

HOME of the BUCCANEERS

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

**AGENDA FOR MONDAY, JULY 15, 2024 AT 6:00 PM
REGULAR SCHOOL BOARD MEETING**

The Milford Board of Education will hold this meeting in-person in the Milford High School Dr. Gerald Thompson Auditorium, 1019 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=mb6b7b42005e4c884320f12e04e426c18>

Webinar Number: 2634 759 2447

Webinar Password: wTBGY7V7ps7 (98249787 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: 263 475 92447

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 July 1, 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. **Board Statement Regarding Policy 6103 **added July 10, 2024, at 1:50 pm***
9. **Public Comment**
10. **Superintendent's Report**
 - A. Summer Programming Update
11. ***Building Our Future: Dr. Sara Hale***
 - A. Board Resolution: Certificate of Necessity Milford Senior High School Renovation and Elementary Reconfiguration Action Item
 - B. Construction Change Order Approval Action Item
12. ***Empowering and Investing in our People: Ms. Laura Manges***
 - A. Personnel Action Item
13. **Board Discussion**
 - A. DSBA Updates
 - B. Recommendation of New Draft Board Policy for Action
 1. New Board Policy 5113 Crisis Response Action Item
 - C. Recommended Revised Draft Board Policies for Action
 1. Revised Board Policy 5403 Student Attendance K-12 Action Item
 2. Revised Board Policy 5415 K-12 Dress Code Action Item
 3. Revised Board Policy 5306 Student Rights – Regarding Policy Action Item
 4. Revised Board Policy 5309 Use of Canine Scans and Drug Detection Dogs Action Item
 5. Revised Board Policy 5407 Student Rights – Establishment of Discipline Systems Action Item
 6. Revised Board Policy 4304 Local Salary Supplement: Food Service Manager Action Item
 7. Revised Board Policy 4323 Local Salary Supplement: Cafeteria Workers Action Item
 8. Revised Board Policy 6103 Policy With Regard to Adherence to the Curriculum Action Item
 9. Revised Board Policy 4301 Administrator's Salaries Action Item **action required immediately and cannot be deferred to another meeting*
 10. Revised Board Policy 4302 (c) Local Salary Supplement: Technology Specialists Action Item **action required immediately and cannot be deferred to another meeting*
 11. Revised Board Policy 4303 (b) Local Salary Supplement: Chief Custodian Twelve-Month Employees Action Item **action required immediately and cannot be deferred to another meeting*
 - D. Recommended Deletion of Board Policies for Action
 1. Delete Board Policy 5403 K-12 Student Attendance Policy Extension: Remote/Hybrid Action Item
 2. Delete Board Policy 5305 Student Rights – Establishment of Discipline System Action Item
 3. Delete Board Policy 5407 Student Discipline – Student Behavior Committee Action Item
 4. Delete Board Policy 5413 Student Discipline – Evaluation of Discipline Program Action Item
 5. Delete Board Policy 5412 Discipline Data Review Action Item
 6. Delete Board Policy 5416 Student Discipline – Special Education Students Action Item
14. **Adjournment Action Item**



MILFORD SCHOOL DISTRICT
BOARD OF EDUCATION
REORGANIZATION AND REGULAR
BOARD MEETING
July 1, 2024

Board Members in Attendance	
Dr. Adam Brownstein	Mrs. Jennifer Massotti
Mr. Matthew Bucher	Mrs. Jean Wylie
Mrs. Ashley Connell	Dr. Bridget Amory, Executive Secretary
Mr. Scott Fitzgerald	

The Regular Meeting of the Milford Board of Education was called to order by President Mr. Miller at 6:02 PM on Monday evening, July 1, 2024.

