



STUDENT & FAMILY HANDBOOK

Includes Student Code of Conduct (Chapter 6)

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The Red Clay Consolidated School District Student & Family Handbook, approved by the Board of Education, provides information and direction to students and families regarding district services, operations, expectations of behavior, and consequences for violations. Families and students are encouraged to read and regularly review the Handbook to ensure a safe and productive school year.

NONDISCRIMINATION AND SECTION 504 NOTICE

All parties, procedures, and policies of the Red Clay Consolidated School District shall clearly exemplify that there is no discrimination in the recruitment, employment, and subsequent placement, training, promotion, compensation, tenure, and all other terms and conditions of employment over which the Red Clay Consolidated School District Board of Education shall have jurisdiction, or in the educational programs and activities of students on the basis of race, creed, color, religion, national origin, age, sex, sexual orientation, domicile, marital status, handicap, genetic information, veteran status, or any legally protected characteristic. For Title IX inquiries, please contact Keenan Dorsey, Ed.D., Director of Human Resources, at 302.552.3783. For Section 504 inquiries, please contact Sarah Celestin, Ed.D., Director of Special Services, at 302.552.7778.

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Introduction

The Red Clay Consolidated School District is dedicated to the development of each student's potential for learning in a positive environment. Schools are to be free from disruptions that interfere with teaching and learning activities. Students, parents, and school staff will assume a responsible role in promoting behavior that encourages learning and the development of individual potential.

Students, parents, and staff are responsible for reading this entire handbook.

The Red Clay Consolidated School District Board of Education has adopted "Student Behavior Standards." All students will receive Behavior Remarks 01 (Exceeds Behavior Standards), 02 (Meets Behavior Standards), 03 (Approaching Behavior Standards), or 04 (Does Not Meet Behavioral Standards) in all subject areas on their report cards.

Editorial Note

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

The term "principal" refers to "principal or designee."

"District" and "RCCSD" refer to the Red Clay Consolidated School District.

"RAP" refers to the Referral Action Program.

"SRO" refers to a School Resource Officer.

Student Handbook Contacts

If you have any questions or concerns regarding elements of the Red Consolidated School District Student Handbook, please contact the individuals below.

Mark T. Pruitt, Jr.
Senior Director School Operations
Phone: (302) 552-3753

Susan Huffman
Director of Schools
Phone: (302) 552-3753

Gregg Johnson
Director of Schools
Phone: (302) 552-3753

Complaints

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

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

State of Delaware Ombudsman

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

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

Education for Children and Youth Experiencing Homelessness

The Red Clay Consolidated School District shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act. This law minimizes educational disruptions experienced by students who are experiencing homelessness.

District Liaison for Homeless Education
Ms. April Christine Anderson
Red Clay Consolidated School District
1502 Spruce Avenue
Wilmington, DE. 19805

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302-892-3261 (fax)

Red Clay Consolidated School District Board of Education

Ms. Beth Twardus, President
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Red Clay Consolidated School District Senior Administration

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Dr. Ted Ammann, Chief Operating Officer
Dr. Tawanda Bond, Senior Director of Teaching & Learning
Dr. Sarah Celestin, Senior Director of Student Services
Mr. Mark Pruitt, Senior Director of School Operations
Dr. Keenan Dorsey, Director of Human Resources
Dr. Susan Huffman, Director of Schools
Mr. Gregg Johnson, Director of Schools
Mr. Michael Simmonds, Director of Federal Programs
Mr. Shawn Snyder, Director of Information Technology

What is the Student Handbook?

The Student Handbook is an official declaration of the Red Clay Consolidated School District Board of Education which:

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

Student Behavior Standards

Red Clay Consolidated School District schools are positive learning environments where students:

1. Assume responsibility for their own actions
2. Respect and believe in themselves and others
3. Demonstrate the ability to get along with others
4. Understand and respect individual differences
5. Obey rules and laws, and understand the consequences of their choices
6. Demonstrate the importance of being generous, kind, and helpful

Provisions in the Handbook apply to all students in grades K–12. Differences in age and maturity are recognized in determining the type of disciplinary action to be taken. All students have a greater responsibility for their actions as they increase in age.

When Is the Student Code of Conduct Enforced?

The Student Code of Conduct is enforced:

1. On school property prior to, during, and following regular school hours
2. While students are on the school bus for any purpose
3. At all school-sponsored events and other activities where school administrators have jurisdiction over students
4. Off campus
 - a. The Red Clay Consolidated School District has the authority to suspend or expel its students for activities occurring off of school premises when it is determined that the student presents a threat to the safety or welfare of Red Clay Consolidated School District students or personnel.

- b. The receipt of an Attorney General's notice that a student has been arrested for a crime that may jeopardize the safety or welfare of students is sufficient evidence to warrant the initiation of the Process to Determine Appropriate Disciplinary Action.

Additionally, the school administrator is authorized to take disciplinary action when a student's misconduct to and from school has a harmful effect on the other students or on the orderly educational process.

Who Establishes a Good School Environment?

All stakeholders are responsible for contributing to a good school environment by reviewing and observing the rules and regulations which govern our school community. The Student Code of Conduct recognizes the need for a cooperative relationship among students, parents, and school personnel. This relationship is most productive when:

Students

1. Attend all classes daily and on time
2. Are prepared for class assignments and activities
3. Come to class with appropriate working materials
4. Respect all persons and property
5. Refrain from abusive language and inflammatory actions
6. Conduct themselves in a safe and responsible manner
7. Are responsible for their own work
8. Abide by the rules and regulations set forth by the district, school, and classroom teacher

Parents

1. Keep in contact with the school concerning their child's progress and conduct
2. Ensure that their child attends school daily and on-time
3. Provide proper immunization as required by state law
4. Provide their child with resources needed to complete classwork and homework
5. Refrain from abusive language and/or inflammatory actions
6. Bring to the attention of school authorities any problem or condition which affects their child or others
7. Discuss report cards, assignments, and achievement data with their child
8. Maintain up-to-date contact information including emergency contacts
9. Seek assistance from school personnel in an appropriate and respectful manner

School Personnel

1. Attend regularly and on-time
2. Perform their duties with appropriate working materials
3. Respect all persons and property
4. Refrain from abusive language and/or inflammatory actions

5. Conduct themselves in a safe and responsible manner
6. Maintain a professional appearance
7. Abide by the rules and regulations set forth by the school district and Code of Conduct
8. Seek assistance in an appropriate and respectful manner
9. Maintain an atmosphere which encourages positive and appropriate behavior
10. Establish and maintain professional working relationships
11. Encourage use of community/school services as needed
12. Encourage parents to keep in regular communication with the school
13. Provide opportunities for parent participation
14. Encourage and maintain the involvement of students in the operation of the school
15. Encourage community involvement
16. Communicate with parents, students, and other employees professionally

Gun-Free Schools Act

Students who are determined to have brought a firearm to school or to have possessed a firearm at school must be expelled for not less than one school year; students must be referred to a law enforcement agency; and modification to the expulsion requirement may be made on a case by case basis by the RCCSD school board and any modifications must be reported to the Delaware Department Of Education.

Anti-Harassment Statement from the Superintendent

The Red Clay Consolidated School District strictly prohibits acts of harassment based on a student's actual or perceived race, color, or national origin, including shared ancestry or ethnic characteristics like antisemitism. Any such act will not be tolerated, and immediate action will be taken.

If any student feels that they have been subjected to harassment or a hostile environment based on race, color, or national origin, they are strongly urged to report it to a school administrator or counselor without any delay. The district is committed to conducting a prompt and thorough investigation into such cases.

Any student found guilty of engaging in acts of harassment that create a hostile environment based on race, color, or national origin will face strict disciplinary actions, which may include suspension and/or expulsion. To prevent acts of harassment, students, parents/guardians, and school district staff are expected to take responsibility and work together.

Dr. Hugh Broomall
Superintendent of Schools

Chapter 1- Student Rights and Responsibilities

The principal has the responsibility and authority for maintaining an orderly educational process. The Red Clay Consolidated School District Board of Education recognizes and supports students' rights allowed by state and federal laws and the rules and regulations of the State Board of Education, as well as, the corresponding student's responsibilities. **These rights and responsibilities extend to parents/guardians.**

Attendance

School administrators have an obligation under State Law to enforce compulsory school attendance laws. Students have an obligation to take advantage of the opportunity for a public school education.

Students have the right:

1. To school policies that clearly define legal absence, unexcused absence, and tardiness.
2. To appeal a decision concerning an absence (excused or unexcused) and shall not be penalized in any way for excused absences. Participation in a school-approved activity shall be considered an excused absence.
3. To make up assignments missed during any excused absence.

Students have the responsibility:

1. To take advantage of their educational opportunities by attending all classes daily and on time.
2. To provide the school with a note explaining the reason for an absence.
3. To request the makeup assignments from their teachers upon return to school and to complete the work.

Communication Devices

The Red Clay Consolidated School District acknowledges that electronic communication devices such as cell phones are common amongst students and provide families with a sense of security and safety through immediate and direct communication. However, use of these devices including smart phones, personal tablets, smart watches, etc during the school day may disrupt the educational process. In addition, without prior approval, use of cell phones during fire drills, or in the case of an emergency, may create dangerous situations by disseminating misinformation or interrupting administrative procedures.

Student use of these devices in an unauthorized area as outlined below will be subject to all interventions and consequences outlined in Chapter 6 of this handbook in accordance with uniform definition "Unauthorized Use of an Electronic Device (s1009)."

Schools Without High School Grade Configurations

Students whose parents require that they have a cell phone or other personal electronic device at school are to keep them off and away at all times during the instructional day. Use of these devices at any point during the school day is considered "unauthorized." These devices must be kept in a clothing pocket, secured bookbag, or locker (locked when possible) at all times.

Schools With High School Grade Configurations

Schools with high school configurations will develop their own policies regarding electronic devices that clearly delineate authorized and unauthorized non-instructional areas and times when students may and may not use cell phones and other personal electronic devices. Use of these devices in classrooms is unauthorized unless directed by the classroom teacher.

Cell phone usage should be limited during instructional time.

Loss/Theft

Cell phones and other electronic devices are personal property, and students are urged to take precautions to guard against loss or theft. The Red Clay Consolidated School District is not responsible for the loss or theft of students' property.

Communication of Policy

Schools will communicate this policy and school specific authorized areas at the beginning of each school year.

Educational Accommodations

This policy does not apply to educational accommodations for students by educational teams.

Data Review

Schools shall monitor discipline data related to cell phone and other personal electronic device policy violations to promote consistent and equitable enforcement and to inform periodic policy review.

Student Services

A student's social emotional wellbeing and their sense of belonging are essential to the student's educational outcomes. Schools have the responsibility to notify parents and/or students of available counseling services within the school setting and to inform parents and students of the services of other agencies.

Students have the right:

1. To be informed of services and interventions in their school and/or community that support social emotional well being.
2. To the services and interventions in their school and/or community that support their social emotional well being.
3. To confidentiality with exceptions communicated in advance.

Students have the responsibility:

1. To utilize services and interventions in their school and/or community that support social emotional well being.

2. To schedule and attend appointments unless the problem or concern is an emergency. Parents and students have the responsibility of informing the school of information that may be useful in making educational decisions.

Curriculum

Students have the right:

1. To have access to clear curriculum descriptions that will help them to make informed choices.
2. To participate in available programs that are appropriate to their individual needs.
3. To study all subjects in an atmosphere free from bias and prejudice.
4. Equal access to any available extra-curricular activities at the school.

Students have the responsibility:

1. To strive for mastery of skills and standards by participating in available programs.
2. To contribute toward the development of a positive academic climate in the school.
3. To respect the rights of other individuals who have different viewpoints.
4. To complete and submit all assignments.
5. To explore available extra-curricular activity which corresponds to their abilities and interests.

Free Speech/Expression

One of the basic purposes of schools is to prepare students for responsible self-expression in our society. Self-expression is permitted under the 1st and 14th Amendments to the U.S. Constitution. Students may inquire, question, and exchange ideas. Self-expression must not interrupt the orderly educational process of the school or be in violation of the Student Code of Conduct. Free expression must not be defamatory, fraudulent, obscene, threatening or use fighting words.

Students have the right:

1. To participate in patriotic activities. Students also have the right to be excused from any patriotic act that is against their religious beliefs or personal convictions. Students who do not wish to participate in patriotic activities shall not be forced to do so.
2. To request in writing to be excused from any activity which is against their religious beliefs or personal convictions.
3. To survey student opinions using established school procedures.
4. To express their own opinions on issues as permitted by law.
5. To assemble peaceably on school property at a time and place designated by the principal. This right will be denied if it endangers the health or safety of others, damages property, or disrupts the educational activities of others.

Students have the responsibility:

1. To act in a respectful manner during patriotic activities whether participating or not.

2. To inform the school of activities which are in conflict with their religious beliefs or personal convictions.
3. To make reasonable requests to conduct surveys and petitions. The results obtained must be reported accurately.
4. To express their opinions as permitted by law.
5. To plan, get approval, and hold activities that are based upon educational objectives.

Grades

Grades are one indicator of the student's demonstrated knowledge or skill at a particular time. A student's grades should reflect the teacher's assessment of the student's academic achievement. Students have the right:

1. To receive a written copy of a teacher's grading systems at the beginning of each course.
2. To receive an academic grade that is based on the district's grading system and reflects the student's academic achievement.
3. To be given appropriate notice of when assignments are due.
4. To have assignments graded and returned in a timely manner so the student can be aware of their grade.
5. To receive written notification of unsatisfactory progress at any time during the marking period.

Grades will not be for disciplinary reasons. However, a student who engages in academic dishonesty (e.g., cheating, plagiarism, copyright infringements, AI generated material) may receive 25% credit for the assignment.

Students have the responsibility:

1. To ask for an explanation of a grading system which they do not understand.
2. To maintain standards of academic performance according to their abilities and to ask for explanations of grades which they do not understand.
3. To submit assignments by the assigned due date.

Marriage, Pregnancy and Parenthood

Students who are married, expectant parents or parents do not lose their right to a free public education. Students are encouraged to continue their education through programs designed to meet their individual needs.

Students have the right:

1. To remain in the regular school program or to attend a special program designed to meet their needs.
2. To be referred to a marriage, pregnancy, or parenthood agency for counseling upon request.

Students have the responsibility:

1. To attend school regularly or to take advantage of special programs designed to meet their needs. Students who are pregnant should seek professional medical advice regarding school attendance.
2. To request counseling for marriage, pregnancy, or parenthood.

Publications

One of the important rules of the school is to provide effective ways in which students may express themselves on a wide range of subjects. Official school publications, such as school newspapers, should reflect the policy and judgment of the student editors and should include varied viewpoints of the entire school community.

Students have the right:

1. To possess, post, and distribute literature that will not disrupt the educational environment.
2. To be free from censorship of their publications within the guidelines previously agreed upon by students and administrators.

Students have the responsibility:

1. To use only those bulletin boards or wall areas assigned for use by students and student organizations. Students must also accept responsibility for the effect that the posting, publication, or distribution of this literature might have on the normal activities of the school.
2. To refrain from publishing inciteful, defamatory, fraudulent, obscene, or threatening material or any material that uses fighting words and to seek full information on the topics about which they write.

School Climate / Environment

A good school environment is free from distractions, disturbances, drugs, weapons, and harassment. It is also the presence of a friendly, yet businesslike, atmosphere in which students and school personnel work cooperatively toward recognized and acceptable goals.

Students have the right:

1. To have a safe and positive school environment.
2. To attend classes without distractions and disturbances.
3. To attend a school free of drugs and weapons.
4. To attend a school free of harassment.

Students have the responsibility:

1. To conduct themselves in a safe and responsible manner.
2. To abide by the rules and regulations set forth by the school and classroom teacher.
3. To refrain from possessing, carrying, or using illegal drugs and/or weapons.
4. To respect all persons as individuals who have rights.

Search and Seizure

Students shall be free from unreasonable searches and seizure of property as guaranteed by the 4th Amendment of the U. S. Constitution. This individual right is balanced by the school's responsibility to protect the health, safety, and welfare of those in the school.

Students have the right:

- To privacy in their personal possessions unless the principal or his/her designee has reasonable cause to believe that illegal, harmful or non-school related items, such as, but not limited to, electronic or communication devices that are being used to disrupt the educational process or endanger the health, safety, or welfare of others.

Students have the responsibility:

- To not carry or conceal any materials that are illegal and that may disrupt the educational process, or endanger the health, safety, or welfare of others. Students are responsible for the contents of their lockers.

Student Lockers

Student lockers are the property of the school and may be subjected to search at any time with or without reasonable suspicion. Personal possessions, such as coats, purses, book bags, etc., may also be subjected to search with reasonable suspicion.

Student Vehicles

Student driving is a privilege that may be extended to students in exchange for their cooperation in the maintenance of a safe school atmosphere. Reasonable suspicion of a student's serious violation of the Code of Conduct may result in the student being asked to open an automobile in the school environment to permit school authorities to look for unsafe items. Failure to open any part of the motor vehicle on the request of school authorities will result in loss of privilege to bring the vehicle on campus.

Student Dress Code

The following guidance shall govern the dress of students in RCCSD schools.

The RCCSD believes that:

- All students should be provided the environment, resources and commitment necessary to ensure that they succeed.
- Students and their parents/guardians hold the primary responsibility in determining their personal attire, hairstyle, jewelry, etc.
- Schools are responsible for ensuring that student dress does not interfere with the health or safety of any student and does not contribute to a hostile or intimidating environment for any student.
- Schools are responsible for the safety of the school community.
- Students should be able to dress in a manner that expresses their individuality without fear of unnecessary discipline or body shaming.
- Students and staff are responsible for managing their own personal distractions.
- Students should not face unnecessary barriers to attending school.

