

906 Lakeview Avenue Milford, DE 19963
Phone: (302) 422-1600

**AGENDA FOR MONDAY, JUNE 17, 2024 AT 6:00 PM
REGULAR SCHOOL BOARD MEETING**

The Milford Board of Education will hold this meeting in-person at Milford Central Academy, 1021 N. Walnut Street, Milford, DE 19963. Public comment will be held in-person only.

Public may access this meeting at the following link:

<https://milford.webex.com/milford/j.php?MTID=m5c25b241f81cde0ef0f76ea4f521cd1d>

Webinar Number: 2634 606 4925

Webinar Password: wWxb8F8GCh6 (99928384 when dialing from a phone or video system)

To access the meeting via audio conference, members of the public may use the following information:

Dial in: +1-415-655-0001 US Toll

Access Code: 263 460 64925

It is anticipated that the board will open a regular session meeting and adjourn into executive session during the beginning portion of this meeting for the reasons identified below, then adjourn into a regular session meeting at approximately 7:00 pm.

1. Call to Order by President

2. Roll Call

_____ Dr. Adam Brownstein
_____ Mr. Matt Bucher
_____ Mrs. Ashlee Connell
_____ Mr. Victor "Butch" Elzey

_____ Mr. Scott Fitzgerald
_____ Mrs. Jennifer Massotti
_____ Mrs. Jean Wylie

3. Pledge of Allegiance

4. Approval of Minutes

A. Regular Meeting Minutes for May 20, 2024 Action Item

5. Adjournment to Executive Session Action Item

A. Personnel Matters – See 29 Del. C § 10004(b)(9)

1. Discussion of the personnel report and the competencies of staff recommended for hire

6. Return to Open Session (anticipated at 7:00 pm) Action Item

7. **Changes to Agenda**
8. **Public Comment**
9. **Superintendent's Report**
 - A. 2023-2024 Academic Year Wrap Up
 - B. Milford Central Academy
10. ***Academic Excellence: Dr. Carvajal-Hageman***
 - A. Student Climate & Safety Update – Dr. Weller
11. ***Building Our Future: Dr. Sara Hale***
 - A. Monthly Revenue, Expenditure and Major Capital Reports as of May 31, 2024 *Action Item*
 - B. Construction Change Order Approval *Action Item*
 - C. 2024-2025 Waiver of Opportunity Fund Allocation Requirements *Action Item*
12. ***Empowering and Investing in our People: Ms. Laura Manges***
 - A. Personnel *Action Item*
13. ***Supporting the Whole Student: Mrs. Hallman***
 - A. Spring Sports Update with Athletic Director, Mr. Jed Bell
14. **Board Discussion**
 - A. DSBA Updates
 - B. Introduction of New Draft Board Policy for Read Only
 1. New Board Policy 5113 Crisis Response – Read Only
 - C. Introduction of New Draft Board Policy for Action
 1. New Board Policy 5112 Threat Assessment *Action Item*
 - D. Recommended Revised Draft Board Policies for Action
 1. Revised Board Policy 4335 Donated Sick Leave *Action Item*
 2. Revised Board Policy 5111 Suicide Prevention *Action Item*
 3. Revised Board Policy 5415 K-12 Dress Code Policy *Action Item*
 4. Revised Board Policy 6103 Controversial/Sensitive Issues *Action Item*
 - E. Introduction of Recommended Draft Revision of Board Policies for Read Only
 1. Revised Board Policy 5306 Student Rights – Regarding Police – Read Only
 2. Revised Board Policy 5403 Student Attendance K-12 – Read Only
 3. Revised Board Policy 5309 Use of Canine Scans and Drug Detection Dogs – Read Only
 4. Revised Board Policy 5407 Student Rights – Establishment of Discipline System – Read Only
 - F. Recommended Deletion of Board Policies for Read Only
 1. Delete Board Policy 5403 K-12 Student Attendance Policy Extension: Remote/Hybrid – Read Only
 2. Delete Board Policy 5305 Student Rights - Establishment of Discipline System – Read Only
 3. Delete Board Policy 5407 Student Discipline – Student Behavior Committee – Read Only
 4. Delete Board Policy 5413 Student Discipline - Evaluation of Discipline Program – Read Only
 5. Delete Board Policy 5412 Discipline Data Review – Read Only
 6. Delete Board Policy 5416 Student Discipline – Special Education Students – Read Only

**changed June 27, 2024 @ 10:15 am*
15. **Adjournment *Action Item***





Capturing the MCA Magic





National FFA Convention

In October, our first place Ag Mechanics team traveled to Indianapolis to attend the National FFA Convention.

Lulu Ross Visit

On Friday February 23rd, our officer team gave a presentation to six 5th grade classrooms about leadership and FFA in honor of National FFA Week





On March 5th and 6th, we three teams compete at the annual Delaware State FFA Convention. Our Ag Sales Team took 4th place, our Milk Qualities Team took 4th place, and our Floriculture Team placed 11th in the state.

Academic Enrichment/Life Skills

Community Service Project: Making PB&J Sandwiches for Milford Advocacy for the Homeless

Our students worked together to make 100 peanut butter and jelly sandwiches for the homeless every week. Teachers at MCA donated many of our supplies. Families and students pitched in to help on Family Night. Displaced people in Milford, Dover, and Rehoboth benefitted from our efforts!



Academic Enrichment/Life Skills

By the end of the school year, we made a grand total of 2,259 PB&J's! This project helped our students practice many skills: goal setting, following directions, graphing, and social skills including empathy, communication, and teamwork.



Academic Enrichment/Life Skills

Volunteer Work at the Food Bank of Delaware

Our students volunteered at the Food Bank in Milford one morning a week this spring. They helped pack weekend bags for students who experience food insecurity. They also helped sort canned food donations and checked food expiration dates.



ABA and Community Heroes



Carlisle Fire Company brought their fire truck and discussed fire safety. They showed our students their equipment and explained how they help in emergencies.

The ABA program discussed community helpers and invited the Delaware State Police to visit. The troopers brought their vehicle and their Trooper 2 helicopter.



Guidance

SEL MTSS

15 students
identified

Students met
weekly

13 students
decreased referrals

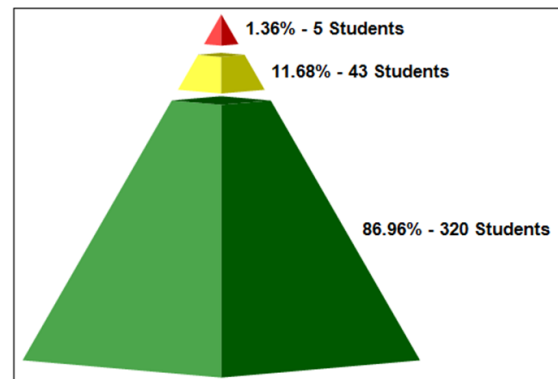
1 student remained
the same

1 student
increased

| Student | MP1 | MP2 |
|------------|-----|-----|
| Student 1 | 6 | 2 |
| Student 2 | 5 | 1 |
| Student 3 | 11 | 5 |
| Student 4 | 8 | 3 |
| Student 5 | 4 | 0 |
| Student 6 | 6 | 2 |
| Student 7 | 5 | 8 |
| Student 8 | 6 | 1 |
| Student 9 | 5 | 2 |
| Student 10 | 5 | 0 |
| Student 11 | 5 | 2 |
| Student 12 | 5 | 5 |
| Student 13 | 5 | 0 |
| Student 14 | 4 | 0 |
| Student 15 | 6 | 2 |

Milford Central Academy - Referrals
Behavior Reporting Triangle 8/29/2023 - 11/1/2023

Grade(s): 08
All Students



Milford Central Academy - Referrals
Behavior Statistics 8/29/2023 - 11/1/2023
Grade(s): 08
All Students

| Range | Student Count | Referral Count |
|-------|---------------|----------------|
| 0-1 | 320 | 54 |
| 2-5 | 43 | 127 |
| 6+ | 5 | 35 |

Guidance

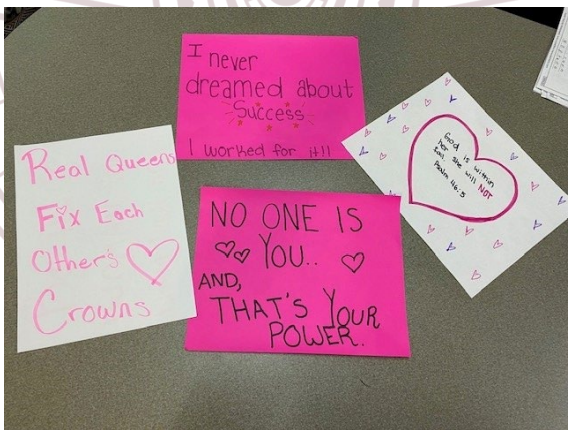
Team Highlights

- SEL MTSS
- Paws and Relax (Courageous Hearts)
 - Several cohorts including the ILC
- Teaming together to run small groups
 - Sister Sister
 - Lunch Bunch
 - Girls group/team building
 - Executive Functioning
 - ILC conflict resolution
- Collaboration with MOU and outside resources
 - Delaware Psychological Services
 - Center for Child Development
 - Children and Families First
 - People's Place
 - Man Up
 - Clothing our Kids
 - Backpack Program (Food Bank of Delaware)



Guidance

Sister Sister



Sister Sister group celebrated International Women's Day in March



Celebrating Our Students

NJHS Induction Ceremony



Celebrating Our Students

8th grade Promotion & Awards Ceremony



MILFORD SCHOOL DISTRICT
Fiscal Year 2024 Monthly Revenue Report
As of May 31, 2024
91.7% of the Fiscal Year completed

| REVENUE SOURCE | Final FY 2024 Budget | Actual to date | % received |
|---|----------------------------|----------------------|----------------|
| STATE FUNDS | | | |
| Formula Salaries | 34,396,104.39 | 31,461,049.22 | 91.47% |
| Cafeteria Salaries | 639,693.00 | 639,693.00 | 100.00% |
| Division II, All Other Costs | 993,184.00 | 993,184.00 | 100.00% |
| Division II, All Other Costs - VOC | 116,210.00 | 116,210.00 | 100.00% |
| Division II, Energy | 862,232.00 | 862,232.00 | 100.00% |
| Division III, Equalization | 6,251,388.00 | 6,251,388.00 | 100.00% |
| State Transportation | 4,055,010.98 | 4,219,915.48 | 104.07% |
| Homeless Transportation | 534,984.00 | 1,074,984.00 | 200.94% |
| Foster Care Transportation | 92,391.00 | 142,391.00 | 154.12% |
| Transportation Supply | 1,000.00 | 1,000.00 | 100.00% |
| Related Services Cash Option | 316,175.25 | 325,657.72 | 103.00% |
| Drivers' Education | 23,169.00 | 23,169.00 | 100.00% |
| Unique Alternatives | 408,146.71 | 408,146.71 | 100.00% |
| Delaware Sustainment Fund | 823,122.00 | 823,122.00 | 100.00% |
| Technology Block Grant | 110,160.00 | 110,160.00 | 100.00% |
| World Language Expansion | - | 46,817.09 | |
| Education Opportunity Grant | 1,970,924.40 | 1,970,924.40 | 100.00% |
| Education Opportunity Grant - Mental Health | 436,848.00 | 462,398.00 | 105.85% |
| Student Success Block Grant - Reading | 344,620.00 | 344,620.00 | 100.00% |
| Filter First - Lead Remediation Funds | 100,782.00 | 100,782.00 | 100.00% |
| Year Long Teacher Residencies | 43,684.00 | 43,684.00 | 100.00% |
| Substitute Reimbursement- Paid Parental Leave | 41,214.00 | 60,576.30 | 146.98% |
| School Safety and Security | 289,967.00 | 289,967.00 | 100.00% |
| CPR Instruction | 1,147.01 | 1,147.01 | 100.00% |
| School Recognition - Banneker | 8,000.00 | 8,000.00 | 100.00% |
| Behavioral Health Professional of the Year | | 5,000.00 | |
| Minor Capital Improvements | 417,339.00 | 417,339.00 | 100.00% |
| Major Capital Improvements | - | 11,100,000.00 | |
| TOTAL STATE FUNDS | 53,277,495.74 | 62,303,556.93 | 116.94% |
| LOCAL FUNDS | | | |
| Current Expense (tax rate) | 9,767,863.00 | 9,276,963.22 | 94.97% |
| Current Expense (capitations) | 200.00 | 75.60 | 37.80% |
| Debt Service | 2,100,000.00 | 2,072,704.07 | 98.70% |
| Debt Service - County Impact Fees | 92,500.00 | 94,481.64 | 102.14% |
| Tuition | 1,800,000.00 | 1,809,919.90 | 100.55% |
| Minor Capital Improvements | 278,226.00 | 332,476.11 | 119.50% |
| Interest | 1,259,000.00 | 1,234,643.87 | 98.07% |
| Athletics | 32,500.00 | 33,707.00 | 103.71% |
| CSCR | 45,000.00 | 46,977.39 | 104.39% |
| Indirect Costs | 75,000.00 | 10,286.02 | 13.71% |
| Cafeteria | 2,700,000.00 | 2,242,711.34 | 83.06% |
| Social Studies Coalition/Donations | 98,500.00 | 96,958.24 | 98.43% |
| Building Rental | 2,000.00 | 1,560.00 | 78.00% |
| E-Rate | - | 2,689.20 | |
| Net Choice Billings | (202,385.26) | (202,385.26) | 100.00% |
| Net Charter Billings | (209,563.67) | (209,563.67) | 100.00% |
| Tuition Billings | (2,100,000.00) | (1,912,961.16) | 91.09% |
| Other Local Revenue | 35,000.00 | 22,292.90 | 63.69% |
| Education Opportunity Match | - | | |
| Extra Time Local Match | - | | |
| Reading and Match Specialist Match | - | | |
| Technology Maintenance Match | - | | |
| Major Capital Improvements | - | | |
| TOTAL LOCAL FUNDS | 15,773,840.07 | 14,953,536.41 | 94.80% |
| FEDERAL FUNDS | | | |
| IDEA Part B | 1,292,973.00 | 1,292,973.00 | 100.00% |
| IDEA - Preschool | 58,844.00 | 58,844.00 | 100.00% |
| Title I | 1,805,919.00 | 1,805,919.00 | 100.00% |
| Title II | 346,873.00 | 346,873.00 | 100.00% |
| Title III English Acquisition | 108,406.00 | 108,406.00 | 100.00% |
| Title IV | 215,270.00 | 215,270.00 | 100.00% |
| Perkins | 127,837.00 | 127,837.00 | 100.00% |
| Other federal revenue | - | - | |
| TOTAL FEDERAL/OTHER FUNDS | 3,956,122.00 | 3,956,122.00 | 100.00% |
| GRAND TOTAL ALL FUNDS | 73,007,457.81 | 81,213,215.34 | 111.24% |