PLEDGE OF ALLEGIANCE

CHANGES TO AGENDA

Remove 21C Construction Change Order Approval

DR. AMORY VERIFIED THE ISSUANCE OF CERTIFICATE OF ELECTION TO NEWLY ELECTED BOARD MEMBER: MRS. JENNIFER MASSOTTI

MR. SCOTT FITZGERALD, PRESIDENT ADMINISTERED OATH OF OFFICE (14 Del. Code §1053) TO NEWLY ELECTED BOARD MEMBER: MRS. JENNIFER MASSOTTI

MR. SCOTT FITZGERALD, PRESIDENT APPOINTED DR. AMORY, EXECUTIVE SECRETARY AS TEMPORARY CHAIRPERSON OF THE NEW BOARD

PROCEDURE:

Board Member Motions: MR. BUCHER/SECONDED BY MRS. CONNELL moved that this 2023-2024 Milford Board of Education adjourns sine die. **The 2023-2024 Milford Board of Education was adjourned sine die**

DR. AMORY, EXECUTIVE SECRETARY ASKED FOR NOMINATIONS FOR THE OFFICE OF PRESIDENT

Nominated: Scott Fitzgerald

MOTION MADE BY MR. BUCHER/SECONDED BY MRS. CONNELL to close nominations for Office of President and for Mr. Fitzgerald to assume office. **Motion passed unanimously.**

THE BOARD PRESIDENT ASKED FOR NOMINATIONS FOR THE OFFICE OF VICE PRESIDENT

Nominated: Matt Bucher

MOTION MADE BY MRS. WYLIE/SECONDED BY DR. BROWNSTEIN to close nominations for Office of President and for Mr. Bucher to assume the office. **Motion passed unanimously.**

MOTION MADE BY MR. FITZGERALD/SECONDED BY MRS. MASSOTTI to approve designating Dr. Amory, Superintendent as Executive Secretary of the Milford Board of Education for the 2024-2025 School Year. **Motion passed unanimously**

APPROVAL OF MINUTES

MOTION MADE BY MR. BUCHER/SECONDED BY MRS. MASSOTTI to approve the Regular Meeting Minutes for June 17, 2024 with corrections. **Motion passed unanimously.**

ADJOURNMENT TO EXECUTIVE SESSION

MOTION MADE BY MRS. CONNELL/SECONDED BY MRS. MASSOTTI to adjourn into Executive Session at 6:15 PM. **Motion passed unanimously.**

RETURN TO OPEN SESSION

MOTION MADE BY MRS. MASSOTTI/SECONDED BY MRS. CONNELL to adjourn Executive Session at 7:25 PM. **Motion passed unanimously.**

PUBLIC COMMENT

None

SUPERINTENDENT’S REPORT – Dr. Amory

No report this evening.

Academic Excellence: Dr. Carvajal-Hageman
2024-2025 Revised Academic Calendar

MOTION MADE BY MRS. CONNELL/SECONDED BY MR. BUCHER to approved the 2024-2025 Revised Academic Calendar as presented. **Motion passed unanimously.**

Academic Excellence: Dr. Carvajal-Hageman
Field Trip Approval

MOTION MADE BY MR. BUCHER/SECONDED BY MRS. CONNELL to approved the field trip as presented. **Motion passed unanimously.**

Building Our Future – Dr. Hale

Fiscal Year 2025 Preliminary Revenue and Expenditure Budgets

MOTION MADE BY MR. BUCHER/SECONDED BY MRS. MASSOTTI to approve Fiscal Year 2025 Preliminary Revenue and Expenditure Budgets. **Motion passed unanimously.**

Kent and Sussex County Tax Warrants

MOTION MADE BY MRS. WYLIE/SECONDED BY MRS. MASSOTTI to approve Kent and Sussex County Tax Warrants. **Motion passed unanimously.**

Empowering and Investing in our People: Ms. Manges
Personnel Report

MOTION MADE BY MRS. CONNELL/SECONDED BY MR. BUCHER to accept the Personnel Report as presented during the Executive Session.

BOARD DISCUSSION

DSBA Updates

MOTION MADE BY MR. BUCHER/SECONDED BY MRS. WYLIE to reinstate the executive and legislative committee representatives and the respective executive and legislative committee alternates.