Specialized Classes/Programs

- Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, CTE classes, and other activities where unique hazards or specialized attire or safety gear is required.

Dress Code

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent.
- The torso must be covered and undergarments must not be visible.
- Students must wear shoes with a sole.
- Hats and other head coverings are not to be worn in schools except in cases of medical, and religious reasons.

Clothing may not:

- depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- depict pornography, nudity or sexual acts.
- share or depict hate speech.
- Depict violence or threaten the health or safety of any other student or staff member.

This policy permits schools approved through RCCSD Administrative Memorandum *8001.7 School Uniform* to continue with their policy provided that it is gender neutral and inclusive of attire worn for religious reasons. Schools adhering to this administrative memorandum should also follow the consequences below.

Consequences

- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity.
- Principals are required to ensure that all staff are aware of and understand the guidelines of this policy.
- Staff will not enforce the dress code of one student in front of other students.
- Students shall not be removed from class as a consequence for wearing attire in violation of this policy unless the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into other student Code of Conduct violations.
- A typical first response for a violation of this policy is student redirection. Students should be provided the opportunity to change into dress code compliant clothes.

Student Government

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

Students have the right:

1. To form and operate a student government within their particular school under the direction of a faculty advisor. This right shall be carried out within the guidelines and practices recommended by the National and State Student Government Associations.
2. To recommend members of the faculty to serve as sponsors for their school's government organization.
3. To seek office in student government regardless of race, gender identity, sex, color, creed, political beliefs, or academic standing.
4. To attend official student government meetings as student government officers and representatives.

Students have the responsibility:

1. To work, as members of the student government, on the needs and concerns expressed by the student body.
2. To get the prior consent of any faculty member they recommend as an advisor.
3. To conduct election campaigns in a positive, mature manner with all due respect provided to other candidates.

4. To participate regularly and to conduct themselves in an appropriate manner; to demonstrate positive leadership in school government, and to operate within district and school regulations.

Student Records

Student records are defined as any materials concerning individual students kept in any form by the School Board or its employees, except for personal notes of teachers and other school personnel intended for their use only. Student records are maintained to provide information that can be used to develop the best possible educational program for each student. To be FERPA compliant, care must be exercised by the school staff to make sure that student records are treated confidentially and that the information contained therein is accurate and appropriate.

Students have the right:

1. To release, inspect, review, and challenge the information contained in the student's records for students who are 18 years of age or older and parents of students who are under 18 years of age. School personnel shall provide assistance to students and parents to help them understand the material in the record. This access may not be denied because of failure to pay fines or fees.
2. To be protected from the release of personally identifiable information to unauthorized persons.

Students have the responsibility:

1. To give school personnel ample notice that they want to inspect and review their records (for students who are 18 years of age or older and parents of students who are under 18 years of age).
2. Eligible students and parents or guardians have the responsibility to release information to those individuals or agencies that are working in a positive manner for the benefit of the student. The permission to release information, where required, must be in writing.

Chapter 2- School Attendance

In addition to this chapter, the Red Clay Consolidated School District follows all Red Clay Consolidated School District policies regarding attendance and 14 Del. C. 27.

Daily Attendance

Regular attendance at school plays a major role in a child's success in school. School attendance is mandated by state law and regulations of the Delaware State Board of Education. Every parent, guardian, or other person having legal responsibility of a child between the ages of 5 and 16 is required to send such child to school. Attendance standards are applicable to all students enrolled in the Red Clay Consolidated School District.

Tardiness/ Early Dismissal

Students must attend school on time each day it is in session. Students who are absent, tardy, or leave early from school should submit documentation. The following result in an excused absence, tardy, or early dismissal.

- Illness of the student
- Documented mental health or behavioral health concern or treatment of the student
- Contagious disease in the home of the child subject to regulations of the Division of Public Health, Department of Health and Social Services
- Pregnancy of student if necessary, attested by a physician's note
- Death in the immediate family; funerals of other relatives or close friends, not to exceed five days
- Legal business requiring the student's presence
- Suspension or expulsion from school
- Observance of religious holidays
- Approved college visits during the junior or senior year
- Authorized school-sponsored activities
- Students in grades 6-12 shall be allowed 1 excused absence per school year to attend a civic engagement activity.

It is important to establish and maintain communication with your student's school related to attendance. When absences are related to basic needs, medical needs, and/or social, emotional, or behavioral wellness, the school can assist with supporting the student and connecting them to additional supports outside of the school as needed.

Students shall not exceed 25 days absent during the school year (Elementary) or 25 days absent in scheduled classes (Secondary) to be eligible for promotion unless otherwise stated by special education protocols.

If a student is absent for more than 50% of his or her instructional day/classes, the student is considered absent from school (Secondary).

Supportive Instruction (Homebound)

A student who is unable to attend school due to a temporary physical or emotional handicap is eligible for Supportive Instruction. Applications for these services must be processed through the student's school of attendance and approved by the Director of Special Services. In all cases the requests must be substantiated by a physician's statement. (For example, a psychiatrist must substantiate an emotional handicap causing an absence.)

Supportive services are short term, but long term services substantiated by renewed physician statements are permitted. Application forms are available in each school building.

Absences for reasons beyond what is listed in this Student Handbook shall be considered unexcused. Students who are absent for three days or more without a legal excuse shall be considered truant. Following an absence, an explanation note must be provided on or before the fifth day of the student's return to school in order for the absence to be considered excused.

Compulsory Attendance Requirements

The District is responsible for reporting violations of the attendance laws of the State of Delaware. In compliance with Delaware Code (Title 14, Chapter 27). The following will occur.

For children in grades K through 12: The following provisions shall be applicable in regard to statewide minimum mandatory attendance requirements in each school year.

1. Following the 10th day of unexcused absence by a student, the school shall immediately notify the parent/guardian and a visiting teacher for the district shall visit the student's home;
2. Following the 15th day of unexcused absence by a student, the student's parent/guardian shall be notified by certified mail to appear at the school within 10 days of notification for a conference and counseling;
3. Following the 20th day of unexcused absence by a student, the school shall refer the case for prosecution;
4. 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.

Recovering Days Absent

Any day of summer school, any session of after school or Saturday extra instruction, or any session of mentoring which a child is required to attend as an academic improvement activity shall be considered a school day for purposes to minimize truancy.

Truancy

A student who is absent for more than 3 school days in a school year without a valid excuse, as defined in Rules and Regulations of the State Board of Education shall be considered truant. Schools will take action regarding unexcused absences including, but not limited to, written communications, home visits, required parent conferences, and referral of the parent for truancy charges. A parent who is determined to violate the State's compulsory school attendance laws is subject to penalties as described by State law, outlined below:

Parents/Guardians

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

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

Students

- Penalties may include community service; counseling; curfew; prohibition of the student's participation in any extra-curricular activity or social event which is an official school event or is

sponsored by the school or held on school property; a recommendation that the student enroll in the school in alternative educational and related services; such other action as is permitted by statute or by court rule. Students may be subjected to substance abuse or mental health evaluation and treatment 14 Del. C §2730 (c).

No student under the age of 18 may withdraw from school unless his/her parent/guardian signs a formal withdrawal request and an exit interview is conducted.

The Superintendent or designee shall develop specific procedures for tracking attendance and for referral and intervention in cases of violation for school attendance law.

Appeal Process

Parents may appeal the attendance procedures by filing a written request to the principal within 10 days of the 25th or 45th day absent. Appeals are limited to the following:

1. The total number of days absent.
2. Days absent were a result of the school related activities.
3. The student was not provided an opportunity to recover time.
4. The days absent were caused by factors beyond the student and parent's control.

The principal will schedule a meeting with the parents to hear the appeal. The principal will render a written decision within 10 days of the meeting.

Parents may appeal the principal's decision by submitting a written request to the Director of School Operations within 10 days of the principal's decision. The Director will review both the parent and principal's documentation and render a written decision within 10 days of the request for an appeal. The Director's decision will be final.

Student Absences Due to Social, Emotional & Behavioral Wellness

The Red Clay Consolidated School District recognizes that students have mental health, just like physical health. At times, students may miss school for reasons related to their mental well-being. When students miss school for mental health reasons, it is essential to connect them to resources based on their needs, similarly to going to a doctor for a physical illness.

The information below defines mental and behavioral health and provides resources to support students' social, emotional and behavioral wellness.

Definitions:

Mental health is the emotional, psychological, and social well-being of a person. Mental health issues may include, but are not limited to, mood, anxiety, and post-traumatic stress.

Behavioral health encompasses mental health and relates to habits that have an impact on the overall mental and physical health. Behavioral health issues may include, but are not limited to, examples such as substance abuse, eating disorders, self-harm and addiction.

Connecting with Supports & Resources Within the School

It is important to establish and maintain communication with your student's school counselor when absences are related to social, emotional or behavioral wellness. The school counselor can assist with supporting the student in school, as well as connect them to additional supports outside the school. School counselors can also help students communicate with teachers and return to school successfully. The school counselor can be reached by calling the school directly.

Resources Outside the School

Police/Fire/Ambulance 911

Child Mental Health Crisis Line 1-800-969-HELP (4357)

Crisis Text Line Text DE to 741741

Sexual Assault Crisis Services (Contact Lifeline) 1-800-262-9800

National Hotlines & Resources

LGBT National Help Center 1-800-246-7743 (call/online chat)

LGBTQ Youth Crisis Line 1-866-488-7386 (call/text START to 678-678/online chat)

National Eating Disorders Association 1-800-931-2237 (call/text/online chat)

National Domestic Violence Hotline 1-800-799-SAFE (7233) (call/online chat)

National Human Trafficking Resource Center 1-888-373-7888 (call/text/online chat)

National Sexual Assault Hotline 1-800-656-HOPE (4673) (call/online chat)

National Teen Dating Abuse Hotline 1-866-331-9474 (call/text LOVEIS to 678-678/online chat)

S.A.F.E. Alternatives (cutting/self-injury) 1-800-DONTCUT (366-8288)

SAMHSA National Helpline (substance abuse) 1-800-662-HELP (4357)

Suicide Prevention Lifeline 1-800-273-TALK (8255)

See additional services in Chapter 3- Student Services

Chapter 3-Student Services

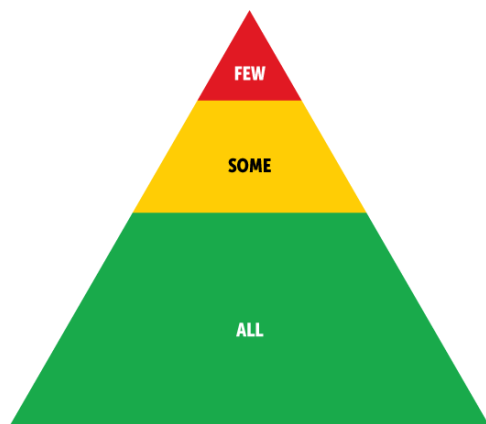
RCCSD Multi-Tiered System of Supports

Red Clay Consolidated School District uses a Multi-Tiered System of Supports (MTSS) that emphasizes proactive and preventive strategies for defining, supporting, and teaching appropriate behaviors to create a positive school climate. MTSS is defined as a whole-school, data driven, and prevention-based framework for improving learning outcomes for each student through a layered continuum of evidence-based practices. The MTSS approach emphasizes proactive and preventative strategies for supporting appropriate behaviors, both social and academic. Behavioral supports and interventions are implemented using a three-tiered prevention/intervention approach to student behaviors. School staff recognize that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions. Through MTSS, our schools develop positive school climates with tiered interventions to address the growth of the whole child (*Center for Positive Behavior Intervention Supports, University of Connecticut*). Red Clay staff are committed to providing prevention and intervention support for the social, emotional and behavioral wellness of students across PK-12 educational environments.

The MTSS framework consists of three-tiers:

- Tier 1: Universal or school wide for all to be successful.
- Tier 2: Targeted and available for some students who need more behavioral or academic support and is layered with Tier 1 supports.
- Tier 3: Individualized for students in need of intensive behavioral or academic support. This is a continuum of support available to students as a need arises.

The MTSS model includes Positive Behavioral Intervention and Supports (PBIS), Restorative Practices (RP), and various other proven interventions and supports. Staff are committed to creating positive school climates that teach students how to engage, connect, and succeed in their school community.



Brief Summary of All Tiers

Tier 1 - Schoolwide Supports (Universal)

- Tier 1 universal programming is designed to support all students. Key components include ongoing data-collection, analysis and action planning, the establishment of school-wide & classroom systems, well-defined positive social and behavioral expectations that are actively taught, and recognized, the development of authentic relationships amongst students, staff, families and the community, disciplinary encounters are viewed as opportunities to grow, and an emphasis on developing students' self-discipline.
- **Tier 1 Interventions may include (but are not limited to):**
 - Predictable, nurturing and safe learning environments
 - Consistent procedures and routines
 - Creating and fostering positive relationship building: students to staff and students to students
 - Positively stated and clearly defined school-wide behavior expectations that are taught and retaught throughout the school year
 - Modeling and practicing
 - Precorrection and redirection
 - Acknowledgement systems for positive behaviors
 - Clear definitions for behaviors that interfere with academic and social success and consistent procedures for addressing administratively managed behavior (i.e. major offenses) versus staff-managed behavior (i.e. minor offenses)
 - Implementation of Restorative Practices such as Community Building Circles
 - Implementation of Responsive Classroom practices and strategies such as Morning Meeting
 - Implementation of Mindfulness Practices
 - Implementation of Trauma-Informed Practices such as having access to designated calm-down spaces where students can regulate themselves.
 - Explicit instruction on the development of Social and Emotional Learning (SEL) competencies
 - Well-being check-ins during a morning meeting, advisory or general class time

Tier 2 - Small Group Supports (Targeted)

- A Tier 2 level of support involves identifying the specific demonstrated needs of a particular sub-group of students, selecting and implementing targeted group-based interventions, and evaluating effectiveness of interventions used. Interventions are evidence based and focused on relationship and/or skill-building. The team matches individual students' needs to interventions and progress monitoring (i.e. problem-solving conversations), as well as monitors group intervention data to determine overall intervention effectiveness (i.e. systems conversations). Tier 2 may give students a higher dosage of what is already being provided universally at Tier 1 (e.g. teach skills, prompt use, reinforce the use of skills, monitor effectiveness, communicate).
- **Tier 2 Interventions may include (but are not limited to):**
 - 2 x 10 Relationship Building
 - Check-In/Check-Out (CI/CO)
 - Mentoring with staff/students
 - Group Counseling
 - Example skill areas: emotion regulation/coping skill strategies, Functional Communication Skills, conflict resolution skills
 - Check and Connect
 - Break System
 - Additional opportunities to practice school-wide expectations with increased frequency
 - Antecedent Accommodations

- Conversations with a relationship-building focus between teacher to student(s)/student to student (facilitated by a staff member)
- Other evidence or research-based strategies

Tier 3 - Individualized Supports (Tertiary)

- A Tier 3 level of support involves a small number of students that need individualized, intensive behavioral strategies in order to sufficiently achieve or maintain desired outcomes and prevent future problems. These supports are not based on categorical service options (i.e. whether a student meets criteria for special education services), but provide access to individualized, intensive supports matched to student needs. At the Tier 3 level, systems discussions/work may include expanding partnerships with community partners (either working within the school or outside the school) and individualized student problem solving will include individualized data collection, assessment and interventions.
- **Tier 3 Interventions may include (but are not limited to):**
More intensive version of a Tier 2 intervention and likely both skill based and relationship based interventions should occur.
 - 2 x 10 Relationship Building
 - Individualized Check-In/Check-Out (CI/CO)
 - Mentoring with Staff
 - Individual Counseling (this may be provided by various school staff members with mental health credentials)
 - Group Counseling
 - Check and Connect
 - Break System
 - Teaching Functional Communication Skills
 - Increased Adult Supervision
 - Increase Antecedent Accommodations
 - Restorative Practice/circles: Teacher to student/ student to student
 - Completion of a **Functional Behavior Assessment (FBA)**
 - Development of a **Behavior Support Plan (BSP), including safety plan**
 - If needed, refer for formal community/agency services
 - Ongoing monitoring of student outcomes
 - Collaboration and/or linkages to community resources
 - Individual Education Plans (IEP) and/or 504 plan
 - Coping Skill strategies
 - Individualized opportunities to practice school-wide expectations with increased frequency
 - Behavior Support Team, BST consultation
 - Alternative Education Setting
 - Other evidence or research-based strategies

Outside Resources

Agency	Services Provided	Contact Information
Department of Services for Children Youth and Families (DSCYF)	• Adoption • Case management • Child abuse intervention • Child abuse reporting • Crisis help • Family services • Family Court Liaisons • Family trauma help • Foster care • Behavioral health services • Suicide prevention • Youth rehabilitation services	Mental Health/Substance Use Emergencies - Child Priority Response (Crisis) Services – 1-800-969-HELP (4357)
• Prevention and Behavioral Health Services (PBH)	• An agency that provides behavioral health prevention and early intervention supports in the following areas to youth who are uninsured, enrolled in Medicaid or the Children’s Health Insurance Program (CHIP), or those who have exhausted all private health or substance abuse benefits: • Mental health • Substance abuse • Child abuse • Neglect • Dependency • Juvenile delinquency • Truancy • Domestic violence	302-633-2600 1-800-722-7710 DSCYF_Intake_General@state.de.us
• Youth Rehabilitation Services (YRS)	• Lead juvenile justice agency serving youth ordered through the judicial system • Assess the needs of youth and collaborate with their families, school, and support systems to coordinate services aimed at	302-633-2620 YRS.DSCYF@state.de.us

	addressing the factors that contributed to delinquency	
Division of Family Services (DFS)	- Adoption - Child abuse intervention - Foster care - Independent living - Reporting child abuse and neglect	302-633-2657 302-633-2654 Mandatory reporting for child abuse: 1-800-292-9582
Department of Health and Social Services(DHSS)		<u>302-255-9040</u>
Division of Substance Abuse and Mental Health (DSAMH)	- Crisis intervention - Prevention - Treatment	1-855-649-7944
Division of Developmental Disabilities Services(DDDS)	- Support for individuals with autism or intellectual disability - Individual support services - Care coordination services - Respite services - Self-advocacy - Transition for post-graduation	Office of Applicant Services: 302-744-9700
Division for the Visually Impaired (DVI)	Teens with visual impairments are eligible for transition services 4 years prior to exiting high school	Central Intake Coordinator: 302-255-9848
Division of Vocational Rehabilitation (DVR)	- Job development, placement, and retention services for individuals with disabilities that do not qualify for DDDS - Job coaching - Tutoring services - Supported employment	Central Office: 302-761-8300

Chapter 4- District Services

Bus Transportation

The bus is an extension of the school day. As such, Chapter 6 “Student Code of Conduct” of this handbook remains in effect any time a student is on a school bus, including but not limited to the assigned bus to and from the school, activity buses, sports buses, and field trip buses.

