall be based solely upon the record of the Expulsion hearing of which it presided over.

10.4.3 Decision After Waiving of Hearing Rights and Admission to Violation Charges

10.4.3.1 Within five (5) business days following the waiving of hearing rights and admission of violation charges, the Superintendent shall prepare a report for the Board of Education's action at its next public board meeting or an additional scheduled public board meeting for the sole purpose of deciding on the student disciplinary matter in question.

10.4.4 Eligible expelled students shall be placed in a Consortium Discipline Alternative Program in accordance with 14 Del.C. §1604 and 14 DE Admin. Code 611. The Board shall determine if the students not eligible for placement in a Consortium Discipline Alternative Program shall be expelled with or without Appropriate Educational Services.

10.4.5 Any decision to expel a student shall be reported to the Delaware Department of Education within five (5) business days of the Board's decision to expel. When a Board of Education expels a student, but determines the student shall not be placed at a Consortium Discipline Alternative Program, the written decision shall address with specificity the reason for non-placement and the evidence in support thereof. Such decisions shall be submitted to the Delaware Department of Education's Office of School Climate and Discipline within five business days of such decision, with a copy to the student's Parent.

10.4.6 Except as is otherwise provided herein, within ten (10) business days of the decision by the Board, the Board, through its designee, shall submit its decision to the Superintendent and Parent and student in writing. The written decision shall include notice of the right to appeal to the State Board of Education.

10.5 Calculation of Time

10.5.1 In calculating the period of time for the term of the Expulsion, school days will be used. Students receiving residential services from a Department of Services for Children, Youth and Their Families (DSCYF) program shall have the amount of school days served in such program counted as part of the calculation of time for an Expulsion. This does not preclude a district/charter from transitioning a student from a YRS program to the Regular School Program through an Alternative Program. However, transition through an Alternative Program is not required.

22 DE Reg. 583 (01/01/19)

11.0 Students with Disabilities

11.1 Nothing in this regulation shall alter a district/charter school's duties under the Individual with Disabilities Act (IDEA) or 14 DE Admin. Code 922 through 929. Nothing in this regulation shall prevent a district/charter school from providing supportive instruction to children with disabilities in a manner consistent with the Individuals with Disabilities Education Act (IDEA) and Delaware Department of Education regulations.

11.2 Nothing in this regulation shall alter a district/charter school's duties under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act to students who are qualified individuals with disabilities. Nothing in this regulation shall prevent a district/charter School from providing supportive instruction to such students.

20 DE Reg. 277 (10/01/16)

22 DE Reg. 583 (01/01/19) (Final)

Any student, who transitions from an In-School-Alternative program back to their regular school setting, will have a 20 day probationary period. During this probationary period, if the student is found in violation of a Level 8 offense, the student may be recommended to return to the building's ISA program or Alternative Placement.

Readmission from Expulsion

An expelled student and his/her parents or legal guardian must apply for admission by submitting a letter (one from the student, and one from the parent) for consideration for admission to the Christina School District. Each letter should list why the parent and the student wish to re-enter the Christina School District. Letters should describe the student's successful completion of the Alternative Placement during the expulsion period, including attendance, academics, discipline and counseling. Information received will be presented to the Christina School District Board of Education.

The Board reserves the right to deny admission based on reasonable factors including, but not limited to, Student Manual violations subsequent to the expulsion and violations of civil and/or criminal law. At the District's discretion, the student may be required to appear before a District Administrator regarding admission.

Upon readmission to the comprehensive school, the student will be placed on a 20-day probation period in conjunction with the school, parent and student to assist in a successful transition. A non-successful 20-day probation period will result in the student returning to an alternative placement program for a minimum of one marking period.

Alternative Placements & Expulsions from Other Districts/States

(a) In any case where a public school student is expelled from a school district or a charter school, the expelled student shall not be permitted to reenroll in any other school district or charter school in this State until after the full period of expulsion from the school district or charter school where the student was expelled shall have expired. 14 Del.C. §4130(a)

(b) Prior to enrolling any student who attempts to transfer to a school district or charter school in this State, the superintendent of that school district, or the superintendent's designee, the head of a charter school or such head's designee shall first contact the last school district or charter school where the student was last enrolled, if in this State, to determine if that student is under a current expulsion order in that district or charter school. If it is determined that the student is under a current expulsion order, that student shall not be permitted to enroll until the expulsion order has expired as set forth in subsection (a) of this section. 14 Del.C. §4130(b)

(c) Any student who has been expelled from a public school in this State or in any other state shall, prior to enrollment in any public school in this State, completely fulfill the terms of that expulsion. 14 Del.C. §4130(c)

(d) The provisions of subsections (a), (b) and (c) of this section shall not apply to any case in which a student is seeking to enroll in the James H. Grove High School or in any alternative educational or other related program developed to provide educational services to children who have discipline problems. 14 Del.C. §4130(d)

A student alternatively placed for behavior from another school, school district or state upon enrolling in the Christina School District shall be alternatively placed in accordance with the original terms of the alternative placement or as determined by the Superintendent/ Superintendent's designee.

A student expelled from another school, school district, or state shall be reviewed by the Christina School District for admission into a District alternative educational or other related program based on nature of offense.

Mandatory Reports to Police Per School Crime Reporting Law

A mandatory reporting process through which certain crimes committed by students on school property, including buses, fieldtrips, sports events and any school function within the State of Delaware must be reported to the police (Resource Officer) and when applicable to DOE (Department of Education).

Mandatory Reports to Police:

- Violent felonies (all violent felonies that occur against students, school employees, and school volunteers must be reported)
- Assault against a student, school employee or volunteer
- Unlawful sexual contact against a student, school employee or volunteer
- Possession of a dangerous instrument or deadly weapon by a student
- Possession of an unlawful controlled substance including: prescription drugs, counterfeit drugs

Reports to Department of Education:

In addition to these school crimes required to be reported pursuant to statute, the superintendent or designee shall report to the Department of Education.

- sexual harassment
- offensive touching student victim
- offensive touching employee victim
- pornography
- criminal mischief (vandalism)
- tampering with public records
- alcohol, possession and use
- felony theft (\$1,000 or more)
- disorderly conduct/fighting
- terroristic threatening student victim
- terroristic threatening employee victim
- bullying
- teen dating violence
- inhalants
- drug use/influence
- drug paraphernalia
- tobacco possession and/or use
- medications: inappropriate possession and/or use
- fighting
- under 12: assault III student victim
- under 12: assault III employee victim
- under 12: unlawful sexual contact III - student victim
- under 12: unlawful sexual contact III - employee victim

Notification of Provisions Pertaining to School Crimes

Delaware Code Title 14 Del. C §4112

Delaware Code requires mandatory reporting of the offenses listed in 14 Del. C §4112. School employees who have reliable information that would lead a reasonable person to believe that one of the following has occurred on school property or at a school function must immediately report the incident to the principal or designee:

- Student, school volunteer, or school employee has been the victim of violent felony, assault III, unlawful sexual contact III; or
- Student under 18 has been victim of sexual harassment; or
- Person on school property has drugs or weapons or bomb.

The principal or designee will make every effort to notify the parent(s)/ guardian(s) and will conduct a thorough investigation and/or if warranted by statute will report to the police authorities. In addition, the principal will make every effort to notify the parent(s)/ guardian(s) of any juvenile victim. The following list is not all inclusive, but, at a minimum, the following shall be reported to the appropriate law enforcement agency.

- Evidence that suggests to commission of the crimes of assault and extortion against pupil, or an assault, offensive touching, terroristic threatening or extortion against a school employee.
- Evidence that suggests the commission of a felony, for example: reckless endangering, assault offenses, homicide; arson, criminal mischief, bombs; robbery, rape, extortion, fraud, forgery, weapons, etc.
- Evidence that suggest violations of the laws concerning controlled substances and alcohol.

- Evidence that suggests incest, sexual abuse or the neglect or other abuse of children.
- Evidence that suggests the use, possession, or sale of dangerous instruments or deadly weapons, (e.g. knives, firearms, ammunition, explosives or blasting caps)
- Evidence that suggests morals offense (e.g., pornography, exhibitionism, peeping, etc.)
- Evidence that suggests organized gambling
- Evidence of offenses involving school property (e.g. false fire alarms, telephone threats, computer crimes, vandalism and criminal mischief, trespass, burglary and theft, reckless driving and safety hazards.)
- Reports of suspicious persons or unauthorized persons on or near school grounds or property, or rumors, information or observations of gang rivalries or activities. (These activities need not be reported to the State Board of Education.)

Delaware Code Title 14 Del. C § 4110: Disturbing Schools or Destroying School Property; Penalty

Whoever disturbs a public school in session or willfully destroys any public school property shall be fined \$20, to be collected as other fines, and paid to the board of education of the school district for the benefit of the respective district, or imprisoned not more than 30 days, or both. (32 Del. Laws, c. 160, § 57; Code 1935, § 2752; 14 Del. C. 1953, § 4113; 57 Del. Laws, c. 113.)

APPEALS & GRIEVANCES

Process To File A Grievance To Dispute Administrative Responses, Disciplinary Processes or Procedures

A student grievance is another name for a student complaint. A student grievance may arise if the student's rights or liberty interests have been denied or impaired.

A. The following persons may engage in the grievance procedures:

- Individual student or group of students
- A student's parent or guardian
- Group of parents/guardians of students

B. The grievance procedure may be initiated if a student is alleged to have been denied any of the following:

- An appropriate educational opportunity
- Participation in any school activity for which the student is eligible
- An opportunity to compete/audition for a position in a school or school sponsored activity
- An opportunity to contest a rule, regulation, procedure or behavior consequences for a violation of the Student Manual that is alleged to be arbitrary or unreasonable
- A constitutionally protected right

Grievance Procedures

The following procedures govern a grievance:

1. The grievant must provide the staff member(s) who allegedly engaged in the aggrieved act with a written request for a conference within three school days following that alleged act. The written request must identify the act being aggrieved. Failure to file a written notice of appeal within the prescribed time will constitute a waiver of the right to appeal.
2. A conference shall be held within four school days after the request, unless the parties agree in writing to a later date.
3. If the conference does not resolve the complaint, the grievant may file a written grievance with the building administrator of the affected staff member(s) within three days of the conference. If this complaint is related to student discipline, an appeal of any suspension shall not hold the suspension in abeyance; meaning, a student shall remain on out-of-school suspension while waiting an appeal.
4. If the building administrator of the staff member fails to resolve the issue to the satisfaction of the grievant, the grievant, upon request, shall be provided a written notice by the building administrator within three days of the request, stating the facts and the basis of the grievant's dissatisfaction.
5. A grievant wishing to appeal the building administrator's written decision must file a written appeal with the Superintendent or the superintendent's designee not later than five school days from the date of the written decision stating with specificity the reason(s) the problem could not be resolved.
6. The Superintendent/designee shall resolve the appeal by investigating the situation, reviewing the written appeal/records, and/or scheduling a conference to hear the grievance no later than five school days following the receipt of the notice of appeal and shall issue a decision in writing no later than five school days following the investigation/conference.

The decision of the Superintendent/designee shall be the final decision of the school system. A copy of the decision shall be sent to the parties involved not later than ten school days following the receipt of the appeal by the Superintendent/designee.

Process to File a Grievance According to Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973

If you feel that you or someone you know has been discriminated against based on gender, sexually harassed or disability, or denied a reasonable accommodation please contact the Title IX (gender discrimination/sexual harassment) or Section 504 (disability) coordinator at the address below. The following is the process to file a grievance based on a claim of discrimination or failure to accommodate as outlined above.

Filing of Grievances

- A. Eligibility for Filing: Any student or employee, or any individual or group acting in behalf of a student or employee (male or female) may file any grievance of sex discrimination or sexual harassment with the Title IX coordinator. Any student or employee, or any individual or group acting in behalf of a disabled student or disabled employee may file any grievance of discrimination on the basis of a physical or mental disability with the Section 504 coordinator.
- B. Pre-grievance Contact: Prior to the submission of a written grievance to a hearing officer, the grievant(s) may request pre-grievance contact with the respondent alleged to be directly responsible for the violation, and/or with the persons having immediate supervisory authority related to the grievance. These persons may make reasonable efforts to meet with the Title IX / Section 504 coordinator to discuss the grievance that the student(s) or employee(s) wishes to bring to their attention. Such a pre-grievance contact, however, shall be at the option of the grievant(s); it shall not be a precondition for the submission of a written grievance to a hearing officer.
- C. Grievance Filing: Grievances filed with the Title IX / Section 504 coordinator shall be in writing on a form provided by the coordinator, and shall provide the following information: name and address of grievant(s); nature of alleged violation; name of persons responsible for the alleged violation (where known); requested relief or corrective action (specification of desired relief shall be at the option of the grievant), and any background information the grievant believes to be relevant (e.g., names or groups of other persons affected by the violation, etc.)
- D. Grievance Forms: A grievance form shall be prepared by the grievant and the Title IX or the Section 504 coordinator who will facilitate the filing of the grievance. These forms may be obtained from the Title IX coordinator / Section 504 coordinator at the contact below. The grievant shall have the right to request assistance from the Title IX / Section 504 coordinator or any other individual, group, organization to assist in the preparation of the form or in the filing of the grievance.
- E. The Grievant will discuss the grievance informally and on a verbal basis with the school Section 504/Title IX Coordinator or his/her designee who shall in turn investigate the complaint. A written decision will be mailed to the Grievant within ten (10) school business days after the investigation is completed.
- F. If the Grievant is dissatisfied with the decision, the Grievant may submit a signed statement to the Superintendent within 10 days after receipt of the coordinator's response and request a meeting with the Superintendent or his or her [their] designee.
- G. The Superintendent or designee will meet with all parties involved, formulate a conclusion and respond in writing to the grievant within ten (10) school business days. If the grievant remains dissatisfied with the decision rendered by the Superintendent or designee, the Grievant may give written notice to the Superintendent requesting an impartial due process hearing (Step H). The notice is to be given within ten (10) days of the receipt of the decision.
- H. The due process hearing shall be held not later than thirty (30) days from the date upon which the request was received. The Grievant shall be notified in writing of the time and place of the hearing at least five (5) days prior to the hearing. An impartial hearing officer chosen by the District shall preside at the hearing and provide all parties with an opportunity to be represented by counsel (at their expense), to offer documentary evidence and/or testimony under oath. A court reporter shall take testimony, or the hearing shall be orally recorded. Within ten (10) school days after the conclusion of the hearing, the hearing officer will render a written decision which shall include applicable findings of fact and conclusions of law. The hearing officer shall submit the written decision to the Complainant and the Board of Education. At its next regularly scheduled meeting, the Board of Education shall adopt, reject or modify the hearing officer's report and recommendation after reviewing the report, evidence and testimony.
- I. If the Grievant is not satisfied with the disposition of the grievance, the Grievant may file a complaint with the appropriate state or federal agency(ies), if appropriate. Forms and written procedures are available from the following coordinators:

Dr. Paul Walmsley
Title IX Coordinator
Director, Human Resources
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APPENDICES

APPENDIX I

BELIEFS OF THE CHRISTINA BOARD OF EDUCATION

- The Board of Education, District educators, and Christina families will work as a team;
- All children can learn and children who attend our district will learn and will achieve to their highest potential when entrusted to our educators. Anything short of striving to attain this is a breach of our professional and moral responsibility;
- We will aspire to a trajectory of high expectations to which we hold ourselves, all our employees, and all our families, and all our students;
- Learning environments that are inspiring, positive, well organized, nurturing, safe, and orderly are critical to support student achievement;
- Our teachers will demonstrate the ability and the desire to educate each child at a high level, but our school system has an obligation to quantify and specify the nature of work our teachers are to do. Without that clarity, we will fail;
- Everyone will be held accountable through regular and multiple uses of student performance data;
- We have a responsibility to enable children to develop positive and healthy behaviors and attitudes toward variations in race, socioeconomic conditions, ethnicity, religion, family, gender, and other aspects of diversity;
- Equity and excellence in tandem are paramount. We also believe that equity without excellence is nothing more than tokenism and excellence without equity is nothing more than privilege;
- High performing students need to be challenged just as much as all other children;
- Every Christina School District employee and volunteer is an educator. Our educators have a huge capacity to change lives for the better – and our young people will rise to the expectations we place on them;
- Public education thrives with true public support and meeting our goals for the Christina School District will require commitment to hard work, focus, participation, intensity, and investment;
- Families play an important and influential role in the educational success of a child. We must invite and encourage their invaluable contributions.

APPENDIX II

CHRISTINA SCHOOL DISTRICT POLICY ON POSSESSION OF FIREARMS

In compliance with the Federal “Guns Free Schools Act of 1994,” the following policy shall apply to all students in the District:

Possession of a firearm on school property, in a school bus, or at any school-sponsored event or activity shall result in expulsion for a period of not less than 180 school days. The Superintendent shall modify such expulsion requirement to the extent a modification is required by Federal or State law. The procedures to implement this policy will be the expulsion procedures outlined in the District’s Elementary and Secondary School Codes of Conduct. For purposes of this policy, the term “weapon” as used in the Federal “Gun Free Schools Act of 1994” means a “firearm” as defined in Section 921 of Title 18, United States Code.

DEFINITION OF FIREARM:

The term “firearm” means:

- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any weapon;
- Any firearm muffler or firearm silencer; or
- Any destructive device. Such term does not include an antique firearm.

The term “destructive device” means:

- Any explosive device, incendiary, or poison gas – bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, device similar to any of the devices described in the preceding clauses;
- Any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by an action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter, and
- Any combination of parts either designated or intended for use in converting any device into any destructive device described in subparagraph (A) or (B) and from which a destructive device may be readily assembled. This term “destructive device” shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is designed for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordinance sold loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of title 10; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.
- The term “antique firearm” means any firearm (including any firearm with a matchlock, flintlock, percussion cap, or similar type of ignition system) manufactured in or before 1899; or any replica of any firearm described in subparagraph (A) if such replica is not designed or redesigned for using rimfire or conventional centerfire fixed ammunition, or uses rimfire or conventional centerfire fixed ammunition which is no longer manufactured in the United States.

THE FOLLOWING REGULATIONS SHALL APPLY TO THIS POLICY:

- All students shall receive an updated Student Manual that contains the District’s policy on the possession of firearms at the beginning of each school year, and whenever a student enters or re-enters the District during the school year, to be shared with their parent/custodial adult.
- The District’s policy on possession of firearms shall apply to all students, except that with respect to students with disabilities, the federal law will be followed. A determination of whether the violation of the possession of firearm policy was due to the student’s handicapping condition will be made prior to any discipline or change of placement in connection with the policy.