Dr. Brownstein – Executive Representative
Mrs. Massotti – Executive Alternate

Mr. Bucher – Legislative Representative
Mrs. Connell – Legislative Alternate

RECOMMENDED DRAFT REVISIONS OF BOARD POLICIES FOR READ ONLY

- Dr. Hale introduced Revised Board Policy 4304 Local Salary Supplement: Food Service Manager
- Dr. Hale introduced Revised Board Policy 4323 Local Salary Supplement: Cafeteria Workers

ADJOURNMENT

MOTION MADE BY MRS. MASSOTTI/SECONDED BY MRS. CONNELL that the Reorganization and Regular Meetings of the Milford Board of Education held on Monday, July 1, 2024, adjourn @ 7:36 pm.
Motion passed unanimously.

Bridget Amory, Executive Secretary

Theresa Blocker, Recording Secretary

DRAFT

MILFORD SCHOOL DISTRICT BOARD OF EDUCATION
RESOLUTION PROVIDING
FOR THE SUBMISSION OF A CERTIFICATE OF NECESSITY
TO THE STATE OF DELAWARE

WHEREAS, the Delaware Department of Education requires approval of the Milford Board of Education to submit a Certificate of Necessity request for Major Capital Construction funding that, upon successful referendum, would require the Board to issue bonds for the purpose of raising money to pay the local share set forth in such school construction bond authorization act for the purpose of school construction or renovation.

NOW THEREFORE, BE IT RESOLVED that the Milford School District Board of Education authorizes the submission of a Certificate of Necessity for Major Renovation and Additions to Milford High School and Elementary School Reconfiguration in the amount of \$77,599,277 for consideration in Fiscal Year 2026. The total local share for this proposal, if approved, would be approximately \$17,847,834.

President
Milford School District Board of Education

Member
Milford School District Board of Education

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.

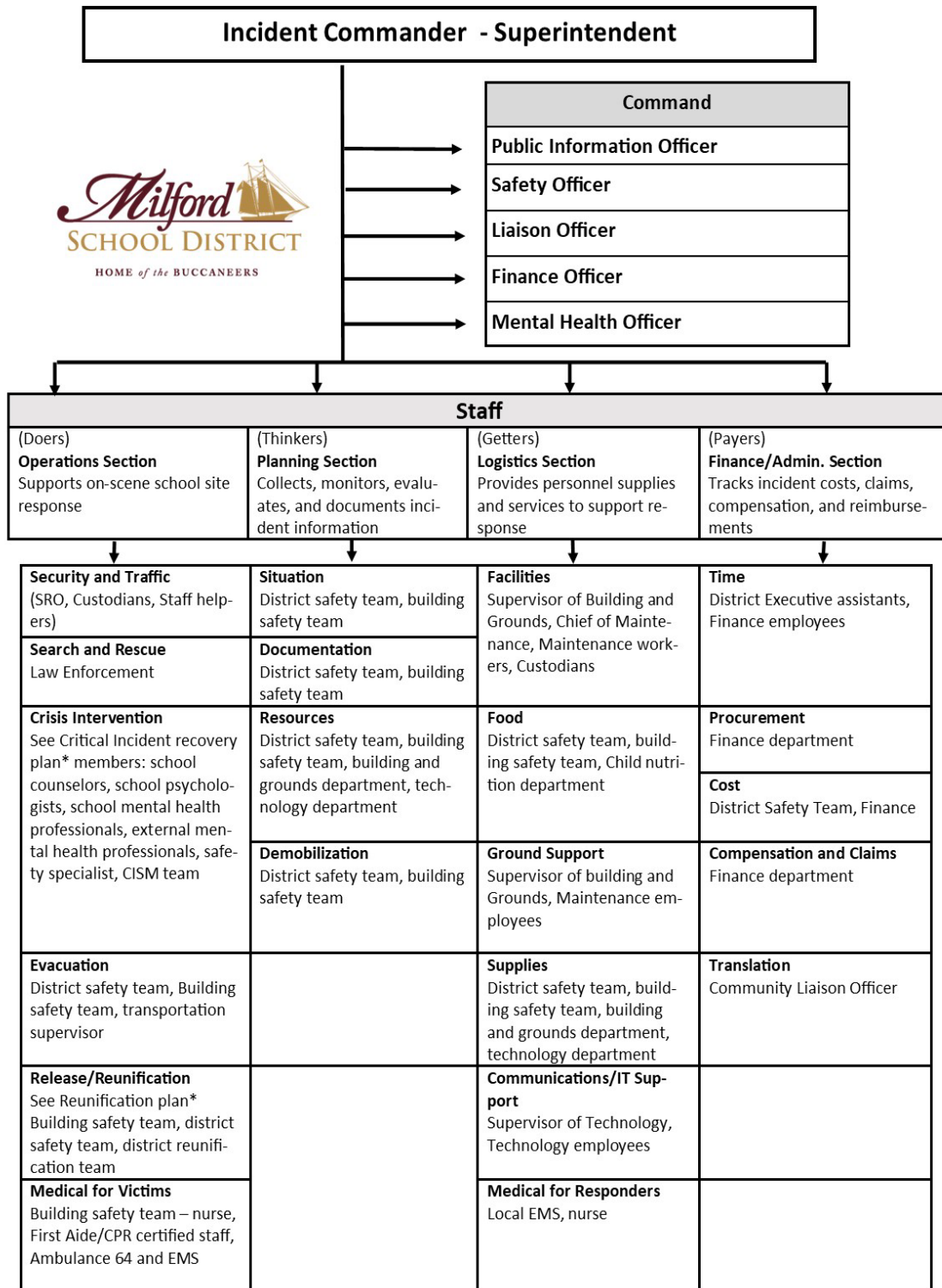
Crisis Management Debriefing: at the end of a critical incident event staff will be brought together for a crisis management briefing. This meeting will be conducted with the district CRT, the school safety team and a CISM trained district staff member. The goals of this meeting will be to provide information 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: 7/15/24