Red Clay transportation also follows all Red Clay Consolidated School District policies and 14 Del. C. § 1150.

Bus Behavior and Expectations

Along with behaviors outlined in Chapter 6 of this handbook, the following expectations apply to the school bus to assist with safety and prompt arrivals/departures of buses. Violations of these expectations are also subject to disciplinary action outlined in Chapter 6 of this handbook. Riding the school bus is a privilege. If this privilege to ride a bus is suspended or revoked, the parent(s)/guardian(s) will be responsible for transporting their child to and from school.

1. Listen to the bus driver/bus aide and follow directions.
2. Stay seated (back-to-back, bottom-to-bottom, book bag on your lap).
3. No eating or drinking except for water in a water bottle.
4. All body parts must be inside the bus (e.g., hands, head, hair, feet).
5. Do not distract the driver including but not limited to:
 - No shouting, screaming or loud noises.
 - Do not throw objects inside, outside, or around the bus.
 - Do not bring distracting items (ex- live animals, balloons, skateboards, etc).
6. Do not touch emergency equipment (e.g., back and side doors, windows, roof hatches, first aid and body fluid kits, two-way radios).
7. Students must ride their assigned bus to and from their assigned stop. Switching buses for any reason is strictly prohibited.
8. Students are not to leave the bus without the driver’s permission, except on arrival at their regular bus stop or at school.
9. Students must help keep the bus clean, sanitary and orderly.
10. The bus windows are not to be opened without permission from the driver.
11. Large items related to school programming (musical instruments, athletic equipment, school projects, etc) brought on the bus must fit between the student’s legs and or on the lap. Care and safety when transporting instruments, sports equipment, and projects is considered a priority. Whenever possible, musical instruments and athletic equipment must be in appropriate bags.
12. Students must use student ID (enter or scan) when boarding and exiting the bus.

13. Students are to enter the bus, immediately take their seats, and remain seated until the bus comes to a complete stop.
14. Students are to conduct themselves while on the bus in such a way that will not distract the driver. Distracting the driver puts everyone at risk.
15. Students with high school issued parking passes will be ineligible for bus transportation.
16. Students must never stand or play in the street while waiting for the bus.
17. If crossing a street to board the bus, students must look both right and left for cars, wait for the driver's signal to cross, and make sure the red lights are flashing. Always cross the street in front of the bus. Before boarding and exiting the bus, students must keep a safe distance from the bus.
18. Students must enter the bus without crowding or pushing.
19. Do not stand in the danger zones of a school bus (minimum of 10 feet all around the bus).

Electronic Devices/Cell Phone Use on School Buses

Red Clay acknowledges that electronic devices (including cell phones) are a part of the instructional day and provide students and families with a sense of security and safety through immediate and direct communication. Students may utilize these devices on the school bus but the devices may not be audible.

Surveillance on School Buses

School buses, both district owned and contracted buses, have surveillance cameras which include audio and video capability. These tapes and/or hard drives will be used in disciplinary procedures.

Meeting Students at Assigned Bus Stops

A parent/designated adult is responsible to meet the student at the bus stop for the following students:

- Children under the age of five.
- Kindergarten students.
- Special education students where there is a transportation addendum to the IEP.

The following actions will be taken when a parent/designated adult is not available to meet the student at a bus stop.

1. The Transportation Department will contact the student's school and report that no one was present to receive the child.
2. The school will contact the emergency number(s).
3. If all emergency numbers are exhausted and parent contact is unsuccessful, the Transportation Department will return the student to school. The school will establish contact with the parent and arrange for the student to be taken home.
 - a. If the student is a special education student (requiring adult assistance and/or five years of age and under), a referral will be made to the Division of Family Services after the third time.
 - i. First Time: Send Letter A
 - ii. Second Time: Warning

- iii. Third Time: Referral to the Division of Family Services (1-800-292-9582)
- b. If the student is not a special education student, the bus transportation will be discontinued and a referral to the Division of Family Services will be made after the third occurrence.
 - i. First Time: Send Letter B
 - ii. Second Time: Warning
 - iii. Third Time: Referral to the Division of Family Services (1-800-292-9582)

Bus Change

Bus transportation cannot be viewed as a taxi and/or shuttle service. Below are guidelines for bus changes:

1. Bus routes and assignments can ONLY be changed by the Transportation Department.
2. Once the school makes address and/or day care changes, transportation will assign a bus stop in accordance within Red Clay Consolidated School District policy and procedures and adjust the bus route within 48 hours.
3. The Transportation Office will not give permission for a student to ride a different bus, except in emergencies.
4. Changing bus assignments for social events, school projects, parental vacations, getting to a work location, visiting another student, or allowing multiple drop-off locations for different days are not acceptable reasons.

Parking Passes

The Red Clay Consolidated School District enforces Title 14, 4115 of the Delaware Code. This section addresses students who choose to drive to school and receive parking passes from their respective high schools.

1. A student receiving a parking pass from their high school will be ineligible to ride the school bus for the school year. Exceptions will only be granted for emergencies and only with permission from the Red Clay Consolidated School District Office of Transportation.
2. Students and parents will need to sign the parking permit stating that they have read and understand the district policy and return the permit to the high school administration.
3. A copy of the signed permit form will be sent to the transportation office. The student will be removed from the bus roster.

Denial of Bus Privileges

Denial of bus privileges is either a temporary or permanent removal of the opportunity to ride the school bus. In all cases of denial of bus privileges, an attempt shall be made to notify the parent/guardian by telephone, with a written notification of the denial sent to the parent/guardian within twenty-four (24) hours. Denial of bus privileges shall not be used as a disciplinary action for non-bus related violations.

During the denial of bus privileges, it shall be the parents'/guardians' responsibility to provide the student's transportation to and from school. Denial of bus privileges includes both the regularly assigned bus and activity buses. Should the student be absent during the bus suspension, the responsibility for initiating the make-up work and turning in assignments rests with the student.

Where's The Bus?

Wouldn't it be great if you could learn the exact location of your child's bus, and what time it will arrive at their stop? Red Clay has an app for that! WheresTheBus™ allows families to follow progress of the bus before it arrives

at the student's assigned stop. Knowing when the bus will arrive translates into peace of mind for parents. Mornings are less hectic and stressful for families when you eliminate the bus stop rush and uncertainty of wondering when the bus will arrive. Families can minimize waiting outside in inclement weather while enjoying more family time together.

As well as assisting families, Transportation Manager Kelly Shahan said the app has also proven beneficial to her department and schools. No longer does someone from transportation have to call a driver on their radio to learn where they are, they can simply check a screen.

The app also always allows parents to see in real-time where and when their student checked on the bus and off. Allowing parents to know that the student has arrived at school in the morning and returned home in the afternoon.

Signing up is free, and takes less than 5 minutes.

Visit www.WheresTheBus.com.

1. Click Create Account
2. Select Red Clay School District (DE) from the school drop-down list.
3. Add the student info (Last Name and Student ID) for the student you want to signup
4. Finish the account set up by entering your email and creating a password

Red Clay Transportation Contact Information

302.322.0251

Acceptable Technology and Associated Network Use Policy- On and Off School Grounds

The purpose of the Red Clay Consolidated School District computer network is to promote the exchange of information to further education and is consistent with the mission of the Red Clay Consolidated School District.

Access to Red Clay Consolidated School District devices and the associated district network is a privilege not a right. If a user violates any of the acceptable use provisions outlined in this document, future access will be denied. Some violations may also constitute a criminal offense and may result in legal action. Any user violating these provisions, applicable state and federal laws, or posted classroom and school policies is subject to loss of access privileges and any other Red Clay Consolidated School District disciplinary options.

Acceptable Use for Students of the Red Clay Consolidated School District

1. Use must be in support of education consistent with Red Clay Consolidated School District policies and curriculum standards.
2. District network is not for private or commercial business use, political, or religious purposes.
3. Any use of the district network for illegal activity is prohibited.
4. Use of the district network to access obscene or pornographic material is prohibited.
5. Downloading, displaying, posting, or distributing vulgar, offensive material or images, including AI generated material, is prohibited.

6. Destruction or vandalism of technology equipment is prohibited.
7. Unauthorized installation of copyrighted software or files for use on district computers is prohibited.
8. No commercial/shareware/freeware software of any kind shall be installed or downloaded to any Red Clay Consolidated School District computer unless first approved by the District's Director of Information Technology .
9. Email cannot be used for private or commercial offerings of products or services for sale or to solicit products or services.
10. Email cannot be used for political or religious purposes.
11. Network/Cloud storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on district computers will be private.

My Responsibilities and Acknowledgements as a District Network User

1. I will respect the rights and property of others and will not improperly access, misappropriate or misuse the files, data, or information of others.
2. I will adhere to all copyright laws.
3. I will be responsible for ALL damage or loss of the device due to NEGLECT OR ABUSE including dropping it, getting it wet, and spills of food or drink.
4. I will not share my account with anyone or leave the account open or unattended.
5. I will keep all accounts and passwords confidential and not accessible to others.
6. I will change passwords regularly using combinations of letters and numbers avoiding standard English words and names.
7. I am responsible for making back-up copies of documents critical to me.
8. I will take precautions to prevent viruses on all district computer equipment.
9. I understand that email communications are not considered private communications and can be reviewed by the district to ensure that email is being used in accordance with the requirements of this policy.
10. I will only use my account credentials to sign into my Chromebook or any district device.
11. I agree to not deface or destroy my Chromebook or other district device in any way.
12. I agree to bring the district issued device to school charged daily if I am issued the device by Red Clay.
13. I will return the device when requested, at the end of the school year or upon my withdrawal.
14. I will not lend my device to anyone. This includes family members and friends. Note: I could be held responsible for any inappropriate content on the District issued Chromebook.
15. I agree to abide by all school rules that address electronic device procedures.
16. I agree to pay the district's protection plan fee.

Interpretation, application, and modification of this Acceptable Use Policy are within the sole discretion of Red Clay Consolidated School District. Any questions or issues regarding this policy should be directed to Red Clay Consolidated School District Administration. All appropriate Red Clay Consolidated School District Policies are applicable to technology equipment and use. If a parent/guardian elects to prohibit access to the Internet by his/her student(s), the parent/guardian must notify the Department of Information Technology in writing.

Public Safety and School Resource Officers (SRO) and Constables

The Red Clay Consolidated School District's Department of Public Safety is staffed with commissioned State of Delaware Constables and Delaware State Troopers contracted to serve as School Resource Officers. They respond to calls for service from our schools and provide other services to our students, faculty and community:

- Respond to emergencies and investigate reports of crimes that occur on school properties.
- Manage the District Emergency Response Team and train the school Incident Response Teams.
- Support the Student Crisis Readiness Team (SCRT) in buildings only when the SCRT has already been involved in de-escalating a crisis situation. SROs/Constables should be the last person called and only if the Student Crisis Readiness Team is unable to stabilize the situation.
 - The SRO/Constable should not be a first responder or involved prior to the Student Crisis Readiness Team unless the crisis surpasses the ability of the Student Crisis Readiness Team and falls solely under the job duties of the SRO/Constable.
- An SRO shall annually receive awareness level training from the school district (per Delaware Administrative Code 610 [Limitations on Use of Seclusions and Restraint](#), 610.9.0).

The Red Clay Consolidated School District is required by State law or regulation to report certain student conduct to the appropriate Police Agency.

School officials are responsible for the safety of students and the security of the school property. School officials shall promptly report to the appropriate police agency all police matters that come to their attention. Incidents should be reported that occur in the school environment, including incidents that occur on or in connection with school buses. Additionally, evidence of those crimes which have occurred off school property but which come to the attention of school authorities shall be reported.

Delaware Code requires mandatory reporting of offenses listed in DE Code Title 14, Chapter 41, Section 4112. School officials who have reliable information that would lead a reasonable person to believe one of the following has occurred on school property or at a school function must immediately report the incident to a principal or their designee.

- Student, school volunteer, or school employee has been the victim of a violent felony, assault III, unlawful sexual contact III; or
- School employee has been the victim of an offensive touching, terroristic threatening; or
- Student under 18 has been the victim of sexual harassment, as defined under Title 11 of the Delaware Code; or
- Person on school property has drugs, weapons, bombs or dangerous instruments.

The principal or designee will make every effort to notify the parent(s)/guardian(s) and will conduct a thorough investigation. If the investigation finds good reason that a crime has been committed, there will be an immediate report to the police for any violent felony, drugs, weapon, bomb, or dangerous instrument, and within 3 days report for any crime listed under 4112. Reporting to police is not required for a misdemeanor committed by an offender

under the age of 12. The following list is not all inclusive, but at a minimum, the following should be reported to law enforcement or the Department of Education.

- Assault and extortion against a pupil, or an assault, offensive touching, terroristic threatening or extortion against a school employee.
- Crimes that rise to felony level: reckless endangering, assault offenses, homicide, arson, criminal mischief, bombs, robbery, rape, extortion, fraud, forgery, weapons, etc.
- Laws controlling controlled substances and alcohol
- Incest, sexual abuse, or the neglect or abuse of children.
- Use, possession, or sale of dangerous instruments or deadly weapons, (e.g. Knives, firearms, ammunition, explosives.
- Possession or production of pornography
- Offenses involving school property: false alarms, telephone threats, computer crimes, criminal mischief, theft of school equipment or property, reckless driving, safety hazards.
- Theft of school or personal property of school personnel.
- Evidence of bullying.

Health Services

The Red Clay Consolidated School District ensures that there is at least one registered nurse in each school building during the school day with a minimum of a bachelor's degree in nursing. School nurses are members of a specialized discipline of professional nursing and are often the sole healthcare provider in educational settings. School nurses play a crucial role in student success. There are direct links between student health and academic achievement related to grades, test scores, attendance, and student behavior (NASN, 2016).

School nursing services include (but are not limited to):

- Care coordination for students with both acute and chronic illnesses
- First aid care for students who become injured or ill at school
- Medication administration
- Health related procedures
- Vision, hearing, and postural screenings
- Student immunization monitoring
- Identification of student behavioral health concerns
- Participation in 504/IEP meetings
- Annual review and collection of student data cards
- Connecting and referring families to outside agencies
- Monthly CPR/AED training for school community members
- Maintenance and monitoring of medical emergency equipment in the school building

Chapter 5- Due Process Procedures for Suspension, Alternative Placement, and Expulsion

The Red Clay Consolidated School District shall implement all student disciplinary procedures in accordance with 14 DE Admin. Code 616. Procedures are included below in their entirety.

14 DE Admin. 616 Uniform Due Process Procedures for Suspension, Alternative Placement, and Expulsion

1.0 Purpose

Pursuant to 14 Del.C. §122(b)(26), this regulation, which applies to all public school districts and charter schools, provides uniform procedures for suspensions, alternative placements, and expulsions.

2.0 Definitions

The following words and terms, when used in this regulation, shall have the following meaning:

"Administration" means administrative staff from a district, school, or charter school.

"Alternative placement" means the removal of a student from the student's school on a temporary basis and assignment to an alternative program for a duration not to exceed the total number of student days in a school year from the date of approval by the district or charter school level coordinator.

"Alternative placement packet" means the documents submitted to the Alternative Placement Team including a student's academic information, behavioral information including reason for referral to alternative placement, attendance information, Individualized Education Program (IEP), 504 plan, and immunization records.

"Alternative Placement Team " or "APT" means a team composed of the building principal, or assistant principal, the student's parent, and the school counselor or school social worker.

"APT Meeting" means a meeting held by the district or charter school's APT to determine the appropriate educational setting for a student whose behavior is within the defined conduct under 14 DE Admin. Code 614 and who has been recommended for placement at an alternative program.

"Alternative program" means a school discipline improvement program that provides appropriate educational services and that has been created for students whose behavior is within the defined conduct under 14 DE Admin. Code 614. Alternative programs include any programs managed by a district or charter school, including supportive instruction as defined in 14 DE Admin. Code 930, or the Consortium Discipline Alternative Program.

"Appropriate educational services" means instruction and assessment provided by the district or charter school and includes access to instructional materials, graded homework and communication with educators so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting a level of proficiency in that curriculum.