APPENDIX III

CHRISTINA SCHOOL DISTRICT DRUG AND ALCOHOL POLICY

THE FOLLOWING POLICY ON THE POSSESSION, USE, OR DISTRIBUTION OF DRUGS AND ALCOHOL SHALL APPLY TO ALL SCHOOLS AND/OR PROGRAMS:

- The possession, use, abuse and/or distribution of alcohol, a drug, a drug-like substance, a look-alike substance and/or drug paraphernalia are wrong and harmful to students and are prohibited within the school environment. An exception is made to this policy for students who (i) have a documented disability (ii) the accommodation of which demonstrates a documented need for the student to be allowed to possess prescription drugs (such as fast-acting inhalers, Glucagon/Insulin pumps, and epi-pens) for immediate treatment.
- Student lockers are the property of the school and may be subjected to search at any time with or without reasonable suspicion.
- Student motor vehicle use to, and in, the school environment is a privilege which may be extended by school districts to students in exchange for their cooperation in the maintenance of a safe school atmosphere. Reasonable suspicion of a student's use, possession or distribution of alcohol, a drug, a drug-like substance, a look-alike substances or drug paraphernalia, in the school environment, may result in the student being asked to open an automobile in the school environment to permit school authorities to look for such items. Failure to open any part of the motor vehicle on the request of school authorities may result in the police being called to conduct a search, and will result in loss of the privilege to bring the vehicle on campus.
- All students are responsible for their own actions. Students who are 18 years or older will be treated as adults for the purposes of reporting violations of this policy and of the law to the police. Such students shall also be on notice that their parents and/or guardians will be notified (if their address and/or telephone number is known to the school) of the student's actions in accordance with this policy.
- All alcohol, drugs, drug-like substances (including prescription and over-the-counter drugs), look-alike substances and/or drug paraphernalia found in a student's possession shall be turned over to the Principal or Designee and be made available, in the case of a medical emergency, for identification. All substances shall be sealed and documented and, in the case of substances covered by Title 16 Delaware Code Ch. 47, turned over to police as potential evidence. A request for analysis shall be made where appropriate.
- See the Glossary for definition of terms applying to this policy
 - "Alcohol"
 - "Prescription drugs"
 - "Look alike substance"
 - "Distribute," "distributing," or "distribution"
 - "Drug"
 - "Drug like substance"
 - "Possess," "possessing," or "possession"
 - "School environment"
 - "Drug paraphernalia"
 - "Non-prescription medication"
 - "Use"
 - "Expulsion"

THE FOLLOWING REGULATIONS SHALL APPLY TO THIS POLICY:

- At the beginning of each school year and whenever a student enrolls or re-enrolls during the school year, each student and his or her [their] parent, guardian, or relative caregiver shall receive an updated Student Manual.
- The State and District policies shall apply to all students, except with respect to students with disabilities, the applicable State and Federal law will be followed.
- Staff members will report incidents to the Principal/designee who will verify the identity of the student and the probable cause that a policy violation has been committed. The Principal/designee where required will report the incident to the police and will file a report to be sent to the Department of Education. Parents will be notified as quickly as possible via the telephone. If telephone contact cannot be made, a letter will be sent home. Records will be maintained in a separate discipline file and confidentiality will be followed. Names and details of any particular incident will be revealed only to those staff persons who are required to know the specific information.
- Any physical evidence of a policy violation will be submitted to the Principal/designee. The Principal/designee will document the date, time, and description of the evidence and the name(s) of the student(s) involved. Evidence will be locked in a secure area determined by the principal/designee and submitted to the police upon their arrival.
- General searches of the property of a student may be conducted by the Principal/designee at any time upon reasonable suspicion.
- All prescription and over-the-counter non-prescription drugs shall be presented to the school nurse upon entering the school building. The nurse will be responsible for dispensing those drugs to the students until they leave at the end of the school day. Any of these drugs not submitted to the school nurse will be considered in violation of this policy. Where necessary, individual students may be permitted to carry a prescription drug after submitting written notification from a physician and obtaining approval from the Principal/designee.
- The discipline policy shall also apply to out-of-school conduct by a student if the District believes that the nature of such conduct indicates that the student presents a threat to the health, safety, or welfare of other students. Such out of-school conduct shall include, but is not limited to, the sale, transfer, or possession of drugs which would constitute an offense punishable by law.
- Students who violate the CSD Drug and Alcohol policy are recommended to complete a drug/alcohol screening/evaluation/assessment by a

licensed agency and comply with the recommendations of the agency at the parent/guardian's expense.

- Students expelled from school for alcohol and drug infractions must petition the District Board of Education for readmission. Evidence must be provided of having received appropriate related services pertinent to the expulsion offense.
- A District Substance Abuse Advisory Committee including teachers, parents, school nurses, and community leaders will be appointed.
- Notwithstanding any of the foregoing, students are permitted, in their discretion, to use and possess an asthmatic quick relief inhaler ("inhaler"), auto-injectable epinephrine with individual prescription label; provided, nevertheless, that the student uses the inhaler, auto-injectable epinephrine, and/or an insulin pump pursuant to prescription or written directions from a state licensed health care practitioner; a copy of which shall be provided to the District; and further provided that the parent(s) or legal custodian(s) of such student provide the District with written authorization for the student to possess and use the inhaler or auto-injectable epinephrine, and/or an insulin pump such student's discretion together with a form of release satisfactory to the District releasing the District and its employees from any and all liability resulting or arising from the student's discretionary use and possession of the inhaler, auto-injectable epinephrine, and/or insulin-pump and further provided that the school nurse may impose reasonable limitations or restrictions upon the student's use and possession of the inhaler, auto-injectable epinephrine, and/or an insulin pump based upon the student's age, level of maturity, behavior, or other relevant considerations. (For students who use prescribed asthmatic quick relief inhaler, auto-injectable epinephrine, and/or insulin-pump, see 14 DE Admin. Code 817, Administrations of Medications And Treatments).

APPENDIX IV

CHRISTINA SCHOOL DISTRICT EDUCATIONAL TECHNOLOGY – ACCEPTABLE USE BY STUDENTS

Educational technology is rapidly expanding in the Christina School District and is expected to continue. The Christina School District believes that it is essential that all users of district technology understand both the benefits and the responsibilities associated with technology usage. Instructions for implementing the district's Acceptable Use Agreement will be provided by administrators, teachers, or library staff, whichever is applicable. Christina School District educational technology is defined as any device which is capable of or necessary for the transmission, reception, or storage of data in the form of text, pictures, video, or audio which is owned by the district for the purpose of instruction or the support of education. Examples of educational technology include but are not limited to computers, peripherals, (such as monitors, printers, scanners, CD-Rom towers, etc.), networked devices, televisions, audio-visual devices, recorders, copiers, fax machines, display devices, software, assistive technology devices, and telephones. It also includes the use of the Internet, which connects millions of computers worldwide, as well as all computers, networks, databases, information systems, and electronic instructional systems provided by the Christina School District. This agreement encompasses all student, staff, and community use of technology systems provided by the Christina School District. All students, staff, and community members who use Christina School District educational technology in any form are required to sign off acknowledging that they have read and understood the Acceptable Use Agreement clause. The use of district technology is a privilege – not a right.

The Christina School District has initiated a 1:1 (one-to-one) Technology Plan where students have the opportunity to receive a school-issued device for learning. A separate 1:1 Technology Initiative Agreement must be signed prior to receiving the device. A fee for this service and/or repair will be specifically stated on the 1:1 Agreement.

GOALS

- To support the Christina School District curriculum
- To support educational research activities
- To enhance learning opportunities for using information technology
- To promote life-long learning

ACCEPTABLE USE

All systems are to be used in a responsible, ethical, and legal manner. In addition, usage must be in support of educational objective, and in accordance with the behavior guidelines of the Christina School District.

UNACCEPTABLE USE

- No software may be copied to or downloaded from any computer of the network except by permission of a building administrator or his/her designee in each building.
- Involvement (implying direct or participatory) in unauthorized editing, deleting, or copying of any data, records, databases, passwords, directories, or configuration files is prohibited.
- Violating copyright or privacy laws is prohibited.
- Distributing material protected by trade secrets is prohibited.
- Soliciting, using, or sending any threatening (implying harm – physical or emotional), pornographic, or obscene material is prohibited.
- The purposeful use of any system inconsistent with its design is prohibited.
- Use of any computing resources for commercial purposes is prohibited. This includes the use of the network for commercial activities for or on behalf of businesses or other for-profit institutions, including, but not limited to product advertisement or political lobbying.
- Use of district technology resources for unauthorized activities is prohibited.
- Disconnecting any device from the district technology system without the proper authorization is prohibited.
- Transmission of any material in violation of any federal and/or state regulation or law is prohibited.
- Students attempting to log on to any system using another's password or sharing of a user's password with anyone else is prohibited.
- Users shall not attempt to gain unauthorized access to the system or to any other computer system through the district system, or go beyond their authorized access.

USER RESPONSIBILITIES AND ETIQUETTE

- The individual user (students/staff/community members) accepts the responsibility for keeping all unauthorized material, inappropriate files, or files dangerous to the integrity of the computer or network from entering the school's computers by any manner or means. Appropriate permission must be obtained from an authorized staff member before downloading any material from the internet or other electronic sources of information.
- When using district networks, the Internet, or other information service providers, users:
 - Are prohibited from revealing personal information such as home addresses or phone numbers
 - Must not disrupt the use of any network (i.e. downloading large files, sending mass e-mail messages)
 - Must assume that any communication and/or information accessible via any computer or network is not personal and private conversation and could possibly be accessed by other users.
 - Are not responsible for unsolicited communications.
- When using school technology resources, users must always use non-offensive and non-vulgar language. They must not swear or use vulgarities, other abusive language, or any offensive statements.
- Users will contact appropriate staff (teacher, administrator, administrator's designee or library staff member) if any computer and/or program does not work properly. They will not attempt to fix problems themselves unless trained and authorized to do so.

DUE PROCESS

- The district will cooperate with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through district technology resources.
- Allegations that a student violated the Christina School District Acceptable Use Agreement will be handled in accordance with the Christina School District Student Manual.
- The district may terminate the account privileges of a guest user by providing notice to the user.

CONSEQUENCES

Inappropriate use or vandalism will result in the limitation or cancellation of user privileges and when necessary, appropriate legal action. If damage occurs due to willful user misconduct, the user may be permanently denied access to technology resources. The cost of repair or replacement for such willful damage will be billed to the user who caused said damage and/or the legal parent or guardian of that user.

SECURITY

Security on any computer system is a high priority, especially when multiple users are involved. If a user identifies a security problem, he/she [they] must notify an appropriate staff member immediately. Users sending messages relating to, or in support of, illegal activities should be aware that system administrators have access to their communications. Computers, networked technology, and information contained thereon, remain the property of the district. Confidential student files may be accessed by authorized personnel. If any employee has something personal, confidential, or private to communicate, the employee should not use district computers or e-mail for doing so. Computers and e-mail may be monitored. This document satisfies the district's obligation to provide employees notice of such monitoring. The district strives to maintain a workplace and educational setting free of harassment and sensitive to the diversity of employees and students. Therefore, the district prohibits the disruptive or offensive use of computers, the e-mail system or fax machines. For example, the display or transmission of sexually explicit images, messages, and cartoons is prohibited. Other misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassing or disrespectful.

DISCLAIMER

The Christina School District does not condone and will not be held responsible for any unacceptable materials obtained using its computers or other information technology. By the nature of this activity, offensive or inappropriate material may be inadvertently encountered. If such material is accessed, the user is expected to immediately leave the website. Students, staff, and community members should be aware that access to Christina School District information technology will be withdrawn from users who do not respect the rights of others and who do not follow the rules and regulations established by the district. Further, the use of any information obtained via the Christina School District computers is strictly at the risk of the individual user and such usage shall be consistent with the requirements of this agreement. The district specifically denies any responsibility for the accuracy or quality of information obtained through the services provided for in this agreement.

APPENDIX V

02.12 Policy Statement on Establishing Procedures, Criteria and Priorities for Considering Choice Applications

- I. **PURPOSE:** To establish a policy requiring that procedures are implemented by the District for proper acceptance or rejection of Choice applications and to set priorities for Choice acceptance.
- II. **ISSUE:** All procedures shall comply with 14 Del. C. Chapter 4.
- III. **POLICY:** The Superintendent or designee shall ensure that the District maintains procedures for school choice in accordance with 14 Del. C. Chapter 4.

A. Eligible Participants

- 1. Any parent or legal guardian of a school age child, who is a resident of the State of Delaware, may apply to enroll his or her [their] child in a school or program in the District. "School age" child shall mean a child who is at least 5 years old on or before August 31 of the choice school year.

B. Application Procedures

- 1. Parents or legal guardians must submit a School Choice Application developed by the Delaware Department of Education, either in paper form to the Christina School District Education Options Office or an online form, beginning the first Monday in November at 8:00 a.m. through the second Wednesday in January, to be considered for enrollment in grades K-12. No altered applications will be accepted. Thereafter, any School Choice Applications received in the Education Options Office after the State Choice deadline will be considered for "good cause" as defined in this policy.
- 2. The following documents are required and should be included with the School Choice Application:
 - a. A report card from the previous school year and, if available, the current school year.
 - b. If the report card does not include discipline or attendance information, documentation from the current school providing discipline and attendance information must be provided.
- 3. The Kindergarten School Choice Application submission period begins the first Monday in November at 8:00 a.m. and remains open until the first day of school (of the applying school year). Kindergarten School Choice Applications for any child not turning 5 years old by August 31 of the choice year will not be considered. Although Kindergarten School Choice Applications may be submitted up until the first day of the applying school year, it is strongly recommended the parent or legal guardian apply for school choice by the January deadline in order to be considered before seating capacity of a choice school becomes full.
- 4. Paper Applications must be postmarked or received in person at the following address by 4:00 p.m. on the identified closing date:
Christina School District
Administration Office - Education Options
1899 S. College Avenue
Newark, DE 19702

On-line applications must be received by 11:59 p.m. on the identified closing date. Applications may also be submitted to the Delaware Department of Education. **No applications are to be submitted directly to schools.**

- 5. Any child not currently enrolled in or pre-registered in a State of Delaware public school must pre-register in his/her school of residence before submitting a School Choice Application. Otherwise, the School Choice Application will not be marked complete for processing and will not be considered for acceptance. All personal data on the student's School Choice Application must match the personal data listed in their school's database if a student is currently enrolled in a State of Delaware public school or pre-registered in the school's database if the student is not currently enrolled in a State of Delaware public school or applying for Kindergarten Choice.
 - a. Personal data includes student name, address, date of birth, and parent/guardian name.
 - b. If a student's personal data does not match, the School Choice Application will not be marked complete for processing and will not be considered for acceptance.
 - c. It is the parent's or legal guardian's responsibility to correct any personal data discrepancies by either correcting the student's School Choice Application or by contacting the student's current school or pre-registered school.
 - d. It is not the District's responsibility for missed communications due to inaccurate or out of date contact information, including email addresses.
- 6. A separate School Choice Application must be submitted for each student.
- 7. A School Choice Application must be submitted for the sibling of a student already enrolled in a district school. A sibling is not granted automatic approval to attend a choice school.
- 8. The approval of a School Choice Application for a school or program does not entitle the student to move to the school housing the next grade configuration (i.e. K-5; 1-8, 6-8; 9-12). A timely School Choice Application must be submitted in order for a student to be considered for enrollment in the Choice school housing the next grade configuration.
- 9. The District of Residence will receive notice that the application for a "choice school" has been received within 10 working days after the application deadline.

10. Approval or non- approval of the School Choice Application by the Board will take place by the last day of February for grades K-12, and no later than June 15 of the school year preceding enrollment to approve or disapprove an application for admission to a kindergarten program or within 45 days of receipt of application, whichever is later. For any School Choice applications that are submitted late with good cause, the Board will take action to approve or disapprove the application no later than 45 days after the receipt of the application.
11. Within 5 working days of Board action on a School Choice application, notice shall be sent to the parent of the child, and the board of the district of residence.
12. The parent who applied for the child shall notify the board of the receiving local education agency in writing no later than the third Friday in March, whether an offer is accepted or rejected. If no response is received by the deadline, the invitation will be deemed rejected.
13. School Choice Applications will not be accepted for students who have been expelled from another school district or charter school until that student is eligible for readmission to the expelling district or charter school.
14. The School Choice Application may be withdrawn by giving written notification to the receiving district and the district of residence prior to the Board's action on the application.

C. Guidelines for Consideration of Applications

1. Choice Program applications will be considered in the following order for applicants who have satisfactory attendance, academic and behavior records from the previous year:
 - a. Returning students who continue to meet the program's or school's Academic Requirements, Attendance Requirements, and also comply with the Discipline Requirements set forth in the District's Student Manual.
 - b. District students who meet the requirements for the program or school and whose parent(s)/guardian(s) reside within the school's feeder pattern.
 - c. Siblings of students already enrolled in the school who will be returning to the school for the following academic year, provided such siblings meet the requirements for the program or school.
 - d. In-district students who have designated the program or school as a first, second or third choice based on a random number assigned by the computer lottery process.
 - e. Out of district students who have designated the school as first, second or third choice based on the random number assigned by the computer lottery process.
2. The district may disapprove an application because of lack of capacity in a particular program or school. For purposes of this section, "capacity" means the maximum number of students that a program or school can contain as determined solely by considerations of physical space, physical resources, and class size for each grade level. For the purposes of this section, "lack of capacity" means that the school or program calculates projected enrollment for the following academic year to be at least 85% of its capacity.
3. Lottery - within each category if there are more students for the school than there are seats available, the computer lottery process will be used for selection. All remaining students will be placed on a ranked wait list based on category and random number within that category.
4. No consideration will be given to late submissions or mail inadequacies that delay postmark or receipt of application. After identified deadlines, School Choice Applications meeting good cause provisions of the law may be submitted. Good Cause School Choice Applications shall be considered for one of the following reasons:
 - a. change in the location of family residence;
 - b. change in the student's parent's marital status;
 - c. change in legal guardianship;
 - d. placement in foster care;
 - e. adoption;
 - f. participation in a foreign exchange program;
 - g. a reported, recorded, and substantiated instance of "bullying" against a student as defined in 14 Del. C Section 4161 of the Title;
 - h. student's participation in a substance abuse or mental health treatment program; or
 - i. A set of circumstances consistent with the definition of "Good Cause" set forth in 14 Del. C. Section 402 (2).
- D. The Superintendent or designee is granted the authority to allow a student, with a "Good Cause" School choice application submitted after the January choice deadline (for the applying school year), to be notified of the choice decision prior to action by the Board.

The Superintendent or designee is granted the authority to permit a student to attend their feeder school, prior to action on the School Choice Termination request by the Board and/or pending action by the resident district Board.

E. Special Permission

All applications for assignment that are not covered in the above provisions may be considered for special permission. Special permissions will be granted in extenuating circumstances where the provisions of the choice enrollment process are not applicable. An application and an explanatory document outlining the reasons given for the request must be submitted to the Superintendent, whose decision shall be final.