Milford School District
Monthly Report of Expenditures
For the month ended May 31, 2024

| Operating Unit | Budget Line | Final Budget | | | % | |
|-------------------------------|--|-------------------------|------------------------|-------------------------|--------------------------|-----------------|
| | | Amount | Encumbered | Expended | Budget Remaining | Remaining |
| 9180668A | Benjamin Banneker Elementary School | \$ 65,225.00 | 10,364.40 | 48,058.68 | \$ 6,801.92 | 10.43% |
| 9180670A | Evelyn I. Morris Early Childhood Center | \$ 64,600.00 | 7,677.60 | 70,047.67 | \$ (13,125.27) | -20.32% |
| 9180672A | Lulu M. Ross Elementary School | \$ 87,425.00 | 11,252.22 | 84,259.72 | \$ (8,086.94) | -9.25% |
| 9180673A | Mispillion Elementary School | \$ 70,400.00 | 9,456.89 | 57,803.92 | \$ 3,139.19 | 4.46% |
| 9180675A | Milford Central Academy | \$ 131,390.00 | 24,342.51 | 92,561.43 | \$ 14,486.06 | 11.03% |
| 9180678A | Milford Senior High School | \$ 188,175.00 | 15,035.91 | 140,861.19 | \$ 32,277.90 | 17.15% |
| 99900000 | Board Of Ed/District Expenses | \$ 9,000.00 | - | 16,351.21 | \$ (7,351.21) | -81.68% |
| | School Resource Officer | \$ 15,000.00 | 220.00 | 23,546.00 | \$ (8,766.00) | -58.44% |
| 99900100 | Legal Services, Audit and Insurance Premiums | \$ 130,000.00 | 37,761.72 | 73,355.12 | \$ 18,883.16 | 14.53% |
| 99900300 | District Expenditures | \$ 55,000.00 | 1,314.74 | 39,773.35 | \$ 13,911.91 | 25.29% |
| | School Safety and Security | \$ 289,967.00 | 135,356.89 | 154,610.11 | \$ - | 0.00% |
| | Public Relations and Communication | \$ 40,000.00 | 10,759.00 | 26,879.43 | \$ 2,361.57 | 5.90% |
| | Copy Center (District Wide) | \$ 135,000.00 | 12,494.37 | 116,315.66 | \$ 6,189.97 | 4.59% |
| 99910100 | Superintendent | \$ 1,500.00 | 408.34 | 1,004.67 | \$ 86.99 | 5.80% |
| 99920000 | World Language Immersion (State Grant) | \$ - | - | 26.80 | \$ (26.80) | |
| | Educator Accountability (State Grant) | \$ 1,147.01 | 78.74 | 1,068.27 | \$ - | 0.00% |
| | Student Success Block Grant (Reading) | \$ 344,620.00 | - | 238,675.42 | \$ 105,944.58 | 30.74% |
| | Opportunity Grant Mental Health | \$ 436,848.00 | 25,550.00 | 699.49 | \$ 410,598.51 | 93.99% |
| | Education Opportunity Grant | \$ 1,970,924.40 | - | 225,247.83 | \$ 1,745,676.57 | 88.57% |
| | School Recognition (Banneker) | \$ 8,000.00 | - | 8,000.00 | \$ - | 0.00% |
| | Summer School | \$ 30,000.00 | - | - | \$ 30,000.00 | 100.00% |
| | Translators | \$ 20,000.00 | - | 809.05 | \$ 19,190.95 | 95.95% |
| | Extra Time Programs | \$ 30,000.00 | - | - | \$ 30,000.00 | 100.00% |
| | Curriculum and Instruction | \$ 150,000.00 | - | 18,356.88 | \$ 131,643.12 | 87.76% |
| 99920700 | Athletics - High School | \$ 180,000.00 | 8,061.68 | 189,967.08 | \$ (18,028.76) | -10.02% |
| | Athletics - Milford Central Academy | \$ 40,000.00 | - | 39,349.69 | \$ 650.31 | 1.63% |
| 99920800 | Driver's Education | \$ 23,169.00 | - | 11,197.64 | \$ 11,971.36 | 51.67% |
| 99930200 | Tuition - Special Services | \$ 330,000.00 | - | 459,682.60 | \$ (129,682.60) | -39.30% |
| | Tuition - Special Services - ILC | \$ 275,000.00 | 102.58 | 190,738.79 | \$ 84,158.63 | 30.60% |
| | Unique Alternatives (State Funds) | \$ 408,146.71 | - | 244,650.64 | \$ 163,496.07 | 40.06% |
| 99930300 | Special Services | \$ 59,500.00 | 4,404.55 | 44,270.47 | \$ 10,824.98 | 18.19% |
| | Special Services - State Related Services | \$ 316,175.25 | 24,459.42 | 300,756.03 | \$ (9,040.20) | -2.86% |
| 99940100 | Contingencies and One-Time Items | \$ 425,000.00 | 240,304.60 | 177,562.00 | \$ 7,133.40 | 1.68% |
| 99940200 | Division I/Formula Salaries | \$ 34,437,318.39 | - | 33,494,705.51 | \$ 942,612.88 | 2.74% |
| 99940300 | Division II - Vocational | \$ 116,210.00 | 15,245.76 | 47,338.24 | \$ 53,626.00 | 46.15% |
| 99940400 | Division III/Local Salaries | \$ 12,723,962.94 | - | 11,009,762.95 | \$ 1,714,199.99 | 13.47% |
| | Union agreed Limited Contracts | \$ 385,000.00 | - | 240,476.84 | \$ 144,523.16 | 37.54% |
| 99940500 | Title I | \$ 1,805,919.00 | 746,652.00 | 538,319.13 | \$ 520,947.87 | 28.85% |
| | Title II | \$ 346,873.00 | - | 171,362.17 | \$ 175,510.83 | 50.60% |
| | Title III | \$ 108,406.00 | - | 14,299.07 | \$ 94,106.93 | 86.81% |
| | Title IV | \$ 215,270.00 | - | 31,678.96 | \$ 183,591.04 | 85.28% |
| | IDEA Part B | \$ 1,292,973.00 | 41,897.60 | 21,693.68 | \$ 1,229,381.72 | 95.08% |
| | IDEA Preschool | \$ 58,844.00 | - | 40,349.45 | \$ 18,494.55 | 31.43% |
| | Perkins | \$ 127,837.00 | - | 54,147.98 | \$ 73,689.02 | 57.64% |
| | Homeless | \$ - | - | - | \$ - | |
| 99940600 | Insurance Expense | \$ 142,000.00 | - | 141,251.00 | \$ 749.00 | 0.53% |
| 99940700 | Social Studies Coalition/Donations | \$ 98,500.00 | - | 99,093.42 | \$ (593.42) | -0.60% |
| 99940810 | Technology Equipment & Repair | \$ 286,000.00 | 3,269.71 | 140,217.41 | \$ 142,512.88 | 49.83% |
| | Technology Block Grant | \$ 110,160.00 | - | 109,712.41 | \$ 447.59 | 0.41% |
| 99940900 | Tuition Reimbursement - Administration | \$ 15,000.00 | - | 7,500.00 | \$ 7,500.00 | 50.00% |
| | Tuition Reimbursement | \$ 70,000.00 | - | 35,000.00 | \$ 35,000.00 | 50.00% |
| 99950000 | Personnel/Human Resources | \$ 10,000.00 | 66.61 | 7,379.88 | \$ 2,553.51 | 25.54% |
| 99960000 | Child Nutrition Operations | \$ 2,700,000.00 | 546,070.08 | 2,982,236.73 | \$ (828,306.81) | -30.68% |
| | Cafeteria Salaries | \$ 639,693.00 | - | 675,985.48 | \$ (36,292.48) | -5.67% |
| 99960100 | Facilities Maintenance | \$ 90,000.00 | - | 49,567.73 | \$ 40,432.27 | 44.92% |
| | Custodial Services and Supplies | \$ 150,000.00 | - | 130,247.32 | \$ 19,752.68 | 13.17% |
| 99960200 | Operations and Utilities | \$ 462,282.00 | 94,464.97 | 332,490.98 | \$ 35,326.05 | 7.64% |
| | Energy Division II | \$ 862,232.00 | 80,025.08 | 314,352.61 | \$ 467,854.31 | 54.26% |
| 99960300 | State Transportation | \$ 4,055,010.98 | 294,797.49 | 3,783,743.56 | \$ (23,530.07) | -0.58% |
| | State Homeless Transportation | \$ 534,984.00 | - | 796,175.10 | \$ (261,191.10) | -48.82% |
| | State Foster Transportation | \$ 92,391.00 | - | 117,273.00 | \$ (24,882.00) | -26.93% |
| | Transportation Supplies | \$ 1,000.00 | - | 1,000.00 | \$ - | 0.00% |
| 99960400 | Transportation Internal Budget (Local) | \$ 23,000.00 | 5,725.04 | 12,550.14 | \$ 4,724.82 | 20.54% |
| | Local Activities Transportation | \$ 2,000.00 | - | - | \$ 2,000.00 | 100.00% |
| | Local Homeless Transportation Match | \$ 59,442.67 | - | 98,672.60 | \$ (39,229.93) | -66.00% |
| | Local Transportation Match | \$ 449,456.77 | 32,755.28 | 422,688.03 | \$ (5,986.54) | -1.33% |
| Total Operating Budget | | \$ 68,802,978.12 | \$ 2,440,375.78 | \$ 59,017,758.22 | \$ 7,344,844.12 | 10.68% |
| 99970000 | Local Debt Service | \$ 2,162,746.41 | - | 2,152,262.59 | \$ 10,483.82 | 0.48% |
| 99970100 | Major Capital Improvements | \$ - | 6,140,298.90 | - | \$ (6,140,298.90) | |
| 99970200 | Minor Capital Improvements | \$ 695,565.00 | 145,039.69 | 93,407.47 | \$ 457,117.84 | 65.72% |
| Total Capital Budget | | \$ 2,858,311.41 | \$ 6,285,338.59 | \$ 2,245,670.06 | \$ (5,672,697.24) | -198.46% |
| Grand Total | | \$ 71,661,289.53 | \$ 8,725,714.37 | \$ 61,263,428.28 | \$ 1,672,146.88 | 2.33% |

Note: Budgets are based on the final budget allocations as voted by the MSD Board of Education
Items highlighted in blue are restricted expenditures. Funds must be used for specific purpose per funding guidelines.