"Attorney General's report" means the Department of Justice's report of alleged out-of-school criminal conduct, regardless of jurisdiction, which demonstrates the propensity to show disregard for the health, safety and welfare of others, including serious acts of violence, weapons offenses, and drug offenses.

"Board of education" means the board of education of a school district or the board of directors of a charter school.

"Building level conference" means a meeting between the principal or assistant principal, other school staff members as determined by the principal, a student and a student's parent to discuss the student's misconduct relative to a recommendation for long-term suspension, alternative placement, or expulsion.

"Charter school" means a charter school board established pursuant to 14 Del.C. Ch. 5.

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

"Disciplinary action" means the student is identified for short-term suspension, long-term suspension, expulsion, or alternative placement and may be excluded from all school activities, including extracurricular sports and programs, field trips, and ceremonies. The student is not allowed on school property unless placed in an alternative placement on school property or approved by the district or charter school.

"Discipline record" means all information about the disciplinary action taken against a specific student as a result of any infraction of the district or charter school's student code of conduct or other rules.

"District" means a school district or vocational technical school district established pursuant to 14 Del.C. Ch. 10.

"District or charter school level coordinator" means the administrative staff member who serves as the district or charter school representative for long-term suspension, alternative placement, and expulsion.

"Expulsion" means disciplinary action approved by the board of education resulting in a student being removed from the regular school program for a duration not to exceed the total number of student days in a school year from the date of approval by the board.

"Grievance" means a formal complaint, filed per specific district or charter school procedures, to school administration regarding a student's rights or liberty interests having been denied or impaired.

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

"Intake meeting" means the meeting at an alternative program site that is held before the student transitions to the alternative placement. At this meeting the program's rules and expectations are reviewed, paperwork that requires student's and parent's signatures is completed, and the district or charter school's individualized goals and expectations for the student are reviewed.

"Long-term suspension" means disciplinary action approved by the district or charter school level coordinator upon recommendation of the principal or pending a decision by the district or charter school level coordinator regarding an alternative placement, the board of education's decision regarding an expulsion hearing, or other formalized disciplinary action hearing for the student, resulting in the student being removed from the regular school program for 11 consecutive school days or more and not to exceed the total number of school days in a school year.

"Parent" means a biological or adoptive parent of a child; a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State); an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives and for whom a Relative Caregiver's School Authorization executed in compliance with 14 Del.C. §202(f)(1) is on file; an individual or entity who is otherwise legally responsible for the child's welfare; a surrogate parent who has been appointed in accordance with 14 DE Admin. Code 926, Section 19.0 ; or a student who has reached the age of majority as defined in 1 Del.C. §701.

"Principal" means the building principal, or the equivalent of the building principal, of any district or charter school, or the principal's designee, including a member of the school discipline team.

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

"School-based intervention program" means a district or charter school program that serves students whose behavior disrupts the classroom setting and creates distractions that impede the learning process, but who are not eligible for placement in an alternative program as described in 14 DE Admin. Code 611. The program design includes the student's regular curriculum, as well as character education, social skills development, conflict resolution, access to counseling services and behavior modification strategies.

"School discipline team" means a school level team consisting of school personnel who approve disciplinary actions for students, including deans, assistant principals and other school staff assigned to discipline positions.

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

"School property" means any building, structure, athletic field, sports stadium, or real property that is owned, operated, leased, or rented by any public school district or charter school including any kindergarten, elementary, secondary, or vocational-technical school or charter school, or any motor vehicle owned, operated, leased, rented, or subcontracted by any public school or charter school.

"Student code of conduct" means the district or charter school approved document which specifies the rights and responsibilities of students, defines conduct that disrupts, threatens, or disrupts and threatens a positive and safe school environment, standardizes procedures for consequences and disciplinary action, and defines due process and grievance procedures.

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

"Short-term suspension" means disciplinary action approved by the principal or school discipline team resulting in the student being removed from the student's regular school program for at least 1/2 school day and not more than 10 consecutive school days.

"Transition meeting" means a meeting to discuss the student's return to the regular school program prior to the student's exit from an alternative placement or a facility operated by the Department of Services for Children, Youth and Their Families (DSCYF).

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

3.0 Preliminary Discipline Investigation & Reporting Requirements

3.1 Investigatory Procedures & Timeline

3.1.1 In any instance when student disciplinary action may result in suspension, alternative placement, or expulsion, the principal shall conduct a preliminary investigation to determine if there is reasonable basis to pursue disciplinary action.

3.1.1.1 The investigation shall be completed within 3 school days of the date the incident in question was reported.

3.1.1.2 The principal shall protect any physical evidence, whether related to the victim, suspect, or scene, which could be lost or destroyed prior to law enforcement's arrival. Any evidence, such as weapons or electronic devices, shall be placed in a sealed envelope and secured in the school safe until law enforcement arrives.

3.1.1.3 When obtaining written statements from witnesses, reasonable efforts may be made to notify the parent of each witness under 18.

3.1.2 The principal may remove the allegedly offending student from the general student population while conducting the preliminary investigation if the student's presence in the school environment poses a threat to the health, safety, or welfare of persons or property within the school environment. As soon as practicable thereafter, the procedures set forth in subsections 4.1.1.1 through 4.1.1.3 of this regulation related to due process shall be met.

3.2 Reporting Requirements Under 14 Del.C. §4112 and 14 DE Admin. Code 601

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

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

3.2.1.2 A report to the appropriate law enforcement agency is not required for misdemeanor offenses that have allegedly been committed by students under the age of 12. The appropriate police agency must only be notified for students under the age of 12 when the alleged offense is a violent felony.

3.2.2 The principal shall report all offenses listed as a mandatory report to the Department under and within 5 business days of the incident by submitting the information through the Department's student information system.

3.2.2.1 Under 14 Del.C. §4112(b)(1)a, a report is required when a school employee has reliable information that would lead a reasonable person to believe a student, school volunteer, or school employee has been the victim of a violent felony, assault III, or unlawful sexual contact III that occurred on school property or at a school function and the victim is a student, school volunteer, or school employee.

3.2.2.2 Under 14 Del.C. §4112(b)(1)b, a report is required when a school employee has reliable information that would lead a reasonable person to believe a student has been the victim of a violent felony, assault III, or any sexual offense, as defined in 11 Del.C. §761(i).

3.2.2.3 Under 14 Del.C. §4112(b)(6), a report is required when a misdemeanor offense listed in 14 Del.C. §4112(b) has allegedly been committed by a child.

3.2.2.4 Under 14 Del.C. §4112(b)(7), a report is required when a school employee has reliable information that would lead a reasonable person to believe that a student has been the victim of sexual harassment, as defined in Title 11 of the Delaware Code, which occurred on school property or at a school function.

3.2.2.5 Under 14 Del.C. §4112(c), a report is required when a school employee has reliable information that would lead a reasonable person to believe that a person on school property or at a school function has on the person's person, concealed in that person's possessions, or placed elsewhere on school property either any controlled substance prohibited by Title 16 or any deadly weapon, destructive weapon, dangerous instrument, or incendiary or explosive device as prohibited by Title 11.

3.2.3 The principal is not required to submit a report of an incident to the Department unless the report is required under 14 Del.C. § 4112(b)(4), (b)(6), (b)(7) or (c) and 14 DE Admin. Code 601.

3.2.4 In accordance with 14 Del.C. §4112(b)(2), the principal must immediately make reasonable efforts to notify the parents of any juvenile victim, via an electronic means, such as by phone or email of the offenses in subsections 3.2.2.1 through 3.2.2.4 of this regulation and must send written notification of the incident to the parents within 3 business days unless the parent is alleged to be the offender.

4.0 Initial Due Process After The Preliminary Investigation

4.1 After the Preliminary Investigation is completed, a student shall be afforded initial due process rights for discipline procedures which may result in the removal of the student for 1/2 day or more from the regular school program due to a violation of the student code of conduct.

4.1.1 Prior to any removal of 1/2 day or more from the regular school program due to a violation of the student code of conduct, the requirements in subsections 4.1.1.1 through 4.1.1.3 of this regulation shall be met.

4.1.1.1 The principal shall notify the student and the parent, if the student is under 18, via an electronic means, such as by phone or email, of the allegation or allegations against the student, and the student code of conduct rule or rules violated.

4.1.1.2 The student, and the parent, if the student is under 18, shall be given an explanation of the evidence supporting the allegation or allegations, as soon as practicable, but no later than 3 business days from notification by the principal.

4.1.1.3 The student shall be given an opportunity to present the student's side of the story to the principal, including any evidence.

4.1.1.4 The student and the parent, if the student is under 18, shall be provided with information regarding the grievance process.

4.2 Regardless of subsection 4.1, a student whose presence in the school environment poses a threat to the health, safety, or welfare to persons or property within the school environment, as determined by the principal, may be immediately removed from school provided that, as soon as practicable thereafter, the procedures set forth in subsections 4.1.1.1 through 4.1.1.3 of this regulation shall be met.

5.0 Suspensions

5.1 Reasons for imposing suspension and suspension types

5.1.1 Short-term suspension

5.1.1.1 The principal in accordance with the rules of the district or charter school, shall have the right to impose a short-term suspension on any student in the school who has violated the student code of conduct.

5.1.1.1.1 The duration of the short-term suspension shall not be more than 10 consecutive school days for any single conduct violation or combination of violations which occurred during a single disciplinary incident. A short-term suspension may be an in-school or out-of-school suspension.

5.1.1.1.2 The student shall maintain enrollment in the district or charter school, but shall be excluded from all school activities, including extracurricular sports and programs, field trips, and ceremonies, during the suspension.

5.1.1.1.3 The student shall not be present on school property when the short-term suspension is out-of-school.

5.1.1.2 The district or charter school level coordinator, in accordance with the rules of the district or charter school, shall have the right to temporarily extend a student's short-term suspension beyond the 10 school day limit pending an APT decision or the board of education's decision regarding an expulsion hearing or other formalized disciplinary action hearing for the student.

5.1.1.2.1 A student whose short-term suspension has been temporarily extended beyond 10 consecutive school days shall receive appropriate educational services beginning on the first day of the extension. Appropriate educational services shall continue until the APT's decision has been rendered or the board of education's decision regarding the student's expulsion hearing or other formalized disciplinary action hearing has concluded.

5.1.1.2.2 A district or charter school may provide appropriate educational services during a short-term suspension prior to the extension.

5.1.2 Long-term Suspension

5.1.2.1 The district or charter school level coordinator, in accordance with the rules of the district or charter school, shall have the right to impose a long-term suspension on any student in the school who has violated the student code of conduct or pending a decision by the district or charter school level coordinator regarding an alternative placement, the board of education's decision regarding an expulsion hearing, or other formalized disciplinary action hearing for the student.

5.1.2.1.1 For all referrals for long-term suspension for a student, the principal shall hold a building level conference with the student, the parent, and other school staff members as determined by the principal.

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5.1.2.1.1.1 The principal shall explain to the parent and the student the purpose of the meeting is to inform them:

5.1.2.1.1.1.1 Of the referral for long-term suspension;

5.1.2.1.1.1.2 That the student may be suspended pending the outcome of the district or charter school's APT meeting, expulsion hearing, or other formalized disciplinary action hearing; and

5.1.2.1.1.1.3 Of the procedures that will take place as follow-up to the referral for long-term suspension.

5.1.2.1.1.2 The conference may be held in person or through an electronic means of communication.

5.1.2.1.1.3 The principal shall have at least 1 other person present to take notes during the conference or shall have the conference recorded.

5.1.2.1.2 The duration of the long-term suspension shall not exceed the number of school days in a school year for any single conduct violation or combination of violations which occurred during a single disciplinary incident. A long-term suspension may be an in-school or out-of-school suspension.

5.1.2.2 The student shall maintain enrollment in the district or charter school and be provided appropriate educational services during the term of the suspension.

5.1.2.3 The student shall be excluded from all school activities, including extra-curricular sports and programs, field trips, and ceremonies during the suspension unless otherwise approved by the district or charter school.

5.1.2.4 The student shall not be present on school property when the long-term suspension is out-of-school unless otherwise approved by the district or charter school.

5.2 Prior to any short-term or long-term suspension from school, the preliminary investigation and reporting procedures outlined in Section 3.0 shall be followed.

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

5.4 When a student receives a suspension from school (in or out-of-school), reasonable attempts to provide verbal notification to the student and parent, if the student is under 18, shall be made by the principal prior to the suspension being served. Written notification of the suspension and information regarding the district or charter school's grievance process shall be given or sent to the student and parent, if the student is under 18, as soon as practicable, but no later than 3 business days from day 1 of the suspension. The notification shall state the cause and duration of the suspension.

5.5 Except for suspensions of 2 days or less, the student may file a grievance of the suspension in accordance with the district or charter school's grievance process.

5.6 Prior to the student's return from an out-of-school suspension of 3 school days or more, the principal shall hold an in-person or phone conference with the student and parent, if the student is under 18. A definite time, date, and place for the conference shall be designated by the principal. The principal may waive this conference requirement as provided in the student code of conduct.

5.7 The suspension shall be reported to the Department through the student information system within 5 business days of the incident.

6.0 Alternative Placement

6.1 Reasons for Referral To Alternative Placement

6.1.1 A principal may refer a student for alternative placement for any severe disciplinary violation for which alternative placement may be a consequence as specified in the student code of conduct and the student's behavior is within the defined conduct under 14 DE Admin. Code 614.

6.1.2 A principal may refer a student for alternative placement for any offense listed in 14 Del.C. §4112. Regardless of other requirements in this section, any student who is expelled or suspended pending expulsion for behavior equivalent to a violation of 1 or more of the offenses in subsections 6.1.2.1 through 6.1.2.14 of this regulation shall not be placed onsite at a

Consortium Discipline Alternative Program site. Virtual services may be provided if deemed necessary by the district or charter school.

6.1.2.1 11 Del.C. §613 Assault in the first degree (Class B Felony).

6.1.2.2 11 Del.C. §1457 Possession of a weapon in a Safe Recreation Zone (Class E Felony).

6.1.2.3 11 Del.C. §1457A Possession of a firearm in a Safe School Zone (Class D, E, or F Felony; Class A or B Misdemeanor).

6.1.2.4 11 Del.C. §802 Arson in the second degree (Class D Felony).

6.1.2.5 11 Del.C. §803 Arson in the first degree (Class C Felony).

6.1.2.6 11 Del.C. §770 Rape in the fourth degree (Class C Felony).

6.1.2.7 11 Del.C. §771 Rape in the third degree (Class B Felony).

6.1.2.8 11 Del.C. §772 Rape in the second degree (Class B Felony).

6.1.2.9 11 Del.C. §773 Rape in the first degree (Class A Felony).

6.1.2.10 16 Del.C. §4752 Drug dealing or possession (Class B Felony).

6.1.2.11 16 Del.C. §4752B Drug dealing – Resulting in death (Class B Felony).

6.1.2.12 16 Del.C. § 4753 Drug dealing or possession (Class C or E Felony).

6.1.2.13 16 Del.C. §4754 Drug dealing (Class D Felony).

6.1.2.14 Any behavior equivalent to or greater than the offenses in subsections 6.1.2.1 through 6.1.2.13 of this regulation.

6.1.3 A principal may refer a student for alternative placement in conjunction with an Attorney General's report or court disposition that indicates that the student has been charged with a violent felony, is a threat to the health, safety, and welfare of others within the school environment, or both. Regardless of other requirements in this subsection, any student who is expelled or suspended pending expulsion for behavior equivalent to a violation of 1 or more of the offenses in subsections 6.1.2.1 through 6.1.2.14 of this regulation shall not be placed onsite at a CDAP site.

6.1.4 A principal may refer a student for alternative placement in conjunction with chronic and repetitive classroom or school environment disruptions which result in a violation of the student code of conduct after all school-based best practice interventions have been put into place for the student. This may include referral to a school-based problem-solving team (14 DE Admin. Code 508), counseling services, the development and implementation of a behavior support or modification plan, mentoring, referral to mediation, and participation in an available school-based intervention program.

6.1.5 In addition to the criteria in subsections 6.1.1 through 6.1.5 of this regulation, referral of a student to a CDAP site shall be as provided in subsections 6.1.5.1 and 6.1.5.2.

6.1.5.1 A referral to a State-funded Consortium Discipline Alternative Program shall meet the criteria set forth in 14 DE Admin. Code 611.

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

6.2 Alternative Placement Procedures

6.2.1 The principal shall conduct a preliminary investigation pursuant to Section 3.0 of this regulation to determine if there is reasonable basis to pursue disciplinary action.

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

6.2.3 The principal, in collaboration with the district or charter school level coordinator, shall decide whether to refer the student to the APT. Districts or charter schools may opt to have the school-based problem-solving team (14 DE Admin. Code 508) meet to discuss the incident and make a recommendation to the principal whether to refer the student to the APT.

6.2.3.1 The principal shall follow the procedures outlined in 14 DE Admin. Code 926, Section 30.0 for a student with a disability who violates the student code of conduct and a change in placement is recommended that will exceed 10 consecutive school days. The student's IEP team will determine the placement.

6.2.3.2 The principal shall combine the transition meeting outlined in subsection 6.5 and the APT meeting for students exiting from a facility operated by the DSCYF, following the procedures and guidelines outlined in the Memorandum of Understanding among the Delaware Department of Education, Local Education Agencies, and DSCYF, which addresses the educational transitions of youth into secure care facilities and their re-entry into home schools.