F. Duration of School Choice Enrollment

1. A student will be enrolled in the choice school until completion of the program and/or grade level configuration of the school provided the student continues to meet the requirements for such school or program.
2. A student accepted for enrollment in a District school or program shall remain enrolled for a minimum of two years unless, during the two-year period, the student completes the Choice School's grade configuration, the student's parents(s) or legal guardian(s) cease to be residents of the student's original District of Residence, at the conclusion of any academic year during the two-year period the student ceases to meet the academic or attendance requirements of the school or program, or comply with the District's Student Manual.
3. Once a Choice Student's grade configuration at his/her Choice School has ended, it is the parent's or legal guardian's responsibility to submit a new School Choice Application if they are interested in having their child attend a school that is not their Resident School for the next grade configuration during the open period (first Monday in November until the second Wednesday in January) or submit a Good Cause School Choice Application with required supporting documentation if "Good Cause" for not meeting the deadline exists.

G. Termination of Choice School Enrollment

1. The student's right to remain enrolled may be terminated prior to graduation from or completion of the program where such termination is based upon the student's:
 - a. Enrollment in a Choice School may be terminated at the end of the school year if a student fails to comply with the District's attendance requirements. Failure to comply with attendance requirements means that the student has 10 or more unexcused absences and/or a combination of 20 or more excused/unexcused absences, tardies, early dismissals, and or late pick-ups;
 - b. Multiple violations of, or one or more serious violations of, the District's Student Manual, meaning the student has at least 3 out-of-school suspensions; a combination of at least 5 in-school or out-of-school suspensions; and/or the student's conduct results in expulsion, placement in an alternative education program, or other action subject to the discretion of administration for serious violation(s) of the District's Student Manual;
 - c. A student graduates from the school or completes the program;
 - d. The student's parent(s)/guardian(s) cease to be residents of the student's original district of residence;
 - e. At the conclusion of any academic year, during such two-year period, the student ceases to meet the academic requirements for such school or program. Meeting the academic requirement is defined as meeting the District or State's standards for promotion to the next grade level or completion of the necessary credits to be on track for graduation;
 - f. A Parent may apply for end-of-school-year School Choice Termination by submitting a School Choice Termination Request Form;
 - g. A withdrawal of choice permission involving an out-of-district student will require the agreement of both the Christina Board and the Board of the resident district;
 - h. Enrollment in a choice school may be terminated when the mutual Boards of the resident and Christina School District, and the student's parents agree, for any reason or as permitted by law;
 - i. The student's parents or guardians wish to terminate the agreement due to a reported, recorded and substantiated instance of "bullying" against their child as defined in § 4161 of this title;
 - j. Due to the unique educational and developmental needs of primary aged children, on a case-by-case basis, districts may grant exceptions to allow students in grades kindergarten through grade 3 to remain in school choice even if they fail to meet the required educational standards.

H. Transportation

The parent of any child enrolled in a district other than the district of residence, or enrolled in a school within the district of residence other than the school in which the child would normally be enrolled based upon the residence of the child's parent or parents, shall be responsible for transporting the child without reimbursement to/from the Choice School or the nearest regular bus stop, if space is available, serving the Choice School.

I. Interscholastic Sports

1. Students shall be governed by the rules of the Delaware Interscholastic Athletic Association (DIAA) with regard to eligibility of transferring students. DIAA Regulations can be found at the following website: <http://www.doe.k12.de.us/Page/1670>.
2. A student enrolled in a choice school in grades 10 through 12 shall not be eligible to participate in the interscholastic sports program during the first year of enrollment in the choice school if the student attended a different choice school the preceding year unless the sport was not offered at the previous school.
3. It is the parent's responsibility to contact DIAA regarding any eligibility concerns.

IV. REVIEW AND REPORTING: Superintendent or designee shall review the District Choice Procedures as needed.

V. REFERENCES: 14 Del. C. Chapter 4.

APPENDIX VI

02.25 POLICY STATEMENT ON SCHOOL BULLYING PREVENTION & CYBERBULLYING

I. PURPOSE: To establish a policy and uniform approach to prevent bullying.

II. ISSUE: The Christina School District (the "District") recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The District strives to provide safe learning environments for all students and all employees.

III. POLICY:

A. Prohibition of Bullying Which Includes Cyberbullying

To further these goals, and as required by 14 Del. C. 4112D, the District prohibits the bullying of any person on school property, at school functions, by use of data or computer software accessed through a computer, computer system, computer network or other electronic technology of the District from grades kindergarten through grade twelve. In addition, cyberbullying (as defined herein) is prohibited by students directed at other students. Incidents of cyberbullying shall be treated in the same manner as incidents of bullying. The District further prohibits reprisal, retaliation or false accusation against a target, witness or one with reliable information about an act of bullying.

"School functions" include any field trip or any officially sponsored school event.

"School property" means any building, structure, athletic field, sports stadium or real property owned, operated, leased or rented by any public school district including, but not limited to, any kindergarten, elementary, secondary, or vocational-technical school, or any motor vehicle owned, operated, leased, rented or subcontracted by any public school.

B. Definition of Bullying & Cyberbullying

1. As used in this policy, bullying means any intentional written, electronic, verbal or physical act or actions against a student, school volunteer or school employee (that a reasonable person under the circumstances should know will have the effect of:
 - a. Place a student, school volunteer or school employee in reasonable fear of substantial harm to his or her [their] emotional or physical well-being, or substantial damage to his or her [their] property; or
 - b. Creating a hostile, threatening, humiliating, or abusive educational environment due to the pervasiveness or persistence of actions, or due to a power differential between the bully and the target; or
 - c. Interfering with a student having a safe school environment necessary to facilitate educational performance, opportunities or benefits; or
 - d. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee
2. As used in this policy, cyberbullying means the use of uninvited and unwelcome electronic communication directed at an identifiable student or group of students, through means other than face-to-face interaction which (1) interferes with a student's physical well-being; or (2) is threatening or intimidating; or (3) is so severe, persistent, or pervasive that it is reasonably likely to limit a student's ability to participate in or benefit from the educational programs of the school district or charter school. Communication shall be considered to be directed at an identifiable student or group of students if it is sent directly to that student or group, or posted in a medium that the speaker knows is likely to be available to a broad audience within the school community.
 - a. Whether speech constitutes cyberbullying will be determined from the standpoint of a reasonable student of the same grade and other circumstances as the victim.
 - b. The place of origin of speech otherwise constituting cyberbullying is not material to whether it is considered cyberbullying under this policy, nor is the use of school or district materials.
3. Explanation: Bullying is usually defined as involving repeated acts of aggression that aim to dominate another person by causing pain, fear or embarrassment. However, one act alone may constitute bullying if the requisite intent and effect set forth in the definition are met. Bullying may be perpetuated by an individual or a group. It may be direct or indirect. Although a person may be repeatedly bullied, a different person might be doing the bullying each time, which may make it difficult to recognize that bullying is occurring. An act is intentional if it is the person's conscious objective to engage in conduct of that nature. The actions listed below are some examples of intentional actions which may become bullying depending on their reasonably foreseeable effect:
 - a. Physical bullying: Pushing, shoving, kicking, destroying of property, tripping, punching, tearing clothes, pushing books from someone's hands, shooting/throwing objects at someone, gesturing, etc.
 - b. Verbal bullying: Name calling, insulting, making offensive comments, using offensive language, mimicking, imitating, teasing, laughing at someone's mistakes, using unwelcome nicknames, threatening
 - c. Relational Bullying: Isolation of an individual from his or her [their] peer group, spreading rumors.
 - d. Cyberbullying: Bullying by using information and communication technologies. Cyber-bullying may include but is not limited to:
 - Denigration: spreading information or pictures to embarrass.
 - Flaming: heated unequal argument online that includes making rude, insulting or vulgar remarks.
 - Exclusion: isolating an individual from his or her [their] peer group.
 - Impersonation: using someone else's screen name and pretending to be them.
 - Outing or Trickery: forwarding information or pictures meant to be private.

- e. Sexual Bullying: Unwanted touch of a sexual nature, unwanted talking about private parts, unwanted comments about target's sexuality or sexual activities.

This list should be used by way of example only, and is by no means exhaustive. These actions become bullying if they meet the definition with regard to intent and reasonably foreseeable effect. This policy is not intended to prohibit expression of religious, philosophical or political views, provided that the expression does not substantially disrupt the education environment.

C. School-wide Bully Prevention Program

The District is committed to support each school in their adoption of a school-wide Bully Prevention Program. Each school will adopt a school-wide, researched-based Bully Prevention Program as directed by District staff.

1. Each school will strive to meet these goals:
 - a. Reduce existing bullying problems among students
 - b. Prevent development of new bullying problems
 - c. Achieve better peer relations and staff-student connections at school
2. In order to be a school-wide program, the program must contain:
 - a. School-level components
 - All school staff will strive to:
 - o Treat others with warmth, positive interest and involvement
 - o Set firm limits for unacceptable behavior
 - o Apply nonphysical, non-hostile negative consequences when rules are broken.
 - o Act as authorities and positive role models
 - o Solve bullying problems in a consistent manner across all grade levels and all school locations.
 - A Coordinating Committee will be created, as described in Section IV of this policy.
 - The school's supervisory system in non-classroom areas will be reviewed as set forth in Section IV of this policy.
 - The following principles will apply to everyone on school property or at a school function:
 - o I will not bully others.
 - o I will try to help anyone that I suspect is being bullied.
 - o I will try to include students who are left out.
 - o If someone is being bullied, I will tell an adult.
 - School-wide programs may also include a school kick-off event, committee and staff trainings, school-wide questionnaires, staff discussion group meetings, and programs to involve parents, as determined by the Coordinating Committee.
 - b. Classroom level components
 - Post and enforce principles against bullying.
 - Regular, ongoing class meetings, discussions, or role playing activities.
 - Involve parents in bullying prevention.
 - Find creative ways to incorporate issues involving bullying into the regular curriculum.
 - c. Individual Level Components
 - Supervise students' activities
 - Ensure that all staff intervene appropriately on the spot when suspected bullying occurs
 - Discuss bullying behavior with students who bully and (separately) with targets of bullying, and with their parents.
 - Develop Behavioral Intervention Plans for involved students, with a graduated response.
 - Address bystander involvement.
 - d. Community Level Components
 - Develop partnerships with community members to support your school's program
 - Help spread anti-bullying message in the community
 - Involve community members in the Bully Prevention Coordinating Committee.
3. When setting up their school wide bully prevention program, each school should avoid the following:
 - a. Relying on quick fixes. A one-time speaker may be one component of the program but by itself does not meet the requirements of a school wide program.
 - b. Providing group treatment or self-esteem programs for students who bully is inappropriate as research shows that these methods are counterproductive.
 - c. Focusing on anger control management for those who bully. Bullying is not a result of uncontrolled anger toward the target, but rather proactive aggressive behavior. Anger management may be more appropriate for participants in mutual conflicts or for those who are being bullied.
 - d. Providing Mediation/Conflict Resolution for bullying. The power imbalance involved in bullying may make the process intimidating for the victim and therefore inappropriate. These methods are useful only where the peers involved in conflict were formerly friends, or in

situations of normal peer conflict that is not based on a power imbalance.

- e. Exposing a specific victim's feelings to the bully or class.

D. Coordinating Committee

Each school shall establish a site-based committee that is responsible for coordinating the school's bully prevention program. A majority of the members of the site-based committee shall be members of the school professional staff, of which a majority shall be instructional staff. The committee also shall contain representatives of the administrative staff, support staff, student body (for school enrolling students in grades 7 through 12), parents and staff from the before- or after-school program(s). These representatives shall be chosen by members of each respective group except that representatives of the non-employee groups shall be appointed by the school principal. The committee shall operate on a 1-person, 1-vote principle. In the event a site-based school discipline committee has been established pursuant to §§ 1605(7) a and b, of Title 14 of the Delaware Code, that committee shall vote whether or not to accept the aforementioned responsibilities.

1. When setting up the Committee the principal may wish to consider including other persons in addition to those required, such as a school counselor, school psychologist or other school-based mental health professional, a school resource officer, a nurse, a librarian, or a representative from the medical, business or faith-based community who might have a stake in the results of the program. The principal should also decide on an appropriate award system for the committee, within available resources.
2. The Committee shall:
 - a. Hold regular meetings
 - b. Select a coordinator of the program
 - c. Consider, decide upon and coordinate any staff training sessions (beyond the 1 hour gang and bully prevention training required in 14 Del. C. 4123A), as needed.
 - d. Create and maintain a training log (either paper or electronic) to keep a record of the school staff who have been trained, and what training they have received. Decide upon the need for and provide short, concise training updates in writing or at staff meetings.
 - e. Consider, decide upon and oversee formal or informal evaluation techniques and materials (such as questionnaires), as needed
 - f. Consider, decide upon and order materials, as needed.
 - g. Consider, decide upon and lead staff discussion groups as needed.
 - h. Consider and decide upon additional guidelines for consistent positive consequences for those who follow the rules and consistent negative consequences for students who break them.
 - i. Review and refine the school supervisory system.
 - j. Plan a school kick-off event.
 - k. Establish subcommittees, as needed.
 - l. Decide upon and implement methods of notification to students, parents and the community concerning the school-wide program.

E. Reporting Requirements

Bullying is unacceptable and a culture of openness is the best way to counter such behavior. It is the responsibility of each member of the school community: pupils, staff and parents to report instances of bullying or suspicions of bullying, with the understanding that all such reports will be listened to and taken seriously. Any school employee with reliable information that would lead a reasonable person to suspect a person is a target of bullying shall immediately report it to the administration.

1. Initial Concerns
 - a. Staff members are encouraged to watch for early signs of bullying and stop them before they worsen.
 - b. Even though there has been no report of bullying to a staff member, each staff member is encouraged to be vigilant and look for students who appear to be isolated from other students, about whom inappropriate comments are made by other students, or who show signs of peer victimization.
 - c. To confirm their concerns the staff member may choose to take the following steps:
 - Intensify observations of student in question
 - Confer with colleagues about that student
 - Consult the school's bullying database
 - Take an informal survey of students about class climate
 - Engage in short personal interviews with some students
 - Conduct a brief sociometric survey
 - Contact the parent to see how student likes school
 - Speak privately with the victim
2. Written Report
 - a. If measures confirm the staff member's concerns that a student is being bullied, if a staff member receives a report of a bullying matter, or if a staff member observes a bullying incident, they must inform the principal or designated person immediately and in writing within 24 hours. The written report shall be reasonably specific as to actions giving rise to the suspicion of bullying and shall include:
 - Persons involved, designating bully, target, and bystanders roles.
 - Time and place of the conduct and alleged, number of incidents.

- Potential student or staff witnesses.
 - Any actions taken.
- b. Short, easy to use forms can be obtained from the school administration or District office.
 - c. The procedures for a student and parent, guardian or relative caregiver pursuant to 14 Del. C. § 202(f) or legal guardian to provide information on bullying activity include:
 1. Anyone may report bullying. A report may be made to any staff member.
 2. Reports should be made in writing.
 3. Complaint forms can be obtained from the school administration, school office or district web site.
 4. An electronic system has been established on the district whereby a person can email anonymous complaints of bullying.

F. Investigative Procedures

1. The District shall maintain a procedure for schools and programs to promptly investigate in a timely manner and determine whether bullying has occurred and that such procedure include investigation of such instances, including a determination of whether the target of the bullying was targeted or reports being targeted wholly or in part due to the target's race, age, marital status, creed, religion, color, sex, disability, sexual orientation, gender identity or expression, or national origin. This subsection does not preclude schools from identifying other reasons or criteria why a person is a target of bullying.
 - a. All complaints must be appropriately investigated and handled consistent with due process requirements.
 - b. Each principal may designate a person or persons to be responsible for responding to bullying complaints.
 - c. Neither complainant nor witnesses should be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. However, efforts should be made to increase the confidence and trust of the person making the complaint. Whenever practical, the investigating person will make efforts to document the bullying from several sources. This prevents the bully, when confronted, from assuming that the victim is the complainant. Student victims may have a parent or trusted adult with them, if requested, during any investigatory activities.
 - d. After receiving notice of the suspected bullying, either through a short form, an incident report, or an anonymous or other written complaint, the designated person will review the complaint in conjunction with any other related complaints. Reasonable steps will then be taken by the designated person to verify the information and to determine whether the information would lead a reasonable person to suspect that a person has been a victim of bullying.
 - e. Once the principal or designated person has confirmed that a person has been the victim of bullying, the principal or designated person will take prompt investigatory steps to determine who committed the acts of bullying and whether others played a role in perpetuating the bullying. The principal or designated person will avoid forewarning the student suspects, and will interview suspects separately and in rapid succession.
 - f. After identifying those who committed the act or acts of bullying, the principal or designated person will apply disciplinary action, consistent with due process rights, and the range of consequences identified herein. The bully will be informed that graduating consequences will occur if the bullying continues.
 - g. The principal or designated person will keep a written record of the bullying incident and any disciplinary actions taken. The principal or designated person will keep any written statements of those committing the bullying, victims and witnesses. Discussions with all parties should be documented as soon as possible after the events. The school will not destroy or discard any material records or evidence while a criminal investigation into or prosecution relating to the incident is ongoing.
 - h. A follow-up will be completed within two weeks later to determine whether the bullying has continued and whether additional consequences are needed. An additional follow-up will occur in two months, regardless of whether new incidents have been reported.
 - i. Each alleged and confirmed incident must be recorded in the School Register of Bullying Incidents.
2. All reported incident of bullying, regardless of whether the school could substantiate the incident, must be reported to the Department of Education by the principal or the principal's designee within five (5) working days.
3. Some acts of bullying may also be crimes which must be reported to the police and/or the Department of Education pursuant to the school crime reporting law (14 Del. C. § 4112).

G. Non-Classroom Supervision

Each school must develop a plan for a system of supervision in non-classroom area. The plan shall provide for the review and exchange of information regarding non-classroom areas.

1. The Coordinating Committee will review and refine the supervisory system specifically to make bullying less likely to happen using the following techniques:
 - a. Determine the "hot spots" for bullying in the building and why those hot spots exist.
 - b. Consider ways of either keeping certain groups apart during transition or building positive collaborations between older and younger students.
 - c. Consider adult density in hot spots, if necessary.
 - d. Consider the attitude and behaviors of supervising adults in hot spots and determine a way to increase their competence in recognizing and intervening in bullying situations.
 - e. Determine and disseminate a consistent graduated method by which all staff will recognize and respond to bullying.

- f. Develop and provide a method for communication of staff so that staff who observe bullying can intervene and notify other staff involved in supervising the same students during the day.
- g. Develop a consistent and user-friendly school-wide method of logging bullying incidents or observations about students at risk for bullying or being bullied.
- h. Develop or review the policy for hallway supervision before and after school and during the time when students are moving between classes.

H. Consequences for Bullying

Consequences for bullying are described in the District Student Manual. The District shall maintain a procedure to communicate with medical and mental health professionals.