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 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 and will not count toward the student's absentee record. However, once a student has obtained more than 15 unexcused 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 if your child is medically certified as unable to attend school for more than 5 days.

Communication in the form of letters, phone calls, and electronic messaging (using the most recent contact information that is provided to 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.

2.0. EXCUSED ABSENCES

The Milford Board of Education defines absences from school as either "**excused**" or "**unexcused.**" 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;
- 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);
- c. absence associated with a family emergency with acceptable explanation;
- d. absence associated with a subpoenaed court appearance;

- 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 (1) 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**);
- h. up to three (3) excused absences for mental health or behavioral health reasons (parent note is required. These absences are not included in maximum allowable parent notes per school year);
- 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;
- j. absence associated with a community sponsored event or trip

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 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;
- 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.
- 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.
- c. Parent/Guardian notes must be presented to the school within 5 days of the absence in order to be considered EXCUSED.

- 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 4.0a.

5.0 RETENTION/DENIAL OF CREDIT FOR EXCESSIVE ABSENCES

Students are required to attend class regularly in order to receive academic credit for a course in 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.

- 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 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 may be denied credit for that course (grades 9-12) or retained in the current grade (K-8).
- c. An attendance appeal process is established to provide reasonable explanation for extreme cases.
- d. If a student is denied credit for a course, he or she is expected to remain in the course to establish the needed pre-requisite 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 with 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; 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.

- d. 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.
- e. 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; 7/15/24

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

5415

K-12 SCHOOL DRESS CODE POLICY

This dress code applies during the formal school day unless otherwise authorized by administration. The student code of conduct will apply to any violations.

Tops:

Long or short sleeved cotton shirts, polos, sweatshirts/hoodies, button downs, fleece, sweaters, or turtlenecks. Solid colors and patterns permitted.

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

* Students wearing approved hooded apparel must keep the hood down.

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 and sandals.

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

Prohibited:

- * No tank tops, crop tops, or low-cut shirts
- * No skin or undergarments should be visible between the waistband and the bottom of the shirt
- * No pajamas
- * No graphics (other than spirit wear)
- * No obscene, vulgar, ethnically, culturally, or sexually offensive pictures or references
- * No gang related references or identification
- * 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, or vaping pictures or references
- * No chains or spiked jewelry
- * No hats, visors, bandanas, non-prescription 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; 7/15/24

**MILFORD SCHOOL DISTRICT
Milford, Delaware 19963**

POLICY

5306

STUDENT RIGHTS - REGARDING POLICE

Students shall not be subjected to harassment or intimidation by police authorities while attending school.