6.2.3.3 If the principal decides not to refer the student to the APT, the principal, in collaboration with the school-based problem-solving team (14 DE Admin. Code 508), shall determine school-based interventions for the student and notify the student and, if the student is under 18, the parent.

6.2.4 If the principal decides to refer the student to the APT, the student shall be given a long-term suspension pending the APT decision and the procedures outlined in subsections 5.1.2.1.1.1 through 5.1.2.1.1.3 of this regulation regarding the building level conference shall be followed.

6.2.4.1 Prior to the suspension being served, notification to the student and parent, if the student is under 18, shall occur pursuant to subsection 5.4 of this regulation.

6.2.4.2 The written notification outlined in subsection 5.4 of this regulation must also include information regarding the referral to the APT.

6.2.5 The principal shall compile the student's alternative placement packet for the APT. The alternative placement packet shall include the student's academic information, behavioral information, attendance information, Individualized Education Program (IEP), 504 plan, and the violation of the student code of conduct that may result in the student being assigned to an alternative placement. The alternative placement packet may also include other relevant information.

6.2.6 An alternative placement meeting shall take place to determine if an alternative placement is appropriate for the student.

6.2.6.1 The student and parent, if the student is under 18, shall receive notification of the district or charter school's alternative placement meeting. The notification shall be provided via an electronic means, such as by phone or email, and in writing by U.S. regular and certified mail at least 5 business days before the meeting is scheduled to occur.

6.2.6.2 The student and parent, if the student is under 18, may sign a waiver acknowledging that they have a right to receive written notice no less than 5 business days before the meeting occurs, but are waiving that right in order to schedule a meeting on a date and time that is mutually agreed upon by the district or charter school and student and parent, if the student is under 18.

6.2.6.3 Other individuals may be invited as determined by the APT, including a representative from the DSCYF with knowledge of the student and family's need.

6.2.6.4 The APT shall convene a meeting, review the student's alternative placement packet, and make a recommendation to the district or charter school level coordinator whether to assign the student to an alternative placement.

6.2.6.4.1 The district or charter school level coordinator shall preside over the meeting and determine whether to assign the student to an alternative placement.

6.2.6.4.2 The APT may hold a meeting without the student, the student's parent, or both in attendance if:

6.2.6.4.2.1 The student poses a threat to the health, safety, or welfare of others and the district or charter school has provided the required notice of the meeting to the parent and student; and

6.2.6.4.2.2 Notification was provided under subsection 6.2.6.1 of this regulation.

6.2.6.4.3 If the student, parent, or both did not attend the APT meeting, the student and parent, if the student is under 18, shall be informed verbally of the APT's recommendation within 1 business day of the meeting.

6.3 The district or charter school level coordinator shall consider the APT's recommendation and disciplinary action.

6.3.1 If the district or charter school level coordinator decides not to assign the student to an alternative placement, the principal, in collaboration with the school-based problem-solving team (14 DE Admin. Code 508), shall determine school-based interventions for the student and notify the student and, if the student is under 18, the parent. Reasonable attempts should be made to seek input from the student, and parent, if the student is under 18, about the interventions.

6.3.2 When the district or charter school level coordinator decides to assign the student to an alternative program, the following procedures shall occur:

6.3.2.1 The district or charter school level coordinator shall determine the student's alternative placement after receiving input from the APT.

6.3.2.2 The district or charter school level coordinator shall send written notice within 3 business days to the student and parent, if the student is under 18, describing the circumstances which led to the placement, identifying the alternative program to which the student is being assigned, information regarding the grievance process, and

the conditions which must be met in order for the student to return to the regular school program. A charter school shall verify that the alternative placement referral meets the conditions set forth in 14 Del.C. §504A(8). Under 14 Del.C. §504A(8), a charter school may refer a student to an alternative program subject to the conditions in subsections 6.3.2.2.1 through 6.3.2.2.3 of this regulation.

6.3.2.2.1 A student may only be referred to a program which serves that student's district of residence and only if there is space available in such program to serve the student.

6.3.2.2.2 The student otherwise meets eligibility criteria for students who may be enrolled in such program

6.3.2.2.3 The student's district of residence and the charter school in which the student is enrolled agree to a proration of student funding between or among the charter school and the school district in which the student resides, in which case the district of residence shall become liable for any cost associated with the placement of the student in the alternative program.

6.3.2.3 The principal shall contact the selected alternative program to set up a date and time for an intake meeting. The student and parent, if the student is under 18, a member of the school discipline team, the alternative program administrator, and other alternative program staff as determined by the alternative program administrator shall be present at the intake meeting.

6.3.2.4 A student assigned to alternative placement must be registered in a district or charter school before the intake meeting is held.

6.3.2.4.1 The district or charter school shall maintain the student's enrollment status in the Delaware Student Identification System (DELSIS) and the student information system. A student placed in an alternative placement shall have both an "active" and "service" status designation in DELSIS.

6.3.2.4.2 A student who withdraws from the district or charter school and transfers to another district or charter school prior to the alternative school placement must serve the disciplinary action that was recommended. The original district or charter school will send the alternative placement packet to the new district or charter school as part of the student's educational record. An Attorney General's report must be separately requested from the Delaware Criminal Justice Information System.

6.3.2.4.3 The alternative placement shall be reported to the Department through the student information system within 5 business days of the district or charter school level coordinator's decision.

6.3.2.5 During the intake meeting, the principal shall communicate the district or charter school's individualized goals and expectations for the student. The individualized goals, services, and expectations shall be recorded on the student's intake form. The intake form is the checklist used to help ensure the inclusion of behavioral, academic, and other necessary information to facilitate the placement of a student at an alternative program. The intake form shall be signed by all of the attendees at the intake meeting, copied, and distributed to the student, the student's parent, if the student is under 18, and shall become part of the student's educational record as defined by 14 DE Admin. Code 252.

6.4 After a student is in alternative placement, reviews shall be conducted at least each marking period if the student is at the elementary or middle school level or each semester if the student is at the secondary level.

6.4.1 For the purpose of this regulation, a review means a formal meeting that takes place at the alternative program with the district or charter school level coordinator, a member of the school discipline team, the alternative program administrator, and other staff as determined by the alternative program administrator to determine to what degree the student is progressing toward the student's goals and expectations.

6.4.2 The student and parent, if the student is under 18, may be invited to attend the review.

6.4.3 The review shall include an examination of attendance, grades, and discipline records and whether the student is meeting the goals and expectations.

6.4.4 The review shall also include recommendations for continued progress in the alternative program or return to the regular school program.

6.4.5 The student and parent, if the student is under 18, shall be notified via an electronic means, such as by phone or email, of the recommendations.

6.5 When a review results in a recommendation for return to the regular school setting, a transition meeting at the student's regular school shall be held to discuss the student's return to the regular school program prior to the student's return.

6.5.1 The meeting shall take place at the district or charter school in which the student is enrolled. The meeting may be held in person or through an electronic means of communication.

6.5.2 The meeting participants shall include the alternative program representative, the student, the parent, if the student is under 18, the principal, a teacher, a school counselor, and a student advisor, if assigned. Other individuals may be invited as determined by the district or charter school level coordinator. The district or charter school level coordinator shall have at least 1 other person present to take notes during the meeting or shall have the meeting recorded.

6.5.3 The principal shall explain to the student and the parent, if the student is under 18, the purpose of the meeting is to:

6.5.3.1 Inform them of the recommendation for return to the regular school setting;

6.5.3.2 Review the violation of the student code of conduct that resulted in the student being assigned to an alternative placement;

6.5.3.3 Discuss the district or charter school's expectations under the student code of conduct; and

6.5.3.4 Develop the terms of the student's return.

6.5.4 The meeting shall result in a document setting forth the terms of the student's return. A copy of the document shall be provided to the student or the parent, if the student is under 18.

7.0 Expulsion

7.1 Expulsion Procedures

7.1.1 The principal shall conduct a preliminary investigation pursuant to Section 3.0 of this regulation to determine if there is reasonable basis to pursue disciplinary action.

7.1.2 If the investigation verifies that disciplinary action may be warranted, the initial due process procedures outlined in Section 4.0 of this regulation shall be followed. The superintendent shall not be a participant in the investigation.

7.1.3 The principal, in collaboration with the district or charter school level coordinator, shall decide whether to recommend the student for expulsion.

7.1.4 If the principal decides to refer the student for expulsion, the student shall be given a long-term suspension pending a decision by the board of education regarding an expulsion hearing and the procedures outlined in subsections 5.1.2.1.1.1 through 5.1.2.1.1.3 of this regulation regarding the building level conference shall be followed.

7.1.4.1 Prior to the suspension being served, notification to the student and parent, if the student is under 18, shall occur pursuant to subsection 5.4.

7.1.4.2 The written notification outlined in subsection 5.4 must also include information regarding the recommendation for expulsion.

7.1.5 All documentation related to the recommendation for expulsion shall be delivered to the superintendent within 2 business days of the building level conference or 7 business days of the incident, whichever is sooner.

7.2 Upon receipt of a recommendation for expulsion, the superintendent shall determine whether to accept the recommendation for expulsion or recommend a referral to alternative placement.

7.3 If the superintendent accepts the recommendation for expulsion, the requirements in subsections 7.3.1 through 7.3.4 of this regulation shall be followed.

7.3.1 The hearing shall be held not less than 7 business days or more than 20 business days after receipt of the written notice in subsection 7.3.2 of this regulation. The time period for holding the hearing may be waived by agreement of the district or charter school and the student and the student's parent, if the student is under 18.

7.3.2 The superintendent shall send written notice within 10 business days of the incident describing the circumstances which led to the recommendation for expulsion and providing the date, time, and location of the hearing. The student and parent, if the student is under 18, shall also be given a list of witnesses who may appear and copies of documents and other evidence that may be submitted at the hearing.

7.3.3 The district or charter school shall receive written parent permission for any witness who is under 18 years old.

7.3.4 The hearing shall be conducted by a school board of education or hearing officer.

7.4 Expulsion Hearing

7.4.1 The district or charter school has the burden of proof. The hearing will proceed with the district or charter school first presenting its evidence and case followed by the response of the student, if any. If the superintendent presents the case on the district or charter school's behalf, the superintendent shall not be a witness who testifies for the district or charter school.

7.4.2 The board of education or hearing officer may permit the parties to present opening and closing statements.

7.4.3 The board of education or hearing officer may take testimony, hear proof, and receive exhibits into evidence at a hearing.

7.4.3.1 Strict rules of evidence shall not apply. Evidence having probative value commonly accepted by reasonably prudent people in the conduct of their affairs may be admitted into evidence.

7.4.3.2 The board of education or hearing officer may exclude plainly irrelevant, immaterial, insubstantial, cumulative, and privileged evidence and limit unduly repetitive proof, rebuttal, and cross-examination in accordance with 29 Del.C. §10125(b).

7.4.3.3 Objections to the admission of evidence shall be brief and shall state the grounds for the objection.

7.4.4 Testimony shall be under oath or affirmation. The board of education or hearing officer may administer oaths to witnesses.

7.4.5 Any person who testifies as a witness shall also be subject to questions by the board of education or hearing officer.

7.4.6 Witnesses may be sequestered upon a party's request.

7.4.7 Any document introduced into evidence at the hearing shall be marked by the board of education or hearing officer and shall be made a part of the record of the hearing.

7.4.8 The party offering the document into evidence shall provide a copy of the document to the other party, board of education, or hearing officer.

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

7.4.10 The student shall have the following rights:

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

7.4.10.2 To cross-examine witnesses;

7.4.10.3 To testify and produce witnesses on the student's behalf; and

7.4.10.4 To obtain, at the student's expense, a copy of the transcript of the hearing. The local education agency may charge a reasonable fee for the transcript, so long as this fee does not interfere with the other rights afforded to students outlined in this section.

7.4.11 The student may choose to waive the student's right to a hearing. If a student chooses to waive the student's right to a hearing, the procedures set forth in subsections 7.4.11.1 through 7.4.11.6 of this regulation shall be followed.

7.4.11.1 The student and parent, if the student is under 18, shall submit a signed written waiver that indicates that the student is knowingly and voluntarily waiving the student's right to the hearing and the student admits to violating the student code of conduct.

7.4.11.2 The student may execute a waiver at any time prior to the commencement of the hearing. The requirements in subsection 7.4 of this regulation shall be followed until a waiver is executed.

7.4.11.3 The waiver does not absolve the student from consequences under Federal or State law.

7.4.11.4 Within 5 business days of executing the waiver, the superintendent shall prepare a written report for the board of education's review at its next public board meeting or an additional scheduled public board meeting. Based on the superintendent's written report, the board of education shall determine whether the student will be expelled.

7.4.11.5 If the board of education decides to expel the student, the board of education shall expel the student with or without appropriate educational services. The board of education's decision shall be incorporated into a written decision that is provided to the student and parent, if the student is under 18, within 10 business days of the board of education's meeting. The decision shall include notice of the student's right to appeal the decision to the State Board of Education.

7.4.11.6 The expulsion shall be reported to the Department through the student information system within 5 business days of the board of education's meeting.

7.5 Expulsion Hearing Decision

7.5.1 Within 5 business days following the conclusion of an expulsion hearing conducted by a hearing officer, a written recommended decision shall be prepared by the hearing officer for the board of education.

7.5.1.1 In accordance with 29 Del.C. §10126, the written recommended decision shall include:

7.5.1.1.1 A brief summary of the evidence and recommended findings of fact based upon the evidence;

7.5.1.1.2 Recommended conclusions of law; and

7.5.1.1.3 A recommended decision as to whether the student shall be expelled.

7.5.1.2 When the proposed order is submitted to the board of education, a copy shall be delivered to the student and parent, if the student is under 18, who shall have 20 days to submit in writing to the board of education any exceptions, comments, and arguments respecting the proposed order.

7.5.2 The board of education shall review the hearing officer's recommended decision at its next public board meeting or an additional scheduled public board meeting. Based on the evidence presented at the hearing and the hearing officer's recommended decision, the board of education shall determine whether the student will be expelled. The board of education may accept, reject, or modify the hearing officer's recommended decision.

7.5.3 If the board of education decides to expel the student, the board of education shall expel the student with or without appropriate educational services. The board of education's decision shall be incorporated into a written decision that is provided to the student and parent, if the student is under 18, within 10 business days of the board of education's meeting. The decision shall include notice of the student's right to appeal the decision to the State Board of Education.

7.5.4 The expulsion shall be reported to the Department through the student information system within 5 business days of the board of education's meeting.

7.6 Decision after Board of Education Presides Over Expulsion Hearing

7.6.1 Following the conclusion of an expulsion hearing conducted by the board of education, the board shall frame the issues, summarize the evidence, state conclusions of fact, and render its decision.

7.6.2 The board's decision shall be in writing in accordance with subsection 7.5.3 of this regulation and shall be based solely upon the record of the expulsion hearing over which it presided.

7.7 Expulsion Period

7.7.1 In calculating the period of time for the term of the expulsion, school days will be used. The student will be expelled for the total number of student days in a school year from the date of approval by the board.

7.7.2 A student expelled without appropriate educational services shall be unenrolled from the district or charter school during the term of the expulsion. Regardless of whether without or with services, including alternative placement, the expelled student is not eligible to enroll in any other Delaware public school during the period of the expulsion and until any reasonable terms of the expulsion are fulfilled.

7.7.3 Students receiving residential services from a facility operated by DSCYF shall have the amount of school days served in such program counted as part of the calculation of time for an expulsion. This does not preclude a district or charter school from transitioning a student from a DSCYF facility to the regular school program through an alternative program. However, transition through an alternative program is not required.

8.0 Requirement Of Grievance Procedures

8.1 Each district or charter school shall have written grievance procedures. The district or charter school shall have the written grievance procedures available for parent review.

8.2 The district or charter school's written grievance procedures shall meet the requirements in subsections 8.2.1 through 8.2.8 of this regulation.

8.2.1 The grievance procedures shall include a description of basic due process and appeal rights.

8.2.2 The grievance procedures shall provide that the grievance may be brought by the student, the student's parent, or both.

8.2.3 The grievance procedures shall specify the effect filing a grievance has on the discipline.

8.2.4 The grievance procedures shall identify the district or charter school staff member or position who will address the grievance at each step of the process. It shall require that the staff member or position shall not be a participant in the investigation.

8.2.5 The grievance procedures shall identify the final decision-maker.

8.2.6 The grievance procedures shall require the grievance be in writing, specify what decision is being grieved and why, and be filed within 3 school days of the action being grieved.

8.2.7 The grievance procedures shall require that the grievance shall be addressed during a conference by the school with the student and the student's parent within 5 school days of receipt of the grievance. The conference may be held in person or through an electronic means of communication.

8.2.8 The grievance procedures shall require that a written determination be issued within 5 school days of the conference in subsection 8.2.7 of this regulation.

9.0 Students With Disabilities

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

9.2 Nothing in this regulation shall alter a district or charter school's duties under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act to students who are qualified individuals with disabilities.

Nothing in this regulation shall prevent a district or charter school from providing supportive instruction to students who are qualified individuals with disabilities.

10.0 School Choice Not Affected

Nothing in this regulation shall be deemed to affect or alter the district or charter school's policies with regard to the School District Enrollment Choice Program as outlined in 14 Del.C. Ch. 4.

11.0 Gun-Free Schools Act Not Affected

Nothing in this regulation shall be deemed to affect or alter the district or charter school's responsibilities with regard to the Gun-Free Schools Act (20 U.S.C. §7961

Grievance Procedures

A grievance is another name for a complaint. A student grievance exists when it is alleged that a student has been treated unfairly or had not been afforded due process.