I. Training

1. The District will provide a combined training each year totaling at least one (1) hour in the identification and reporting of criminal youth gang activity pursuant to § 617, Title 11 of the Delaware Code and bullying prevention pursuant to § 4112D, Title 14 of the Delaware Code. The training materials shall be prepared by the Department of Justice and the Department of Education in collaboration with law enforcement agencies, the Delaware State Education Association, the Delaware School Boards Association and the Delaware Association of School Administrators. Any in-service training required by this section shall be provided within the contracted school year as provided in 14 Del. C. § 1305(e).
2. All school employees must either attend the provided training session live or watch the official training materials provided by the district in lieu of attendance, with written proof in the form of signing in and out of the live session, or signing the film in and out, and providing adequate written answers to questions about the training materials.

J. Reporting Procedures

1. The procedures for a student and parent, guardian or relative caregiver pursuant to 14 Del. C. § 202(f) or legal guardian to provide information on bullying activity will be as follows:
 - a. If a child complains of bullying while it is happening, the staff member will respond quickly and firmly to intervene, if safety permits, if the situation appears to that staff member to involve bullying or real fighting.
 - b. If a child expresses a desire to discuss a personal incidence of bullying with a staff-member, the staff-member will make an effort to provide the child with a practical, safe, private and age-appropriate method of doing so.
 - c. A letter box will be placed in a place or places selected by the committee, so that students who feel unable to talk to any staff can have a point of contact. Information found in the box must be treated with care and a staff-member or members will be designated to be responsible for this information. Blank "Bullying – request for support forms" will be available to all students, but are not required for a report.
 - d. Written complaints shall be reasonably specific as to actions giving rise to the complaint and should include information as to:
 - Conduct involved
 - Persons involved, designated bully, target, and bystanders' roles
 - Time and place of the conduct alleged, number of incidents
 - Names of potential student or staff witnesses
 - Any actions taken in response
 - e. Short, easy to use complaint forms can be obtained from the school administration or district office.
 - f. An electronic system will be established whereby a person can email anonymous complaints of bullying that only designated persons will have access to.
 - g. Anyone may report bullying. A report may be made to any staff member. Reports should be made in writing.
 - h. Each principal will designate a person or persons responsible for responding to bullying complaints.
 - i. Every identified complainant who files a written complaint with a staff member will receive a written explanation of results to the extent that it is legally allowed and be given an opportunity to inform the designated person as to whether or not the outcome was satisfactory. Easy to use follow-up forms will be made available.
 - j. Every confirmed bullying incident will be recorded in the School Register of Bullying incidents, which will be a central record for designated staff to read. This will give an indication of patterns which may emerge of both bullies and victims.

K. Notification of Parents, Guardian or Relative Caregiver

1. A parent, guardian or relative caregiver pursuant to 14 Del. C § 202(f) or legal guardian of any target of bullying or person who bullies another must be notified.

L. Retaliation

1. Retaliation following a report of bullying is prohibited. The consequences and appropriate remedial action for a person who engages in retaliation shall be determined by the school administration after consideration of the nature, severity, and circumstances of the act.

M. Anonymous Reports

1. Formal disciplinary action solely based on an anonymous report is not permitted. Independent verification of the anonymous report is necessary in order for any disciplinary action to be applied.

N. Procedure to Communicate with Medical and Mental Health Professionals

1. The following procedures for communication between school staff members and medical professionals who are involved in treating students for bullying issues must be followed:
 - a. Pediatricians/Primary Care Physicians and Mental Health Professionals are important links in the overall wellness of the whole child. The ability to communicate appropriately to identify the optimal health care needs of the child is necessary when issues at school impact the physical and emotional health of the child. This is especially true in bullying due to the social nature of the problem. Release of information forms must be signed by the parent, guardian or relative caregiver pursuant to 14 Del. C. § 202(f) or legal guardian in order for the primary care physician or mental health professional to communicate with school personnel regarding any treatment of a child. Releases should be signed both at school and at the physician or mental health professional's office before communication may take place according to HIPAA and FERPA guidelines.
 - b. If a parent refuses to sign a release form at school the school will review this policy with them, explaining the reasons the release would be advantageous to their child.
 - c. After confirmation that a child has been involved in a bullying incident, if the principal or designated person recommends a mental health evaluation be completed, the school may:
 - Require that return to school will be contingent upon the clinical evaluation providing recommendations and treatment plan if identified as appropriate.
 - Require that student remain in in-school suspension and that return to regular class schedule will be contingent upon the clinical evaluation providing recommendations and treatment plan if identified as appropriate.
 - Summary of this evaluation shall be shared at a meeting with student, parent/guardian and school principal or designated person prior to return to school or the general population.
 - d. Emergency evaluations can be obtained through Christiana Care Health Services Emergency Center at Christiana or Wilmington Hospital (302)-733-1000, the Rockford Center (866)-847-4357. Crisis services are also available through Prevention and Behavioral Health Services, State of Delaware 24 hour hot line (302)-633-5128. Non-emergent services can be obtained through Children and Families First (800)-734-2388, Catholic Charities (302)-655-9624, and Delaware Guidance (302)-652-3948 in New Castle County or by contacting a medical insurance company for recommended providers in the area.

O. Implementation

1. The school bullying prevention program must be implemented throughout the year, and integrated with the school's discipline policies and 14 Del. C. § 4112.

P. Accountability

1. Each school shall notify the District School Board in writing of their compliance with this policy and submit a copy of the procedures they have adopted under this policy by January 1, of each school year. Each school shall verify for the District School Board the method and date that the policy has been distributed, to all students, parents, faculty and staff.

Q. Awards

1. In any year when the Delaware Department of Education provides an awards system for exemplary bullying prevention programs, the District shall submit a nomination of 1 exemplary school and the reasons why it believes that school should receive an award for its Bully Prevention Program, with supporting documentation.

R. Immunity

1. A school employee, school volunteer or student is individually immune from a cause of action for damages arising from reporting bullying in good faith and to the appropriate person or persons using the procedures specified in the school district or charter schools' bullying prevention policy, but there shall be no such immunity if the act of reporting constituted gross negligence and/or reckless, willful, or intentional conduct.

S. Other Defenses

1. The physical location or time of access of a technology-related incident is not a valid defense in any disciplinary action by the school district initiated under this policy provided there is sufficient school nexus.
2. This section does not apply to any person who uses data or computer software that is accessed through a computer, computer system, computer network or other electronic technology when acting within the scope of his or her [their] lawful employment or investigation of a violation of this policy in accordance with school district policy.

T. Relationship to School Crime Reporting Law

1. An incident may meet the definition of bullying and also the definition of a particular crime under State or federal law. Nothing in this policy shall prevent school officials from fulfilling all of the reporting requirements of § 4112, Title 14 of the Delaware Code, or from reporting probable crimes that occur on school property or at a school function which are not required to be reported under that section. Nothing in this section shall abrogate the reporting requirements for child abuse or sexual abuse set forth in Chapter 9 of Title 16 of the Delaware Code, or any other reporting requirement under State or federal law.

U. School Ombudsperson Information

1. The telephone number of the Department of Justice School Ombudsman shall be provided in writing to parents, students, faculty and staff; and shall be on the website of the school district and each school. The contact information shall also be prominently displayed in each school.

V. Informing Students of Electronic Mediums

1. Upon implementation of this policy, and again at the beginning of each academic year, the district shall inform students in writing of mediums where posting of speech will be presumed to be available to a broad audience within the school community, regardless of privacy settings or other limitations on those postings. Social media refers to any electronic outlet of communicating with another person. The following social mediums where posting of speech will be presumed to be available to a broad audience within the school community, regardless of privacy settings or other limitations on those postings shall include: Facebook, Twitter, MySpace, You Tube, Snap Chat, Instagram, Pinterest, Secret, Yik Yak, or similar type of social media applications. This list is NOT considered exclusive and any social media outlet or electronic communication, such as email, texting, instant messaging, which allows for communications that may be viewed by the intended victim shall be considered as an electronic medium for the purposes of enforcing the electronic bullying aspects of the Christina School District Bullying Prevention Policy. Internet sites such as "blogs" which may be created or used by individuals for the specific purpose of bullying as defined above shall also be treated in the same manner as other publicly accessible internet portals.

W. Policy Notification

1. The policy shall appear in the Student Manual, and a copy of the manual is posted annually on the district web site which is available to all students, parents, faculty and staff.

X. Rules and Regulations

1. Implementation of this policy shall comply with all rules and regulations the Delaware Department of Education may promulgate to implement Title 14 Section 4112D of the Delaware Code.

IV. SCHOOL OMBUDSPERSON INFORMATION:

The telephone number of the Department of Justice School Ombudsman shall be provided in writing to parents, students, faculty and staff; and shall be on the website of the school district and each school. The contact information shall also be prominently displayed in each school.

V. REVIEW AND REPORTING:

The Superintendent or his/her designee will report to the Board on the status of this policy as needed to follow any revisions at the State level.

V. REFERENCES:

An incident may meet the definition of bullying and also the definition of a particular crime under State or Federal law. Nothing in this policy shall prevent school officials from fulfilling all of the reporting requirements of §4112, Title 14 of the Delaware Code, or from reporting probable crimes that occur on school property or at a school function which are not required to be reported under that section. Nothing in this section shall abrogate the reporting requirements for child abuse or sexual abuse set forth in Chapter 9 of Title 16 of the Delaware Code, or any other reporting requirement under State or Federal law. Nothing in this policy shall supersede or be construed in such a manner as to conflict any State or Federal laws concerning special education or individuals with disabilities.

APPENDIX VII

02.21 POLICY STATEMENT ON STUDENT RECORDS AND INFORMATION

I. PURPOSE: The purpose of this policy is to set forth the conditions governing the protection of the privacy of parents and students as it relates to the collection, maintenance and disclosure of education records of students attending or who have attended District Schools.

II. ISSUE

Title 14 of the Delaware Code Section 4111 and 20 U.S.C. § 1232g addresses the collection, maintenance and disclosure of the education records of students in public and private schools. Department of Education Regulation 251 requires all local school boards to adopt a policy consistent with law and application to each local district. In order to comply with State and Federal laws and regulations, the Board adopts this policy to provide guidelines for the collection, maintenance and disclosure of the education records of students in District schools. The District will provide annual notice to parents about the contents of this policy.

III. DEFINITIONS

- A. "Attendance" – Attendance at school, on homebound instruction or correspondence instruction, and/or the period during which a person is working under a work-study program.
- B. "Consent" – A parent or eligible student has been fully informed of this Policy in his or her [their] native language or other mode of communication, unless it clearly is not feasible to do so; the parent or eligible student understands and agrees in writing to be carrying out the activity for which consent is sought and the consent sets forth that activity and lists the records (if any) which will be released and to whom; and the parent or eligible student understands that the granting of consent is voluntary.
- C. "Directory Information" – Information in an educational record including, but not limited to, a student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, pictures of in school activities (e.g., yearbook pictures), video, print or electronic images taken for District purposes, the most recent previous educational agency or institution attended by the student, and other similar information.
- D. "Disclosure" – Permitting access or the release, transfer or other communication of education records of the student or the personally identifiable information contained therein, orally or in writing, or by electronic means, or by any other means to any party.
- E. "District" – The Christina School District
- F. "District Staff" – Anyone employed by the Christina School District, on a full or part time basis, who has responsibility for any educational or operational aspect of the District.
- G. "Eligible Student" – Student who has attained eighteen years of age or has been emancipated pursuant to court order or is attending a post-secondary educational institution.
- H. "Education Records" – Those records that are directly related to a student and are maintained in District Offices or the Building Office, the term does NOT include:
 - 1. The personal records of District Staff, which are in the sole possession of the particular Staff member, are not accessible or revealed to any other individual except a substitute and are used by the Staff member for professional purposes only.
 - 2. Records of a law enforcement unit providing services to the District through a Memorandum of Agreement that are:
 - a. Maintained apart from the records that are directly related to a student and are
 - b. Maintained solely for law enforcement purposes and are
 - c. Not disclosed to individuals other than law enforcement officials of the same jurisdiction, provided that the District does not directly disclose the education records of the student to the personnel of the law enforcement unit.
 - 3. Records relating to an individual employed by the District which are made and maintained in the normal course of business; relate exclusively to the individual available for use for any other purpose not including a student who is employed by the District as a result of his or her [their] status as a student.
 - 4. Records relating to an Eligible Student that are:
 - a. Created or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her [their] professional or paraprofessional capacity of assisting in that capacity
 - b. Created, maintained or used only in connection with the provision of treatment to the student and
 - c. Disclosed only to individuals providing the treatment, provided that a physician or other appropriate professional of the student's choice can personally review the records. For the purpose of this definition, "treatment" does not include remedial educational activities, diagnostic and evaluative data, and other activities used in the development of the student's instructional program.
 - 5. Records of the District that contain only information related to a person after that person is no longer a student of the District. An example would be information collected by the District pertaining to the accomplishments of its alumni.
- I. "Financial Aid" – A payment of funds provided to an individual (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution.
- J. "Organizations" – Includes, but is not limited to Federal, State, and local agencies and independent contractors or organizations.
- K. "Parents" – A parent, parents, legal guardian or relative caregiver or an individual acting as a parent of a student in the absence of a parent

or guardian by written consent of a parent or legal guardian, unless there is a court order to the contrary.

L. "Party" – An individual, agency, institution or organization.

M. "Personally Identifiable" – The data or information includes the name of the child, the child's parent or other family member, the address of the child, a child identifier, such as the child's social security number or student number, or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

N. "Records" – Any information or data recorded in any medium including, but not limited to: handwriting, print, tapes, film, microfilm and microfiche.

O. "Statutorily authorized governmental or educational agencies" - agencies permitted by law.

P. "Student" – Any individual, not an adult employee of the District, for whom the District maintains educational records.

Q. "Student with Disability" – A person in the chronological age group ranging from infancy, 3 or 4 (depending upon the disability) through 20 years, inclusive, who because of mental, physical, emotional or learning disability problems as defined by the Department of Education, requires special educational services in order to develop his or her [their] capabilities.

R. "Substitute" – An individual who performs, on a temporary basis, the duties of the Staff member. This definition does not refer to an individual who permanently succeeds a particular staff member.

IV. POLICY

A. RECORDS TO BE MAINTAINED

1. The Building Principal of each school in the District shall ensure that education records are maintained for every student currently attending his/her school.
2. The following education records will be maintained for every student in the District:
 - a. Directory information
 - b. A cumulative record, which can include identifying data, academic work completed, level of achievement, attendance data, grades, scores on group or individual intelligence, achievement, aptitude, psychological, socio-metric or interest inventory tests, health data, family background information, teacher, counselor, or other school personnel ratings and observations, discipline history and verified reports of serious or recurrent behavior patterns.
 - c. A School Health Record Card and Emergency Treatment Data Card as provided by the State of Delaware
 - d. A record of persons requesting disclosure of the education record of the student as required under Section C.5 of this policy.
 - e. Transportation data
 - f. The reason for leaving school (i.e., graduated, transferred, or dropped out.)
3. Education Records for Students with Disabilities will also include a separate file with documents related to the identification, evaluation, placement and provision of a free appropriate public education for each student with disabilities.
4. Education records shall be maintained at the school building until:
 - a. The student progresses out of the building into another grade cluster within the District
 - b. The student withdraws from the District and the school receives a request for education records from another educational institution, parents or eligible student for the student's education records.
5. For students who have graduated from a District high school, or who have withdrawn from the District and no request for education records has been received, the student's education records shall be maintained at the school the student last attended consistent with the provisions of the School District General Records Retention Schedule.
6. Education Records shall be maintained consistent with the requirements of Delaware law on records retention and Department of Education Regulation 252. Records shall be consolidated and be centrally located in each school building and kept under lock and key at all times except for periods of authorized use under the supervision of appropriate staff.
7. The District shall take every reasonable step to protect the confidentiality of personally identifiable information at the collection, storage, disclosure and destruction stages for all education records.

B. PARENTS' AND ELIGIBLE STUDENTS' RIGHTS

1. Parents and Eligible Students shall have access to education records as allowable under Delaware and Federal law and regulations in accordance to this policy and the procedures established pursuant to this policy.
2. It is presumed that either parent of a student has authority to inspect and review the education records of the student unless an agent of the District has been provided with evidence that there is a legally binding instrument or a court order that provides evidence to the contrary.
3. Whenever a student has attained eighteen years of age, he/she [they] becomes an Eligible Student for the purposes of this policy. The rights accorded to and the consent required of the Parents of the student shall thereafter only be accorded to and required of the Eligible Student, unless the student is legally determined to be incompetent to make such decisions for himself/herself, and for whom legal guardianship is required beyond the age of majority.
4. Parents and Eligible Students have the right to:
 - a. Review and inspect education records
 - b. Attain copies of education records consistent with the procedures established pursuant to this policy
 - c. Receive an explanation or interpretation of the education records from appropriate instructional or administrative staff

- d. Seek the correction of education records through a written request to amend, upon the belief that information in the education records collected, maintained or used by the District is
 - inaccurate
 - misleading
 - violates the privacy or other rights
 - e. Be informed, in writing, if a request to amend the education records is denied and the reason for the denial
 - f. Have a formal hearing if the request to amend the record is denied
 - g. Be permitted to place a Statement in the education records if the request continues to be denied after the formal hearing.
 - h. Request a copy of this Policy and all written procedures created pursuant to this Policy
 - i. File complaints concerning alleged failure to Staff to comply with the requirements of this Policy
5. An Eligible Student must give his/her consent in order for his/her information contained in his/her education records to be disclosed to his/her Parents, unless the District receives a court order establishing Parents as the legal guardian of the Eligible Student.

C. DISCLOSURE OF EDUCATIONAL RECORDS

1. Personally identifiable information from education records shall not be disclosed to anyone without the written consent of Parents or Eligible Students except under the following circumstances:
 - a. To Staff members who have been determined by the Principal, Superintendent or his/her Designee to have legitimate educational interest in reviewing the education record.
 - b. To officials of another school or school system or institution of post-secondary education in which the student seeks or intends to enroll.
 - c. To certain statutorily authorized governmental or educational agencies.
 - d. In connection with financial aid for which a student has applied or which a student has received.
 - e. To State or local officials involved in the Juvenile justice system to whom information is specifically allowed to be reported or disclosed per state statute.
 - f. To organizations conducting studies for or on behalf of the District for the purpose of administering predictive tests, administering student aid programs and improving instruction. Individuals other than representatives of the organization must conduct the studies in a manner that will not permit the personal identification of students and their parents and the information will be destroyed when no longer needed for the purposes for which the study was conducted.
 - g. To accrediting organizations in order to carry out their accrediting functions.
 - h. To comply with a judicial order or lawfully issued subpoena. The District shall make a reasonable effort to notify Parent or Eligible Student of the order or subpoena in advance of compliance.
 - i. To the appropriate officials in a health or safety emergency.
 - j. For directory information as defined in Paragraph III.C. of this policy.
2. All persons, agencies or organizations desiring access to the records of a student shall be required to request access in writing. The request shall be kept permanently with the file of the student.
3. If the education records of a student contain information on more than one student, Parents or Eligible Students may inspect and review or be informed of only the specific information that pertains to that student.