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.

When the student(s) are considered the victim, the school district reserves the right to have 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.

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.

School administrators should contact 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. 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
REVISED: 1/12/76; 3/21/77; 4/22/13; 7/15/24

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

5309

USE OF CANINE SCANS and DRUG DETECTION DOGS

The Board authorizes the Superintendent to grant permission to the Milford Police Department and/or Delaware State Police to use **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. 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.

PROCEDURES

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. The Superintendent may consult with the Supervisor of School Climate and Safety and PIO regarding the decision to conduct a canine scan.

The search by the Milford and/or State Police is to be unannounced to students or staff.

The Milford and/or State Police may use the drug detection canines anywhere on school property.

An administrator shall accompany the police. A District level debriefing will occur with all involved parties within three days of the canine scan.

ADOPTED: 3/21/88

REVISED: 7/15/24

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.

Student Code of Conduct

The Milford School District 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 that teachers must use consistent and effective classroom management skills and strategies to handle classroom behaviors and disruptions. Those skills and strategies include, but are not limited to, seat changes, teacher proximity, positive reinforcement, establishing, reviewing, and reteaching classroom and school expectations, visual schedules, conversations with students (both with and without parent/guardian), access to calming areas, verbal and written warnings, behavior contracts, 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 schools' 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 in the same school year 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 conduct in question **was** caused by, or had a direct and substantial relationship to, the child's disability; or if the conduct in question was the direct result of the District's failure to implement the student's IEP or 504 Plan.
- If the District, the parent, and relevant members of the IEP/504 team make the determination that the conduct was a manifestation of the child's disability/medical condition, the team shall either:
- Conduct a functional behavioral assessment, unless the District had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
- If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Except for special circumstances outlined in 14 DE Admin. C. 926.30.7, return the child to the placement from which the child was removed, unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.
 - 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 **was 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.

Notification of 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 the 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

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 identified sub groups per the State of Delaware School Discipline Improvement Plan (SDIP) 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 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.

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 the Student Code of Conduct, Board 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 of action that will be taken to executive session at the next scheduled board meeting and the Milford School District Board of Education will vote on the motion to expel the student.

Multi-tiered Systems of Support (MTSS) and Student Support Team (SST)

Each school will conduct SST meetings per the MTSS problem solving cycle to identify, discuss, and create Positive Behavior Intervention Plans (PBIP) 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 PBIP 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
Milford, Delaware 19963

POLICY

4304

LOCAL SALARY SUPPLEMENT: FOOD SERVICE MANAGER

YEARS OF EXPERIENCE	0-350	351-500	501-800	801-1200	1200 +
0	6442	6764	7103	7458	7831
1	6547	6874	7218	7579	7957
2	6647	6979	7328	7695	8080
3	6745	7082	7436	7808	8199
4	6848	7191	7550	7928	8324
5	6947	7295	7660	8042	8445
6	7049	7402	7772	8160	8568
7	7151	7509	7884	8278	8692
8	7250	7613	7993	8393	8813
9	7353	7721	8107	8512	8938
10	8131	8538	8965	9413	9884
11	8240	8652	9084	9539	10015
12	8352	8770	9208	9669	10152
13	8462	8885	9329	9796	10285
14	8572	9000	9450	9923	10419
15	8685	9120	9576	10054	10557
16	8685	9120	9576	10054	10557
17	8685	9120	9576	10054	10557
18	8685	9120	9576	10054	10557

19	8685	9120	9576	10054	10557
20	9604	10084	10589	11118	11674
21	9604	10084	10589	11118	11674
22	9604	10084	10589	11118	11674
23	9604	10084	10589	11118	11674
24	9604	10084	10589	11118	11674
25	9794	10284	10798	11338	11905
26	9794	10284	10798	11338	11905
27	9794	10284	10798	11338	11905
28	9794	10284	10798	11338	11905
29	9794	10284	10798	11338	11905
30	9794	10284	10798	11338	11905