Milford Middle School Project

| EXPENDITURE | | | | | | | | | | | | |
|---|----------------|------------------|-----------------------|------------------|-----------------|-----------------|--------------------|---------------------|------------------|------------------|------------------|------------------|
| VENDOR | VENDOR ID | BID # | PO Number | Contract Total | Contract Change | | New Contract Total | Current Encumbrance | Expended to date | Contract Balance | | |
| | | | | | Orders | | | | | | | |
| Construction | | | | | | | | | | | | |
| Zack Excavating Inc | 27581 | B-1 | 677961 | \$ 3,495,949.00 | | \$ 3,495,949.00 | \$ 2,672,432.00 | \$ 823,517.00 | \$ - | \$ 3,495,949.00 | | |
| Expense Reduction - CTF Funding (Zack Excavating) | | | | | | (462,500.00) | | (157,500.00) | | (157,500.00) | | |
| Blue Heron Contracting Inc | 650093 | B-4 | 677958 | \$ 1,590,069.00 | \$ 9,654.19 | \$ 1,590,069.00 | \$ 1,104,490.12 | \$ 485,578.88 | \$ - | \$ 1,590,069.00 | | |
| L. Wilson Masonry Inc | 244015 | B-5 | 677956 | \$ 2,960,000.00 | | \$ 2,969,654.19 | \$ 2,631,782.71 | \$ 337,871.48 | \$ - | \$ 2,969,654.19 | | |
| Delmarva Veteran Builder | 317909 | B-7 | 677955 | \$ 5,149,786.00 | | \$ 5,149,786.00 | \$ 4,969,630.92 | \$ 180,155.08 | \$ - | \$ 5,149,786.00 | | |
| Quality Exteriors Inc | 26893 | B-8 | 677952 | \$ 2,234,188.00 | | \$ 2,234,188.00 | \$ 2,234,188.00 | \$ - | \$ - | \$ 2,234,188.00 | | |
| Selma Inc DBA Salisbury Door & Hardware | 28649 | B-9 | 677948 | \$ 596,815.00 | | \$ 596,815.00 | \$ 596,815.00 | \$ - | \$ - | \$ 596,815.00 | | |
| Walker & Laberge of Delaware Inc. | 31519 | B-10 | 677945 | \$ 2,172,000.00 | | \$ 2,172,000.00 | \$ 2,167,725.00 | \$ 4,275.00 | \$ - | \$ 2,172,000.00 | | |
| Master Interiors Inc | 26048 | B-12 | 677943 | \$ 698,097.00 | | \$ 698,097.00 | \$ 688,597.00 | \$ 9,500.00 | \$ - | \$ 698,097.00 | | |
| Jamestown Painting & Decorating Inc | 26542 | B-14 | 677941 | \$ 585,570.00 | | \$ 585,570.00 | \$ 585,570.00 | \$ - | \$ - | \$ 585,570.00 | | |
| Modular Concepts Inc | 26631 | B-15 | 677940 | \$ 550,000.00 | | \$ 550,000.00 | \$ 550,000.00 | \$ - | \$ - | \$ 550,000.00 | | |
| 11400 Inc | 137841 | B-16 | 677938 | \$ 878,000.00 | | \$ 878,000.00 | \$ 865,460.00 | \$ 12,540.00 | \$ - | \$ 878,000.00 | | |
| Ralph G. Degli Obizzi & Sons, Inc | 24941 | B-17 | 677936 | \$ 8,375,000.00 | | \$ 8,375,000.00 | \$ 6,860,675.49 | \$ 1,514,324.51 | \$ - | \$ 8,375,000.00 | | |
| Bear Industires Inc | 25487 | B-18 | 677928 | \$ 879,150.00 | | \$ 879,150.00 | \$ 879,150.00 | \$ - | \$ - | \$ 879,150.00 | | |
| Continental Electrical Services Inc | 125778 | B-19 | 677931 | \$ 4,015,000.00 | | \$ 4,015,000.00 | \$ 3,742,773.70 | \$ 272,226.30 | \$ - | \$ 4,015,000.00 | | |
| Peninsula Acoustical Co. Inc. | 24549 | B-20 | 677925 | \$ 1,030,000.00 | | \$ 1,030,000.00 | \$ 1,030,000.00 | \$ - | \$ - | \$ 1,030,000.00 | | |
| North East Contractors Inc | 28982 | B-11 | 678374 | \$ 4,140,000.00 | | \$ 4,140,000.00 | \$ 3,961,257.50 | \$ 178,742.50 | \$ - | \$ 4,140,000.00 | | |
| RC Fabricators | 26366 | B-6 | 678391 | \$ 4,670,000.00 | | \$ 4,670,000.00 | \$ 4,133,250.00 | \$ 536,750.00 | \$ - | \$ 4,670,000.00 | | |
| Flooring Solutions, Inc | 28899 | B-13 | 687909 | \$ 2,404,266.00 | \$ 2,404,266.00 | \$ 2,313,154.15 | \$ 91,111.85 | \$ - | \$ 2,404,266.00 | | | |
| CM | | | | | | | | | | | | |
| Richard Y Johnson & Son Inc | 24881 | | 605301 | \$ 3,731,124.00 | | \$ 3,731,124.00 | \$ 2,130,674.38 | \$ 1,600,449.62 | \$ - | \$ 3,731,124.00 | | |
| Architect | | | | | | | | | | | | |
| Buck Simpers Architect and Associates | 25833 | | 612154 | \$ 4,473,229.00 | | \$ 4,473,229.00 | \$ 731,812.72 | \$ 3,741,416.28 | \$ - | \$ 4,473,229.00 | | |
| Environmental and Demo | | | | | | | | | | | | |
| DIS Associates | 701815 | | 664108 | \$ 1,296,787.00 | \$ 44,350.00 | \$ 1,341,137.00 | \$ 33,528.44 | \$ 1,307,608.56 | \$ - | \$ 1,341,137.00 | | |
| Modulus LLC | 671154 | | 648148 | \$ 1,140,425.00 | | \$ 1,140,425.00 | \$ - | \$ 1,140,425.00 | \$ - | \$ 1,140,425.00 | | |
| Other | | | | | | | | | | | | |
| A3 Communications (Advantech) Construction Funded | | | 678196 | | | \$ 3,413,950.00 | \$ 3,413,950.00 | | | \$ 3,413,950.00 | | |
| L&W Insurance | | | Dir. Claim | \$ 95,786.00 | | \$ 95,786.00 | \$ - | \$ 95,786.00 | | \$ 95,786.00 | | |
| Auditors Office | | | Dir. Claim | \$ 88,558.90 | | \$ 88,558.90 | \$ - | \$ 88,558.90 | | \$ 88,558.90 | | |
| Total Project | | | | \$57,249,799.90 | \$54,004.19 | \$60,255,254.09 | \$48,296,917.13 | \$12,263,336.96 | \$ - | \$60,560,254.09 | | |
| | | | | | | | Total Per DSC | \$ 48,296,917.13 | \$ 12,263,336.96 | \$ - | \$ 60,560,254.09 | |
| | | | | | | | Difference | \$ - | \$ - | | \$ - | |
| | | | | | | | | | | | \$ 60,560,254.09 | |
| REVENUE | | | | | | | | | | | Balance | \$ 11,710,245.91 |
| FISCAL YEAR | BOND NO. | DATE OF ISSUANCE | PROJECT | STATE | | LOCAL | TOTAL REVENUE | | | | | |
| 2022 | Local Bond 239 | 3/2/2022 | Milford Middle School | \$ 4,963,300.00 | \$ | 1,743,900.00 | \$ 6,707,200.00 | | | | | |
| 2023 | Local Bond 240 | 5/10/2023 | Milford Middle School | \$ 35,416,900.00 | \$ | 12,443,701.00 | \$ 47,860,601.00 | | | | | |
| 2024 | TBD | May 2024. | Milford Middle School | \$ 2,000,000.00 | \$ | 702,699.00 | \$ 2,702,699.00 | | | | | |
| Market Pressure Funding | | | | \$ 11,100,000.00 | \$ | 3,900,000.00 | \$ 15,000,000.00 | | | | | |
| TOTAL REVENUE BUDGET | | | | \$ 53,480,200.00 | \$ | 18,790,300.00 | \$ 72,270,500.00 | | | | | |

Milford School District

2024-2025 School Year Waiver of Opportunity Grant Allocation Requirements

In accordance with 14 Del. C., § 1704 (4) the Milford School District is requesting a waiver of the Opportunity Grant allocation requirements. The grant requires that 98% of the allocation be used at the school that generates the funding. Due to programming currently in place prior to these requirements and the districtwide support of multilingual and low-income students, the district plans to use the funds to best support all students regardless of their home school location. This plan will require the Board of Education to waive the grant requirements.

The district will host a meeting of the Milford Board of Education on June 17, 2024 requesting action on this waiver. Public comments regarding this waiver provision may be made in accordance with Board Policy 8503 Public and Employee Participation at Board of Education Meetings. Written comments should be directed to the Superintendent no later than five days prior to the June 17, 2024, Board Meeting. All comments will be shared with the Board of Education prior to their vote on June 17, 2024. Any questions or concerns can be directed to Dr. Sara Hale at shale@msd.k12.de.us or 302-422-1600.

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

5113

CRISIS RESPONSE

The Milford School District, in accordance with Nolan's Law [14 Del. Code, Chapter 38, Subchapter 2](#), will establish and maintain a crisis response plan for all school-connected traumatic events. The Milford School District will identify and establish a district level crisis response team (CRT). Each school will have a building level crisis response team (CRT) established. The district level and building level teams will meet at minimum annually to address the need for maintaining the requirements and training standards per best practices for crisis response.

DEFINITIONS:

School-connected traumatic event: define in Nolan's Law as the death of any student, educator, administrator, or other building employee of a public school.

Critical Incident: Powerful, traumatic events that initiate the crisis response in a person. A critical incident may overwhelm the coping ability of individuals or groups exposed to the incident (International Critical Incident Stress Foundation, Inc.).

Crisis definition: An acute emotional, cognitive, and physical reaction to a powerful, horrible, awful, terrifying, or grotesque stimulus or to an overwhelming demand or circumstance (International Critical Incident Stress Foundation, Inc.).

VERIFICATION OF A SCHOOL-CONNECTED TRAUMATIC EVENT OR CRITICAL INCIDENT:

The district CRT will work with local law enforcement and first responders to verify a school-connected traumatic event. The district level and building level CRTs will utilize the PREPaRE Crisis Fact Sheet for Triage to determine the level of response needed after the traumatic event has been verified, so an overreaction/response doesn't occur.

PROCEDURES FOR PUBLIC NOTIFICATION AND RELEASE OF INFORMATION:

The district crisis response team will use information gathered from the PREPaRE Crisis Fact Sheet for Triage and the building crisis response team to determine the appropriate amount of information to release about the event. The district CRT will collaborate with local law enforcement on how/when to disseminate the information to students, staff, and the community if necessary.

Procedures for Critical Incident Recovery:

The Milford School District will have a two-pronged critical incident recovery plan in place for any school-connected traumatic event, critical incidents, crises, tragedies, or emergencies that occur on and off our school grounds that have a psychological and/or physical effect on our staff and/or students.

The first prong will support student needs and the identification and referral of the students that are most impacted by the event. This will be done by implementing strategies based upon the PREPaRE model within our schools the next school day and subsequent days following a critical incident or tragedy.

The second prong will support staff member needs. This will be done by implementing the Psychological First Aid Model created by John's Hopkins University and the International Critical Incident Stress Management Foundation model (CISM). Both models utilize the RAPID model: **R**apport/Reflective/Active Listening, **A**ssessment, **P**rioritization, **I**ntervention, and **D**isposition.

PLAN ACTIVATION:

The Milford School District will activate this plan in response to a crisis and/or critical incident. This recovery plan will be used to provide assistance to staff and students simultaneously.

Both student and staff support will be offered by internal and external professionals including district employees such as administrators, constables, school counselors, and school psychologists. All staff will receive the appropriate training via NASP (PREPaRE), Psychological First Aide (Johns Hopkins University) and CISM (ICISF) prior to executing the critical incident recovery plan. External mental health providers, community organizations, Comprehensive School Safety Plan team, and Department of Education will be accessed for supportive measures.

CRT RESPONSE LEVELS:

The Milford School District CRT will identify levels of crisis response for organizational and planning purposes. The response levels may be increased or decreased. The level of crisis will determine the level of response from internal and external providers.

Level 1 (highest level of need)

Minimum activation timeline – 5-7 days on site

Level 2 (moderate level of need)

Minimum activation timeline – 3-5 days on site

Level 3 (lowest level of need)

Minimum activation timeline – 1-3 days on site

STAFF DEBRIEFINGS:

The Milford School District will offer de-briefings to staff when appropriate using Psychological First Aide and the CISM model.

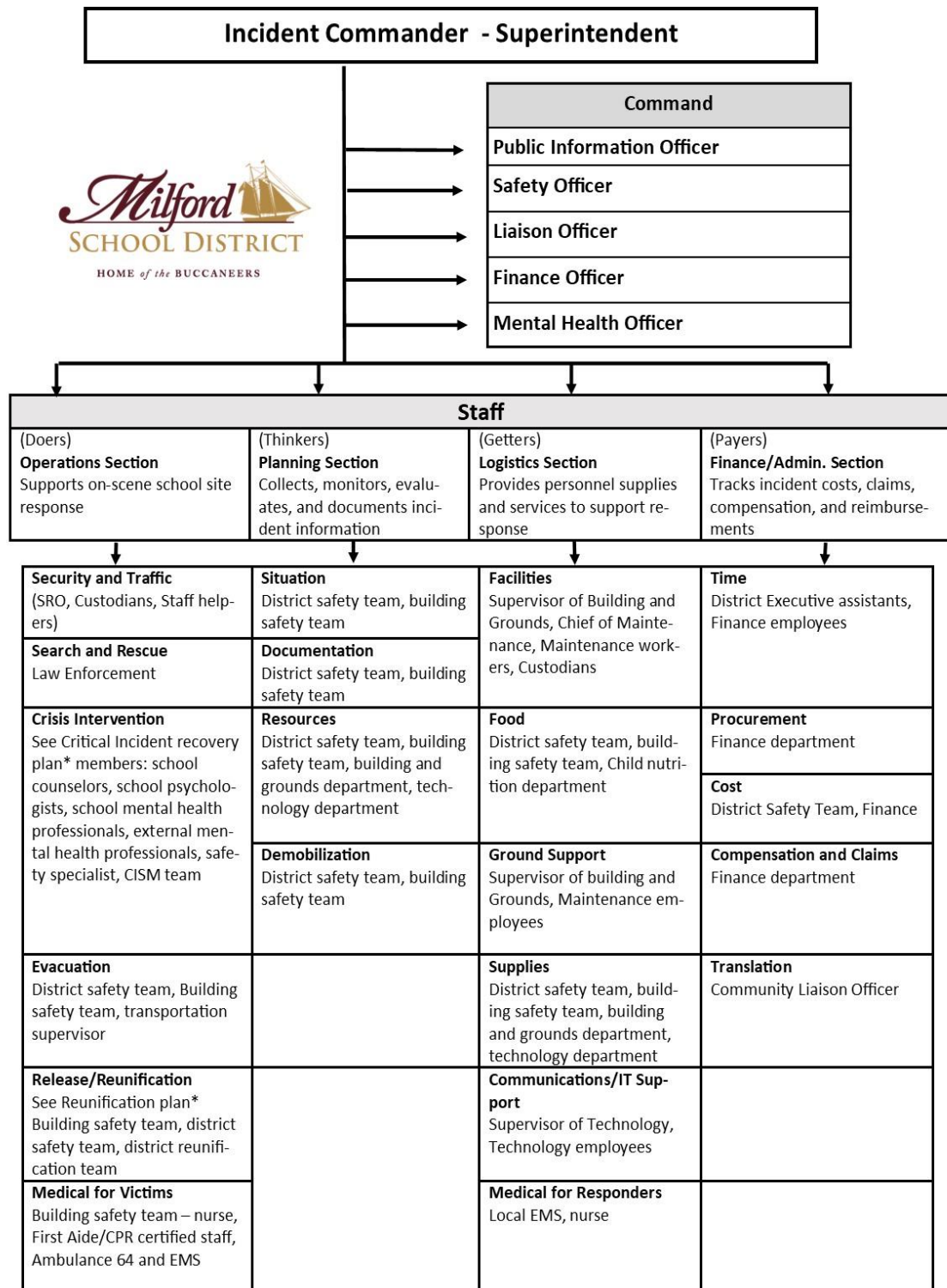
Crisis Management Debriefing: at the end of a critical incident event staff will be brought together for a crisis management briefing. This meeting will be conducted with the district CRT, the school safety team and a CISM trained district staff member. The goals of this meeting will be to provide information regarding the incident and supports in place for both students and staff, guidance and instructions for recovery, and reflection on the process to maintain best practices.

CISD: critical incident debriefings will occur within a week of the event and again on or near the one year anniversary of a level 1 or 2 event. This debriefing will be voluntary for all staff who was affected. The goals of this debriefing will be to mitigate the impact of the traumatic event, reduce cognitive emotional and physiological symptoms, accelerate the recovery process, assess the need for CISD and other services, and identify any individuals who may need additional assistance.

CRISIS RESPONSE TEAM:

Below is a layout of the incident command structure that the Milford School District will use when training and implementing crisis response. All roles will be predetermined by the Superintendent and Supervisor of School Climate and Safety. Alternate personnel will also be identified and trained. Training for the district and building level CRT will occur at minimum annually.

ADOPTED: 7/1/24



MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

5112

THREAT ASSESSMENT

The Milford School District Board of Education is committed to protecting its students, employees, and members of the community. It is essential that districtwide violence prevention be in place to foster a learning environment that promotes a culture of safety, respect, trust, and social/emotional support, while also protecting students and staff from conduct that poses an actual or perceived threat to self or others. The threat assessment policy shall be interpreted and applied consistently with all applicable state and federal laws, and all Board approved collective-bargaining agreements. This policy was developed in accordance with established research and recognized standards of practice recommended and offered by the Comprehensive School Safety Program (CSSP) of Delaware's Emergency Management Agency (DEMA). The recommended items from CSSP consists of the Safety and Wellness Suite which contains an anonymous reporting application with additional mental health resources, behavioral threat assessment (BTA), suicide risk assessment (SRA), and a case management system (CMS) for school settings.