D. RECORDS OF REQUESTS AND DISCLOSURES:

1. Except for requests from Parents, Eligible Students, Staff, other School Officials, or to persons for whom Parents or Eligible Students have given written permission, all files containing education records shall include a record of requests and disclosures of personally identifiable information other than Directory Information from the education records of a student.
2. The Record of Requests and Disclosures must indicate:
 - a. The parties who have requested or obtained personally identifiable information from the education records of the student.
 - b. The legitimate interests these parties had in requesting or obtaining the information

E. SCHOOL OFFICIALS AND LEGITIMATE EDUCATIONAL INTERESTS: A member of District Staff has a legitimate educational interest in having access to confidential information from the education records of a student disclosed to him/her under the following conditions:

1. To provide educational services
2. To provide related services, e.g., counseling, testing, etc.
3. To provide support in maintaining records, such as secretaries or paraprofessionals
4. To address issues requiring due process such as expulsion hearings and IDEA matters.

F. COPYING EDUCATION RECORDS

1. Parents, Eligible Students and persons with permission may request a copy of a student's education record.
2. Material protected by copyright or other similar State or Federal laws or regulations will not be copied under any circumstances.
3. The District shall charge a fee for paper copies consistent with the Freedom of Information Act (FOIA) copy fees listed in Board Policy 01.14, waivable by the District if the fee effectively prevents Parents or Eligible Students from exercising their right to inspect and review those records.

G. WAIVER

1. Parents or Eligible Students may waive any of the rights listed in this Policy. The waiver shall not be valid unless in writing and signed by Parents or Eligible Student, as appropriate.
2. Parents or Eligible Students cannot be required to waive rights listed in this Policy.
3. This paragraph does not preclude the District from requesting such a waiver.
4. Revocation of any waiver must be in writing. If Parents execute a waiver under this section, the student may revoke the waiver at any time after he or she [they] becomes an Eligible Student.

H. ANNUAL NOTIFICATION OF RIGHTS

1. The Superintendent or his/her Designee, shall provide Parents and Eligible Students annual notice by such means as are reasonably likely to inform them of:
 - a. Their rights as listed in this policy.
 - b. The right of the parent of the student or the eligible student to permit the designation of any or all of the categories of personally identifiable information with respect to that student as directory information.
 - c. The period of time within which the parent of the student or the eligible student must inform the agency or institution in writing that such personally identifiable information is not to be designated as directory information with respect to that student.
 - d. Of the fact that directory information, as defined in Section C.1.c. may be disclosed without written consent unless the District receives a request in writing that Directory Information not be disclosed.
2. The Notice shall include a manner in which to notify Parents of students identified as having a primary or home language other than English.

V. REVIEW AND REPORTING: This policy shall be reviewed according to policy review guidelines established by the Board.

VI. REFERENCES: 1. 20 USC ss 1232g 2. 34 CFR part 99 3. 14 DEL C. ss 4111 4. 14 DE Admin Code 251, 252

APPENDIX VIII

02.28 Policy Statement on Responding to Teen Dating Violence and Sexual Assault

I. PURPOSE:

The Christina School District Board of Education (the "Board") adopts the following policy in order to assure the Christina School District's (the "District") compliance with the Domestic Violence Coordinating Council and Delaware Code, Title 14, Chapter 41, § 4166.1s.

II. ISSUE: This policy was drafted to meet the State's requirement of the Teen Dating Violence and Sexual Assault Act.

III. POLICY:

The District recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The district strives to provide safe learning environments for all students.

A. Definitions

1. **"Sexual Assault"** – as used in this policy, means any unwanted sexual behavior committed by a perpetrator who is a stranger of the victim, or who is known by the victim or related to the victim by blood, marriage, or civil union. Behaviors that fall under this definition include, but are not limited to:
 - **Sexual Harassment:** which includes when (1) A person threatens to engage in conduct likely to result in the commission of a sexual offense against any person; or (2) A person suggests, solicits, requests, commands, importunes or otherwise attempts to induce another person to have sexual contact or sexual intercourse or unlawful sexual penetration with the actor, knowing that the actor is thereby likely to cause annoyance, offense or alarm to that person.
 - **Sexual Contact:** which is defined as (1) Any intentional touching by the perpetrator of the anus, breast, buttocks or genitalia of another person; or (2) Any intentional touching of another person with the perpetrator's anus, breast, buttocks, semen or genitalia; or (3) Intentionally causing or allowing another person to touch the perpetrator's anus, breast, buttocks or genitalia which touching, under the circumstances as viewed by a reasonable person, is intended to be sexual in nature. Sexual contact shall also include touching when covered by clothing.
 - **Sexual Intercourse:** which is defined as (1) Any act of physical union of the genitalia or anus of 1 person with the mouth, anus or genitalia of another person. It occurs upon any penetration, however slight. Ejaculation is not required. This offense encompasses the crimes commonly known as rape and sodomy; or (2) Any act of cunnilingus or fellatio regardless of whether penetration occurs. Ejaculation is not required.
 - **Sexual Penetration:** which is defined as (1) The unlawful placement of an object (item, device, instrument, substance or any part of the body), inside the anus or vagina of another person; or (2) The unlawful placement of the genitalia or any sexual device inside the mouth of another person.
 - **Child Sexual Abuse:** means any act against a child that is described as a sex offense in 11 Del. C. § 761.
2. **"Teen Dating Violence"** - as used in this policy, includes assaultive, threatening or controlling behavior (often evolving into a pattern of behaviors), including stalking that one person uses against another person in order to gain or maintain power or control in a current or past relationship. The behavior can occur in both heterosexual and same sex relationships, and in serious or casual relationships. Abuse covers a wide range of behaviors that include harassment, verbal, emotional and economic abuse, sexual abuse, stalking and physical abuse.
 - **Verbal Abuse:** Includes withholding, bullying, defaming, defining, trivializing, harassing, diverting, interrogating, accusing, blaming, blocking, countering, lying, berating, taunting, put downs, abuse disguised as a joke, discounting, threatening, name-calling and yelling.
 - **Emotional Abuse:** Includes yelling, name-calling, making victim feel worthless, making victim feel crazy, telling victim they are stupid, embarrassing victim in front of others, making victim feel bad about himself or herself, using technology to stalk, harass, or embarrass the victim.
 - **Economic Abuse:** Involves behaviors that control one's ability to acquire, use, and maintain economic resources, thus threatening one's economic security and ability to be self-sufficient.
 - **Physical Abuse:** Can include pushing or shoving, being held down, biting, kicking, slapping, punching, strangling (choking), hair pulling, being thrown against the wall or on the ground, being stabbed or shot, being tied up, throwing things at the victim, being kept from food/water/sleep, etc.
 - **Stalking:** Means when a person knowingly engages in a course of conduct directed at a specific person causing that person to either fear physical injury to himself or herself or that of another person; or suffer other significant mental anguish or distress that may, but does not necessarily, require medical or other professional treatment or counseling.
3. **"School function"** - includes any field trip or any District sponsored event.
4. **"School property"** - means any building, structure, athletic field, sports stadium or real property that is owned, operated, leased or rented by the District, or any motor vehicle owned, operated, leased, rented or subcontracted by the District.
5. **"District employee"** - includes all persons employed by the District, subcontractors such as bus drivers; security guards; substitute employees; and persons hired by or subcontracted by other state agencies to work on District property.
6. **"Principal"** - means the building principal, or the equivalent of the building principal, of any District school.

7. **"Mandatory Reporting"** - the District shall report, to the police, a reasonable suspicion that a violent felony, unlawful sexual contact, or sexual assault has occurred in the school environment. In addition, the District is required to report to the police, a reasonable suspicion of a commission of a violent felony, assault, or any sexual offense by a District school employee against a student, regardless of where the incident takes place. Sexual offenses by a teacher against a student must also be reported to the Division of Family Services (DFS) Child Abuse and Neglect Report Line at 1-800-292-9582. The District also is required to report to DFS, any abusive sexual behavior committed against a student, whether it is committed by another minor or an adult. In addition, the police should be contacted. The District also is required to report any reasonable suspicion of physical or sexual abuse of a child, or neglect of a child, to the DFS Child Abuse and Neglect Report Line at 1-800- 292-9582. The police may also be contacted.
8. **"Confidentiality"** - When any school employee knows or reasonably should know of possible sexual violence of a minor and/or any sexual violence that could have occurred in the school environment, the school employee must take immediate and appropriate action to explore the incident and keep the student victim safe, while adhering to duties to maintain confidentiality, including pursuant to the Family Education Rights and Privacy Act ("FERPA"). School counselors and mental health and medical professionals are required to maintain confidentiality of all information acquired from clients in a professional capacity (including information regarding teen dating violence) except in the following situations: a student communicates an explicit and imminent threat to kill or seriously injure a clearly identified victim or victims (including themselves), any suspicion of child abuse/neglect/dependency/molestation, or in a case when the student presents with serious burns or respiratory tract burns, non-accidental poisoning, stab wounds, bullet wounds, gunshot wounds, powder burns, or other injury caused by the discharge of a gun, pistol, or other firearm. Furthermore, certain information can be released in particular circumstances such as; law enforcement investigations, mandatory reporting (such as child abuse), and in the course of certain judicial or administrative proceedings.

B. Prohibition of Teen Dating Violence and Sexual Assault

To further these goals and as required by 14 Del. C. § 4166, the District prohibits Sexual Assault and Teen Dating Violence by any person at any school function or on any school property.

C. Consequences for Offenses

A student who commits the offenses of Teen Dating Violence or Sexual Assault is subject to disciplinary action up to expulsion in accordance with the Student Manual.

D. Protocol for Responding to Incidents of Teen Dating Violence and Sexual Assault

1. Procedure Regarding Initial Response

- a. If a student complains of Teen Dating Violence or Sexual Assault while it is happening, the District employee receiving the report will respond quickly and firmly to intervene, if safety permits. The District employee will provide the victim with a safe location separated from the alleged perpetrator.
- b. The District will investigate all allegations of Teen Dating Violence and/or Sexual Assault in as prompt and confidential a manner as possible and will take appropriate corrective action when warranted.

2. Procedure for Reporting Incidents of Teen Dating Violence and Sexual Assault When a Report is Required

- a. A District employee who has reliable information that would lead a reasonable person to believe that Teen Dating Violence or Sexual Assault has occurred or is occurring, shall immediately report it to the Principal. The report shall be followed by a written report to the Principal within 24 hours.
- b. The Principal shall immediately make reasonable efforts to notify the parents of any juvenile victim and shall immediately report the incident to the appropriate police agency and DFS. The report shall be made by telephone or in person immediately and shall be followed by a written report within three business days.
- c. If the police agency determines that probable cause exists to believe that a crime has been committed, or if the Principal later learns that a suspect has been arrested for the offense, the Principal must file a written report of the incident to the Department of Education within five days.
- d. Every reasonable effort shall be made to maintain the confidentiality of the victim.

3. Procedure for the Documentation of Incidents

- a. The written report from the District employee to the Principal shall be reasonably specific as to actions giving rise to the suspicion of Teen Dating Violence and/or Sexual Assault and shall include:
 - i. Persons involved, designating perpetrator and victim
 - ii. Time and place of the conduct and alleged, number of incidents
 - iii. Potential student or staff witnesses; and
 - iv. Any actions taken.
- b. Records of teen dating and sexual violence shall be maintained in a file separate from the students' academic records, to prevent inadvertent disclosure.

4. Procedure for Working with Victims

Confidentiality of complainants and victims shall be maintained to the extent practicable. Student victims may have a parent or trusted adult with them, if requested, during any investigatory activities. The school counselor and school nurse shall be made available to the student, if requested. Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without fear or intimidation, including positive behavior support interventions; assist the victim with safety

planning for the school day and for after-school activities (i.e., class scheduling and transportation considerations).

5. Procedure for Working with Perpetrators

All suspected perpetrators will be afforded due process in accordance with the Student Manual.

E. Training

1. All administrators, school nurses, and school counselors in the District serving students in grades 7 through 12 shall receive this policy and shall attend protocol training during the first year of assignment as an administrator, school nurse or school counselor, and at least once in every 3-year period thereafter pursuant to 14 Del. C. § 4166. The training materials and trainings shall be developed and provided by the Delaware Domestic Violence Coordinating Council. Any in-service training required by this section shall be provided within the contracted school year as provided in 14 Del. C. § 1305(e).
2. The District shall ensure existing health standard programming related to comprehensive healthy relationships, based on the Health Standards adopted by the Delaware Department of Education as approved by the State Board of Education, is provided in health education programs or related classes.

F. Immunity

A District employee, District volunteer or student is individually immune from a cause of action for damages arising from reporting Teen Dating Violence and/or Sexual Assault in good faith and to the appropriate person or persons using the procedures specified in this policy, but there shall be no such immunity if the act of reporting constituted gross negligence and/or reckless, willful or intentional conduct.

G. Relationship to School Crime Reporting Law

An incident may meet the definition of Teen Dating Violence and/or Sexual Assault and also the definition of a particular crime under State or federal law. Nothing in this policy shall prevent school officials from fulfilling all of the reporting requirements of 14 Del. C. § 4112, or from reporting probable crimes that occur on school property or at a school function which are not required to be reported under that section. Nothing in this section shall abrogate the reporting requirements for child abuse or sexual abuse set forth in Chapter 9 of Title 16 of the Delaware Code, or any other reporting requirement under State or federal law.

H. Policy Notification

The policy shall appear in the student and staff handbook and if no handbook is available, or it is not practical to reprint new handbooks, a copy of the policy will be distributed annually to all students, parents, faculty and staff.

I. Rules and Regulations

Implementation of this policy shall comply with all rules and regulations the Delaware Department of Education may promulgate to implement 14 Del. C. § 4166.

IV. REVIEW AND REPORTING

The Superintendent or his/her designee will report to the Board on the status of this policy based on the review schedule of policies

V. REFERENCES

- 11 Del. C. § 761(h)
- 14 Del. C. § 1305(e)
- 14 Del. C. § 4112
- 14 Del. C. § 4166

APPENDIX IX

02.29 Policy Statement on Suicide Prevention

I. PURPOSE: Title 14, Chapter 41 requires school districts to adopt by September 1, 2016 certain policies regarding suicide prevention. The purpose of this policy is to comply with the law and prevent student suicides.

II. ISSUE: The District recognizes youth suicide is a serious problem.

III. POLICY

- A. All District employees shall receive combined training each year as required in State Regulation. The training materials shall be evidence-based and developed and /or approved by the Department of Health and Social Services, the Department of Services for Children, Youth and their Families and the Department of Education. Any in-service training required by this section shall be provided within the contracted school year as provided in § 1305(e) of Title 14.
- B. The District hereby adopts a suicide prevention program.
- C. Each school shall establish a committee responsible for coordinating the suicide prevention program within that school.
- D. The following procedure is established for addressing student suicide issues.

Protocol for Responding to Reports of Possible Suicide Risks

1. Procedure Regarding Response

- a. If a staff member learns or observes that a student has threatened suicide, attempted suicide, expressed suicidal ideations, or demonstrated signs of being a suicide risk, the staff member will respond immediately and accompany within his or her [their] line of sight the student to a guidance counselor's office where the student shall remain under the supervision of a guidance counselor. If a guidance counselor is not present at arrival, the student shall similarly be accompanied to the nurse's office. If a nurse is not present at arrival, the student shall similarly be accompanied to the principal's office. The above shall apply regardless of the severity or sincerity of the threat.
- b. Until such time as a trained mental health counselor or physician determines the student does not present a threat, or the building administration determines that the report of a potentially suicidal student was unfounded, the student is not to be alone in the school.
- c. Unless a trained mental health counselor or physician determines the student does not present a threat or the building administration determines that the report of a potentially suicidal student was unfounded, the student is not to be released from the line of sight of the principal, guidance counselor or nurse unless:
 - i. The student is released into the care of law enforcement;
 - ii. The student is released into the care of a parent or guardian;
 - iii. The student is released into the care of an outside mental health agency; or
 - iv. The student is released into the care of the Delaware Division of Services for Children, Youth and their Families.
- d. If the building administration determines that the report of a potentially suicidal student was unfounded, the building administration shall contact the parent or guardian of the student within 24 hours and inform the parent or guardian of the report. Contact to the parent/guardian shall be documented and retained.

2. Procedure for Documenting Responses

- a. Any District employee who, before the student is released in accordance with section (D)(1)(c) of this procedure, has reliable information that would lead a reasonable person to believe that a student has threatened suicide, attempted suicide, expressed suicidal ideations, or demonstrated signs of being a suicide risk shall prepare a report. The report shall be forwarded via email to the Office of Student Services within one business day.
- b. The transmittal email shall be kept to document the incident for three years.
- c. The written report from the District employee shall be reasonably specific as to actions giving rise to the report, and include
 - i. Persons involved, identifying all reporters, responders, the individual(s) into whose care the student was released, and the name of the student;
 - ii. Time and place of the conduct and alleged number of incidents;
 - iii. Potential and actual student or staff witnesses;
 - iv. All actions taken; and
 - v. All reports made.
- 3. Retaliation Prohibited Retaliation is prohibited against an employee, school volunteer or student for reporting the warning signs of suicide.
- 4. Anonymity of Process Reports (as to self or other student(s)) may be made anonymously or confidentially by students, if the reporting student so requests. Anonymous or confidential reports shall be acted upon in accordance with section (D)(1)(a) of this procedure.
- 5. Communications with Medical Professionals School staff members shall make efforts to secure necessary consent in order to communicate with medical professionals who are involved in treating students for suicide issues.
- 6. Notice This policy shall appear in the student and staff handbook and on the website of the District.

IV. REVIEW AND REPORTING: This policy shall be reviewed according to policy review guidelines established by the Board.

V. REFERENCES

APPENDIX X

03.17 POLICY STATEMENT ESTABLISHING GUIDELINES FOR PARENT OPT OUT OF STANDARDIZED TESTING

I. PURPOSE

To establish a process for parents/guardians to opt out of state standardized testing of a student not yet having reached the age of majority.

II. ISSUE

The Board of Education believes that parents/guardians play a vital role in education and supports their right to opt their child(ren) out of state standardized testing. There is no prohibition of the right to opt out in Delaware code; however, the Board of Education intends to extend explicit protections for those parents and guardians who exercise this right with this policy.

III. POLICY

- Schools must notify parents/guardians in writing of standardized testing schedules no less than fifteen (15) business days prior to the exam being administered.
- A parent/guardian must notify the student's school in writing at least two (2) school days prior to the scheduled exam. Schools must verify in written receipt of the opt out notification.
- Students having reached the age of majority may opt out of state testing themselves.
- Schools shall honor any timely request without consequence.
- Schools shall provide alternative educational activities that are aligned with the current curriculum and student ability during testing times.

IV. REVIEW AND REPORTING

This policy shall be reviewed according to policy review guidelines established by the Board.

V. REFERENCES

APPENDIX XI

02.32 Policy Statement on Title IX of the Education Amendments of 1972

I. PURPOSE:

To establish uniform criteria to direct staff to respond promptly and equitably to allegations of sexual harassment, sex discrimination, or sexual violence within the District's education program or activities.