ADOPTED: 11/10/75; 8/22/77; 6/19/78; 8/20/79; 8/18/80; 6/21/82; 8/20/84; 8/19/85;
8/25/86; 1/23/89; 10/23/89; 2/25/91; 6/21/93; 7/1/97; 7/1/99; 7/1/00; 7/1/01;
11/24/03; 5/24/04; 5/23/05; 5/22/06; 5/21/07; 6/30/08

REVISED: 3/22/10; 6/20/11; 9/24/12; 07/08/13, 10/19/15, 7/1/16, 7/1/18; 7/1/23;
7/15/24

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963
POLICY

4323(a)

LOCAL SALARY SUPPLEMENT: CAFETERIA WORKERS

YEARS EXPERIENCE	LOCAL
0	2.33
1	2.36
2	2.37
3	2.38
4	2.42
5	2.45
6	2.46
7	2.50
8	2.51
9	2.52
10	2.54
11	2.55
12	2.57
13	2.61
14	2.62
15	2.64
16	2.64
17	2.64
18	2.64
19	2.64
20	2.73
21	2.73
22	2.73
23	2.73
24	2.73
25	2.79
26	2.79
27	2.79
28	2.79
29	2.79
30	2.79

Completion of two (2) prescribed Food Services Training Program Units sponsored by the Department of Public Instruction: (\$ 0.30) cents per hour added to local salary supplement.

Completion of four (4) prescribed Food Services Training Program Units sponsored by the Department of Public Instruction: (\$0.75) cents per hour added to local salary supplement.

Schools with more than 800 students qualify for an Assistant Manager: Additional \$2,000 stipend

Schools with 800 students or less qualify for a Team Lead: Additional \$1,000 stipend

ADOPTED: 1/19/81; 6/21/82; 8/20/84; 8/19/85; 8/25/86; 1/23/89; 10/23/89; 2/25/91; 6/21/93; 7/1/97; 7/1/99; 7/1/01; 11/24/03; 5/24/04; 5/23/05; 5/22/06; 5/21/07; 6/30/08

REVISED: 3/22/10; 6/20/11; 9/24/12; 07/08/13; 12/15/14, 10/19/15, 7/1/16, 7/1/18, 10/18/21, 6/26/23, 7/15/24

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

6103

POLICY WITH REGARD TO ADHERENCE TO THE CURRICULUM

Purpose:

Education for effective citizenship is a major goal of the Milford School District. To achieve this goal, students should have an opportunity to examine controversial/sensitive issues within the context of their formal education experiences. The purpose of this policy is to establish guidelines for teaching the curriculum while protecting students' mental health, and minimizing distractions, which result from adults silencing dissent or explicitly or implicitly imposing their personal beliefs.

Definitions:

Staff: The term "District Staff" includes all paid full-time, part-time, substitute, and volunteer staff members.

Educational environment: Includes any and all activities in which students participate for which the District is responsible, including, but not limited to, the classroom environment, classroom materials and curriculum and District transportation.

Policy: To assist District Staff and students, the Board requires:

A. Instructional Materials

- The topics selected for study must align with the school curriculum.
- The content of the instructional materials must be appropriate to the maturity and developmental levels of the students.
- Problems and issues selected for discussion and study will be current, significant, and of interest to students.
- Teachers may use visual aids or instructional materials to enhance learning provided they comply with this policy and other District policies.

B. Responsibilities of the Student

- Students have a responsibility to undertake the study multiple sides of an issue, to listen to other viewpoints with an open mind, and to evaluate issues on an intellectual, rather than an emotional basis.

C. Rights and Responsibilities of District Staff

- District Staff shall allow the equal and unbiased investigation of multiple sides of a topic. This means providing students with learning materials that are

relevant to the course of study, as defined in the course objectives and are appropriate to the maturity level and intellectual ability of the students.