The following persons or groups of persons may use the grievance procedures:

- Students or groups of students.
- Parent/guardian of a student.
- Groups of parents/guardians of students.

The grievance procedure may be used as follows:

- Where it is alleged that any student or group of students is being:
 - Denied access to an appropriate educational opportunity.
 - Denied participation in any school activity for which student is eligible.
 - Denied the opportunity to compete for a position in an activity where the selection is limited.
 - Subjected to an arbitrary or unreasonable regulation, procedure, or standard of conduct.
- Where it is alleged that the rights of an individual student and/or group of students are being denied or abridged.

When the grievance procedure is used, these steps shall be followed:

- The grievant shall request, in writing, within three (3) school days of the action that is the subject of the complaint, a conference with the person(s) who allegedly treated the student unfairly.
- A conference shall be held within one (1) to four (4) school days after the request.
- If the conference does not resolve the complaint, the grievant may file a written grievance with the principal specifying what decision/action is being grieved and why within three (3) school days following the conference.
- The principal shall resolve the appeal by investigating the situation, reviewing the grievance and relevant records or documentation, and will schedule a conference with the grievant to address the grievance no later than (5) school days following the receipt of the notice of appeal and shall issue a written determination within five (5) school days following the investigation/conference. If the discipline will result in a consequence that is less than an out-of-school suspension, the principal's decision is final.
- If the grievance decision at the principal's level is not acceptable and the consequence will result in out-of-school suspension, alternative placement, or expulsion, then the principal's decision may be appealed to the Superintendent. A grievant wishing to appeal the principal's decision must file a written appeal with the Superintendent specifying the decision that is being appealed and why within three (3) school days of the date of the principal's written decision.
- The Superintendent/designee shall resolve the appeal by investigating the situation, reviewing the written appeal/records, and scheduling a conference with the grievant to hear the grievance within five (5) school days following the receipt of the notice of appeal and shall issue a written determination within five (5) school days following the conference. If the discipline results in a consequence that is an out-of-school suspension, an alternative placement, or less, the Superintendent's decision is the final decision.
- If the grievance decision at the Superintendent level is not acceptable and the consequence will result in a possible expulsion, the Superintendent's decision may be appealed to the Board. This appeal must be submitted, in writing specifying what decision is being appealed and why within three (3) school days of the date of the Superintendent's written decision.

- The Board/designee shall resolve the grievance by investigating the situation, reviewing the written appeal/records, and scheduling a conference with the grievant to address the grievance within five (5) school days of its receipt and shall issue a written determination within five (5) school days following the conference. The decision of the Board shall be the final decision of the school system.

Chapter 6- Student Code of Conduct

The Student Code of Conduct defines specific acts that are considered violations of expected student behavior. School rules come from many sources including State Law, Red Clay Consolidated School District Board of Education Policy, and Red Clay Consolidated School District Guidelines and Regulations. These violations are examples of those acts that disrupt the school environment and the instructional process.

The aim of this chapter is to provide school personnel, parents, students, and the community with a clear understanding of these violations and the resulting administrative actions. The list is not all-inclusive and a student committing an act of misconduct not listed will still be subject to the authority of the principal.

The following section lists and defines violations to behavioral expectations and administrative guidelines for interventions and consequences. The principal or designee shall conduct such an investigation as is reasonable under the circumstances to confirm that the charged offense has in fact been committed.

Medications

Prescription medications should not be in the possession of any student at school. If a student is required to take a prescription medication at school, it should be brought to (and taken from) the school nurse by a parent or guardian and left with the school nurse. If a student is found to be in possession of a medicine prescribed to that student and in its original labeled container the following steps will be taken:

1. The parent will be contacted.
2. The student will receive a written warning requiring the parent's signature.
3. The medication will be confiscated and given to the school nurse.
4. Second and subsequent violations of this medication policy will be treated as Defiance of School Authority.

The possession of a prescription medication that is either not prescribed to the student who possesses it or is not in its original, labeled container may be treated exactly like the possession of an illegal drug.

Administrative Guidelines for Drug and Alcohol Violations

SITUATION/ CATEGORY	IMMEDIATE ACTION	INVESTIGATION	NOTIFICATION	DISPOSITION OF SUBSTANCE	CONSEQUENCES - DISCIPLINE
A student is suspected of possible drug/ alcohol use. There is no physical evidence of a violation.	Inform the student of available services and encourage him/ her to seek assistance. I Tracker Entry	Investigation is limited to the staff member, counselor, nurse, and administration.	Notification of Parents: YES Notification of Police: Not applicable	Not applicable.	—
A student contacts a staff member regarding drug/ alcohol use by another student.	The student who contacts the staff member should encourage the other student to seek assistance.	Investigation is limited to the staff member, counselor, nurse, and administration.	Notification of Parents: YES Notification of Police: Not applicable.	Not applicable.	—
A student volunteers information about personal drug/ alcohol use and asks for help.	Inform the student of available services and encourage him/ her to seek assistance. I Tracker Entry	Investigation by appropriate school personnel.	Notification of Parents: YES Notification of Police: Not applicable.	Not applicable.	—
A student has a medical emergency due to use of drugs or alcohol (First Offense).	Contact the nurse. Transport the student to a medical facility by ambulance. Contact building administrator. State Report Form	Building administrator investigates the incident. This may include a search of the student, his/ her locker, and/ or other personal possessions. Confiscate evidence.	Notification of Parents: Yes, parent conference arranged as soon as possible. Notification of Police: Yes.	Analysis will be made by appropriate law enforcement agency, which may be used in further proceedings.	<u>See Levels of Consequences below.</u>

SITUATION/ CATEGORY	IMMEDIATE ACTION	INVESTIGATION	NOTIFICATION	DISPOSITION OF SUBSTANCE	CONSEQUENCES - DISCIPLINE
A student possesses alcohol, a drug, drug-like substance, and/ or a look-alike substance, in an amount typical for personal use, and/or drug paraphernalia (First Offense).	Contact building administrator. SBR State Report Form	Building administrator investigates the incident. This may include a search of the student, his/ her locker, and/ or other personal possessions. Confiscate evidence.	Notification of Parents: Yes, parent conference arranged as soon as possible. Notification of Police: Yes.	Analysis will be made by appropriate law enforcement agency, which may be used in further proceedings.	<u>See Levels of Consequences below.</u>
A student uses or is under the influence of drugs/ alcohol (First Offense).	Contact building administrator. SBR State Report Form	Building administrator investigates the incident. This may include a search of the student, his/ her locker, and/ or other personal possessions. Confiscate evidence.	Notification of Parents: Yes, parent conference arranged as soon as possible. Notification of Police: Yes.	Analysis will be made by appropriate law enforcement agency, which may be used in further proceedings.	<u>See Levels of Consequences below.</u>

A student possesses a quantity of alcohol, a drug, a drug-like substance, a look-alike substance and/ or drug paraphernalia in an amount which exceeds an amount typical for personal use, and/ or distribution of the above- named substances or paraphernalia.	Contact building administrator. SBR State Report Form	Building administrator investigates the incident. This may include a search of the student, his/ her locker, and/ or other personal possessions. Confiscate evidence.	Notification of Parents: Yes, Parent Conference arranged immediately. Notification of Police: Yes.	Analysis will be made by appropriate law enforcement agency, which may be used in further proceedings.	<u>See Levels of Consequences below.</u>
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Uniform Definitions for Student Conduct

Alleged Bullying Victim (D0701): Means any intentional written, electronic, verbal, or physical act against another student, a school district or charter school volunteer, or a school district or charter school employee that a reasonable person under the circumstances should know will have any of the following effects:

- a. Place a student, school district or charter school volunteer, or school district or charter school employee in reasonable fear of substantial harm to the student's, volunteer's, or employee's emotional or physical well-being or substantial damages to the student's, volunteer's, or employee's property.
- b. Create a hostile, threatening, humiliating, or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target.
- c. Interfere with a student having a safe school environment that is necessary to facilitate educational performance, opportunities, or benefits.
- d. Perpetuate bullying by inciting, soliciting, or coercing an individual or group to demean, dehumanize, embarrass, or cause emotional, psychological, or physical harm to another student, school district or charter school volunteer, or school district or charter school employee.

Assault Causing Physical Injury (C0720): Students who intentionally engage in an act that causes physical injury or serious physical injury to another person. This includes, but is not limited to bruises, lacerations, puncture and stab wounds, dislocations, sprains, and/or bone fracture.

Attorney General's Report (S0161): Students in regular school programs who engage in alleged out-of-school criminal conduct, regardless of jurisdiction, which demonstrates the propensity to show disregard for the health, safety, and welfare of others, including, serious acts of violence, weapons offenses, and drug offenses. The school must also receive a report by the Department of Justice.

Careless & Reckless Behavior (S0107): Unintentional behavior that threatens to or causes injury or property damage or intentional behavior that causes or may cause unintentional injury or property damage.

Consensual Sexual Misconduct (S0108): Consensual sexual act(s) between students within the school environment. This may require a report to the Division of Family Services. Please refer to the Model Policy for Responding to Student Sexual, Physical and Emotional Misconduct in Delaware Schools for more information.

Defiance of School Authority (S1003): A verbal or non-verbal refusal to comply with a reasonable request from school personnel, or refusal to identify oneself at the request of school personnel, and/or refusal to comply with disciplinary action that causes either a substantial disruption or material interference with school activities.

Destruction of Property (D0301): Students who damage or deface school property or the personal property of another person. This includes tampering with security, medical or fire protective equipment.

Distribution of Alcohol and/or drugs (C0721): Students who are found to be selling and/or distributing alcohol, drugs or other substances in the school environment. This includes, but is not limited to inhalants, marijuana (cannabis, edible, liquid, etc.), drug like substances, look alike substances, nonprescription medication, and prescription medications.

Disruptive Behavior (S0091): Students who intentionally disrupt the school environment by not following expectations and/or interrupt learning or school activities despite non-verbal and verbal redirection. This can include excessive talking that limits others' ability to learn and behaviors by the student or with other students that are distracting to other persons.

Exposure (D2012): Students who expose their genitals, breasts, or buttocks to another person.

Falsely Signing or Impersonating (S1004): Falsely or fraudulently signing or altering a document or electronic record such as hall pass, early dismissal note, progress report, absence excuse, etc. Forgery shall also include impersonating another student or falsely identifying oneself or others inaccurately via electronic, verbal or written means.

Fighting (D1101): Students who willingly engage in a one-on-one physical altercation. This is a physical altercation in which none of the participants are identified as victims.

Harassment (D2013): Students who engage in unwelcome verbal, written, electronic, graphic or physical conduct relating to another person's actual or perceived sex, gender, age, race, color, national origin, sexual orientation, gender identity expression, pregnancy or related conditions, religion, disability, English language proficiency, socioeconomic status, and/or physical appearance. The behavior must be considered severe, persistent or pervasive to be considered harassment. The behavior does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Hate Speech/Conduct (D0750): Verbal or electronic communication and/or actions directed toward a member or members of a protected class of individuals for the explicit purpose of creating alarm, fear and/or causing emotional distress.

Inappropriate Language & Gestures (S1005): Cursing/swearing or using written or spoken language, gestures, electronic images, photos, or actions, directed towards another person, that are considered sexually explicit, offensive, obscene, or vulgar.

Inappropriate Touch- Employee Victim (D2014): Students who intentionally engage in physical aggression towards a school employee or volunteer either with their own body or with an object and it does not result in physical injury. This includes, but is not limited to pushing, pinching, punching, kicking, slapping, grabbing, scratching, poking with an object, throwing an object at, or spitting on a school employee or volunteer.

Inappropriate Touch- Student Victim (D2015): Students who intentionally engage in physical aggression towards another student either with their own body or with an object and it does not result in physical injury. This includes, but is not limited to pushing, pinching, punching, kicking, slapping, grabbing, scratching, poking with an object, throwing an object at, or spitting on another student.

Instigation (S0302): Students incite aggressive or physical conflict between two or more students that resulted in a confrontation without directly participating in the confrontation.

Leaving School Grounds without Permission (S0051): Leaving the school building or the school grounds during school hours without required staff permission.

Loitering (S0071): Student's unauthorized presence in any school area for an extended period of time and/or student's failure to leave the school grounds at the time designated.

Misuse of Technology (S1006): Any use of school technology for unauthorized purposes such as, but not limited to, copying software, inappropriate internet or email usage, unauthorized use of school issued electronic devices, tampering with databases, passwords or configurations, or deletion of files. Also includes the use of school technology equipment in: soliciting, using, posting on social media, receiving or sending inappropriate images or materials; or accessing unauthorized email; or the unauthorized downloading and/or installing of files; or intentionally damaging technology equipment in the school environment.

Mutual Group Fight (D2016): Students who willingly engage in a physical altercation with multiple willing participants. This is a physical altercation in which none of the participants are identified as victims.

Other School Crime (C0722): Any significant incident resulting in disciplinary action not classified previously but required to be reported under the School Crimes Reporting Law (14 Del. C. § 4112). This may include arson, manslaughter, etc.

Possession and/or use of Alcohol and/or Drugs (C0723): Students who use or are under the influence of alcohol, drugs or other substances, or who are found to be in possession of alcohol, drugs, other substances, or drug paraphernalia in the school environment. This includes, but is not limited to inhalants, marijuana (cannabis, edible, liquid, etc.), drug like substances, and look alike substances.

Possession and/or Use of a Dangerous Instrument (D2017): Students who possess and/or use any object, device, or instrument in the school environment classified as a dangerous instrument under 11 Del. C. § 222. This includes, but is not limited to pellet/air guns, tasers, mace or other dangerous instruments.

Possession and/or Use of Deadly Weapon (C0724): Students who possess and/or use any object, device, or instrument in the school environment classified as a deadly weapon under 11 Del. C. § 222. This includes, but is not limited to a knife of any sort, switchblade knife, billy, blackjack, bludgeon, metal knuckles, slingshot and/or razor.

Possession and/or Use of Explosive Devices (C0725): Students who are found to be in possession and/or use incendiary devices such as fireworks, firecrackers, pipe bombs and/or other explosives in the school environment.

Possession and/or Use of Firearms (C0726): Students who possess and/or use any firearm in the school environment. This includes, but is not limited to handguns, rifles, shotguns, starter guns, and/or other firearms identified in 11 Del. C. § 222, whether loaded or not. BBs are included per § 1457 and § 1457A.

Possession and/or use of Nonprescription and/or Prescription Medications (D1601): Students who use or are under the influence of nonprescription and/or prescription medications, or who are found to be in possession of nonprescription and/or prescription medications in the school environment without proper documentation.

Possession and/or Production of Pornography (D0101): Students who possess, share, or produce any known pornographic or obscene material in the school environment. This would include a student who distributes photos or videos of another student who did not consent to getting their photos taken or shared, or cannot consent to the photos due to their age (under age 12).

Possession and/or use of Tobacco or Electronic Smoking Devices (D1401): Students who use or possess any tobacco product or any electronic smoking device in the school environment. This includes, but is not limited to products containing tobacco, electronic cigarettes and any vape device.

Rape (C0727): Is the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without consent, including when a person is unable to give consent. All persons, regardless of sex, sexual orientation, or gender identity, can be victims of rape.

Robbery (C0728): Students who take or attempt to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear.

Safety Violation (S0102): Students who engage in any behavior that is not appropriate for school and has the potential to put the students or others in danger.

Sexual Assault (C0729): Is any sexual act directed against another person without consent, including when a person is unable to give consent. It includes threatened rape, fondling, indecent liberties, or child molestation. Rape is not included. All persons, regardless of sex, sexual orientation, or gender identity, can be victims of sexual assault.

Skippping/Leaving Class (S1007): Absence from school or class without authorization or permission and/or leaving the assigned classroom without permission.

Tardiness to School and Class (S1008): Unexcused lateness to school or class without authorization or permission.

Teen Dating Violence (N/A): Means assaultive, threatening, or controlling behavior, including stalking as defined in § 1312 of Title 11, that one person uses against another person in order to gain or maintain power or control in a current or past relationship and can occur in both heterosexual and same sex relationships and in serious or casual relationships.

Theft (Less than \$1500) (S0111): Students who take, obtain, or intentionally have possession of school property or the personal property of another person(s).

Theft (\$1500 or more) (D0601): Students who take school property or the personal property of another person(s).

Threat of Physical Attack with Weapon (C0102): Students who threaten to engage in an act that causes harm and introduces fear in another person, and the threat is made while displaying, brandishing, or discharging a weapon but with no actual physical contact of any person. A threat may or may not be made in person.

Threat of Physical Attack without a Weapon (D2018): Students who threaten to engage in an act that causes harm and introduces fear in another school community member. Threats can be made verbally, in writing, or with gestures and may refer to a weapon that is not present. A threat may or may not be made in person.

Threatening Mass Violence (C0730): Students who threaten to engage in an act that causes serious physical harm or creates a substantial risk of serious physical harm in the school environment. This includes, but is not limited to bomb threats and other threats that are likely to cause an evacuation of a building.

Unauthorized Use of Electronic Device (S1009): Students who engage in non-educational activities in the school environment, including but not limited to capturing, distributing, displaying, sharing, and/or posting of

inappropriate images, videos, movies, and/or music from personal devices. Engaging in social media, texting, playing games, and/or streaming that disrupts the learning environment.

Unsafe Item (S0131): Any item, device or substance that may be deemed disruptive and/or is used for a purpose in which it was not intended.

Behavioral Matrix- Levels of Interventions/Consequences

The matrix and charts below outline administrative guidelines for administrators.