DEFINITIONS

A. **Behavioral Threat Assessment (BTA):** A systematic process that is designed to identify situations/persons of concern, investigate, gather information, and assess and manage the situation to mitigate risk. Threat assessment is a prevention strategy based on a problem-solving approach to violence prevention.

B. **Behavioral Threat Assessment Team:** A school level team that shall include people with expertise in counseling, instruction, school administration, and law enforcement. Additional personnel with knowledge of the child or circumstances may also serve as members of the team.

C. **Comprehensive School Threat Assessment Guidelines (CSTAG):** An evidence-based, research backed set of guidelines for the comprehensive school threat assessment process created by Dr. Dewey Cornell. MSD school-based teams will be trained to assess and respond effectively to threats of violence.

D. **Threat:** A communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others.

- a. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
- b. The communication and/or behavior is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat; observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat.

E. **Imminent Threat:** An imminent threat exists when the person's behavior/situation poses a clear and immediate threat of serious violence toward self or others that requires prompt, immediate containment, and action to protect identified or identifiable target(s).

ROLES AND RESPONSIBILITIES

A. The Chief Academic Officer shall ensure compliance with this policy.

B. Each school principal shall identify members of a threat assessment team that includes persons with expertise in counseling, instruction, school administration, and law enforcement. Members will be trained on the roles and responsibilities of each team member.

C. All school-based administrators and threat assessment team members must attend and complete mandatory district threat assessment trainings. Each mandatory team member shall report their completion of this requirement to their supervisor.

D. The district team must provide annual training and guidance to students, staff, and parents on recognizing behaviors of concern, their roles, and responsibilities in reporting the behavior, and the various options for submitting a report, including anonymous reporting through the district provided anonymous reporting application.

E. Each school principal must assign school-based staff members who can proactively monitor and respond to all incoming reports where safety is of concern.

F. Each threat assessment team must respond, within 24 hours when school is in session, to any report of a threat or any patterns of behavior that may pose a threat to self or others. If there is a threat to self, refer to the District's suicide prevention procedures as outlined in Board Policy 5111. If school is not in session, the school principal must immediately refer the matter to law enforcement for evaluation, and the threat assessment team must meet no later than the end of the first day school is back in session to consider the matter and ensure it is resolved. The team shall gather information regarding the specifics of the threat and/or behaviors that may pose a threat, including but not limited to details of the incident or threat, witness statements, and relevant artifacts.

G. When assessing a potential threat or concerning behavior, the threat assessment team must determine not only whether a threat has been made or communicated, but also if a person poses a danger to self and/or others or if they are potentially on a pathway to violence.

- For students deemed a threat to self, the threat assessment team must ensure the student's immediate safety, then activate the district's suicide prevention process as outlined in Board Policy 5111. A Threat Assessment team member will meet with the student and assess the severity of the risk following the suicide prevention policy guidelines and procedures.
- If the threat assessment team determines that a student poses a threat to others, the team is responsible for assessing the level of threat by conducting the District's threat assessment procedures outlined in the CSTAG Behavioral Threat Assessment.
- A Behavioral Threat Assessment should never be completed alone and should always have an administrator as an assessor as recommended by the CSTAG, U.S. Secret Service National Threat Assessment Center (NTAC), and American School Counselors Association (ASCA).
- The threat assessment team must coordinate resources to provide intervention to individuals whose behavior may pose a threat to the safety of school staff or students as outlined in the CSTAG BTA.
- The threat assessment team must plan for the implementation and monitoring of appropriate interventions to manage or mitigate the student's risk for engaging in violence thereby increasing the likelihood of positive outcomes.

- Interventions should remain in place until the team determines that the student is no longer in need of supports and does not pose a threat to self or others.

H. Threat assessment teams shall follow established procedures for referrals to school-based, community, and/or health care providers for mental health services, evaluation, and/or treatment.

- All threat assessment outcomes and recommendations must be reported to the school principal. The school principal will review the documentation for all threat assessments to ensure completeness and fidelity in the Electronic Case Management System.
- In addition, upon a preliminary determination that a student poses a threat of violence or physical harm to self or others, the threat assessment team must immediately report its determination to school principal or his/her administrative designee. The student should not be left alone. Once the student is safely secured by school personnel. The principal or his/her administrative designee shall immediately attempt to notify the student's parent or legal guardian.
- If there is a threat to self, activate the district's suicide prevention procedures as outlined in Board Policy 5111.
- Nothing in this policy shall preclude school personnel from acting immediately to address an imminent threat. When an immediate threat to life or physical safety exists, an immediate notification to law enforcement is required.
- Nothing in this policy shall preclude the threat assessment team from notifying the school principal, his/her administrative designee, or the supervisor of any individual (other than a student) who poses a threat of violence or physical harm to self or others.

I. Threat assessment teams shall contact other known agencies or service providers involved with the student to share information and coordinate the necessary follow up. Any information from education records disclosed during this process shall be done in accordance with The Family Educational Rights and Privacy Act (FERPA) (34 CFR 99.31(10), 99.36).

J. If a student makes an imminent threat to a specific, identified victim, the administrative member of the Threat Assessment Team will notify the parent/guardian of the threatened/victim student in accordance with Duty to Warn standards (if applicable), ASCA Ethical Standards for School Counselors, and in accordance with FERPA which allows school officials, in an emergency, to disclose without consent, education records, including personally identifiable information from those records to protect the health or safety of students or other individuals. This exception is limited to the period of the emergency and generally does not allow for blanket release of personally identifiable information from a student's education records. Rather, disclosure must be related to an actual, impending, or imminent emergency such as a natural disaster, terrorist attack, a campus shooting, or the outbreak of an epidemic disease (FERPA 1974 34 CFR § 99.31 (a) (10) and § 99.36) ¹.

K. All District employees and volunteers are required to report to school administration any expressed threat(s) or behavior(s) that may represent a threat to the community, school, or self.

L. Regardless of threat assessment activities, disciplinary action and referral to law enforcement are to occur as appropriate and required by law and school board policies.

M. The threat assessment team must consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts, or the severity of an act, that would pose a threat to school safety.

N. Based on the above criteria, if a student is facing possible expulsion, alternative placement, or suspension as a consequence of certain actions, the school should consider ways in which these can be safely enacted and identify resources that may assist the student during this time.

O. Threat Assessment records are considered education records and shall be maintained and released in accordance with FERPA and state statute. The threat assessment, its determination, along with any interventions provided, will be recorded in the appropriate electronic data system by the threat assessment team. Additionally, these records will be transferred pursuant to school board policy 5100.2.

ADOPTED: 6/17/24

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

4335

DONATED SICK LEAVE

Pursuant to Del. Code, Title 14, §1318, the donated leave program allows one or more employees of a public school district to transfer accrued, unused sick leave days to one or more other employees of the same public school district.

Any donated sick leave shall be required to comply with the following requirements:

1. Employees wishing to donate accrued sick leave must donate in increments of whole days.
2. For every two days donated, one will be made available to the recipient.
3. Donated days shall be made available only for recipients of a school district for catastrophic illness. For purposes of this policy, catastrophic illness shall follow the definition set forth in Del. Code, Title 14, §1318A.

Separate periods of disability lasting 7 consecutive work days or more each, and totaling more than 5 calendar weeks, resulting from the same or a related medical condition and occurring within any 12 month consecutive period, shall be considered the same period of disability.

4. For this policy, family member is defined pursuant Del. Code, Title 14, §1318A.
5. The district will convert the donated leave available for use by a recipient into cash value at each donor's rate of pay, then shall re-convert the cash value to hours of leave at the recipient's rate of pay and shall then credit the recipient's donated leave balance.
6. The recipient of the donated leave shall have been an employee of Milford School District for at least 6 consecutive months to become eligible for donated leave time.
7. Recipient must have used all of their own accrued sick and personal days and half of their annual leave to become eligible. However, when donated leave is for the catastrophic illness of a family member, the employee must have used all sick days, personal days, and annual leave.
8. The recipient shall have established medical justification for such receipt, which must be renewed every 30 days during any absence.
9. No potential donor nor any other person shall sell any accrued leave which might otherwise be donated under this policy.

10. Recipient is entitled to the state share of salary only.
11. Any recipient of donated leave is subject to a 1-work-year cap with the number of days equal to 188 for 10 month employees, 207 for 11 month employees and 222 for 12 month employees.
12. The Human Resources Office will notify Milford School District staff via e-mail when an employee has requested Donated Leave and the number of days needed. The requesting employee's identity will remain anonymous unless the employee provides written authorization to disclose their name. Requesting employees may not solicit leave days via e-mail or public notice.

ADDITIONAL CRITERIA:

1. Cases relating to Worker's Compensation do not qualify.
2. Cases relating to Pension Disability do not qualify.

ADOPTED: 10/26/98

REVISED: 7/1/00; 6/23/03; 6/17/24

DONATED SICK LEAVE

Pursuant to Del. Code, Title 14, §1318, the donated leave program allows one or more employees of a public school district may to transfer accrued, unused sick leave days to one or more other employees of the same public school district.

Any donated sick leave shall be required to comply with the following requirements:

1. Employees wishing to donate accrued sick leave must donate ~~Donations must be~~ in increments of whole days. ~~made available to recipients for a catastrophic illness of a recipient or of a member of a recipient's family. Any donated sick leave shall be required to comply with the following requirements:~~
2. For every two days donated, one will be made available to the recipient.
3. Donated days shall be made available only for recipients of a school district for catastrophic illness. ~~For purposes of this policy, catastrophic illness shall follow the definition set forth in Del. Code, Title 14, §1318A. or injury as diagnosed and by a physician rendering an employee or a member of an employee's family unable to work for a period greater than 5 calendar weeks.~~

~~In the case of a family member who does not work, the medical equivalent of "unable to work." Separate work periods of disability lasting 7 consecutive work days or more each, and totaling more than may accrue to the 5 calendar weeks period, resulting from the same or a related medical condition and occurring within any 12 month consecutive period, shall be considered the same period of disability.~~
4. For this policy, family member is defined pursuant Del. Code, Title 14, §1318A.- ~~as an employee's spouse, son, daughter or parent who resides with the employee and who requires the personal attention of the employee during the family member's catastrophic illness.~~
5. The district will convert the donated leave available for use by a recipient into cash value at each donor's rate of pay, then shall re-convert the cash value to hours of leave at the recipient's rate of pay and shall then credit the recipient's donated leave balance. ~~one half of the donor's contributed days to a cash value which will subsequently be reconverted to hours of leave based upon the recipient's rate of pay.~~

6. The recipient of the donated leave shall have been an employee of Milford School District for at least ~~Must be employed~~ 6 consecutive months to become eligible ~~for donated leave time.~~
7. Recipient must have used all ~~of their own accrued~~ sick and personal days and half of their annual leave to become eligible. However, when donated leave is for the catastrophic illness of a family member, the employee must have used all sick days, personal days, and annual leave.
8. The recipient shall have established ~~M~~medical justification for such receipt, which must be renewed every 30 days ~~during any absence.~~
9. No potential donor nor any other person shall sell any accrued leave which might otherwise be donated under this policy.
- ~~10. No individual can make a donation 6 months preceding retirement or resignation.~~
11. Recipient is entitled to the state share of salary only.
12. ~~Any recipient of donated leave is subject to a 1-work-year~~ ~~Cap on donated leave is over service span:~~ ~~with the number of days equal~~ to 188 for 10 month individuals ~~employees~~, 207 for 11 month ~~employees~~ individuals and 222 for 12 month employees.
- ~~13. Donated leave relates to funding, while family leave is a category of leave, so there is an established relationship between the two.~~
14. The ~~Personnel~~ **Human Resources** Office will notify Milford School District staff via e-mail when an employee has requested Donated Leave and the number of days needed. The requesting employee's identity will remain anonymous unless the employee provides written authorization to disclose their name. Requesting employees may not solicit leave days via e-mail or public notice.

ADDITIONAL CRITERIA:

1. Cases relating to Worker's Compensation do not qualify.
2. Cases relating to Pension Disability do not qualify.

~~This policy complies with the parameters as set aside by Delaware Code Title 14 §1318A.~~

ADOPTED: 10/26/98

REVISED: 7/1/00; 6/23/03; 6/17/24

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

5111

SUICIDE PREVENTION

The Milford School District (hereinafter referred to as “The District”) recognizes the serious problem of youth suicide and acknowledges that providing this policy for our schools related to youth suicide recognition and prevention is very important. The District also acknowledges that youth suicide is a complex issue, which cannot be addressed by the districts and schools alone. This Suicide Prevention Policy (“Policy”) meets the requirements of 14 Del C. § 4165, relative to suicide prevention.

Suicide Prevention Training for Public School Employees

Each public-school employee of the District shall participate in at least one combined training each year totaling 90 minutes on suicide prevention. The training materials shall be evidence-based and developed and/or approved by the Department of Education, Department of Health and Social Services, and the Department of Services for Children, Youth, and their Families. Any in-service training required by this section shall be provided within the contracted school year as provided in 14 Del. C. §1305(e).

Suicide Prevention Program

The District shall develop a Suicide Prevention Program. The components of the District’s Suicide Prevention Program may vary to address the needs of different grade levels. Each school shall establish a committee that is responsible for coordinating the suicide prevention program within the school. The committee may be comprised of at least the following school-based personnel: Administration, School Counselor, Mental Health Counselor if present within the school, Nurse, and other staff members as assigned. The committee shall meet throughout the school year to discuss topics such as training, programs, and other as it relates to Suicide Prevention. The Suicide Prevention Committee shall meet any of the requirements assigned in the Communication section of this policy.

Procedure

I. Protocol for Responding to Reports of Possible Suicide Risks

a. Procedure Regarding Response

- i. If an employee learns or observes that a student has threatened suicide, attempted suicide, expressed suicidal ideations, or demonstrated signs of being a suicide risk, the employee receiving the report will respond immediately, and accompany within his or her 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.