II. ISSUE:

The District will take immediate action to eliminate the sex discrimination, sexual harassment, or sexual violence, prevent its recurrence, and address its effects.

III. POLICY:

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public schools, like Christina School District ("the District"), that receive any Federal funds must comply with Title IX.

Under Title IX, schools must operate free from sex discrimination, including sexual harassment.

Any of the following conduct on the basis of sex constitutes sexual harassment:

- A school employee conferring an educational benefit or service upon a person's participation in unwelcome sexual conduct (often called "quid pro quo" harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
- Sexual assault, dating violence, domestic violence, or stalking.

The District has a responsibility to respond promptly and equitably. If the District knows or reasonably should know about sex discrimination, sexual harassment, or sexual violence within the District's education program or activity, the District will take immediate action to eliminate the sex discrimination, sexual harassment, or sexual violence, prevent its recurrence, and address its effects.

A criminal investigation into allegations of sexual harassment or sexual violence does not relieve the District of its duty under Title IX to resolve complaints promptly and equitably.

The District does not discriminate on the basis of sex, nor does it tolerate discrimination on the basis of sex in its education programs and activities. The District strives to provide an environment free from sex discrimination, including sexual harassment. The District encourages students, parents, and staff to identify barriers to a discrimination-free environment in all schools. Any person (e.g., the alleged victim or any third party) may make a report to the Title IX Coordinator.

Complaints and/or inquiries concerning allegations of sexual harassment, or discrimination on the basis of sex, shall be directed to the District's Title IX coordinator in person, or by phone, mail, or e-mail, or to the Office of Civil Rights. Any person (e.g., the alleged victim or any third party) may report to the Title IX Coordinator. All complaints will be received and investigated in a prompt and equitable manner.

The District's Title IX Coordinators are:

Dr. Paul Walmsley, Human Resources and Dr. Gina Moody, Student Services and Whole Child Support
Christina School District
600 North Lombard Street
Wilmington, DE 19801
302-552-2600
Email: paul.walmsley@christina.k12.de.us or gina.moody@christina.k12.de.us

The Office of Civil Rights is located:

Office for Civil Rights, Philadelphia
U.S. Department of Education
The Wanamaker Building
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323
Tel: (215) 656-8541
Fax: (215) 656-8605
Email: OCR.Philadelphia@ed.gov

The Title IX Coordinator's responsibilities include overseeing all complaints of sex discrimination and sexual harassment, and identifying and addressing any patterns or systemic problems that arise during the review of such complaints. If a report of sexual harassment is made to a District employee, the employee will inform the Title IX Coordinator.

When the Title IX Coordinator is aware of an allegation of sexual harassment, the Title IX Coordinator will promptly and confidentially reach out to the student alleging sexual harassment to discuss available options, including, but not limited to:

- The availability of supportive measures to restore access to the school's education program or activity with or without the filing of a formal complaint;
- The right to file a complaint to initiate an investigation into the sexual harassment allegations; and
- The process for filing a formal complaint.

The Title IX Coordinator will provide the complainant with information concerning the right to supportive measures even if no formal complaint is filed. The District will consider the alleged victim's wishes with respect to requests for supportive measures.

The respondent may also benefit from supportive measures. Supportive measures are free, individualized services designed to restore or preserve equal access to education, protect safety, or deter sexual harassment, not disciplinary or punitive, and without unreasonably burdening any other person. Examples of supportive measures may include:

- Counseling;
- Extensions of deadlines or other course-related adjustments;
- Modifications of work or class schedules;
- Campus escort services;
- Leave of absence;
- Increased security or monitoring of certain parts of campus; and/or
- Mutual restrictions on contact between individuals.

The District will keep confidential any supportive measures provided to the extent it does not impair the District's ability to provide the supportive measure. The Title IX Coordinator is responsible for coordinating the effective supportive measures.

FORMAL COMPLAINT OF SEXUAL HARASSMENT

A **formal complaint** is an official document alleging sexual harassment. The District will investigate the allegations set forth in a formal complaint.

A formal complaint must be submitted by the student, or the student's parent or legal guardian (in some cases), or signed by the Title IX Coordinator.

Formal complaints may be filed with the Title IX Coordinators in person, by mail, by telephone, or by email:

Dr. Paul Walmsley, Human Resources or Dr. Gina Moody, Student Services and Whole Child Support
Christina School District
1899 S. College Avenue
Newark, DE 19702
302-552-2600
paul.walmsley@christina.k12.de.us or gina.moody@christina.k12.de.us

Even if the student opts not to file a formal complaint, the Title IX Coordinator may decide to file a formal complaint on his/her own, which starts an investigation.

Emergency Removal: A respondent may be removed from education programs or activities on an emergency basis if the respondent poses an immediate threat to anyone's physical health or safety.

GRIEVANCE PROCESS

The following are procedures for the grievance process for student and employee complaints of sexual harassment:

- The individuals involved in this grievance process are prohibited from discriminating against a complainant or respondent on the basis of sex.
- Prior to the interview of the respondent, both parties (the complainant and respondent) will receive written notice of the grievance process, notice of the allegations, the presumption of innocence of the respondent, an equal opportunity to select an advisor of the party's choice (who may be, but does not need to be, an attorney), an equal opportunity to submit, inspect, and review evidence throughout the investigation. Notice that the District Student Manual includes a provision for knowingly making false statements, which is defined in the glossary as Falsification, shall mean the act of providing false accusations and/or wrongly accusing an individual within the school environment. The accusation involves deception to the extent that such conduct may or may not affect the employment of staff, the use of school resources, and/or the emotional or physical welfare of a District employee, adult volunteer or student, and is further described in the discipline matrix, and notice of the opportunity to engage in informal resolution.
- The District will provide written notice of the date, time, location, participants, and purpose of all hearings, interviews, or other meetings, with sufficient time for the party to prepare.
- The District will provide equal opportunities for the parties and their advisors to inspect and review the evidence obtained by the school as part of its investigation, if the information is directly related to the allegations raised in the formal complaint.
- The District will give the parties a meaningful opportunity to respond to the evidence after the District has provided it.
- After gathering evidence, the District will provide an investigative report on the allegations of the formal complaint. The parties will have 10 calendar days to respond to the report in writing. If responses are submitted, the District will consider the response before finalizing the investigative report.

- The investigative report will then be finalized and provided to the parties. The investigative report will be circulated to the parties at least another 10 calendar days before any determination of responsibility, or 10 calendar days before a hearing, if a hearing occurs.
- Temporary delays are permitted only for good cause. Good cause can include law enforcement activities, the absence of a party or witness, the absence of a party's advisor of choice, or the need to provide language assistance or accommodations of disabilities.
- The District will protect parties' privacy by requiring a party's written consent before using the party's medical, psychological or similar treatment records during the grievance process.
- No information protected by a legal privilege, such as the attorney-client privilege or the doctor-patient privilege, can be used during an investigation unless the person holding that privilege has waived it. Neither a party nor the school is allowed to seek or permit questions about, or allow the introduction of evidence that is protected by a recognized privilege.
- The relevant evidence, including inculpatory and exculpatory evidence, will be objectively evaluated.
- Credibility determinations will not be made on the basis of a person's status as a complainant, respondent, or witness.
- The District will apply a presumption that the respondent is not responsible during the grievance process (often called a "presumption of innocence").
- The District bears the burden of proof and must correctly apply the standard of evidence. Any finding of responsibility comes at the conclusion of the grievance process. The District will use the preponderance of the evidence standard (the same standard will be used for formal complaints against students as for formal complaints against employees);
- The District will either hold a live hearing, or allow the parties to submit relevant written questions for the other parties and witnesses to answer prior to making a determination;
- If a live hearing is held, the parties' advisors are permitted to cross-examine other parties and witnesses. No party is permitted to cross-examine other parties and witnesses. If a party does not have an advisor, the District will provide the party with an advisor of the District's choosing, free of charge, solely for the purpose of conducting relevant cross-examination on that party's behalf. The advisor does not need to be a lawyer.
- If a party or witness chooses not to appear at the live hearing, or chooses not to answer cross-examination questions, the decision-maker will exclude that party's or witness's statements and will evaluate any evidence that does not involve those statements. The decision-maker will not make inferences about the determination regarding responsibility based on the fact that a party or witness did not come to the hearing or submit to cross-examination.
- If either party requests it, the entire hearing will be held with the parties located in separate rooms, with technology enabling everyone to see and hear each other.
- In order to better coordinate schedules, the District may choose to hold the entire live hearing virtually, or the District may allow some participants to appear virtually, with technology that allows everyone to see and hear each other.
- The District will comply with all disability laws, so that individuals with disabilities who participate in a school's grievance process are appropriately accommodated.
- The decision-maker will make a determination as to whether a question asked by a party advisor is relevant BEFORE the party or witness has to answer it.
- Questions and evidence about a complainant's prior sexual history are not relevant, with two limited exceptions:
 1. Where such information is offered to prove that someone other than the respondent committed the alleged sexual harassment; or
 2. It relates to sexual behavior between the complainant and respondent offered to prove consent.
- The District will create an audio or audiovisual recording, or transcript, of any live hearing, and make it available to the parties for inspection and review.

DECISION-MAKER AND DETERMINATION OF RESPONSIBILITY

- The District will ensure the decision-maker is not the same person as the investigator or the Title IX Coordinator and will ensure there are no other conflicts of interest or bias with any of the individuals involved in the grievance process.
- The District will ensure all decision-makers receive training regarding bias and relevancy of evidence.
- Whether or not a hearing was held, the District's decision-maker will objectively evaluate the relevant evidence and reach conclusions about whether the respondent is responsible for the alleged sexual harassment.
- The decision-maker will weigh the relevant evidence and decide whether it meets the District's standard of evidence for sexual harassment.
- The District will send the written determination simultaneously to the parties, along with information regarding how to appeal the determination.
- The decision-maker's written determination will include the following:
 1. The portion of the school/district's policy that was violated;
 2. A description of the procedural steps that were taken by the District;
 3. A findings of fact section;
 4. A section that draws conclusions after applying the facts to the portion of the school/district's policy that applies;
 5. A statement and rationale for the ultimate determination of responsibility;
 6. Any disciplinary sanctions that the District will impose on the respondent, and a statement regarding whether the District will provide

remedies to the complainant;

7. A statement and rationale for any remedies for the complainant, addressing how those remedies will restore and preserve equal access; and
 8. A statement of the District's procedures that the parties have a right to appeal the initial determination regarding responsibility, and the permissible bases for appeal.
- If a respondent is found responsible for sexual harassment, the District will effectively implement remedies for a complainant designed to preserve or restore equal access to the school's education program or activity.
 - A complainant's remedies can be disciplinary against the respondent and can range from a disciplinary referral to a recommendation for expulsion depending on the circumstances. Supportive measures such as the following may also be implemented:
 - o Counseling;
 - o Extensions of deadlines or other course-related adjustments;
 - o Modifications of work or class schedules;
 - o Campus escort services;
 - o Leave of absence;
 - o Increased security or monitoring of certain parts of campus; and/or
 - o Mutual restrictions on contact between individuals (if there is a determination of sexual harassment, a no-contact restriction may be implemented).
 - Dismissal of Complaints:
 - o Mandatory Dismissals
 - The District must dismiss a complaint that:
 - Does not describe conduct that meets the definition of sexual harassment;
 - Alleges sexual harassment that did not occur in the District's education program or activity; and/or
 - Alleges sexual harassment that did not occur in the United States at all.
 - These complaints may be addressed under the code of conduct depending on the circumstances.
 - o Discretionary Dismissals:
 - The District may dismiss a complaint if:
 - If the complainant notifies the Title IX coordinator in writing that the complainant wishes to withdraw the formal complaint or some of its allegations;
 - If the respondent is not enrolled in, or employed by, the District; or
 - If specific circumstances prevent the school from gathering evidence sufficient to reach a determination about the allegations.
 - o In the event of a dismissal of a formal complaint, the District will promptly send written notice of the dismissal and the reasons to both parties. Either party has the option to appeal the decision.
 - Individuals involved in the process will be trained in accordance with Title IX regulations, and the materials used to train Title IX personnel are available on the District's website.

APPEAL OF THE DETERMINATION OF RESPONSIBILITY

The complainant or respondent may appeal the decision-maker's determination of responsibility or the dismissal of a formal complaint, to the Superintendent (or designee) within 10 calendar days of receiving the determination of responsibility or the notice of dismissal. The appeal decision-maker will not be the same individual who made the determination of responsibility, the investigator, or the Title IX Coordinator.

The following are permissible grounds for an appeal:

1. A procedural irregularity affected the outcome of the matter;
 2. New evidence has been discovered that was not reasonably available at the time of the determination on responsibility or dismissal; and/or
 3. A conflict of interest on the part of the Title IX Coordinator, an investigator who compiled evidence, or a decision-maker, and the conflict of interest affected the outcome.
- If a party files an appeal, the District will notify the parties in writing, and will implement appeal procedures equally.
 - Both parties will have the opportunity to submit a written statement supporting or challenging the outcome.
 - After considering the parties' written statements, the Superintendent (or designee) will issue a written decision no later than 15 calendar days from the parties' written submission and send it to the parties simultaneously.
 - The Superintendent's (or designee's) determination regarding whether the respondent is responsible for the sexual harassment allegations becomes final after appeal.

INFORMAL RESOLUTION PROCESS

- In appropriate cases, the District may explore the facilitation of a voluntary, informal resolution of the formal complaint. This is not an

option in any case where the respondent is a District employee.

- The District will only attempt informal resolution if each party enters the process completely voluntarily. No party will ever be forced or coerced into engaging in an informal resolution.
- The District will obtain the parties' voluntary, written consent before using any type of informal resolution process, such as mediation or restorative justice.
- The District will provide a facilitator who is free from conflicts of interest or bias, and who has received special training.
- Even in situations where the parties engage in voluntary informal resolution, the District will provide the complainant and respondent with notice of the allegations, notice of their rights, information about whether an informal process is confidential, and assurance that any party may withdraw from the informal resolution process at any time before an agreement is reached.

RECORD KEEPING

The District will maintain the following records for 7 years:

1. Records of a school's investigation;
2. Records of any appeal and the materials associated with the appeal;
3. Materials used to train Title IX Coordinators, investigators, decision-makers, and anyone who facilitates an informal resolution; and
4. Records of supportive measures that the District took in response to a report or complaint of sexual harassment.

PROHIBITION OF RETALIATION

The District prohibits retaliation against any individual, including complainants, respondents, and witnesses, for reporting sexual harassment or participating (or refusing to participate) in any Title IX grievance process.

If any individual feels that he or she [they] has been threatened, coerced, or discriminated against in an effort to chill the exercise of Title IX rights, then he or she [they] should make a report of retaliation. All complaints of retaliation should be reported to the Title IX Coordinator or the District's Superintendent, and the District will ensure a prompt and equitable resolution of the complaint.

It is not retaliation for the District to punish an individual for making a bad faith, materially false, statement during a Title IX grievance process. Additionally, engaging in protected speech under the First Amendment does not constitute retaliation.

The District will keep the identities of parties and witnesses confidential unless disclosure of an individual's identity is required under other laws or is necessary in order to conduct the grievance process.

Any individual shall have the right to file a formal complaint with the U.S. Department of Education, Office of Civil Rights at any time.

Office for Civil Rights, Philadelphia

U.S. Department of Education

The Wanamaker Building

100 Penn Square East, Suite 515

Philadelphia, PA 19107

Tel: (215) 656-8541

Fax: (215) 656-8605

E-mail: OCR.Philadelphia@ed.gov

OCR Electronic Complaint Form: <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

IV. REVIEW AND REPORTING: The Superintendent or his/her designee will report to the Board on the status of this policy as needed.

V. REFERENCES: OCR@ed.gov

APPENDIX XII

02.33 Policy Statement on Establishing Procedures, Criteria and Priorities For Students Experiencing Homelessness

I. Purpose:

Children who are identified as meeting the Federal definition of "experiencing homelessness" will be provided a free appropriate public education (FAPE) and other services, including preschool services, needed to ensure an opportunity to meet the same challenging State academic standards to which all students are held. To that end, students experiencing homelessness will not be stigmatized or segregated based on their status as "experiencing homelessness." The District shall establish safeguards that protect students experiencing homelessness from discrimination based on their homelessness. The District shall regularly review and revise its policies, including school discipline policies that affect students experiencing homelessness, including those who may be a member of any of the protected classes.

II. Definition:

"Children and youth experiencing homelessness" are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and include children and youth who meet any of the following criteria:

- share the housing of other persons due to loss of housing, economic hardship, or similar reason;
- live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations;
- live in emergency or transitional shelters;
- are abandoned in hospitals;
- have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or
- live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

Additionally, pursuant to Federal law, children or youth who are experiencing homelessness also include migratory children who are living in circumstances described above.

Pursuant to the McKinney-Vento Act, an "unaccompanied youth" includes a child or youth experiencing homelessness and not in the physical custody of a parent or guardian.

III. Services to Children and Youth Experiencing Homelessness

The District will provide services to students experiencing homelessness that are comparable to other students in the District, including:

- transportation services;
- public preschool programs and other educational programs and services for which the student experiencing homelessness meets eligibility criteria including:
- Title I programs;
- programs for children with disabilities;
- programs for English Language Learners (ELs) (i.e., students with Limited English Proficiency (LEP));
- programs in career and technical education;
- programs for gifted and talented students;
- school nutrition programs;
- IDEA; and
- Before - and after-school programs.

The Chief School Officer will appoint a District Homeless Education Liaison who will perform the duties as assigned by the Chief School Officer. Additionally, the District Homeless Education Liaison will coordinate and collaborate with the State Coordinator for the Education of Children and Youth Experiencing Homelessness as well as with community and school personnel responsible for the provision of education and related services to children and youths experiencing homelessness.

IV. School Stability

Maintaining a stable school environment is crucial to the success of a student experiencing homelessness. To ensure stability, the District must make school placement determinations based on the "best interest" of the child or youth experiencing homelessness based on student-centered factors. The District must:

- continue the student's education in the school of origin for the duration of homelessness when a family experiences homelessness between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or
- enroll the student in any public school that students not experiencing homelessness who live in the attendance area in which the child or youth, or the family of the child or youth, is actually living are eligible to attend.

When determining a child or youth's best interest, the District must assume that keeping the student experiencing homelessness in the school of origin is in that student's best interest, except when doing so is contrary to the request of the student's parent or guardian, or the student if he or she [they] is an unaccompanied youth. The school of origin is the school the student attended or enrolled in when permanently housed, or the school in which the student was last enrolled, including a public preschool. The school of origin also includes the designated receiving school which includes the next school level elementary from prekindergarten, middle from elementary, high from middle, that a child or youth experiencing homelessness, whose homelessness continues in the next school year, may attend when the next level school is the District-designated school for students in the school of origin of the student experiencing homelessness.