Offense/Violation	1	2	3	4	5
Alleged bullying victim	X	X	X	X	
Assault causing physical injury				X	X
Attorney General's report	X				X
Careless & reckless behavior	X	X	X	X	
Consensual sexual misconduct		X	X	X	
Defiance of school authority	X	X	X		
Destruction of Property	X	X	X		
Disruptive Behavior	X	X	X		
Distribution of alcohol and/or drugs				X	X
Exposure			X	X	X
Falsely Signing or Impersonating	X	X	X		
Fighting	X	X	X	X	
Harassment		X	X	X	
Hate Speech/Conduct		X	X	X	X
Inappropriate language & gestures	X	X	X	X	
Inappropriate Touch - Employee Victim		X	X	X	X
Inappropriate Touch - Student Victim		X	X	X	X
Instigation	X	X	X	X	
Leaving school grounds without permission		X	X		
Loitering		X	X	X	
Misuse of technology		X	X	X	
Mutual group fight	X	X	X	X	

Offense/Violation	1	2	3	4	5
Other school crime		X	X	X	X
Possession and/or production of pornography		X	X	X	X
Possession and/or use of dangerous instrument		X	X	X	X
Possession and/or use of alcohol and/or drugs		X	X	X	
Possession and/or use of deadly weapon			X	X	X
Possession and/or use of explosives			X	X	X
Possession and/or use of firearms			X	X	X
Possession and/or use of nonprescription and/or prescription medications		X	X	X	
Possession and/or use of tobacco or electronic smoking devices	X	X	X		
Rape					X
Robbery			X	X	X
Safety violation	X	X	X	X	
Sexual assault			X	X	X
Skipping/leaving class	X	X	X		
Tardiness to school and class	X				
Teen dating violence			X	X	X
Theft(\$1500 or less)	X	X	X	X	
Theft(\$1500 or more)				X	X
Threat of physical attack with weapon			X	X	X
Threat of physical attack without a weapon		X	X	X	
Threatening mass violence			X	X	X
Unauthorized use of electronic device	X	X	X	X	
Unsafe item	X	X	X	X	

Interventions- Administrative Guidelines

Red Clay School District believes in creating a positive school climate, both socially and academically. Red Clay's approach emphasizes proactive and preventive strategies for supporting and teaching appropriate behaviors. Behavioral supports and interventions are implemented using a five-tiered approach. The student supports and interventions are to be used in a proactive and preventive nature and can be used to support students after a behavior violation has occurred to help prevent future occurrences.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	Classroom Level interventions	Level 1 Interventions may also be appropriate.	Level 1-2 Interventions may also be appropriate.	Level 1-3 Interventions may also be appropriate.	Level 1-4 Interventions may also be appropriate.
	<i>If these interventions are successful, referral to the school administrator may not be necessary.</i>	<i>In some cases, referral to the school administrator may be necessary</i>	<i>RAP referral required</i>	<i>RAP referral required.</i>	<i>RAP referral required.</i>
	Staff explanation, modeling, and correction	Behavior contract	Conference with parent/guardian, teacher, and administration	Referral to School PST team	Revise Behavior Support Plan, as needed
	Removal of unsafe item	Conference with parent/guardian and teacher	Referral to student Support Team/MTSS	Parent/guardian shadow or observe student in school	Student Re-entry Plan
	Offering Choices	Check-in/Check-out (CICO)	Mentoring	Safety Plan	Collaboration among community resources, agencies, and parent groups (i.e. Higher Level of Care)
	Increased Reinforcement	Visual Schedule	Referral to a School Social Skills Group	Schedule Change	
	Incentive/Reward systems	Specialized break passes		Explicit instruction in emotional regulation	
	Flexible Seating	Reteaching of rules/expectations		Functional Behavior Assessment	

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	Classroom Level interventions	Level 1 Interventions may also be appropriate.	Level 1-2 Interventions may also be appropriate.	Level 1-3 Interventions may also be appropriate.	Level 1-4 Interventions may also be appropriate.
	<i>If these interventions are successful, referral to the school administrator may not be necessary.</i>	<i>In some cases, referral to the school administrator may be necessary</i>	<i>RAP referral required</i>	<i>RAP referral required.</i>	<i>RAP referral required.</i>
	Opportunities for Movement	Increased ratio of positive to negative acknowledgements		Behavior Support Plan (BSP)	
	Proximity Control				
	Parent/guardian notification				
	Teacher conference with student				
	Restorative Conversation/circle, if appropriate				
	Refocus Area/Cool Down Area in Classroom				
	Peer Buddy				
	Longer Transition Time				

Consequences- Administrative Guidelines

A major consideration of the Student Code of Conduct is to identify appropriate disciplinary consequences resulting in student accountability and improved behavior. While administrative personnel bear the major responsibility for effectively carrying out the discipline policies, all staff play a vital role in resolving problems influencing student behavior.

Administration will choose one or more of the consequences in the corresponding level. The lowest available level of consequence should be considered first, followed by progressively more intensive consequences based on the severity of the behavior, the student's age, the frequency or repetition of the behavior, and the student's individual needs, including any accommodations, modifications, behavioral interventions, or other provisions required by an IEP, Section 504 Plan, or Behavior Support Plan.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		<i>Level 1 Consequences may also be utilized.</i>	<i>Level 1-2 Consequences may also be utilized.</i>	<i>Level 1-3 Consequences may also be utilized.</i>	<i>Level 1-4 Consequences may also be utilized.</i>
	<i>If interventions are successful, referral to the school administrator may not be necessary.</i>	<i>In some cases, referral to the school administrator may be necessary</i>	<i>RAP referral required</i>	<i>RAP referral required.</i>	<i>RAP referral required.</i>
	Reprimand	Work Assignment	Class or schedule change	4-10 day suspension	Extended suspension 11+ days
	Parent Contact	Confiscate item	1-3 day suspension	Referral to alternative education program	Recommendation for process to determine appropriate disciplinary action
	Temporary removal from class	Suspension of privileges	Denial of driving privileges	Denial of Bus Transportation 6-10 days	Expulsion (to be considered only in most severe cases)
	Restitution	In-school suspension	Referral to Police		
	Detention	Parent Conference	Readmission Conference		

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
		Restorative Meeting	Denial of Bus Transportation 1-5 days Behavior Contract		

Definitions of Consequences

Behavioral Contract: A written agreement among a student, the student's parent, and an administrator, which specifically states the conditions that, unless met, will result in further disciplinary action and possibly a recommendation for expulsion/ due process.

Class or Schedule Change: A change to the students schedule or order of class periods.

Confiscate Item: The removal of a disruptive or unsafe item from a student.

Denial of Bus Transportation: The temporary or permanent loss of bus transportation for failure to follow the Bus Safety Rules and bus regulations. A school administrator or designee is responsible for issuing bus suspensions. During the denial of school bus transportation, parents are responsible for transporting the student to school.

Denial of Driving Privileges: The denial of driving privileges is the removal of permission to drive on school property for a specified period of time.

Detention: An established non-instructional time when a student is detained in a supervised area.

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

- The length of the expulsion shall be determined by the Red Clay Consolidated School District Board of Education on recommendation from the Superintendent.
- The parent(s)/guardian(s) of a student who has been expelled for an indefinite period of time may petition the Red Clay Consolidated School District Board of Education for the student's re-admission at the end of 180 school days following the district-level hearing, which resulted in the recommendation of expulsion.
- A student re-admitted to school after an expulsion shall be on probation for one (1) school year following the date of readmission.

- A student who is expelled shall be denied attendance at any school or facility in the Red Clay Consolidated School District, except students who have been expelled from their regular school program and are placed by the Red Clay Consolidated School District in an alternative school/program housed in a Red Clay Consolidated School District school or facility.

In-School Suspension: The temporary placement of a student to a supervised area for a period of time.

Parent Conference: A formal discussion in-person or by phone as determined by administration/designee.

Parent Contact: A verbal and/or written communication with a parent.

Readmission Conference: A required conference in conjunction with each suspension in a format mutually agreeable to the administration and parent.

Recommendation for Process to Determine Appropriate Disciplinary Action: A formal discipline hearing held at the district level by the Superintendent or designee. These hearings are held when a student commits an offense or offenses that may result in expulsion.

Referral to Alternative Education Program: A recommendation of a student to be placed in a program outside of the school setting.

Referral to Police: Reporting of an alleged illegal act to a law enforcement agency.

Reprimand: A verbal or written warning of unacceptable behavior.

Restitution/Restoration: The payment for and/or restoring of property or articles that have been stolen/damaged.

Restorative Meeting: Mediated dialogue with the harmed individual to allow the offender to take primary responsibility for repairing any harm done.

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

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

Suspension of Privileges: The temporary removal of a student from non-instructional activities for a period of time (sporting event, club, dance, etc)

Temporary Removal from Class: The removal of a student from class for a period of time when the student's conduct is disruptive and reasonable efforts to resolve were unsuccessful. The student must be sent to a supervised area designated by the administrator or designee.

Work Assignment: An assigned task that must be completed by the student.

APPENDIX

This appendix provides public notice of certain RCCSD board policies pertaining to students. For all RCCSD board policies, please visit <https://www.redclayschools.com/Page/441>.



BOARD POLICY 8023

Policy 8023: Bullying Prevention

Bullying Policy Statement

The Red Clay Consolidated School District recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The District strives to provide safe learning environments for all students and all employees. In order to accomplish that goal, the District requires that each school implement and monitor a Bullying Prevention and Response Policy which meets the requirements of 14 DEL C. 4112D as well as the physical and emotional needs of each and every one of our students.

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

Definition of Bullying and Cyberbullying

A. As used in this policy, bullying means any intentional written, electronic, verbal or physical act or actions against a student, school volunteer or school employee that a reasonable person, under the circumstances should know will have the effect of:

1. Placing a student, school volunteer or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property; or
2. Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; or
3. Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or
4. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee.

B. As used in this policy, cyberbullying means the use of uninvited and unwelcome electronic communication directed at an identifiable student or group of students, through means

other than face-to-face interaction which (1) interferes with a student's physical well-being; or (2) is threatening or intimidating; or (3) is so severe, persistent, or pervasive that it is reasonably likely to limit a student's ability to participate in or benefit from the educational programs of the school district. Communication shall be considered to be directed at an identifiable student or group of students if it is sent directly to that student or group, or posted in a medium that the speaker knows is likely to be available to a broad audience within the school community.

1. Whether speech constitutes cyberbullying will be determined from the standpoint of a reasonable student of the same grade and other circumstances as the victim.
2. The place of origin of speech otherwise constituting cyberbullying is not material to whether it is considered cyberbullying under this policy, nor is the use of school or district materials.

Bullying Prevention and Criminal Youth Gang Detection Training

The District will provide a combined training each year totaling at least one (1) hour in the identification and reporting of criminal youth gang activity pursuant to § 617, Title 11 of the Delaware Code and bullying prevention pursuant to § 4112D, Title 14 of the Delaware Code. The training materials shall be prepared by the Department of Justice and the Department of Education in collaboration with law enforcement agencies, the Delaware State Education Association, the Delaware School Boards Association and the Delaware Association of School Administrators. Any in-service training required by this section shall be provided within the contracted school year as provided in 14 Del. C. § 1305(e).

All school employees shall either attend the provided training session or watch the DDOE online professional development workshop each school year prior to November 30th. Administrators and Faculty members must document completion using the DDOE professional development web portal. Support staff (Facilities, Nutrition Services, Secretarial staff and Transportation employees) must watch the DDOE presentation and sign the DDOE training acknowledgment. Completed forms must be delivered to the Supervisor of Public Safety before the November 30th deadline.

School-Wide Bullying Prevention Programs

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

Each school will focus bullying prevention and response efforts to address all forms of bullying including: physical, emotional, written and electronic bullying. Bullying which occurs using

any social media network or electronic devices such as cellular telephones, whether it occurs on or off of the school campus, but has a substantial impact on the school environment WILL be investigated and treated in the same manner as any other bullying allegation. The Code of Conduct shall be enforced for electronic (cyber) bullying as well as all other forms of bullying.

Each school shall designate an employee to serve as the Bullying Compliance Coordinator. This employee shall insure that all allegations that are received are investigated and documentation submitted to the Building Administrator for review and action if necessary.

Reporting Requirements and Procedures

Any school employee who has reliable information that would lead a reasonable person to suspect that a person is a target of bullying shall immediately report it to administration. The designated Bullying Compliance Coordinator will document (or insure that others have documented) the details of the allegation in the DDOE Alleged Bullying Report system on E-School.

A student and parent, guardian, relative caregiver, or legal guardian shall follow the procedures listed below to provide information on bullying activity:

1. If a child complains of bullying while it is happening, the staff member shall respond quickly and firmly to intervene, if safety permits, if the situation appears to that staff member to involve bullying or real fighting.
2. If a child expresses a desire to discuss a personal incident of bullying with a staff member, the staff member shall make an effort to provide the child with a practical, safe, private, and age-appropriate method of doing so.
3. A letter box shall be placed in a place or places selected by the Coordinating Committee so that students who feel unable to talk to any staff can have a point of contact. Information found in the box shall be treated with care and a staff member or members shall be designated to be responsible for this information. Blank “Bullying: Request for Support” forms shall be available to all students but shall not be required for a report.
4. Written complaints shall be reasonably specific as to actions giving rise to the complaint and should include information as to:
 - a. Conduct involved;
 - b. Persons involved, designated bully, target, and bystanders’ roles;
 - c. Time and place of the conduct alleged, number of incidents;
 - d. Names of potential student or staff witnesses; and
 - e. Any actions taken in response.
5. Short, easy to use complaint forms shall be provided by the principal or District office.
6. A system shall be established whereby students can submit anonymous complaints of bullying that only designated persons will have access to. Any person may submit a bullying complaint using the Department of Public Safety Anonymous Tip Line or by contacting the Delaware Attorney General’s Office Ombudsman hotline number.

7. Anyone may report bullying and a report may be made to any staff member. Staff members should encourage that reports of bullying be made in writing.
8. Each principal shall designate a person or persons responsible for responding to bullying complaints.
9. Every identified complainant who files a written complaint with a staff member shall receive a written explanation of results to the extent that it is legally allowed and shall be given an opportunity to inform the designated person as to whether or not the outcome was satisfactory. Easy to use follow-up forms shall be made available.
10. Every confirmed bullying incident shall be recorded in e-School, which shall provide a central record for designated staff to read. This record shall give an indication of patterns which may emerge of both bullies and victims.

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

Investigative Procedures

Each school is required to have a procedure for the administration to promptly investigate in a timely manner and determine whether bullying has occurred and that such procedure include investigation of such instances, including a determination of whether the target of the bullying was targeted or reports being targeted wholly or in part due to the target's race, age, marital status, creed, religion, color, sex, disability, sexual orientation, gender identity or expression, or national origin. This does not preclude schools from identifying other reasons or criteria why a person is a target of bullying.

1. All complaints shall be appropriately investigated and handled consistent with due process requirements.
2. Each principal shall designate a person or persons to serve as the Bullying Compliance Coordinator.
3. Neither complainant nor witnesses shall be promised confidentiality at the onset of an investigation; however, efforts shall be made to increase the confidence and trust of the person making the complaint. Whenever practical, the investigating person shall make efforts to document the bullying from several sources. Student victims may have a parent or trusted adult with them, if requested, during any investigatory activities.
4. After receiving notice of the suspected bullying, the designated person shall review the complaint in conjunction with any other related complaints, and reasonable steps shall then be taken by the designated person to verify the information and to determine whether the information would lead a reasonable person to suspect that a person has been a victim of bullying.
5. Once the administrator has confirmed that a person has been the victim of bullying, the administrator shall take prompt investigatory steps to determine who committed the acts of bullying and whether others played a role in perpetuating the bullying. The

administrator shall avoid forewarning the student suspects and shall interview suspects separately and in rapid succession.

6. After identifying those who committed the act or acts of bullying, the administrator shall apply disciplinary action and the range of consequences identified in Board Policy 8023. The bully shall be informed that graduating consequences will occur if the bullying continues.
7. The administrator shall keep a written record of the bullying incident and any disciplinary actions taken, as well as a record of any written statements of those committing the bullying, victims, and witnesses. Discussions with all parties shall be documented as soon as possible after the events. The school shall not destroy or discard any material records or evidence while a criminal investigation into or prosecution relating to the incident is ongoing.
8. A follow-up shall be completed two weeks after an incident to determine whether the bullying has continued and whether additional consequences are needed. An additional follow-up shall occur in two months, regardless of whether new incidents have been reported.
9. Each bullying allegation as well as confirmed incident shall be recorded in E-School.

All reported incidents of bullying, regardless of whether the school could substantiate the incident, must be reported to the Department of Education by the principal or his designee within five (5) working days pursuant to Department of Education regulations.

The school administration should be aware that some acts of bullying may also be crimes which under the School Crime Reporting Law (14 Del. C. 4112) are required to be reported to the police and /or the Department of Education.

The Supervisor of Public Safety shall provide a monthly report of the number of allegations as well as substantiated cases of bullying to the Deputy Superintendent for review.

Non-Classroom Supervision

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

Consequences for Bullying

Consequences for bullying shall be immediately and consistently applied and shall be delivered in a non-hostile manner. The appropriate range of consequences is established in Board Policy 8023. Positive consequences should be given when students are obeying the rules about bullying.

Face to face mediation

The District does NOT endorse the use of face to face mediation sessions between alleged bullies and their alleged victims. Based upon recommendations by the Delaware Bullying Prevention Association best practices, contact between the two parties involved shall be limited during and after the investigation has occurred.