- ii. Unless the building administration determines that the report of a potentially suicidal student was fabricated by a third person, the student is not to be alone in the school.
- iii. Unless the building administration determines that the report of a potentially suicidal student was fabricated by a third person, the student is not to be released from the line of sight of the principal, guidance counselor or nurse unless:
 - 1. The student is released into the care of law enforcement.
 - 2. The student is released into the care of a parent or guardian.
 - 3. The student is released into the care of an outside mental health agency; or
 - 4. The student is released into the care of the Delaware Division of Services for Children, Youth, and their Families.
- iv. Even if the building administration determines that the report of a potentially suicidal student was fabricated by a third person, 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 via email and retained.

b. Procedure for Documenting Responses

- i. Any employee who, before the student is released in accordance with section (A)(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 Director of Student Services and the Supervisor of School Climate and Safety as soon as possible/or within one business day.
- ii. The transmittal email shall be kept, documenting the incident, for three years.
- iii. The written report from the employee shall be reasonably specific as to actions giving rise to the report, and include:
 - 1. Persons involved, identifying all reporters, responders, the individual(s) into whose care the student was released, and the name of the student.
 - 2. Time and place of the incident.
 - 3. What gave rise to the incident; and

4. All actions taken.
 5. All reports made.
- c. Communications with Medical Professionals - School staff members shall make efforts to secure necessary consent to communicate with medical professionals who are involved in treating students for suicide issues.

Posting of the Suicide Prevention Policy

The District shall post this Suicide Prevention Policy in all student and staff handbook(s) and on the District's website.

Retaliation Restrictions

No employee, school volunteer, or student shall be retaliated against for reporting a student thought to be demonstrating the warning signs of suicide.

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 this policy.

ADOPTED: 12/21/15

REVISED: 6/17/24

POLICY

5415

K-12 SCHOOL DRESS CODE

This dress code is applicable during the formal school day unless otherwise authorized by administration. The student code of conduct will be applied to any violations.

Tops:

Long or short sleeved cotton shirts, polos, sweatshirts, button downs, fleece, sweaters, or turtlenecks.

1. All shirts must have sleeves
2. School spirit wear (MSD, individual school, or college) permitted
3. Scarves, ties & bowties are acceptable

* No tank tops, crop tops, or low-cut shirts

* Students wearing approved hooded apparel must keep the hood down

* No skin or undergarments should be visible between the waistband and the bottom of the shirt

Bottoms:

Solid colored pants, jeans, leggings, joggers, sweatpants, shorts, capris, skorts, skirts (no slits), jumpers or dresses.

1. Must be longer than the tip of the student's fingers in length
2. Clothing items must be worn at the natural waist.

Footwear:

Shoes, sneakers, boots, sandals, and flip-flops (secondary only)

1. Elementary students must wear closed-toed shoes that are appropriate for recess, outdoor activities and gym unless approved by administration.

Prohibited:

* No pajamas

* No graphics

* No sheer/see-through materials

* No holes or frays where skin is visible underneath

* No depictions of violence, drug or alcohol use, or other illegal activities/references

* No tobacco/smoking/vaping pictures or references

* No obscene, vulgar, ethnically, culturally, or sexually offensive pictures or references

* No gang related references or identification

* No chains or spiked jewelry

* No hats, visors, bandanas, sunglasses, or other head coverings (except for religious practices)

ADOPTED: 5/16/11

REVISED: 7/11/11; 3/26/12; 4/19/16, 7/6/21, 8/22/22; 6/17/24

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963
POLICY

6103

CONTROVERSIAL/SENSITIVE ISSUES

Purpose:

The Milford School District Board of Education believes that academic freedom is essential to the fulfillment of the purposes of the District, and they acknowledge the fundamental need to protect teachers Staff from censorship or restraint which might interfere with the performance of their teaching functions. The Board believes that education for effective citizenship is a goal of the Milford School District. To achieve this goal, students should have an opportunity to examine controversial/sensitive issues within the context of educational experiences and environment. The purpose of this policy is to establish guidelines for District Staff and students to teach and learn about the instructional material rather than explicitly or implicitly expressing personal beliefs on the issue. In the District, controversial/sensitive material is material that arouses strong reactions representing differing points of view.

Definitions:

Staff: The term “staff” includes all paid full-time, part-time, and substitute Staff and for these purposes’ members of the Board of Education for the Milford School District

Educational environment: includes any and all activities in which students participate for which the District is responsible, including but not limited to:

1. The classroom environment and classroom materials and curriculum
2. All sports and sports related activities
3. Field Trips
4. Extracurricular activities
5. The Bus

Policy:

To assist MSD staff and students in handling controversial and/or sensitive issues the Board requires:

- A. **Teachers All MSD Staff** shall be responsible for providing students opportunities to investigate all sides of any topics and materials introduced or presented and shall be especially responsible for providing such opportunities regarding controversial/sensitive subjects. Such material must be relevant to the course of study, as defined in the course objectives, and be appropriate to the maturity level and intellectual ability of the students.

- ~~B. The teacher~~ All MSD Staff shall present and permit multiple viewpoints and the expression of the opinions of others. ~~and encourage students to examine, analyze, and evaluate all available information about such topics and materials so that each may form his/her own opinions.~~ Students shall be encouraged to examine, analyze, and evaluate all available information about such topics and materials so that each may form his/her own opinions. Teachers at all times shall strive to promote tolerance of the opinions of others and of the right of individuals to form and hold differing opinions.
- C. MSD Staff shall ensure that the learning environment is free of conduct or items that has a purpose of effect, intentionally or unintentionally, of substantially interfering with a student's performance in the educational environment.
- D. MSD Staff shall ensure that the learning environment is free of conduct or items that intentionally or unintentionally creates an intimidating, exclusionary, hostile, or offensive educational environment.
- E. ~~A teacher~~ MSD Staff shall deal with subject matter making current news relevant in the same manner as course material noted above.
- F. ~~A teacher~~ MSD Staff shall not use his/her position to further personal political aims.

ADOPTED: 11/18/74; 1/12/76; 7/19/82

REVISED: 1/12/76; 7/19/82; 6/17/24

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

5306

STUDENT RIGHTS - REGARDING POLICE

1. Students shall not be subjected to harassment or intimidation by police authorities while attending school.
2. Student(s) shall be available for questioning in the office of a school administrator when such request is received from law enforcement officials. Such questioning should observe the following guidelines:
 - a. Before questioning, parents should be notified whenever possible **unless school administration reasonably believes notification would create a safety risk.**
 - b. The student should be apprised of the reasons for the questioning and his/her legal rights.
 - c. The principal or his/her designated representative should be present during the questioning session.
 - d. The procedural aspects of due process should be observed in accordance with federal, state, and local law.
3. When the student(s) are considered the victim, the school district reserves the right to have the student(s) provide a statement to either the School Resource Officer, with the permission of law enforcement or other investigating agency, or other law enforcement officer in order to facilitate an investigation in which they were made a victim.
4. Student(s) shall be released to the custody of police authorities whenever a warrant for such action is provided the school administrator. **The Milford School District will request that the law enforcement agency attempt to serve the warrant in the community prior to using the school environment.**
5. School administrators should contact ~~police officials~~ **the SRO** to conduct a search of a student, student's locker, **or belongings** whenever there is reason to believe that dangerous drugs, devices or weapons are present. **The SRO will make the decision on whether or not they will conduct the search based on their department's policies, procedures, and probable cause expectation. School Administration can conduct a search based on reasonable, articulable suspicion and can have the SRO present. A search of a student's belongings shall be done in the presence of at least one administrator and another school personnel member and/or SRO. School administrators may search a student's locker under emergency or extreme circumstances, such as bomb threats, riot or imminent riot in the school, or suspected arson.** A locker may also be searched with or without the permission of the student and with a witness present. A written record of any such action should be prepared and kept on file. General searches of school property may be conducted by the school administration whenever there is appropriate cause.

ADOPTED: 3/20/72

~~AMENDED:~~ REVISED: 1/12/76; 3/21/77; 4/22/13; 7/1/24

DRAFT

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963
POLICY

5403

STUDENT ATTENDANCE, K-12

1.0. SCHOOL ATTENDANCE - STUDENT ABSENCES AND EXCUSES

The Milford Board of Education requires that all students attend school regularly and in accordance with the laws of the State of Delaware.

The Milford Board of Education expects every person residing in the Milford School District who has legal custody, guardianship, or legal control of students enrolled in Milford School District Schools to be informed and responsible for the regular and punctual patterns of attendance of all enrolled students in the District. Therefore, **at the beginning of every school year, each school shall notify each student and their parent/guardian of each student of the school attendance requirements of 14 Del. Code, Chapter 27 and Section 615, and the Milford School District, and where they can find this information on the district's website. In addition, the district shall annually review the student attendance policy with all educators and support staff.**

The Superintendent of Schools of the Milford School District is charged with maintaining a comprehensive system of attendance records. **Classroom teachers and building principals or their designees are to maintain accurate records of student attendance, absences and tardies throughout the entire school day.**

School sponsored activities are ~~considered excused exempt~~ and will not count toward the student's absentee record. However, ~~once a student has obtained more than 15 unexcused students who approach the maximum number of allowed absences, they~~ may be prohibited from participating in school-sponsored activities, unless otherwise required by Federal or State law. The final decision will be made by the building principal.

The parent/guardian and the student share the responsibility of developing the best possible attendance pattern. Parents/guardians can assist in this by doing the following to minimize absences from school:

1. Schedule medical and dental appointments after regular school hours.
2. Schedule family vacations at times that do not interfere with school.
3. Contact the school if a student absence will extend longer than three days.
4. ~~Contact the school Make arrangements for homebound instruction~~ if your child is medically certified as unable to attend school for ~~more than 5 days an extended period~~.

~~Communication in the form of letters, phone calls, and electronic messaging Letters to parent/guardian and phone calls~~ (using the most recent contact information that is provided the school) will be used throughout the school year to inform parents/guardians and students of the accumulation of both EXCUSED and UNEXCUSED absences. Parents/Guardians are also encouraged to contact the school to inquire about student absences if questions arise. ~~The goal of the Milford School District is to apply best practices in supporting students and families who demonstrate difficulties in adhering to attendance guidelines.~~

The Milford Board of Education defines absences from school as either “**excused**” or “**unexcused**.”

2.0. EXCUSED ABSENCES

The following will be considered excused absences with proper written documentation: ~~(for the purposes of absence excusals, emails and/or text messaging is not sufficient):~~

- a. absence associated with student illness where a medical note is provided;
- ~~a.b.~~ absence associated with a student illness where a parent note is provided (maximum of 7 combined parent notes per semester and 14 per school year);
- ~~b.c.~~ absence associated with a family emergency with acceptable explanation;
- ~~c.d.~~ absence associated with a subpoenaed court appearance;
- ~~d.e.~~ absence associated with an appointment for treatment by a doctor or dentist, providing evidence of such is provided;
- f. absence associated with a suspension;
- g. one excused absence per school year for students in grades 6 through 12 to attend civic engagements with a detailed parent note submitted to the school at least three (3) days prior to the student's absence. (Examples of civic engagements are described in 14 Del. Code, Section 615)
- ~~f.h.~~ up to three (3) excused absences for mental health or behavioral health reasons (parent note is required. These absences not included in maximum allowable parent notes per school year);
- ~~g.i.~~ absence associated with other reasons such as religious holidays (the Department of Education shall annually release a list of religious holidays for each school year and shall also keep an updated list on the Department of Education website), family vacations (will count towards maximum of 7 combined parent notes per semester and 14 per school year), college visits (11th & 12th grades only), IDEA related testing, or as approved by the principal;
- ~~h.j.~~ absence associated with a school sponsored event or trip, community sponsored event (i.e. church, regional or national competition)

Students who miss school due to a qualifying excused absence will be allowed to make up any missed schoolwork and/or assessments within 5 school days upon return. The Milford School District discourages teachers from scheduling major grading events, such as tests, examinations, presentations, or project due dates on religious holidays.

Students may be excused for documented chronic medical conditions verified by a doctor's letter of explanation on the school district form. This type of medical excuse is not valid for excusing acute medical conditions such as colds, flu, or seasonal ~~routine medical conditions such as~~ allergies.

After the second and subsequent excused absence for mental or behavioral health of the student, the student must be referred to a school based mental or behavioral health specialist.

3.0. UNEXCUSED ABSENCES

Following the 10th unexcused absence by a student, the parents will receive a letter regarding the possibility of a referral to truancy court and a building level attendance meeting will be scheduled. After the 15th unexcused absence, a certified letter will be sent to the parent/guardian notifying them of a truancy referral.

The following will be considered unexcused absences:

- a. absence for which no written note was provided by the person in control of the student;
- ~~b.~~ absence not considered excused by the principal;
- ~~b-c.~~ absence where a parent note was provided that exceeds the maximum allowable 7 per semester or 14 per school year.

4.0 PARENT NOTES

Parent notes may be used to document a student's EXCUSED absence from school with the following limitations:

- ~~a.~~ Written notes from Parents/Guardians will be permitted to excuse up to seven (7) days of absence per semester course or fourteen (14) for year-long programs. Additional documentation is required to excuse additional days as described in section 2.0. Emails and text communications are not considered acceptable documentation for the purpose of excusals.
- ~~a-b.~~ Written notes from parents/guardians will be permitted to excuse up to three (3) mental or behavioral health days. These days are excluded from the notes in section 4.0a.
- ~~b-c.~~ Parent/Guardian notes must be presented to the school within 5 days of the absence in order to be considered EXCUSED.
- ~~c-d.~~ Parent/Guardian notes for late to school or early dismissals will be counted as one of the limited number of notes as listed in section 4.0 a.

5.0 RETENTION/DENIAL OF CREDIT FOR EXCESSIVE ABSENCES

Students are required to attend class regularly ~~at the secondary level~~ in order to receive academic credit for ~~a course~~ s in (g) Grades 9 – 12. Students in grades K – 8 are required to attend class regularly in order to receive the instruction necessary to meet grade level content standards. ~~be successful at the next grade level.~~

- a. Following the 7th day of an unexcused absence in a semester ~~class~~ or the 14th day of an unexcused absence in an entire year course, a building representative will ~~contact meet~~ with the student and the parent/guardian to discuss and attempt to rectify the attendance issue and provide support and resources when necessary.
- b. Unless otherwise required by IDEA or Delaware law, after the 10th unexcused absence in a semester (for any reason), or 20th unexcused absence in an entire year course (for any

- reason), the student ~~will~~may be denied credit for that course (Grades 9-12), or retained in the current grade (K-8).²⁷
- c. If a student is denied credit for a course, he or she is expected to remain in the course to establish the needed prerequisite coursework for future courses.