When determining the student's best interest, the District must also consider student-centered factors, including the impact of mobility on achievement, education, health, and safety of students experiencing homelessness and give priority to the request of the student's parent or guardian, or youth (if an unaccompanied youth). The District must also consider the school placement of siblings when making this determination.

If the District finds that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian, or unaccompanied youth, the District must provide the individual with a written explanation and reason for the determination in a manner and form understandable to the parent, guardian or unaccompanied youth. This written explanation will include appeal rights and be provided in a timely manner.

V. Remove Barriers

The District has an obligation to remove barriers to the identification, enrollment and retention of students experiencing homelessness. If a school other than the student's school of origin is chosen on the basis of a best interest determination, the student experiencing homelessness must be immediately enrolled, even if the student does not have the documentation typically necessary for enrollment, such as immunization and other required health records, proof of residency, proof of guardianship, birth certificate, or previous academic records. The student experiencing homelessness must also be enrolled immediately regardless of whether the student missed application or enrollment deadlines during the period of homelessness, fails to meet uniform or dress code requirements, or has outstanding fines or fees.

The enrolling school must immediately contact the school last attended by the student experiencing homelessness to obtain relevant academic or other records and provide credit for full or partial coursework satisfactorily completed at the previous school of enrollment. If the student needs immunization or other health records, the enrolling school must immediately refer the parent, guardian, or unaccompanied youth to the District Homeless Education Liaison, who will help obtain the immunizations, screenings or other required health records. Records usually maintained by the school must be kept so that they are available in a timely fashion if the child enters a new school or District. These records include immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs. Procedures for inter-State records transfer between schools should be taken into account in order to facilitate immediate enrollment.

In addition, it shall be the District's responsibility to make sure that, once identified for services, the student experiencing homelessness is attending classes and not facing barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, and online learning. The District will coordinate with community service providers and agencies, including housing authorities, to provide support to students experiencing homelessness and their families.

Unaccompanied high school youth experiencing homelessness will receive counseling to prepare and improve their readiness for postsecondary education.

VI. Transportation

The District shall promptly provide students experiencing homelessness with transportation services that are comparable to those available to student's not experiencing homelessness. At the request of the parent or guardian, or the District Homeless Education Liaison in the case of an unaccompanied youth, the District shall provide, or arrange for, transportation to and from the student's school of origin.

When the student obtains permanent housing, transportation shall be provided to and from the school of origin until the end of the school year unless the school placement changes in conformity with this policy.

VII. Dispute Resolution

When considering placement in a school other than the child's or youth's school of origin, the District will consider student-centered factors to determine a placement that is in the student's best interest.

When the District determines that a placement other than the school of origin is in the best interest, the District will provide the parent, guardian or unaccompanied youth experiencing homelessness with a written explanation in a manner and form understandable to the parent, guardian, or unaccompanied youth; and information on the right to appeal the placement determination.

During a school selection dispute, the child or youth either will remain enrolled in the student's school of origin or shall be immediately enrolled in the eligible school in which enrollment is sought, pending the final resolution of the dispute, including all available appeals.

The parent or guardian of the child or youth or, in the case of an unaccompanied youth, the youth, shall be provided with a written explanation of any decision related to school selection or enrollment made by the school or the DISTRICT, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions.

VIII. Children Experiencing Homelessness in Preschool

Preschool-aged children experiencing homelessness and their families shall be provided equal access to the educational services for which

they are eligible, including federally funded preschool programs, including Head Start programs, administered by the District. Additionally, the child experiencing homelessness must remain in the public preschool of origin, unless a determination is made that it is not in the child's best interest. When making such a decision on the student's best interest, the District takes into account the same factors as it does for any student, regardless of age. It also considers pre-school age-specific factors, such as 1) the child's attachment to preschool teachers and staff; 2) the impact of school climate on the child, including school safety; the quality and availability of services to meet the child's needs, including health, developmental, and social-emotional needs; and 3) travel time to and from school.

The District must also provide transportation services to the school of origin for a child experiencing homelessness attending a federally funded preschool. It is the District's responsibility to provide the child with transportation to the school of origin even if the preschooler experiencing homelessness who is enrolled in a public preschool in the District moves to another District that does not provide widely available or universal preschool.

IX. Public Notice

In addition to notifying the parent or guardian of the student experiencing homelessness or the unaccompanied youth of the applicable rights described above, the District shall post public notice of educational rights of children and youth experiencing homelessness in each school and in a manner and form understandable to parents, guardians, and unaccompanied youths. In addition, the DISTRICT shall post public notice of the McKinney-Vento rights in places that populations experiencing homelessness frequent, such as shelters, soup kitchens, and libraries in a manner and form understandable to the parents, guardians, and unaccompanied youths.

X. Records

The local District Homeless Education Liaison will assist the students experiencing homelessness and their parent(s) or guardian(s) or unaccompanied students experiencing homelessness in their efforts to provide documentation to meet State and local requirements for entry into school.

All records for students experiencing homelessness shall be maintained, subject to the protections of the Family Educational Rights and Privacy Act (FERPA), and in such a manner so that they are available in a timely fashion and can be transferred promptly to the appropriate parties, as required. Pursuant to the McKinney-Vento Act, information regarding the living situation of a student experiencing homelessness is not considered directory information and must be provided the same protections as other non-directory personally identifiable information (PII) contained in student education records under FERPA. The DISTRICT shall incorporate practices to protect student privacy as described in accordance with the provisions of the Violence Against Women Act (VAWA) and the Family Violence Prevention and Services Act (FVPSA).

No Board policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of children experiencing homelessness.

XI. REVIEW AND REPORTING: Superintendent or designee shall review the District Choice Procedures as needed.

XII. REFERENCES: McKinney-Vento Homeless Assistance Act- (Title IX, Part A of ESSE).

<https://uscode.house.gov/view.xhtml?path=/prelim@title42/chapter119/subchapter6/partB&edition=prelim>

GLOSSARY

**This Glossary is developed and in alignment with state requirements for definition of terms, DDOE Regulation 614.

Abusive Language/Gestures shall mean student uses, or threatens to use, written or spoken language, gestures, electronic images, photos or actions, which are offensive, obscene, and/or vulgar.

Academic Cheating The act or instance of deception in preparing or presenting course work or class assignments as a student's own authentic work when it is not. This includes, but is not limited to: (1) copying another student's paper, (2) unauthorized use of notes or sharing answers during a test or examination, (3) presenting another person's work as one's own, (4) presenting quotations, words, or ideas without proper references or credit (plagiarism). The person sharing the information will receive the same consequence as the person who turned the work in as his/her own. These examples also apply to electronic information retrieved from the Internet.

Administration includes both District Office and building administrative staff.

Alcohol means ethyl alcohol produced by the distillation of any fermented liquid, whether rectified or diluted with water or not, whatever may be the origin thereof, and includes synthetic ethyl alcohol, but it does not mean ethyl alcohol, diluted or not, that has been denatured or otherwise rendered unfit for beverage purposes. § 101 of Title 4

Alcohol Liquor shall have the same definition as provided in 4 *Del.C.* §101(2).

Arson I shall mean that person is guilty of arson in the first degree when the person intentionally damages a building by starting a fire or causing an explosion and when: (1) The person knows that another person not an accomplice is present in the building at the time; or (2) The person knows of circumstances which render the presence of another person not an accomplice therein a reasonable possibility.

Arson in the first degree is a class C felony. 11 *Del.C.* 1953, § 803.

Arson II shall mean when a person intentionally damages a building by starting a fire or causing an explosion. In any prosecution under this section it is an affirmative defense that: (1) No person other than the accused had a possessory or proprietary interest in the building, or if other persons had such interests, all of them consented to the accused's conduct; and (2) The accused's sole intent was to destroy or damage the building for an unlawful purpose; and (3) The accused had no

reasonable ground to believe that the conduct might endanger the life or safety of another person or damage another building. Arson in the second degree is a class D felony. 11 *Del.C.* 1953, § 802.

Arson III shall mean: (1) A person is guilty of arson in the third degree when the person recklessly damages a building by intentionally starting a fire or causing an explosion. or (2) In any prosecution under this section it is an affirmative defense that no person other than the accused had a possessory or proprietary interest in the building. Arson in the third degree is a class G felony. 11 *Del.C.* 1953, § 801.

Assault I shall mean: (1) The person intentionally causes serious physical injury to another person by means of a deadly weapon or a dangerous instrument; or (2) The person intentionally disfigures another person seriously and permanently, or intentionally destroys, amputates or disables permanently a member or organ of another person's body and as defined in 11 *Del.C.* §§ 613.

Assault II shall mean: (1) The person recklessly or intentionally causes serious physical injury ("Serious physical injury" means physical injury which creates a substantial risk of death, or which causes serious and prolonged disfigurement, prolonged impairment of health or prolonged loss or impairment of the function of any bodily organ, or which causes the unlawful termination of a pregnancy without the consent of the pregnant female, 11 *Del.C.* § 222) to another person; or

(2) The person recklessly or intentionally causes physical injury to another person by means of a deadly weapon or a dangerous instrument and as defined in 11 *Del.C.* § 612.

Assault III shall mean: (1) A person intentionally or recklessly causes physical injury ("Physical injury" means impairment of physical condition or substantial pain, 11 *Del.C.* § 222) to another person; or (2) With criminal negligence the person causes physical injury to another person by means of a Deadly Weapon or a Dangerous Instrument. (11 *Del.C.* § 611).

Assignment to Alternative Program is the placement of the student in a special program until the student has satisfied the requirements to return to the regular program.

Attorney General's Report (Juvenile Arrest Warrant and Complaint)" shall mean the Department of Justice's report of out-of-

school or in-school criminal conduct, regardless of jurisdiction, which shows disregard for the health, safety and welfare of others, including, but not limited to acts of violence, weapons offenses, and Drug offenses.

Behavior Intervention A range of strategies that are designed to modify the disruptive or problem behaviors of a student while teaching the student appropriate alternative behaviors.

Behavior Intervention Plan A Behavior Intervention Plan (BIP) takes the observations made in a *Functional Behavioral Assessment* and turns them into a concrete plan of action for managing a student's behavior. A BIP may include ways to change the environment to keep behavior from starting in the first place, provide positive reinforcement to promote good behavior, employ planned ignoring to avoid reinforcing bad behavior, and provide supports needed so that the student will not be driven to act out due to frustration or fatigue.

Behavior Modification Plan A behavior modification plan is a systematic plan to reduce problem behaviors or increase desired behaviors.

Behavior referral An electronic record keeping system that identifies problem behavior, its location, and the environmental and functional factors contributing to the behavior. It documents administrative, teacher and staff responses – utilization of strategies and interventions - to problem behaviors.

Breaking and Entering shall mean unauthorized entry of any locked area of the school environment during or after school; including, but not limited to, rooms, classrooms, auditorium, gym, shops, offices, lockers, cabinets and vehicles.

Bullying shall mean any intentional written, electronic, verbal or physical act or actions against another student, school volunteer or school employee that a reasonable person under the circumstances should know will have the effect of: (1) Placing a student, school volunteer or school employee in reasonable fear of substantial harm to his or her [their] emotional or physical well-being or substantial damage to his or her [their] property; or (2) Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; or (3) Interfering with a student having a safe school environment that is necessary to facilitate educational

performance, opportunities or benefits; or (4) Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee.

Class Cutting Unexcused absence from a class without authorization or approved reason.

Conflict Resolution/Mediation is the District-wide comprehensive and formalized program, which includes the use of mediation (conciliation) techniques to assist in resolution of student disputes and discipline issues.

Commission by a student means that a student has engaged in behavior equivalent to that which is prohibited by law regardless of whether the student has been criminally convicted of the same.

Crime shall have the same meaning as provided in 14 *Del.C.* §4112.

Criminal Drug Offense, Commission of shall mean the Commission by a student of the unlawful Possession, Distribution, or use of Alcohol, a Drug, a Drug-Like Substance, and/or Drug Paraphernalia.

Criminal Deadly Weapons/Dangerous Instrument Offense, Commission of shall mean the Commission by a student of an offense prohibited by 11 *Del.C.* §§1442 through 1458 inclusive.

Criminal Mischief (Vandalism) shall mean a student, in the School Environment, intentionally or recklessly: (1) Damages tangible property of another person or entity; or (2) Tamper with tangible property of another person so as to endanger person or property.

Criminal Sexual Offense, Commission of shall mean the Commission by a student of an offense prohibited by 11 *Del.C.* §§763 through 780, inclusive, or §§1108 through 1112A, inclusive, or §1352(2) or §1353.

Criminal Violent Felony Offense, Commission of shall mean the Commission by a student of any violent felony as specified in 11 *Del.C.* §4201(c).

Culturally Responsive means the valuation, consideration, and integration of individuals' culture, language, heritage and experiences leading to supported learning and development.

Cyberbullying shall mean the use of uninvited and unwelcome electronic communication directed at an identifiable student or group of students, through means other than face-to-face interaction, which (1) interferes with a student's physical well-being; or (2) is

threatening or intimidating; or (3) is so severe, persistent, or pervasive that it is reasonably likely to limit a student's ability to participate in or benefit from the educational programs of the school district or charter school. Communication shall be considered to be directed at an identifiable student or group of students if it is sent directly to that student or group, or posted in a medium that the speaker knows is likely to be available to a broad audience within the school community. (Mediums include, but are not limited to, the following: Facebook, Twitter, SnapChat, Instagram, Tumblr, YouTube, Pinterest, Flickr, oovoo, Kik, Vine, Meerkat, Periscope, YikYak, Secret, etc.)

Dangerous Instrument shall have the same meaning as provided in 11 *Del.C.* §222(4). "Dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used, attempted to be used or threatened to be used, is readily capable of causing death or serious physical injury, or any disabling chemical spray, as defined in paragraph (7) of this section or any electronic control devices including but not limited to a neuromuscular incapacitation device designed to incapacitate a person.

Dangerous Instrument(s) Possession/Concealment/Sale shall mean the unauthorized Possession/concealment/sale by a student in the School Environment of any instrument, article or substance which is readily capable of causing serious physical injury or death.

Deadly Weapon includes a "firearm," as defined in paragraph (12) of this section, a bomb, a knife of any sort (other than an ordinary pocketknife carried in a closed position), switchblade knife, billy, blackjack, bludgeon, metal knuckles, slingshot, razor, bicycle chain or ice pick or any "dangerous instrument," as defined in paragraph (4) of this section, which is used, or attempted to be used, to cause death or serious physical injury. For the purpose of this definition, an ordinary pocketknife shall be a folding knife having a blade not more than 3 inches in length. 11 *Del.C.* §222(5). A BB gun is considered a deadly weapon when found in a student's possession on school property (11 *Del.C.*).

Deadly Weapon(s) Possession/Concealment/Sale shall mean the Possession, concealment, and/or sale of a Deadly Weapon in the school environment. In addition, any dangerous instrument will be considered a weapon/deadly weapon when used, displayed in a threatening manner, or attempted to be used, which could cause death or serious physical injury.

Defiance of School Authority shall mean: (1) A verbal or non-verbal refusal to immediately comply with a reasonable request from school personnel, or refusal to identify oneself at the request of school personnel, and/or refusal to

comply with disciplinary action; or (2) A verbal or non-verbal display of disrespect and/or uncivil behavior toward school personnel which either causes a substantial disruption or material interference with school activities.

Distribution of Drugs and/or Alcohol and/or Drug Paraphernalia shall mean the sale, transfer, or Distribution in school, on school property, or on school field trip of Drugs or Alcohol.

Denial of Bus Transportation is the temporary or permanent withholding of bus transportation for misconduct on the school bus, disrespect to the driver, or vandalism to the bus. Such action may be taken only by an administrator.

During the period of denial of school bus transportation, parents/guardians are responsible for getting the student to and from school.

Denial of Driving Privileges is the removal of permission to drive on school property for a specified time.

Designee shall mean, for building-level decisions, the individual building's Assistant to the Principal, Dean of Discipline and/or School Climate Advisors. For District-level decisions, the term designee shall mean whomever the Superintendent designates as the Superintendent designee.

Destruction/Defacing of School Property shall mean the willful or malicious destruction or defacing of school/District property.

Detention is an established time outside the regular instructional time when a student is assigned to a supervised area, to include, but is not limited to before/after school detention, removal from class, Saturday school, and/or lunch detention.

Developmentally Appropriate means making curriculum, lesson and other decisions that affect students based on what they are able to do cognitively, physically and emotionally at a certain age.

Disruptive behavior includes conduct that is so unruly, disruptive or abusive that it seriously interferes with a school teacher's or school administrator's ability to communicate with the students in a classroom, with a student's ability to learn, or with the operation of a school or a school-sponsored activity.

Discipline Record shall mean information about any and all periods of out-of-school Suspension or of expulsion from the regular school setting imposed on a student as a result of an infraction of the school or district's student manual or other rules.

Disorderly Conduct shall mean conduct in the School Environment which causes public inconvenience, annoyance or alarm or creates a risk thereof by: engaging in fighting or

violent tumultuous or threatening behavior or making an unreasonable noise or an offensively coarse utterance or gesture or display or addressing, abusive language to any person present. 11 **Del.C.** 1301.

Distribute, Distributing or Distribution means the transfer or attempted transfer of Alcohol, a Drug, a Look Alike Substance, a Drug Like Substance, or Drug Paraphernalia to any other person with or without the exchange of money or other valuable consideration. (14 **Del.C.** §614)

Distribution of Drugs and/or Alcohol and/or Drug Paraphernalia shall mean the sale, transfer, or Distribution in school, on school property, or on school field trip of Drugs or Alcohol.

District means a reorganized school district or vocational technical school district established pursuant to Chapter 10 of Title 14 of the Delaware Code.

Drug means any "controlled substance" or "counterfeit controlled substance" as defined in 16 **Del.C.** §4701 (6) and (7) and can mean any Drug Like Substance or Look Alike Substance.

Drug Like Substance means any noncontrolled and nonprescription substance capable of producing a change in behavior or altering a state of mind or feeling, including, for example, some over the counter cough medicines, certain types of glue, caffeine pills and diet pills. The definition of Drug Like Substance does not include tobacco or tobacco products which are governed by 14 DE Admin. Code 877 Tobacco Policy.

Drug Paraphernalia shall have the same meaning as provided in 16 **Del.C.** §4701 (17).

Expulsion means, for purposes of this regulation, the exclusion from the regular school setting for a period determined by the local District board or Charter School board.

Extortion shall mean to obtain or attempt to obtain money, goods, services, or information from another by force or the threat of force.

Falsification shall mean the act of providing false accusations and/or wrongly accusing an individual within the school environment. The accusation involves deception to the extent that such conduct may or may not affect the employment of staff, the use of school resources, and/or the emotional or physical welfare of a District employee, adult volunteer, or student.

Felony is any very serious offense, which is considered above the misdemeanor level as defined in State law. 11 **Del.C.** 4201(c) Title 11, Section Crime.