Notification of Parents

A parent, guardian, relative caregiver, or legal guardian of any target of bullying or person who bullies another shall be notified pursuant to 14 DEL C 202(f.) The date and time of this contact as well as who made the contact must be documented in E-School.

The Office of Student Support Services will ensure each school has the state approved form for notification to the parent, relative caregiver, or legal guardian of the name and contact for the Department of Justice School Ombudsperson Contact Information

Mandatory counseling session

In the event of a substantiated case of bullying, both the offender and the victim shall be required to attend at least one counseling session with a school counselor. This session should be held with either the school psychologist, school based mental health provider or a school counselor/student advisor. The purpose of this mandatory session is to discuss issues that led to the situation and any possible mental health needs of either party. Once completed, the date and time of this session shall be recorded in either E-School or RAP as follow up to the substantiated incident.

Retaliation

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

Communication with Medical and Mental Health Professionals

The following procedures for communication between school staff members and medical professionals who are involved in treating students for bullying issues shall be followed:

1. Release of information forms to pediatricians and/or primary care physicians and mental health professionals shall be signed by the parent, guardian, relative caregiver, or legal guardian in order for the professional to communicate with school personnel regarding any treatment of a child. Releases shall be signed both at school and at the physician's or mental health professional's office before communication may take place according to Health Insurance Portability and Accountability Act of 1996 (HIPAA) and Family Educational Rights and Privacy Act (FERPA) guidelines.
2. If a parent refuses to sign a release form at school, the school shall review this policy with him/her, explaining the reasons the release would be advantageous to his/her child.
3. After confirmation that a child has been involved in a bullying incident, if the administrator's designee recommends a mental health evaluation be completed, the school may:
 - a. Require that return to school will be contingent upon the clinical evaluation providing recommendations and a treatment plan if identified as appropriate.

- b. Require that the student remain in in-school suspension and that return to a regular class schedule will be contingent upon the clinical evaluation providing recommendations and a treatment plan if identified as appropriate.
4. Summary of this evaluation shall be shared at a meeting with the student, his/her parent/guardian, and the school administrator's designee prior to return to school or the general population.

Implementation

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

Immunity

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

Other Defenses

A. The physical location or time of access of a technology-related incident is not a valid defense in any disciplinary action by the school district initiated under this policy provided there is sufficient school nexus.

B. This section does not apply to any person who uses data or computer software that is accessed through a computer, computer system, computer network or other electronic technology when acting within the scope of his or her lawful employment or investigation of a violation of this policy in accordance with school district or charter school policy.

Relationship to School Crime Reporting Law

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

School Ombudsman and Public Safety Tip Line Information

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

This is in keeping with the creation of different avenues for parents, students and staff members to effectively report incidents of bullying in a timely and efficient manner.

General electronic mediums relevant to electronic bullying.

Upon implementation of this policy, and again at the beginning of each academic year, the District shall inform students in writing of mediums where posting of speech will be presumed to be available to a broad audience within the school community, regardless of privacy settings or other limitations on those postings. Postings on Facebook, Twitter, MySpace, YouTube, SnapChat, Twitter, Instagram, KiK and Pinterest shall, at minimum, be included in the list of mediums where posting of speech will be presumed to be available to a broad audience within the school community, regardless of privacy settings or other limitations on those postings.

This list is NOT considered exclusive and any social media outlet which allows for communications that may be viewed by the intended victim shall be considered as an electronic medium for the purposes of enforcing the electronic bullying aspects of this policy. Internet sites such as “blogs” which may be created or used by individuals for the specific purpose of bullying as defined above shall also be treated in the same manner as other publicly accessible internet portals.

Distribution

The policy shall appear in the student handbook and will be placed on the District web site in order to insure availability to the students, staff and parents of the District. If no school handbook is available, or it is not practical to reprint new handbooks, a copy of the policy will be distributed annually to all students, parents, faculty and staff. Copies of the individual school Bullying Policy should be printed in the schools “student handbook” if available or on the schools web site. This Administrative Memorandum (The District Bullying Policy) shall be printed in its entirety in the Red Clay Consolidated School District Student Code of Conduct. Any reference to the District or School Policy should also include directions to accessing the policy via the District website or through the District Department of Public Safety.

Accountability

By the first day of December of each school year, each school shall notify the District in writing of its compliance with Board Policy 8023 and with this Administrative Memorandum, and shall submit a copy of the procedures it has adopted under this policy and administrative memorandum to the Delaware Department of Education.

Each school shall verify for the District the method and date that the policy has been distributed to all students, parents, faculty, and staff. Each school will insure that written communication of this policy includes reference to the Attorney Generals Ombudsman Bullying Hotline telephone number in accordance with Delaware Code. The District shall submit a copy of the procedures they have adopted under this policy by January 1, of each school year.

Regulatory Compliance

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

Questions

Questions about the information contained in this Administrative Memorandum should be directed to the Supervisor of Public Safety and/or the Deputy Superintendent.

Last Issued:	09/02/2010
Last Revised:	Not applicable
Attachment(s):	Not applicable

References

14 Del. C. §§1605(7)(a,b), 4112D
16 Del. C. §§903-904
14 Del. Admin. C. §624
Family Education Rights and Privacy Act (FERPA)
Health Insurance Portability and Accountability Act (HIPAA)



Teen Dating Violence and Sexual Assault

**Students
Policy
8026**

Policy Statement

Red Clay Consolidated School District (the “District”) neither condones nor tolerates dating or sexual violence. The following policy is intended to comply with the Delaware School Teen Dating Violence and Sexual Assault Act, and reflects the District’s intent to deal seriously with any allegations of misconduct in violation of Delaware law.

I.

Confidentiality

The District understands that, over time, students may develop close relationships with faculty and staff. When a student confides in faculty and staff, including counselors, teachers, and administrators, the student’s expectation of privacy and confidentiality should be respected. However, students must understand that all District employees have a duty to report known or suspected acts of sexual violence toward a minor or sexual violence that may have occurred in the school environment. In addition, counselors and mental health and medical professionals have a duty to report explicit and imminent threats of violence and suspicions of child abuse.

In the event that any District employee is subject to a duty to report, the District will make every effort to protect students’ privacy by limiting disclosure of information to only those District employees and outside authorities who have a legitimate reason to know of the report.

It is the District’s hope that students who have suffered incidents of dating violence or sexual assault will feel comfortable coming forward, and confiding in counselors, teachers, and administrators, so that they can assist students in seeking help and protecting their safety.

II.

Mandatory Reporting

School Crimes: the District is required to report, to the police, a reasonable suspicion that a violent felony, unlawful sexual contact, or sexual assault has occurred in the school environment. In addition, the District is required to report, to the police, the commission of a violent felony, assault, or any sexual offense by a school employee against a student, regardless of where the incident takes place. Sexual offenses by a teacher against a student must also be reported to the

	Division of Family Services (DFS) Child Abuse and Neglect Report Line at 1-800-292-9582. Sexual Violence: the District is required to report, to DFS, any abusive sexual behavior committed against a minor, whether it is committed by another minor or an adult. In addition, the police should be contacted. Teen Dating Violence: the District is required to report teen dating violence only under limited circumstances. These include violent felonies, assault, unlawful sexual contact and abusive sexual behaviors against a student 18 years of age or older occurring in the school environment; abusive sexual behaviors against a minor, regardless of where they occur; and threats of harm to others. Child Abuse and Neglect: the District is required to report any reasonable suspicion of physical or sexual abuse of a child, or neglect of a child, to the DFS Child Abuse and Neglect Report Line at 1-800-292-9582. The police may also be contacted. III. Responding to Incidents of Dating and Sexual Violence A. Mandatory Reporting Not Required In those situations where mandatory reporting is not required, the District has developed the following process for addressing teen dating and sexual violence. Separate: The victim and alleged perpetrator will be separated from each other. Under no circumstances will the victim and alleged perpetrator be interviewed together. Address: If substantiated, the alleged conduct will be dealt with in accordance with the school's code of conduct. Refer: The victim will be referred to the school counselor for services and safety planning. The counselor should encourage the victim to seek medical treatment, if applicable, and may inform the victim of community resources and monitor the victim's safety, as needed. In addition, additional services may be recommended depending upon the circumstances. B. Mandatory Reporting Required	
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	In those situations where mandatory reporting is required, the District has developed the following process for addressing teen dating violence. Separate: The victim and alleged perpetrator will be separated from each other. Under no circumstances will the victim and alleged perpetrator be interviewed together. Report: The incident will be promptly reported to appropriate outside authorities, including the police and DFS. The school resource officer may also be notified, if applicable. Address: If substantiated, the alleged conduct will be dealt with in accordance with the school's code of conduct. Follow-Up: In addition to the foregoing, the administration in the victim's school should take the following actions, if approved by the investigating agency. First, administration should speak with the victim and alleged perpetrator. The victim should be advised of his/her right to have a support person present during all stages of the investigation. The alleged perpetrator should be made aware that his/her statements may be used in proceedings against him/her. Administration should also speak with witnesses, and encourage them to come forward. Finally, the administration should work with the victim and his/her parents or guardians to develop a safety plan for the student and pursue community resources that may be available. C. Documentation of Incidents Each incident of teen dating violence or sexual assault shall be documented by a school administrator or his/her designee. Records of teen dating and sexual violence shall be maintained in a file separate from the students' academic records, to prevent inadvertent disclosure. Documentation shall include: Facts about the incident, including the identity of the alleged perpetrator, any witnesses identified, the nature of the incident including when and where it occurred; Information about the victim and alleged perpetrator, including class schedules and extracurricular activities; Disciplinary and accommodation recommendations, including changes to class schedules;	
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	Responsive action taken, including safety plans, referrals for services and counseling, and dispensary action; and Incident updates, including the response to any disciplinary action, compliance by the alleged perpetrator with any remedial actions taken, utilization of referrals for services, reviews of safety plans, and status reports from the victim including any further referrals for services. D. Working with Victims In working with victims of teen dating violence and sexual assault, victim safety and wellbeing is paramount. In the case of incidents subject to mandatory reporting requirements, any interaction with the victim should be subject to approval by investigating agencies. Provided that the victim's emotional state enables him or her to participate in the process, administrators should: Conference with the victim; Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without fear or intimidation, including positive behavior support interventions. Assist the victim with safety planning for the school day and for after-school activities (i.e., class scheduling and transportation considerations) and monitor the victim's safety as needed. Inform the victim and parent/guardian of school and community resources as needed, including their right to access advocacy and counseling services, file charges or seek legal protection, such as a Protection from Abuse Order. Encourage the victim to seek medical attention. The victim will not be responsible for out of pocket costs of obtaining a sexual assault exam. Encourage the victim to report further incidents. Inform the victim of his or her right to request an in-school Stay-Away Agreement or another school-based alternative to a protective order. If the victim declines, it should be documented. For situations also involving sexual harassment, inform the victim of his or her right to file a complaint alleging sexual harassment directly with the Title IX Coordinator. A complaint may also be filed with the U.S. Department of Education's Office for Civil Rights. Document the meeting and any action plans.	
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	E. Working with Alleged Perpetrators In working with alleged perpetrators, focus must be placed on protecting the due process rights of the individual(s) accused of misconduct. In the case of incidents subject to mandatory reporting requirements, any interaction with the victim should be subject to approval by investigating agencies. Subject to those considerations, administrators should: Conference with the alleged perpetrator and parents or guardians. Tell the alleged perpetrator that any statements made may be part of any future disciplinary, delinquency, protection from abuse (PFA), civil, or criminal proceedings. Emphasize expectations for positive behavior. If the allegations are substantiated, identify and implement disciplinary and other actions and consequences that will be taken to prevent further incidents. Discuss implications of a Stay-Away Agreement, a school-based alternative to a protective order, or PFA Order. Inform the alleged perpetrator and parent/guardian of help and support available at school or in the community as needed, <i>e.g.</i> domestic abuse intervention services. Address the seriousness of retaliation against the victim for reporting the incident or cooperating with the investigation. Inform the alleged perpetrator that retaliation or threats of retaliation in any form designed to intimidate the victim, or those who are witnesses, or those investigating an incident will not be tolerated. Emphasize that retaliation is prohibited whether or not the allegations are substantiated. Increase supervision of the alleged perpetrator as needed. Document the meeting and any action plans. IV. Youth-Produced Sexual Images The taking, sending, or possession of nude or explicit photos of a minor may be considered child pornography. The District takes this conduct very seriously, and does not condone youth-produced sexual images, particularly where they are taken or distributed with the intent to cause harm. Any District employee who witnesses or learns of any youth-produced sexual images shall take the following steps: Confiscate: Both the victim's and the alleged perpetrator's cell phones or electronic devices will be confiscated. District employees should not view the contents of the phone or electronic device.	
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	Phones or electronic devices should be turned over to the responding law enforcement agency. Report: A report shall be made to the school administrator, who will report the situation to the appropriate police jurisdiction, if appropriate. Address: If substantiated, the alleged conduct will be dealt with in accordance with the school's code of conduct. Interview: The victim and alleged perpetrator shall be separated from each other. Under no circumstances will the victim and alleged perpetrator be interviewed together. In addition, school administration should interview any witnesses, and encourage them to speak up about any additional incidents if they arise. The District's policies on documenting incidents, and working with victims and alleged perpetrators of teen dating violence and sexual assault also apply to incidents involving youth-produced sexual images. V. Violation of This Policy The District takes allegations of teen violence and sexual misconduct very seriously. Substantiated incidents of conduct in violation of this policy will be subject to discipline in accordance with applicable codes of conduct. In addition, the District will fully cooperate with investigations and legal action taken by external agencies, including the police and DFS. The District strictly prohibits retaliation against any individual making a good-faith report of conduct that violates this policy or any individual who acts as a witness or otherwise participates in an investigation of such conduct. Retaliation in violation of this policy will be subject to discipline in accordance with applicable codes of conduct. <u>Policy Implementation and Distribution</u> The Superintendent shall develop procedures to implement this policy and distribute it widely to the community.	
Definitions	Dating Violence: means assaultive, threatening, or controlling behavior, including stalking, that one person uses against another person in order to gain or maintain power or control in a current or past relationship. The behavior can occur in both heterosexual and same sex relationships, and in serious or casual relationships.	

	Sexual Violence/Assault: means any unwanted sexual behavior committed by a perpetrator who is a stranger to the victim or by a perpetrator who is known by the victim or related to the victim by blood, marriage or civil union. Behaviors that fall under this definition include but are not limited to: sexual harassment; sexual contact; sexual intercourse; sexual penetration; and child sexual abuse. Sexual Contact: means intentional touching of the anus, breast, buttocks or genitalia of another person, including touching when the body is covered by clothing. Sexual Harassment: means threatening to engage in conduct likely to result in the commission of a sexual offense against any person; or suggesting, soliciting, requesting, commanding, or otherwise attempting to induce another person to have sexual contact or sexual intercourse or unlawful sexual penetration with the actor, knowing that the actor is thereby likely to cause annoyance, offense or alarm to that person. Sexual Intercourse: means any act of physical union of the genitalia or anus of one person with the mouth, anus or genitalia of another person. Intercourse occurs upon any penetration, however slight. Sexual Penetration: means the placement of an object inside the anus or vagina of another person; or the placement of the genitalia or any sexual device inside the mouth of another person. Stalking: means knowingly engaging in a course of conduct directed at a specific person where that conduct would cause a reasonable person to either fear physical injury to himself or herself or another person; or suffer other significant mental anguish or distress that may, but does not necessarily, require medical or other professional treatment or counseling. Youth-Produced Sexual Images: means nude, sexually suggestive, or explicit images possessed and/or transmitted by way of cell phones, electronic devices, or online. Youth-produced sexual images include images produced in the process of “sexting.”	
Responsibility	The Superintendent shall be responsible for compliance.	

References	Title 14, Section 4112 E Related policies: 1003 District Goals and Objectives, 8001 Student Policy Goals Related documents: Red Clay Consolidated School District Administrative Memorandum “Teen Dating Violence and Sexual Assault” RCCSD Student Code of Conduct CPAC Guidelines for Responding to Teen Dating and Sexual Violence in Delaware Schools. http://courts.delaware.gov/childadvocate/docs/CPAC-Guidelines-for-Responding-to-TDV-and-SV.pdf	
Adoption Date	04/20/2015	
Revision/ Reapproval Date		



Suicide Awareness and Prevention

**Students
Policy
8027**

Policy Statement

The Board of Education is committed to protecting the health, safety and welfare of its students and school community. This policy supports federal, state and local efforts to provide education on youth suicide awareness and prevention; to establish methods of prevention, intervention, response to suicide or suicide attempt and reporting procedures; and to promote access to suicide awareness and prevention resources. The Board of Education recognizes that youth suicide in the United States accounts for approximately 4,600 deaths annually of young people between the ages of 10 and 24 according to the Centers for Disease Control.

The Board of Education:

- Requires that each school employee shall complete 90 minutes of professional development in the area of youth suicide awareness and prevention and that the material contained in that professional development shall be developed and/or approved by the Department of Education.
- Requires that each school shall create a Suicide Awareness and Prevention Committee to meet the requirements set forth in 14 Del § 4165.
- Prohibits retaliation against an employee, school volunteer or student for reporting the warning signs of suicide.
- Requires a procedure shall be established for the confidential and anonymous reporting of the warning signs of suicide and for communication between school staff members and medical professionals who are involved in the treating of students for suicide issues.

Responsibility

The Superintendent shall ensure that the Suicide Prevention Policy is enforced.

References

Title 14 Delaware Code § 4165 Youth Suicide Prevention;
Board Policy 1007, Compliance
Series 8000 Administrative Memorandum Youth Suicide Prevention