6.0. TARDINESS

The term “tardy” will be defined as being late to school, class, or an activity, with or without permission of parents/guardian or school personnel. The District, in consultation with building staff, will establish a specific definition of what constitutes ‘being late to school, class or an activity.’ Consequences for violation of tardiness will be included in the district code of conduct. The teacher will counsel those students who are developing a pattern of being tardy. The teacher will refer to the principal those students who in the teacher’s judgment are not making progress towards correcting the problem.

Students who accumulate more than twelve (12) lates to school shall be referred to the attention of the visiting teacher/home-school liaison just as excessive absence is reported. For reporting purposes (i.e. Truancy Court) four (4) tardies is the equivalent of one unexcused absence from school.

7.0. DELAWARE REGULATIONS

‘Truancy’ or ‘truant’ shall refer to a pupil enrolled in grades kindergarten through twelve of a public school who has been absent from school for more than three school days during a school year without a valid excuse as defined in regulations of the board of education of the school district in which the pupil is or should be enrolled. The ***Delaware Code-Truancy, Title 14, Chapter 27, Subchapter II*** is as follows:

1. Notification to parents and students (§ 2724) of the school attendance requirements, including the procedures and penalties applicable to truancy, including notification of absences without an excuse (§ 2725) and truancy conferences
2. A policy that states that if a student has been absent from school without a valid excuse one or more days, the principal of the school may take such action as the principal considers appropriate. (§ 2726)
 - a. Following the 10th day of unexcused absence by a student, the school shall immediately notify the parent or parents or guardian and a visiting teacher for the district shall visit the student's home.
 - b. Following the 15th day of unexcused absence by a student, the student's parent or parents or guardian shall be notified by certified mail to appear at the school within 10 days of notification for a conference and counseling;
 - c. Following the 30th day of unexcused absence by a student, the school shall refer the case for prosecution;

- d. Following the completion of prosecution of the case and the subsequent failure of the student to return to school within 5 school days thereof, the school shall immediately notify the Department of Services for Children, Youth and Their Families requesting intervention services by the Department. The Department shall contact the family within 10 business days.
- e. Following the tenth unexcused day of attendance by a student in grades 6 through 12 inclusive, the building principal shall notify a visiting teacher of such unexcused days.
- f. If contacted by the school pursuant to paragraph (d)(2) of this section, each parent or guardian of a student shall sign a contract with the district agreeing they will make every reasonable effort to:
 - (1) Have their child or children abide by the school code of conduct;
 - (2) Make certain their child attends school regularly and on time; and
 - (3) Provide written documentation for the reasons for any absence.

8.0. TRUANCY

A student will be considered truant if the student:

- a. fails to arrive at school when directed to attend by the person in control of the student;
- b. leaves school property without permission of the principal or designee; or
- c. is present on school property but not present at place or class assigned;
- d. has accumulated more than twelve (12) tardies to school during the school year.

A truant and the parent of a truant are subject to the administrative procedures, Truancy Court referral, and Court proceedings as established in 14 Del. Code, Chapter 27, Subchapter II. A parent who is determined to have violated Section 2702 of this title is guilty of an unclassified misdemeanor and the penalties are specified in Section 2729 of this title.

A student who is truant will be disciplined by the principal as appropriate to the circumstance associated with the truancy. A truancy conference will be held by the school principal as specified in Sections 2725 & 2726 of 14 Del. Code, Chapter 27.

9.0. ATTENDANCE OFFICER

The **Delaware Code** identifies the Superintendent of Schools as the attendance officer of the Milford School District and authorizes that person to investigate reasons for student absenteeism in order to seek ways to return the student to school.

The Milford School District is authorized to employ a visiting teacher/home-school liaison whose responsibility is to assist the superintendent by serving as a liaison between the school and home in matters of attendance.

The visiting teacher/home school liaison can be assigned to act as an enforcement officer to uphold the truancy laws of the State of Delaware if prior actions do not correct a school attendance problem.

10.0 ATTENDANCE APPEAL PROCESS

1. Each school building in the Milford School District shall establish an Attendance Appeal Committee, of no less than 5 people, comprised of the following personnel:
 - Building Administrator
 - Guidance Counselor
 - Teacher
 - Nurse
 - Visiting Teacher/Attendance Officer
 - Dean of Students (where applicable)
 - Other building staff as needed
2. Upon notification of credit denial (Grade 9-12) or retention (K-8) due to a violation of the attendance policy, parents/guardians have five (5) school days to respond to the building principal in writing with the desire to appeal the decision of the administration.
3. The parent/guardian must notify the building principal, in writing, within five (5) school days from the delivery of the notification from the attendance review committee if he/she requests to appeal the decision of the building attendance review committee. The parent should also include any relevant information and/or documentation necessary for the committee to make an informed decision.
4. After an appeal is requested, the Building Attendance Review Committee will convene within five (5) school days to review the information provided. A formal written decision of the building attendance review committee will be delivered to the parent/guardian within three (3) days of the appeal review. The Building Attendance Review Committee may affirm, reverse, or modify the decision of the administration.
5. The decision of the Building Attendance Appeal Committee may be appealed to the Superintendent or Superintendent's designee by providing written notification to the building principal within five (5) school days of receiving the written decision of the building attendance review committee. The Superintendent or designee will meet with the parents/guardians and student within five (5) school days to hear the case. A decision will be rendered and written notification provided to the parent/guardian within three (3) school days of hearing the case. The Superintendent or designee may affirm, reverse, or modify the decision of the building attendance review committee. The decision of the Superintendent or designee shall be final.

ADOPTED: 5/21/01

REVISED: 6/24/02; 6/28/04; 6/29/09; 11/28/11; 9/24/2012 (Retroactive to the beginning of the 2012-13 school year); 12/10/12

REVISED: 7/15/24

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

5309

DRUGS: ~~USE OF CANINE SCANS and DRUG-SNIFFING~~ DRUG DETECTION DOGS

The Board authorizes the Superintendent to grant permission to the Milford Police Department and/or Delaware State Police to use ~~drug-sniffing dogs~~ drug detection canines to conduct canine scans of Milford School District property.

NOTIFICATION TO STUDENTS

Students shall be notified of the school district's intent to use drug detection canines ~~drug-sniffing dogs~~. The following notice shall be placed in the Milford School District Code of Conduct Policy 5404: Additionally, in an effort to maintain a safe school environment, any and all Law Enforcement entities in our jurisdiction and Milford School District Administration will periodically conduct safety scans inside of Milford School District buildings. These scans may involve the use of trained K9 officers. ~~student handbook:~~

DRUGS: ~~USE OF DRUG-SNIFFING DOGS~~

~~"The Milford School District will cooperate with the Milford and/or Delaware State Police to search for DRUGS on school property. The search area will include buildings, parking lots, etc. Drug-sniffing dogs will be used at unannounced times."~~

PROCEDURES

1. The Superintendent may authorize a canine scan of Milford School District property when the Superintendent reasonably suspects prohibited contraband is present in the school environment.. ~~Permission is to be given by the Superintendent or in his/her absence, his/her designee. The Superintendent may consult with the Supervisor of School Climate and Safety and PIO regarding the decision to conduct a canine scan.~~
2. The search by the Milford and/or State Police is to be unannounced to students or staff.
3. The Milford and/or State Police may use the drug detection canines ~~drug-~~

~~sniffing dogs~~ anywhere on school property.

4. An administrator shall accompany the police.
5. ~~The principal shall submit a written report within three (3) days to the Superintendent.~~ A District level debriefing will occur with all involved parties within three days of the canine scan.

ADOPTED: 3/21/88

Revised: 7/1/24

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

5407 5305, 5412, 5413, 5416

STUDENT RIGHTS - ESTABLISHMENT OF DISCIPLINE SYSTEM

The Milford School District will develop, implement, and maintain with necessary modification a discipline system. The discipline system will identify rules and regulations establishing appropriate conduct and behavior in the Milford School District schools and areas of authority. This document will be known as The Milford School District Code of Conduct Policy 5404.

What is the Student Code of Conduct?

The Code of Conduct should emphasize the constitutional rights of students and respect for the school and school officials. The Code of Conduct will follow local, state, and federal regulations and laws.

The Code of Conduct will be written in clear and precise language. It will be offered in various languages to meet the needs of our students and their families.

The Student Code of Conduct is an official declaration of the Milford School District Board of Education which:

- Specifies the responsibilities and rights of students.
- Defines conduct that is expected to maintain a positive and safe learning environment.
- Provides standardized procedures for disciplinary action.
- Defines appeal procedures.
- Incorporates excerpts from State and Federal laws and regulations.

The Milford School District subscribes to the philosophy of progressive discipline and recognizes and expects teachers to use effective classroom management skills and strategies to handle classroom behaviors and disruptions. Those skills and strategies include, but are not limited to seat changes, proximity, reviewing and reteaching classroom and school expectations, conversations with student(s) (both with and without parent/guardian), calming area access, warnings, and time outs.

Therefore, each school administrator has the discretion to determine the necessary punitive action based upon the severity and/or regularity of each offense. Each school administrator (or designee) will select among the punitive action options outlined for each infraction in the student Code of Conduct. The consequences listed in this Code do not have to be used sequentially. The options listed below can be applied or not applied as discipline at the discretion of the specific Administrator, School

Administrative team, and/or District Administrative team. Provisions in the Student Code of Conduct apply to all students Grades K-12. Differences in age and maturity are recognized in determining the type of disciplinary action to be taken. Students have a greater responsibility for their actions as they increase in age.

Access to Code of Conduct:

A copy of the Code of Conduct is sent home (email or paper) to each student upon school entry and is available on each school's web page. Orientation to the Code of Conduct is held in each school at the beginning of the school year whether in the classroom or an assembly.

Student Due Process Rights:

Students' rights as regulated in Delaware Title 14 Regulation 600-616 shall be followed in the Milford School District Code of Conduct policy 5404.

Pursuant to Del. C. 14 § 600 – 616, All students must be informed of the violation(s) and the range of disciplinary actions that can accompany the violation(s). Each student involved in a situation which may result in a disciplinary action must be given the following due process by the administrator or designee:

- Informed of the allegation(s) against them, the conduct which forms the basis of the allegation(s), and explained the policy, rule, or regulation violated.
- Given an explanation of the evidence supporting the allegation(s) and an opportunity to present their side of the story, including any evidence, witnesses, or questions.

Parents are to be informed of incidents as soon as possible either by phone verbally or written notice. Reasonable efforts shall be made to include the allegedly offending student or parent/guardian in an investigation.

Students and their parent/guardian, as their representative, are afforded the right to appeal assigned discipline. A student appeal procedure is a mechanism by which a student may seek to remedy the situation where they feel they were not afforded due process, an incorrect consequence per the Code of Conduct was given, there is insufficient evidence for the charge, and/or the incorrect charge was used. An appeal can be filed if a student has not been able to obtain a resolution in a less formal manner. The appeal process can be found in Board Policy 5404 Student Code of Conduct.

Due Process Delay Provision: 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 the school provided that, as soon as practicable thereafter, the due process procedures are followed.

Severity Clause: The student Code of Conduct is not all-inclusive, and a student committing an act of misconduct not listed as a violation may be subject to disciplinary action at the authority of Superintendent of designee. Any behavior that necessitates a more severe disciplinary action shall be subject to the discretionary authority of the Superintendent of their designee.

STUDENTS WITH DISABILITIES OR 504 PLANS

Suspension For Less Than 10 Days

All students with disabilities or 504 plans who are suspended for 10 days or less shall be afforded the same due process rights as all pupils in the district with respect to short-term suspensions.

Suspension For More Than 10 Days

If a child with a disability or 504 plan violates the code of conduct and the consequence will result in the student being suspended or removed from school for more than 10 school days for one offense, or more than 10 cumulative days for similar offenses, such removals are considered a change of placement. This would also be the case if a long-term suspension in the form of an alternative placement or expulsion is sought for a student with an individual education plan or 504 plan.

The 10-Day Rule Includes:

- In-school suspensions- if the student misses more than 50% of their regular classroom time **or** where instructional support is not provided by a special educator.
- Suspension from transportation- when it results in the student's absence from school for more than 10 days, either consecutively or cumulatively.
- Other removals, exclusions, or withdraws from the classroom for greater than 50% of the day (including being sent home from school)- when they occur because of a behavior, whether associated with a discipline referral or not. This includes removals as a part of any behavior contract or intervention plan that is not a formal part of the student's IEP/504.

For the purpose of this policy, once a student reaches eight (8) consecutive or cumulative days of suspension as defined in this section, the IEP/504 team must do the following:

Send prior written notice and procedural safeguards to the parent: On the date in which the decision is made to make a removal that constitutes (or will constitute) a change of placement for a child with a disability or 504 due to a violation of the student code of conduct, the school shall notify the parents of that decision in writing and provide the applicable procedural safeguards.

Provide student with educational services: A child with a disability or 504 who is removed

from their current placement shall continue to receive educational services, starting after the 10th day of removal, to enable the child to continue to participate in the general education curriculum, although outside of the regular school day/setting, to progress toward meeting the goals in the child's IEP.

Conduct a manifestation determination meeting: The IEP/504 team must convene within ten school days of the change in placement. The student's discipline record summary, school data and school staff observations as well as parent input will be considered at the IEP/504 meeting. The team shall determine:

- If the behavior was a manifestation of, or related to, the student's disability or medical condition, and/or,
- If the student was inappropriately placed, or if a likelihood that a change in the student's placement, or program, would alleviate the misconduct.
- If it is found that the behavior **is** a manifestation of the disability or medical condition, the team will ensure that the IEP/504 plan was implemented appropriately and consider a change in placement and/or any further evaluations or services that may be needed to support the student with the behavior.
 - The team shall complete the Manifestation Determination Form and develop a plan outlining a future course of action to be taken. The team decision and course of action shall be documented in the meeting minutes.
- If the behavior is **not** a manifestation of the disability or medical condition, the student will be subject to the code of conduct and applicable discipline.
 - The team shall document the decision on the Manifestation Determination Form and in the meeting minutes.

Notify district administration: After a manifestation meeting is held, the school principal or special education designee should notify the director of student services to review and discuss the plan that was developed at the meeting.

Bus Offenses

Students with disabilities and 504 plans shall be subject to the provisions in the Code of Conduct Board Policy 5404. When the total days of bus suspensions for the year exceed ten (10) and the parent is unable to provide transportation, alternative bus transportation should be considered. To arrange for alternative transportation, the principal or special education designee shall notify the director of student services. Long-term alternative transportation needs should be determined by the IEP/504 Team.