Felony Theft (\$1500 or more) shall mean: (a)

When a person takes, exercises control over or obtains property of another person intending to deprive that person of it or appropriate it; or (b) When a person, in any capacity, legally receives, takes, exercises control over or obtains property of another which is the subject of Theft, and fraudulently converts the property to the person's own use. The Theft is considered a felony when the value of the property received, retained, or disposed of is \$1500 or more or the victim is 62 years of age or older, or an "adult who is impaired" as defined in § 3902(2) of Title 31, or a "person with a disability" as defined in § 3901(a)(2) of Title 12.

Fighting shall mean any aggressive physical altercation between two or more individuals.

Firearm means handgun, rifle, shotgun, or other type of firearm as that term is defined in the federal Gun Free Schools Zone Act at 18 U.S.C.A. §921.

Forgery The act of replicating a signature or using something written falsely to deceive.

Functional Behavioral Assessment Functional behavioral assessment is the process of determining why a student identified with special needs engages in challenging behavior and how the student's behavior relates to the environment.

Gambling shall mean participation in games of chance for money or other things of value.

Gun Free School's Violation shall mean the prohibited bringing to school, or Possession while in school of a Firearm by a student.

Harassment shall mean any actions or statements made with the intent to harass, annoy, or alarm another person which: A) insults, taunts, or challenges the other person or; B) is a cause of alarming or distressing conduct which serves no legitimate purpose and is done in a manner which the actor knows is likely to provoke a violent or disorderly response or cause a reasonable person to suffer fear, alarm, or distress. 11 **Del.C.** 1311.

Inappropriate Behavior: Careless/Reckless Intentional/unintentional behavior that has the potential to or causes personal injury or property damage.

For example: shoving, horseplay.

Inappropriate Behavior: Classroom Disruption/Interference shall mean language, behavior, gestures or actions which seriously disrupt, produce distractions, frictions or disturbances that interfere with effective functioning of the teacher, another student, a class, or any school activity, including but not limited to boycotts, sit-ins, and walk-outs.

Inappropriate Behavior: Disrespect to

Student(s)/Staff shall mean acts of harassment that do not rise to the level of bullying and are not sexual in nature. Any actions or statements made with the intent to harass, annoy, or alarm another person which: a) insults, taunts, or challenges the other person; or b) is a cause of alarming or distressing conduct which serves no legitimate purpose and is done in a manner which the actor knows is likely to provoke a violent or disorderly response or cause a reasonable person to suffer fear, alarm, or distress. (Use code S0105).

Inappropriate Behavior: Inappropriate Item/Material shall mean any item or device that may be deemed by building staff as disruptive or having the potential for causing disruption (not a weapon) to include, but is not limited to hover boards and skateboards.

Inappropriate Behavior: Insubordination Not following a request by staff.

Inappropriate Behavior: Safety Violation shall mean any action that could endanger the safety and welfare of students.

Inappropriate Sexual Behavior shall mean acts of affection or intimacy inappropriate to an educational setting.

Inhalant Abuse shall mean chemical vapors that are inhaled for their mind-altering effects.

In-School Alternative (ISA) is an intervention program for students in grades 6-12 in which students continue with traditional coursework, but also receive instruction in social skills. If the student's goals and expectations are not met, an alternative placement may result after a District review of District ISA documentation is conducted.

Instigation Behavior which is likely to incite or produce aggressive or physical conflict between two or more individuals.

Intervention An intervention is understood as actions, ideas and plans that are designed to interrupt problematic behavior and promote positive behavior. In determining the best intervention in response to a behavior of concern, we must assess/ take into consideration the role(s) of the environment, classroom routines, and the interactions of the child with teachers and students.

Lateness to Class / Tardy Students are considered late to class after the final bell.

Leaving School Without Authorization shall mean once a student arrives at the school campus, he/she [they] may not leave, unless authorized to do so, until the end of the student's scheduled day.

Look Alike Substance means any noncontrolled substance which is packaged so as to

appear to be, or about which a student makes an express or implied representation that the substance is, a Drug or a noncontrolled substance capable of producing a change in behavior or altering a state of mind or feeling. See Title 16 Delaware Code Sec. 4752A.

Medications: Inappropriate Use or Possession shall mean Possessing or using Nonprescription Medication or Prescription Drugs of any type in the School Environment in violation of 14 DE Admin. Code 612.

Misuse of Technology shall mean the wrong or improper use of an electronic device that creates a disruption, interference, or damage or fear of damage to school property or the property of students and school personnel.

Misuse and/or Unauthorized Use of Cell Phones and all other Electronic Devices shall mean that the unauthorized use of an electronic communication device, including but not limited to cell phones, tablets, iPads, etc. is prohibited during the school day or at designated school events. This includes, but is not limited to, the unauthorized recording and/or posting online of audio, video, or still image files.

Misuse of Technology (Severe Clause) shall mean the use of technology equipment in taking, soliciting, using, receiving, or sending pornographic or obscene material; or accessing unauthorized email; or the unauthorized downloading and/or installing of files; or intentionally damaging technology equipment in the school environment; or a situation in which a student deliberately tampers with, damages, alters, accesses, crashes, or corrupts the computer/communications system in the school environment resulting in the loss or corruption of information or the ability of the system to operate; or in any way disrupts or degrades the school or District's technology infrastructure. CSD also views the "Misuse of Technology (Severe Clause)" as photos and/or videos which are taken, viewed, shared (air-dropped/mail-dropped, etc.) on District and/or personal electronic devices within the school environment which are considered hurtful, harmful, obscene, offensive, inappropriate, or unacceptable to others.

Multiple Referrals shall mean when 3 or more referrals (Step 5 and higher) are generated for a student within a given day.

Narcotics

"Narcotic drug" means any of the following, whether produced directly or indirectly by extraction from substances of vegetable origin, or independently by means of chemical synthesis:

a. Opium opiates, derivatives of opium and opiates, including their isomers, esters, ethers, salts and salts of isomers, esters and ethers,

whenever the existence of such esters, ethers, and salts is possible within the specific chemical designation. Such term does not include isoquinoline alkaloids of opium.

b. Poppy straw and concentrate of poppy straw.

c. Coca leaves, except coca leaves and extracts of coca leaves from which cocaine, ecgonine and derivatives of ecgonine or their salts have been removed.

d. Cocaine, its salts, optical and geometric isomers, and salts of isomers.

e. Ecgonine, its derivatives, their salts and salts of isomers.

f. Any compound, mixture or preparation which contains any quantity of any of the substances referred to in paragraphs (27)a. through e. of this section. (14 Del.C. §614)

Nonprescription Medication means any over the counter medication; some of these medications may be a "Drug Like Substance."

Offensive Touching shall mean intentionally touching another person either with a member of his or her [their] body or with any instrument, knowing that the person is thereby likely to cause offense or alarm to such other person; or Intentionally striking another person with saliva, urine, feces or any other bodily fluid, knowing that the person is thereby likely to cause offense or alarm to such other person.

Opioids "Opiate" means any substance having an addiction-forming or addiction-sustaining liability similar to morphine or being capable of conversion into a drug having addiction-forming or addiction-sustaining liability. It does not include, unless specifically designated as controlled under §4711 of this title, the dextro-rotatory isomer of 3-methoxy-n-methylmorphinan and its salts (dextromethorphan). It does include its racemic and levorotatory forms. (14 Del.C. §4701)

Paraphernalia is all equipment, products, and materials as defined in Section 4701 of Title 16 of the Delaware Code, including, but not limited to, roach clips, miniature cocaine spoons, and containers for packaging drugs.

Parent Contact /Conference is a contact by telephone or in person with a parent.

Parent Notification is contact with a parent by phone, letter, or meeting.

Police notification is the reporting of an alleged illegal act to a law enforcement agency.

Pornography shall mean the possession, sharing, or production of any known obscene material in the School Environment.

Possess, Possessing, or Possession means that a student has on the student's person, in the student's belongings, or under the student's reasonable control prohibited items or substances.

Prescription Drugs means any substance obtained directly from or pursuant to a valid prescription or order of a practitioner, as defined in 16 Del.C. §4701(31), while acting in the course of his or her [their] professional practice, and which is specifically intended for the student in whose possession it is found.

Reasonable Suspicion is facts or circumstances which lead a reasonable person to suspect that a student has, is, or will commit a crime or violation of the school district's policies (e.g., possession/use/transfer of drugs; possession/use/concealment of a deadly weapon, etc.)

Repeated Violations of the Student Code of Conduct (known herein as the CSD Student Manual) shall mean five or more violations of the school's Code of Conduct within a school year, excluding chronic infractions for tardiness or unexcused absences to school/class.

Rape or Attempted Rape shall respectively mean unlawful sexual activity and usually sexual intercourse carried out forcibly or under threat of injury against a person's will or with a person who is beneath a certain age or incapable of valid consent because of mental illness, mental deficiency, intoxication, unconsciousness, or deception.

Reckless Burning shall mean when a person intentionally or recklessly starts a fire or causes an explosion and recklessly places a building or property in danger of destruction or damage or places another person in danger of physical injury.

Recommendation to Counseling or Appropriate Social Service Agencies is a recommendation that the student seek help from a public or private social agency.

Referral to Alternative Program is a short-term educational option for students whose behavior requires removal from the regular school program. Referral to an alternative program will be made according to procedures established for the program.

Referral to the Courts is the filing of a charge of an alleged illegal action with the court having jurisdiction.

Removal from Class

Teacher - A teacher may remove a student from class for the remainder of the class period when the student's conduct is seriously disruptive and informal resolution is impracticable. Exclusion may not exceed one class period. The student must be escorted to a supervised

area designated by the principal.

Administrator - An administrator may temporarily remove a student from class if the student's continued attendance in a particular class causes serious disruption of the educational process or presents immediate danger of physical harm to either the student or others. The student will be assigned to a supervised area. Removal from class by an administrator shall not exceed five (5) days. However, a student may be permanently removed from a particular class after repeated infractions.

Repeated Violations of the Student Code of Conduct (known herein as the CSD Student Manual) shall mean five or more violations of the school's Code of Conduct within a school year, excluding chronic infractions for tardiness or unexcused absences to school/class.

Reprimand is a verbal or written warning that behavior is not acceptable.

Restitution/Restoration is the payment for and/or restoring of school/District property or articles which have been damaged, lost, or stolen. This could include a work assignment which is an assigned task which must be completed by the student. The time required should not exceed five (5) hours and should be related to the severity of the offense.

Riot A person is guilty of riot when the person participates with 2 or more persons in a course of disorderly conduct: (1) With intent to commit or facilitate the commission of a felony or misdemeanor; or (2) With intent to prevent or coerce official action; or (3) When the accused or any other participant to the knowledge of the accused uses or plans to use a firearm or other deadly weapon. Any other provision of this Criminal Code notwithstanding, whoever violates this section shall be guilty of a class F felony.

Any other provision of this Criminal Code or Title 10 notwithstanding, any person over 16 years old who violates this section shall be prosecuted as an adult.

11 *Del. C.* 1953, § 1302; 58 Del. Laws, c. 497, § 1; 67 Del. Laws, c. 130, § 8; 70 Del. Laws, c. 186, § 1.

Robbery shall be defined as it is stated in 11 *Del.C.* § 831 and § 832.

School Environment means within or on school property, and at school sponsored or supervised activities, including, for example, on school grounds, on school buses, at functions held on school grounds, at school sponsored extracurricular activities held on and off school grounds, on field trips and at functions held at the school in the evening.

School property shall mean any building, structure, athletic field, sports stadium or real prop-

erty that is owned, operated, leased or rented by any public school district, or any motor vehicle owned, operated, leased, rented or subcontracted by any public school.

Service Learning Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service-learning involves students in community service activities and applies the experience to personal and academic development. Service-learning occurs when there is "a balance between learning goals and service outcomes."

Sexual Act means those acts described in DDOE Regulation 614. The regulation can be found at the following link: <http://regulations.delaware.gov/AdminCode/title14/600/614.shtml#TopOfPage>.

Sexual Assault shall mean any unwanted sexual behavior committed by a perpetrator who is a stranger to the victim or by a perpetrator who is known by the victim or related to the victim by blood, marriage or civil union. Behaviors that fall under this definition include but are not limited to: sexual harassment as defined in §763 of Title 11; sexual contact as defined in §761(f) of Title 11; Sexual intercourse as defined in §761(g) of Title 11; sexual penetration as defined in §761(i) of Title 11; and child sexual abuse as defined in §901 of Title 10.

Sexual Harassment A person is guilty of sexual harassment when: (1) The person threatens to engage in conduct likely to result in the commission of a sexual offense against any person; or (2) The person suggests, solicits, requests, commands, importunes or otherwise attempts to induce another person to have sexual contact or sexual intercourse or unlawful sexual penetration with the actor, knowing that the actor is thereby likely to cause annoyance, offense or alarm to that person.

Sexual Intercourse shall have the same meaning as provided in 11 *Del.C.* §761(g).

Sexual Misconduct shall mean a consensual sexual act(s) between two individuals within the School Environment.

Sexual Offense means any offense defined by 11 *Del.C.* §§763-780 and §§1108-1112A, 1352(2) and 1353.

Student with a Disability refers to a student eligible for special education or related services under the Individuals with Disabilities Education Act (I.D.E.A.), or a handicapped student as defined as Section 504 of the Rehabilitation Act of 1973.

Smoking: Tobacco Possession and/or Use shall mean using, possessing, or dispensing of any tobacco product or tobacco like products including electronic devices/Vape prod-

ucts (e.g.: Juul).

Special Education team refers to an Individual Education Program team for students eligible under the IDEA which includes the student's parent and a multi-disciplinary team for students eligible under Section 504 and not eligible under the IDEA.

Stealing Minor shall mean the taking, exercising control over or obtaining the property, valued at under \$20.00, of another or others intending to deprive that person of it or appropriate it without permission or right.

Stealing Major shall mean the taking, exercising control over or obtaining the property, valued at over \$20.00, of another or others intending to deprive that person of it or appropriate it without permission or right.

"Steroids Possession and/or Use" shall mean the unlawful Use or Possession of steroids.

Student Manual means the District approved document which specifies the rights and responsibilities of students, defines conduct that disrupts/threatens a positive/safe school environment, standardizes procedures for consequences, disciplinary action, and defines due process and grievance procedures.

Student Manual Success Plan (SMSP) is a plan that has been designed to provide additional layers of support for students dealing with challenging behaviors, in an effort to work with each student helping them achieve success as both a student and as a member of our school community. The SMSP incorporates input from the student, the student's parent/guardian, building staff and building administration, and is also inclusive of building level data. The SMSP must be in place for 10 school days prior to any further recommendations by the school.

Student Presence in any prohibited school area / Loitering A student's unauthorized presence in any school area.

Suspensions can be designated by the school administration as In-School or Out-of-School.

In-School Suspension: Students assigned to in-school suspension will remain in school, but will be assigned to a designated, supervised area within the school. Students with a Disability serving an in-school suspension will be afforded the necessary instruction to allow them to continue making progress on their IEP goals and will receive all accommodations. Students assigned to in-school suspension, are not permitted to participate in any extra-curricular activities during the length of their suspension.

Out-of-School Suspension: Students assigned to out-of-school suspension are not to be permitted on school property during the length of their

suspension and it is the parents responsibility to arrange for their care. Students assigned to out-of-school suspension, are not permitted to participate in any extra-curricular activities during the length of their suspension. Students may request to receive their assignments during the time of their suspension if the time period exceeds 3 days.

Tampering with any fire safety device/fire alarm incident shall mean any intentional or unintentional tampering with any fire safety device or alarm.

Tampering with Public Records shall mean a person knowingly without valid authorization removes, mutilates, destroys, conceals, makes a false entry in or falsely alters any original record or other written material filed with, deposited in or otherwise constituting a record of a public office or public servant.

Teen Dating Violence shall mean assaultive, threatening or controlling behavior, including stalking as defined in 11 *Del.C.* §1312; that one person uses against another person in order to gain or maintain power or control in a current or past relationship. The behavior can occur in both heterosexual and same sex relationships, and in serious or casual relationships.

Theft A person is guilty of theft when the person takes, exercises control over or obtains property of another person intending to deprive that person of it or appropriate it. Theft includes the acts described in this section, as well as those described in 11 *Del.C.* §§ 841A-846.

Theft Using Coersion / Extortion A person commits extortion when, with the intent prescribed in § 841 of this title, the person compels or induces another person to deliver property to the person or to a third person by means of instilling in the victim a fear that, if the property is not so delivered, the defendant or another will:

- (1) Cause physical injury to anyone; or
- (2) Cause damage to property; or
- (3) Engage in other conduct constituting a crime; or
- (4) Accuse anyone of a crime or cause criminal charges to be instituted against anyone; or
- (5) Expose a secret or publicize an asserted fact, whether true or false, tending to subject anyone to hatred, contempt or ridicule; or
- (6) Falsely testify or provide information or withhold testimony or information with respect to another's legal claim or defense; or

(7) Use or abuse the defendant's position as a public servant by performing some act within or related to the defendant's official duties, or by failing or refusing to perform an official duty, in such manner as to affect some person adversely; or

(8) Perform any other act which is calculated to harm another person materially with respect to the person's health, safety, business, calling, career, financial condition, reputation or personal relationships.
11 *Del.C.* § 846

Threat to the Orderly School Process / Terroristic Threatening (Student and Staff) shall mean when: (1) A person threatens to commit any Crime likely to result in death or in serious injury to person or property; or (2) A person commits an act with intent of causing an individual to believe that the individual has been exposed to a substance that will cause the individual death or serious injury.

Terroristic Threatening - Security Threat shall mean when a person makes a false statement or statements: (1) Knowing that the statement or statements are likely to cause evacuation in the School Environment; (2) Knowing that the statement or statements are likely to cause serious inconvenience in the School Environment; or (3) In reckless disregard of the risk of causing terror or serious inconvenience in the School Environment.

Threat to the orderly school process A verbal, written or physical threat to commit any act likely to result in death or serious injury to persons (groups, communities, assemblages) or property; including, but not limited to, false statements or actions likely to cause evacuation of a building, place or assembly of facility of public transportation. This also includes statement(s), behavior or acts made that are likely to cause serious inconvenience or in reckless disregard of the risk of causing terror or serious inconvenience. Including but not limited to bomb threats, false fire alarms, and terroristic threats.

Trespassing Shall mean when a student knowingly or unknowingly is in a Christina School District building or on the Christina School District property without a legitimate purpose.

Unlawful Sexual Contact III shall mean when a student has sexual contact with another person or causes the victim to have sexual contact with the student or a third person and the student knows that the contact is either offensive to the victim or occurs without the victim's consent.

Use means that a student is reasonably known to have voluntarily ingested, smoked or otherwise assimilated Alcohol, a Drug or a Drug Like Substance, or is reasonably found to be under the influence of such a substance.

Use and/or Possession of a Drug and/or Alcohol and/or Drug Paraphernalia shall mean, that in the School Environment, a student unlawfully Possesses, Uses or is under the influence of Alcohol, a Drug, Drug Paraphernalia, or any substance or paraphernalia consistent with the definitions of these substances or paraphernalia.

Weapon see Deadly Weapon(s).

Notes:



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