- The District Staff, as a moderator and a participant, will point out the possibility of errors in statements of students and writers and the possibility of alternative points of view. The District Staff will see that facts, evidence and aspects of an issue are impartially presented and that students are helped to evaluate their sources of data as well as their methods for reaching conclusions.
- District Staff shall encourage students to examine, analyze, and evaluate all available information so that each may form his/her own opinions.
- District Staff have the right to express their opinions but shall ensure that students understand that it is opinion and not an authoritative answer. District Staff will not attempt to limit or control the judgment of students, directly or indirectly, and shall not encourage the acceptance of ideas, opinions, or beliefs of a particular group or ideology.
- District Staff shall not use his/her position to further personal political aims or opinions.
- The District Staff will seek the advice of an administrator when in doubt about the appropriateness of introducing an issue in class.
- The American and State of Delaware flags, Milford Buccaneers logo, college/university flags, US military flags, and emblems related to the collective bargaining unit (and its membership) may be displayed as classroom, office, and hallway decorations. District Staff shall display no other decorations of a political/ideological nature except on their desks in a manner that does not attract attention.
- The District Staff will seek the advice of an administrator when in doubt about the appropriateness of a classroom decoration or a visual display related to a lesson.

D. Rights and Responsibilities of the Administration

- When District Staff has doubts about the appropriateness of discussing certain controversial/sensitive issues in the classroom and seeks the advice of an administrator, the administrator should offer guidance. If the administrator and staff member are unable to agree, the matter will be referred to the Chief Academic Officer or designee.
- No adult group has the right, without authorization of the administration, to present arguments for or against any issue directly to students or to the class. The staff member, may however, with administration approval, invite

representatives of different viewpoints to appear before the class to discuss their opinions.

- To further content neutrality, administration shall not permit the one-sided presentation of political/ideological decorations, visual aids, or instructional materials, whether for or against any cause or issue.

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

REVISED: 1/12/76; 7/19/82; 7/15/24

DRAFT

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

4301

ADMINISTRATOR SALARIES

- I. Philosophy
 - A. A fiscally responsible administrative compensation scale that is competitive with select districts in Kent and Sussex Counties.
 - B. The system shall be a market-range salary scale that:
 1. Allows the district to recruit qualified and exceptional candidates; and,
 2. Remains competitive in order to retain high-quality administrators.
 - C. Administrative salaries should be reflective of an administrator's:
 1. Job Responsibilities
 2. Job Performance
 3. Experience
 4. Level of Education
- II. Market-Range Salary System
 - A. The following market-range salary system shall be implemented, effective July 1, 2021, for administrators.
 1. The Chief **Financial Operating** Officer and Superintendent shall establish a market value for each administrative position by averaging salary data from select comparable and/or neighboring districts in Kent and Sussex Counties.
 - a. Identified outliers in the salary data may be discarded with approval by the Superintendent.
 - b. **State salary scale adjustments shall be evaluated by the Chief Operating Officer and Superintendent and applied to Step 8 appropriately to maintain a competitive market value.**
 2. The market-range shall be evaluated and adjusted concurrent with district collective bargaining schedules.
 - a. The market value shall be set at Step 8 and rounded up to the nearest \$500. The starting point of the market-range scale shall be Step 1 and be established at ten percent (10%) below market value. Step 25 shall be the peak salary and established at seven and one-half percent (7.5%) above market value.
 - b. The market-range salary scale shall be established for school-level and district-level administrative positions.
 - If upon evaluation for adjustment, the market value decreases for an administrative position, no adjustment shall be made to the market value for that administrative position.
 - For the Supervisor market-range scale, the market value Step is \$3,000 greater than the market value Step within

the High School Assistant Principal scale. Supervisors must possess, at a minimum, a Master's degree and/or equivalent experience or certifications necessary for the administrator position.

~~e. State salary scale adjustments will be added to the market value at Step 8.~~

d. The Board may provide additional stipends/bonus to administrators for exceptional performance and/or exceptional qualifications as deemed appropriate.