EVALUATION OF DISCIPLINE SYSTEM:

The Code of Conduct will be reviewed annually and modified when necessary. During this

review, student, staff, and parent voice will be sought and all stakeholders will be given an opportunity to participate in the review and modification of the Code of Conduct. Recommended modifications to the Code of Conduct Policy 5404 will be referred to the Milford School District Board of Education for action.

DISCIPLINE DATA REVIEW:

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

5412

The School Climate and Safety Department shall annually prepare and present to the Milford Board of Education, a comprehensive discipline report that includes each schools' number of referrals by discipline code and the consequences imposed by ~~race~~ **identified sub groups per the State of Delaware School Discipline Improvement Plan regulation.**

The Board and Administration shall use this data to determine the equity, effectiveness, and fairness of its discipline code/procedures. The annual review of this data shall occur between August and September of each school year, shall be done at a regularly scheduled board meeting, and shall be for the purpose of eliciting suggestions and recommendations for insuring equity, fairness, and effectiveness of the student discipline system. Data presented shall include the number of referrals by identified ~~race~~ **sub groups**, number of resulting detentions, in-school suspensions, out-of-school suspensions, alternative school placements and expulsions, number of referrals rejected based on merit, and the number of resulting police contacts and actions.

ADOPTED: 9/25/00

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

5407

STUDENT DISCIPLINE - STUDENT BEHAVIOR COMMITTEE
STUDENT BEHAVIOR RESULTING IN ALTERNATIVE PLACEMENT AND/OR EXPULSION:

Alternative Placement:

The Milford School District will conduct Alternative Placement Team meetings when a student commits a violation of the Milford School District Code of Conduct that lists Alternative Placement Process as a possible or mandatory consequence. Alternative placement process is outlined in Policy 5404 and will follow all required due process procedures outlined in **Del. C. 14 § 600 – 616**.

Expulsion:

The Superintendent of the Milford School District will decide if an expulsion should be sought for a Code of Conduct violation. If the Superintendent requests expulsion, Board Policy 5404 and **Del. C. 14 § 600 – 616** will be followed regarding expulsions and the School Climate and Safety Supervisor will conduct the Discipline hearing with a third party hearing officer. The third party hearing officer will make a recommendation that will be taken to executive session at the next scheduled board meeting and the Milford School District Board of Education will vote to expel the student.

MTSS SST Team:

Each school will conduct SST meetings per the MTSS problem solving cycle to identify, discuss, and create Positive Behavior Intervention Plans for identified students who have chronic discipline issues. This shall occur before a school administrative team refers a student to alternative placement team for chronic discipline and repeated code of conduct violations. The Positive Behavior Intervention Plan should be put in place for any student who commits a serious code of conduct violation but are not alternatively placed as a consequence.

ADOPTED: ~~April 14, 1975.~~

AMENDED: ~~3/21/77; 2/27/78; 7/21/86; 5/18/87; 6/27/94~~

Revised: 7/1/24

MILFORD SCHOOL DISTRICT

(MIDDLE AND HIGH SCHOOLS)

I. ~~Central Review Committee~~

~~The Central Review Committee shall consist of a school level administrator, a central office administrator, the dean of students and a member of the faculty. Its responsibilities shall include reviewing discipline cases for possible Board referral. This committee may choose options listed under the discipline code.~~

II. ~~Student Assistance Team~~

~~Each school shall have a student assistance team consisting of the school administrator and discipline support staff. The team shall review the discipline status of individual students, to develop intervention plans from the options within the discipline code of conduct, assure due process and communications with parents.~~

III. ~~Child Study Team~~

~~For a special education student substitute the Child Study Team where Level "C" Committee appears. The Child Study Team shall be composed of:~~

- ~~1. An administrator~~
- ~~2. The student's teacher(s)~~
- ~~3. The parent(s)~~
- ~~4. The student (where appropriate)~~
- ~~5. The Counselor (where applicable)~~
- ~~6. The School Psychologist (where applicable)~~
- ~~7. The Director of Student Support and Parent/Community Services, PreK-12 or designee will be available to provide consultation, especially those which involve outside placement.~~

IMPLEMENTATION: Pilot implementation, May and June 1975

~~Full implementation will begin on the first class day of the school year 1975-76.~~

Reference: ~~MSD Policies #5401, #5413~~

ADOPTED: ~~4/14/75; 3/21/77; 11/17/80; 6/27/88; 6/27/94; 5/24/99; 5/21/01~~

REVISED: ~~5/3/10~~

DELETED: ~~7/1/24~~

1. ~~Students shall have the right to participate in the development, implementation and modification of rules and regulations establishing appropriate conduct and behavior.~~

~~a. Such rules and regulations shall be developed through a representative committee composed of administrators, teachers and students. The committee may be expanded to include parents and lay citizens.~~

~~b. Such rules and regulations should emphasize the constitutional rights of students to each other and respect for the school and school officials.~~

~~c. Such rules and regulations should be written in clear and precise language.~~

~~d. Such rules and regulations should not penalize the student for behavior not directly related to the educational responsibilities and functions of the school.~~

2. ~~Students shall have the right to be informed about violations of rules and regulations and be granted the right to hearing regarding serious offenses.~~

~~a. Minor infractions and misconduct may be handled through conferences with~~

~~teachers and administrators.~~

- ~~_____ b. _____ Procedures for handling infractions may vary in formality in accordance with the seriousness of the action.~~
- ~~_____ c. _____ Procedures for disciplinary action shall be conducted in accordance with the judicial concept of innocent until proven guilty.~~
- ~~3. _____ Students shall have the right to an education, and any disciplinary action regarding their conduct which hampers that right shall be reasonable and within the laws of the State and the rules and regulations of the State Board of Education.~~
- ~~_____ a. _____ Disciplinary action shall be fair, consistent, and appropriate to the infraction or offense.~~
- ~~_____ b. _____ Codes of conduct shall be meaningful and applied without preference to any group or individuals.~~
- ~~4. _____ Students shall have the right to appeal any disciplinary decision. The appeals procedure should be in writing and be made well known to the entire school community each year.~~

ADOPTED: March 20, 1972

AMENDED: March 21, 1977

DELETED: **July 1, 2024**

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

5413

STUDENT DISCIPLINE - EVALUATION OF THE DISCIPLINE PROGRAM

1. ~~Evaluation of discipline program will take place at the end of each school year.~~
2. ~~Immediate clarification and/or new situations not specified must be submitted to the discipline committee composed of:~~
 - ~~A. Superintendent~~
 - ~~B. Middle School Administrator~~
 - ~~C. High School Administrator~~
 - ~~D. Elementary School Principals~~
 - ~~E. Teachers~~
 - ~~F. Parents~~
3. ~~Recommended alterations will be referred to the Milford School Board for action.~~
4. ~~The annual discipline analysis shall include:~~
 - ~~A. Number of students with their number of offenses handled by administrator and committee (ranked according to the greatest number of offenses).~~
 - ~~B. The type of offense and the frequency of its occurrence.~~
5. ~~The annual discipline analysis shall include:~~
 - ~~A. Race/sex analysis~~
 - ~~B. Teacher analysis~~
 - ~~C. Individual student analysis~~

~~IMPLEMENTATION: Pilot implementation, May and June 1975.~~

~~Full implementation will begin on the first class day of the school year 1975-76. Elementary school implemented September 1987.~~

Milford, Delaware 19963

POLICY

5416

STUDENT DISCIPLINE - SPECIAL EDUCATION STUDENTS

1. ~~Suspension For More Than 10 Days Or Expulsion~~
~~Suspension for more than 10 days, either consecutively or cumulatively, in any one~~

~~school year, or expulsion for any offense is considered a change in placement of a student with a disability if:~~

- ~~a. the offense was a manifestation of, or related to, the student's disabling condition; and/or~~
 - ~~b. the student was inappropriately placed at the time of the offense or there is a likelihood that a change in the student's program and/or placement would alleviate the misconduct which led to the offense.~~
- ~~2. Suspensions for more than 10 days, either consecutively or cumulatively, shall include:~~
- ~~a. in-house suspension, if it deprives a disabled student of a significant component of his/her IEP;~~
 - ~~b. suspension or exclusion from transportation, if it results in the disabled student's absence from school for more than 10 days, either consecutively or cumulatively; and~~
 - ~~c. suspension, exclusion, expulsion, or withdrawal under a behavioral contract pursuant to a student disciplinary code, which is not part of an IEP.~~
- ~~3. Determination of the relationship of the offense to the student's disability shall be made by the IEP/Child Study Team. If the student's behavior is determined to meet the conditions set out in paragraph 1a. or 1b. above, then suspension and/or expulsion are not acceptable management or discipline procedures, and any discipline for the behavior shall be in accordance with the student's IEP.~~
- ~~4. When the number of days suspended either consecutively or cumulatively, regardless of the number or type of offenses, reaches more than six (6), the IEP/Child Study Team shall meet to review the student's discipline record(s) within ten (10) school days. A discipline summary of offenses and dates on which they occurred shall be reviewed by the Team. The Team shall determine:~~

- ~~a. if the offenses up to that point were a manifestation of or related to the student's disability, and/or~~
 - ~~b. if the student was inappropriately placed or there is a likelihood that a change in the student's program and/or placement would alleviate the misconduct, and~~
 - ~~c. if the offense(s) are found to be the result of subparagraph a. or b. above, the Team shall consider changing the student's program and/or placement.~~
 - ~~d. The Team shall develop a plan outlining a future course of action to be taken when the student is suspended more than ten (10) days. The course of action shall be documented in minutes of the meeting.~~
- ~~5. When suspension reaches more than 10 days, the Principal shall consult with the Director of Student Support and Parent/Community Services, PreK-12 or designee and review the plan developed in 4.d. above. The IEP/Child Study Team may have to convene again to consider options at that time.~~
- ~~a. Supportive instruction at home shall be considered a temporary measure as an alternative for school offenses if no other program placement is available. This is considered a change of placement, and the IEP must be revised accordingly. To arrange for supportive instruction, the Principal shall notify the Director of Student Support and Parent/Community Services, PreK-12 or designee.~~
 - ~~b. Regarding bus offenses, students shall be subject to the provisions of Board Policy 5415—Student Code of Conduct: Bus—Grades 1-12. When the total days of bus suspension for the year exceed ten (10) and the parent is unable to provide transportation, alternative bus transportation shall be considered. To arrange for alternative busing, the Principal shall notify the Supervisor of Transportation who will notify the Director of Student Support and Parent/Community Services, PreK-12 or designee. Students who need alternative transportation on a long-term basis shall be so determined by the IEP/Child Study Team.~~
 - ~~c. When the student is scheduled for a Board hearing, If expulsion is a possibility, the Principal shall notify the Director of Student Support and Parent/Community Services, PreK-12 or designee. Expulsion or suspension for more than 10 days consecutively or cumulatively triggers:~~
 - ~~(1) the full range of procedural safeguards delineated in state and federal laws and regulations with respect to a change in placement:~~

- ~~_____ (2) all due process rights accorded all pupils in the District with respect to long-term suspensions or expulsion; and~~
- ~~_____ (3) all such other rights and procedures as are consistent with state and federal law.~~
- 6. The student shall remain in his or her educational placement during the pendency of:
 - ~~_____ a. proceedings to determine whether the student's behavior is the result of his/her disability and/or an inappropriate program or placement; or~~
 - ~~_____ b. proceedings to expel or to suspend for more than 10 days where a determination has been made that the student's behavior is the result of his/her disability and/or inappropriate program or placement.~~
 - ~~_____ c. During the pendency of the above proceedings, the full range of appropriate services within the present placement shall be made available to allow the student to function within that placement. Such efforts shall be documented in the minutes of the meeting(s).~~
- ~~_____ (1) However, in extraordinary cases where the student is a danger to him/herself or others, or is so disruptive that his/her behavior substantially interferes with the right of other students in the class to learn, the District may place the student in a more restrictive environment, with the consent of the student's parents, or may provide the student with supportive instruction at home in lieu of the student's present educational placement.~~
- ~~_____ In such extraordinary cases, the school shall document:~~
 - ~~_____ (a) the behavior of the student,~~
 - ~~_____ (b) the school's/District's efforts to provide services to allow the student to function within the present educational placement,~~
 - ~~_____ (c) the futility or lack of success, and~~
 - ~~_____ (d) the rationale for the above decisions.~~
- ~~_____ (2) All such extraordinary cases requiring placement of a student in a more restrictive environment, including homebound instruction shall be brought immediately to the attention of the Director of Student Support and Parent/Community Services, PreK-~~

~~12 or designee. The school shall convene an IEP/Child Study Team meeting within 5 days.~~

~~(3) In cases where a parent objects to such an alternative placement, the provisions of Section 6 above (Student's Status During Proceedings) shall apply, unless a court order to the contrary is obtained by the District.~~

~~7. All instances of suspension, exclusion, expulsion, or withdrawal, and the reasons for such action, shall be documented.~~

~~8. Where the IEP/Child Study Team determines that the student's behavior is not the result of the disability and/or inappropriate program, the full range of sanctions set out in the student code of conduct governing all pupils in the District may be imposed. However, it is the District's responsibility to provide an expelled student with a free, appropriate public education.~~

~~a. In extraordinary cases that involve school behavior, the student shall be provided the opportunity to receive supportive instruction at home or other appropriate educational alternatives.~~

~~b. In situations that involve bus behavior, the student shall be subject to the provisions of Board Policy 5415: Student Code of Conduct: Bus - Grades 1-12. Bus suspension does not deny the student the opportunity of an educational program, provided the parents seek alternative transportation.~~

~~9. Suspension For Less Than 10 Days~~

~~All disabled students suspended for 10 days or less shall be accorded the due process rights accorded all pupils in the District with respect to short-term suspensions.~~

~~10. Exclusion as a Treatment Procedure~~

~~When procedures involving exclusion from class or school are a part of a treatment procedure developed as such by the student's IEP/Child Study Team with parental consent, the policies as described in the previous sections of this part shall not apply.~~

~~11. Corporal Punishment~~

~~Corporal punishment is prohibited in accordance with Board Policy.~~

- ~~12. Whenever the IEP/Child Study Team determines that it is necessary to provide an alternative discipline program in lieu of any portion of Milford School District Student Discipline Policies, a plan shall be devised to help the student learn to take responsibility for his/her own behavior and that there will be consequences for misbehavior. The team shall document any plans which deviate from prescribed Board Discipline Policy on the student's IEP.~~
- ~~13. Each school shall establish a written procedure for monitoring the number of days suspended (regular discipline policy and bus discipline policy). Each school shall also establish in writing a mechanism for monitoring the follow-up of discipline recommendations made by the IEP/Child Study Team.~~
- ~~14. Written Notice~~
- ~~— The Principal shall ensure that the parent(s) of each disabled student receive written notice of the rules and regulations applicable to disabled students with respect to discipline, suspension, expulsion, exclusion as a treatment procedure and corporal punishment, at the beginning of each school year or upon entry into a special education program during the school year. Students will receive instruction about the District code of conduct.~~

~~ADOPTED: 11/23/87; 6/26/89; 6/27/94; 6/26/95~~

~~REVISED: 5/3/10~~

~~DELETED: 7/1/24~~

Milford School District K - 12 Student Attendance Policy 5403 Extension: Remote / Hybrid Learning

Given the exigencies of Covid-19 and as required by the August 26, 2020 Twenty-Fifth Modification: State of Emergency Declaration (“Order”), the Milford School District adopts this temporary attendance policy, as an extension of Board Policy 5403 Student Attendance K-12, of which this temporary policy shall expire without further action on the date the rescission or modification of the Order is effective.

Attendance and involvement in school each day is a fundamental condition to learning and student success. Attendance is required of all students enrolled in the District and the District will adhere to all state laws regarding student attendance.

During hybrid or remote learning, a school day shall consist of an average of 3.5 to 5 hours daily of synchronous (delivered same time) or asynchronous (not delivered same time) programming. Attendance may be based on a combination participation in, completion and/or submission of assignments as determined by existing practices.

It shall be the responsibility of the teacher or designated staff member to record attendance in eSchool. Excused and unexcused absences for any period of time shall be recorded consistent with existing practices.

- In addition to the excused absences listed in Board Policy 5403 Student Attendance K-12, the following will be considered excused absences: a. Documented power outage. b. Documented internet service provider outage. c. Documented unexpected technical difficulties such as software updates, password reset, etc. d. Complications created by the State of Emergency which interfere with student participation in school.

The District, through its schools, will provide outreach and support when students and/or families are not participating.

The District shall post this attendance policy on its website and notify a parent, guardian, or relative caregiver of each student in writing where this policy can be accessed. A hard copy shall be provided to a parent, guardian, or relative caregiver upon request.

DELETED: 7/1/24

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

5305

STUDENT RIGHTS - ESTABLISHMENT OF DISCIPLINE SYSTEM

1. Students shall have the right to participate in the development, implementation and modification of rules and regulations establishing appropriate conduct and behavior.
 - a. Such rules and regulations shall be developed through a representative committee composed of administrators, teachers and students. The committee may be expanded to include parents and lay citizens.
 - b. Such rules and regulations should emphasize the constitutional rights of students to each other and respect for the school and school officials.
 - c. Such rules and regulations should be written in clear and precise language.
 - d. Such rules and regulations should not penalize the student for behavior not directly related to the educational responsibilities and functions of the school.
2. Students shall have the right to be informed about violations of rules and regulations and be granted the right to hearing regarding serious offenses.
 - a. Minor infractions and misconduct may be handled through conferences with teachers and administrators.
 - b. Procedures for handling infractions may vary in formality in accordance with the seriousness of the action.
 - c. Procedures for disciplinary action shall be conducted in accordance with the judicial concept of innocent until proven guilty.
3. Students shall have the right to an education, and any disciplinary action regarding their conduct which hampers that right shall be reasonable and within the laws of the State and the rules and regulations of the State Board of Education.
 - a. Disciplinary action shall be fair, consistent, and appropriate to the infraction or offense.

- b. Codes of conduct shall be meaningful and applied without preference to any group or individuals.
- 4. Students shall have the right to appeal any disciplinary decision. The appeals procedure should be in writing and be made well known to the entire school community each year.

ADOPTED: March 20, 1972

AMENDED: March 21, 1977

DELETED: July 1, 2024

STUDENT DISCIPLINE - STUDENT BEHAVIOR COMMITTEE
(MIDDLE AND HIGH SCHOOLS)

I. Central Review Committee

The Central Review Committee shall consist of a school level administrator, a central office administrator, the dean of students and a member of the faculty. Its responsibilities shall include reviewing discipline cases for possible Board referral. This committee may choose options listed under the discipline code.

II. Student Assistance Team

Each school shall have a student assistance team consisting of the school administrator and discipline support staff. The team shall review the discipline status of individual students, to develop intervention plans from the options within the discipline code of conduct, assure due process and communications with parents.

III. Child Study Team

For a special education student substitute the Child Study Team where Level "C" Committee appears. The Child Study Team shall be composed of:

1. An administrator
2. The student's teacher(s)
3. The parent(s)
4. The student (where appropriate)
5. The Counselor (where applicable)
6. The School Psychologist (where applicable)
7. The Director of Student Support and Parent/Community Services, PreK-12 or designee will be available to provide consultation, especially those which involve outside placement.

IMPLEMENTATION: Pilot implementation, May and June 1975

Full implementation will begin on the first class day of the school year 1975-76.

Reference: MSD Policies #5401, #5413

ADOPTED: 4/14/75; 3/21/77; 11/17/80; 6/27/88; 6/27/94; 5/24/99; 5/21/01

REVISED: 5/3/10

DELETED: 7/1/24

DELETED

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

5413

STUDENT DISCIPLINE - EVALUATION OF THE DISCIPLINE PROGRAM

1. Evaluation of discipline program will take place at the end of each school year.
2. Immediate clarification and/or new situations not specified must be submitted to the discipline committee composed of:
 - A. Superintendent
 - B. Middle School Administrator
 - C. High School Administrator
 - D. Elementary School Principals
 - E. Teachers
 - F. Parents
3. Recommended alterations will be referred to the Milford School Board for action.
4. The annual discipline analysis shall include:
 - A. Number of students with their number of offenses handled by administrator and committee (ranked according to the greatest number of offenses).
 - B. The type of offense and the frequency of its occurrence.
5. The annual discipline analysis shall include:
 - A. Race/sex analysis
 - B. Teacher analysis
 - C. Individual student analysis

IMPLEMENTATION: Pilot implementation, May and June 1975.

Full implementation will begin on the first class day of the school year 1975-76. Elementary school implemented September 1987.

ADOPTED: April 14, 1975.

AMENDED: 3/21/77; 2/27/78; 7/21/86; 5/18/87; 6/27/94

DELETED: 7/1/24

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

5412

DISCIPLINE DATA REVIEW

The Milford School District Administration shall annually prepare and present to the Milford Board of Education, a comprehensive discipline report that includes number of referrals by discipline code and the consequences imposed by race, by school. The Board and Administration shall use this data to determine the equity, effectiveness, and fairness of its discipline code/procedures. The annual review of this data shall occur between August and September of each school year, shall be done at a regularly scheduled board meeting, and shall be for the purpose of eliciting suggestions and recommendations for insuring equity, fairness, and effectiveness of the student discipline system. Data presented shall include the number of referrals by race, number of resulting detentions, in-school suspensions, out-of-school suspensions, alternative school placements and expulsions, number of referrals rejected based on merit, and the number of resulting police contacts and actions.

ADOPTED: 9/25/00

DELETED: 7/1/24

POLICY

5416

STUDENT DISCIPLINE - SPECIAL EDUCATION STUDENTS

1. Suspension For More Than 10 Days Or Expulsion
Suspension for more than 10 days, either consecutively or cumulatively, in any one school year, or expulsion for any offense is considered a change in placement of a student with a disability if:
 - a. the offense was a manifestation of, or related to, the student's disabling condition; and/or
 - b. the student was inappropriately placed at the time of the offense or there is a likelihood that a change in the student's program and/or placement would alleviate the misconduct which led to the offense.
2. Suspensions for more than 10 days, either consecutively or cumulatively, shall include:
 - a. in-house suspension, if it deprives a disabled student of a significant component of his/her IEP;
 - b. suspension or exclusion from transportation, if it results in the disabled student's absence from school for more than 10 days, either consecutively or cumulatively; and
 - c. suspension, exclusion, expulsion, or withdrawal under a behavioral contract pursuant to a student disciplinary code, which is not part of an IEP.
3. Determination of the relationship of the offense to the student's disability shall be made by the IEP/Child Study Team. If the student's behavior is determined to meet the conditions set out in paragraph 1a. or 1b. above, then suspension and/or expulsion are not acceptable management or discipline procedures, and any discipline for the behavior shall be in accordance with the student's IEP.
4. When the number of days suspended either consecutively or cumulatively, regardless of the number or type of offenses, reaches more than six (6), the IEP/Child Study Team shall meet to review the student's discipline record(s) within ten (10) school days. A discipline summary of offenses and dates on which they

occurred shall be reviewed by the Team. The Team shall determine:

- a. if the offenses up to that point were a manifestation of or related to the student's disability, and/or
 - b. if the student was inappropriately placed or there is a likelihood that a change in the student's program and/or placement would alleviate the misconduct, and
 - c. if the offense(s) are found to be the result of subparagraph a. or b. above, the Team shall consider changing the student's program and/or placement.
 - d. The Team shall develop a plan outlining a future course of action to be taken when the student is suspended more than ten (10) days. The course of action shall be documented in minutes of the meeting.
5. When suspension reaches more than 10 days, the Principal shall consult with the Director of Student Support and Parent/Community Services, PreK-12 or designee and review the plan developed in 4.d. above. The IEP/Child Study Team may have to convene again to consider options at that time.
- a. Supportive instruction at home shall be considered a temporary measure as an alternative for school offenses if no other program placement is available. This is considered a change of placement, and the IEP must be revised accordingly. To arrange for supportive instruction, the Principal shall notify the Director of Student Support and Parent/Community Services, PreK-12 or designee.
 - b. Regarding bus offenses, students shall be subject to the provisions of Board Policy 5415 - Student Code of Conduct: Bus - Grades 1-12. When the total days of bus suspension for the year exceed ten (10) and the parent is unable to provide transportation, alternative bus transportation shall be considered. To arrange for alternative busing, the Principal shall notify the Supervisor of Transportation who will notify the Director of Student Support and Parent/Community Services, PreK-12 or designee. Students who need alternative transportation on a long-term basis shall be so determined by the IEP/Child Study Team.

- c. When the student is scheduled for a Board hearing, If expulsion is a possibility, the Principal shall notify the Director of Student Support and Parent/Community Services, PreK-12 or designee. Expulsion or suspension for more than 10 days consecutively or cumulatively triggers:
 - (1) the full range of procedural safeguards delineated in state and federal laws and regulations with respect to a change in placement;
 - (2) all due process rights accorded all pupils in the District with respect to long-term suspensions or expulsion; and
 - (3) all such other rights and procedures as are consistent with state and federal law.
- 6. The student shall remain in his or her educational placement during the pendency of:
 - a. proceedings to determine whether the student's behavior is the result of his/her disability and/or an inappropriate program or placement; or
 - b. proceedings to expel or to suspend for more than 10 days where a determination has been made that the student's behavior is the result of his/her disability and/or inappropriate program or placement.
 - c. During the pendency of the above proceedings, the full range of appropriate services within the present placement shall be made available to allow the student to function within that placement. Such efforts shall be documented in the minutes of the meeting(s).
 - (1) However, in extraordinary cases where the student is a danger to him/herself or others, or is so disruptive that his/her behavior substantially interferes with the right of other students in the class to learn, the District may place the student in a more restrictive environment, with the consent of the student's parents, or may provide the student with supportive instruction at home in lieu of the student's present educational placement.

In such extraordinary cases, the school shall document:

 - (a) the behavior of the student,
 - (b) the school's/District's efforts to provide services to allow the

- student to function within the present educational placement,
- (c) the futility or lack of success, and
 - (d) the rationale for the above decisions.
- (2) All such extraordinary cases requiring placement of a student in a more restrictive environment, including homebound instruction shall be brought immediately to the attention of the Director of Student Support and Parent/Community Services, PreK-12 or designee. The school shall convene an IEP/Child Study Team meeting within 5 days.
 - (3) In cases where a parent objects to such an alternative placement, the provisions of Section 6 above (Student's Status During Proceedings) shall apply, unless a court order to the contrary is obtained by the District.
7. All instances of suspension, exclusion, expulsion, or withdrawal, and the reasons for such action, shall be documented.
8. Where the IEP/Child Study Team determines that the student's behavior is not the result of the disability and/or inappropriate program, the full range of sanctions set out in the student code of conduct governing all pupils in the District may be imposed. However, it is the District's responsibility to provide an expelled student with a free, appropriate public education.
- a. In extraordinary cases that involve school behavior, the student shall be provided the opportunity to receive supportive instruction at home or other appropriate educational alternatives.
 - b. In situations that involve bus behavior, the student shall be subject to the provisions of Board Policy 5415: Student Code of Conduct: Bus - Grades 1-12. Bus suspension does not deny the student the opportunity of an educational program, provided the parents seek alternative transportation.
9. Suspension For Less Than 10 Days
All disabled students suspended for 10 days or less shall be accorded the due process rights accorded all pupils in the District with respect to short-term suspensions.
10. Exclusion as a Treatment Procedure

When procedures involving exclusion from class or school are a part of a treatment procedure developed as such by the student's IEP/Child Study Team with parental consent, the policies as described in the previous sections of this part shall not apply.

11. Corporal Punishment

Corporal punishment is prohibited in accordance with Board Policy.

12. Whenever the IEP/Child Study Team determines that it is necessary to provide an alternative discipline program in lieu of any portion of Milford School District Student Discipline Policies, a plan shall be devised to help the student learn to take responsibility for his/her own behavior and that there will be consequences for misbehavior. The team shall document any plans which deviate from prescribed Board Discipline Policy on the student's IEP.

13. Each school shall establish a written procedure for monitoring the number of days suspended (regular discipline policy and bus discipline policy). Each school shall also establish in writing a mechanism for monitoring the follow-up of discipline recommendations made by the IEP/Child Study Team.

14. Written Notice

The Principal shall ensure that the parent(s) of each disabled student receive written notice of the rules and regulations applicable to disabled students with respect to discipline, suspension, expulsion, exclusion as a treatment procedure and corporal punishment, at the beginning of each school year or upon entry into a special education program during the school year. Students will receive instruction about the District code of conduct.

ADOPTED: 11/23/87

REVISED: 6/26/89; 6/27/94; 6/26/95; 5/3/10

DELETED: 7/1/24