3. An administrator's initial Step placement shall be determined by the Superintendent with input from the Chief ~~Financial~~ Operating Officer and Director of Human Resources.
 - a. An administrator is provided one (1) Step for each year of equivalent experience relative to an administrative position.
 - b. An administrator may be provided up to five (5) discretionary Steps determined by previous administrative or other leadership experiences.
 - c. An administrator is provided four (4) Steps for having a doctorate degree relative to their administrative responsibilities.
 - d. **An administrator may be provided additional step increase(s) for alternate certifications related to their position as deemed eligible by the Superintendent or Chief Operating Officer.**
4. Movement to the scale's next Step shall be accomplished through earning a satisfactory or better administrator performance evaluation rating. An administrator deemed to have an unsatisfactory rating will be frozen at the current step for the following fiscal year.
 - a. An administrator will receive a one (1) Step increase for each five years of successful administrative experience in the Milford School District.
 - b. An administrator will receive a four (4) Step increase for earning a doctorate degree relative to their administrative responsibilities.
5. A "hold harmless" provision shall be applicable to administrators who have earned satisfactory or above performance evaluations and would have a decrease in salary for the new fiscal year due to one of the following reasons. If this shall occur, the administrator shall be placed at a Step with a salary that is nearest and at least equal to their prior fiscal year's salary.
 - a. The implementation of the new market-range scale.
 - b. An administrator is promoted into another administrative position.

~~6. This policy is effective July 1, 2021.~~

Board Approved: 05/17/2021

Revised: 07/15/24

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

4302 (c)

LOCAL SALARY SUPPLEMENT: TECHNOLOGY SPECIALISTS

EXPER	Education Technology Specialist	Systems Operations Specialist
0	16,730	22,585
1	16,841	22,735
2	16,954	22,889
3	17,068	23,042
4	17,184	23,199
5	17,295	23,348
6	17,410	23,503
7	17,524	23,658
8	17,637	23,809
9	17,751	23,964
10	17,863	24,116
11	17,978	24,270
12	18,098	24,432
13	18,209	24,582
14	18,321	24,733
15	18,438	24,892
16	18,438	24,892
17	18,438	24,892
18	18,438	24,892
19	18,438	24,892
20	18,628	25,148
21	18,628	25,148
22	18,628	25,148
23	18,628	25,148
24	18,628	25,148
25	18,921	25,543

Salary supplement for additional network training:

~~Two of three certifications are required.~~

Tech Spec – A+	2000
Tech Spec – CNA	2000
Tech Spec – Network+	2000
Bachelor’s Degree	4800 2000

Other certifications may be substituted with the written approval of the superintendent.

ADOPTED: 7/1/00; 11/24/03; 5/24/04; 5/23/05; 5/21/07; 6/30/08

REVISED: 3/22/10; 6/20/11; 9/24/12; 07/08/13, 10/19/15, 7/1/16, 7/1/18; 10/18/21; 3/21/22;
7/1/23; 7/1/2024

MILFORD SCHOOL DISTRICT
Milford, Delaware 19963

POLICY

4303(b)

**LOCAL SALARY SUPPLEMENT: CHIEF CUSTODIAN
TWELVE-MONTH EMPLOYEES**

<u>EXPERIENCE</u>	<u>CHIEF CUSTODIAN</u>
0	10,441
1	10,650
2	10,863
3	11,080
4	11,302
5	11,528
6	11,758
7	11,993
8	12,233
9	12,478
10	12,727
11	12,982
12	13,242
13	13,506
14	13,777
15	14,552
16	14,552
17	14,552
18	14,552
19	14,552
20	14,552

Potential Performance Stipends Based Upon Evaluation

Chief Custodians Elementary	\$1,500
Chief Custodians Middle School/High School	\$2,500

ADOPTED: 1/23/89; 10/23/89; 2/25/91; 6/21/93; 7/1/97; 7/1/99; 7/1/00;
7/1/01; 11/24/03; 5/24/04; 5/23/05; 5/22/06; 5/21/07; 6/30/08

REVISED: 3/22/10, 6/20/11; 9/24/12; 07/08/13, 10/19/15, 7/1/16, 7/1/18; 10/18/21; 7/11/22;
7/1/23; 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: 7/15/24

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 15, 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: 7/15/24

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: 7/15/24

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: 7/15/24

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: 7/15/24