



CHRISTINA
SCHOOL DISTRICT



**2026
2027**

STUDENT MANUAL

RESPONSIBILITIES, EXPECTATIONS, RIGHTS & RESOURCES

Christina School District is an Equal Opportunity Employer

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

Editor's Note

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

The printed edition of the student manual may contain outdated information. For the most current and accurate version, scan the QR code or visit the District website and refer to the electronic version:
www.christinak12.org/StudentManual.





Christina School District

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

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MISSION

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

VISION

Together, educating every student for excellence.

OUR COMMITMENT

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

Supporting Students

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

Supporting Adults

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



CHRISTINA SCHOOL DISTRICT SCHOOL CHOICE

CHOOSE WISELY, CHOOSE CHRISTINA!

With 30+ schools and programs, there's a place for everyone at Christina! Speak with your school counselor today to explore all the exciting opportunities Christina School District has to offer.



www.christinak12.org/SchoolChoice



1899 South College Avenue, Newark, DE 19702

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GLOSSARY



INTRODUCTION

MESSAGE FROM THE PRESIDENT OF THE BOARD AND THE SUPERINTENDENT

“ The Student Manual is a key component in helping us address areas of student health, wellness, and discipline that need additional focus so that we can create positive environments in all of our schools that our families and our community can be proud of. ”

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

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

Our goal is to continue to make the Christina School District a place where students and their families feel welcome and safe. We know that we have an outstanding group of more than 13,000 students with unlimited potential for success. We know that we have an incredible resource in our teachers, who are committed to student achievement. We also know that we have caring parents who are passionate advocates not only for their children, but for all children. We have a community that understands the power of education. With all of these factors working for us, we know that together the Christina School District will achieve great things.

The Student Manual is a key component in helping us address areas of student health, wellness, and discipline that need additional focus so that we can create positive environments in all of our schools that our families and our community can be proud of. On page 26, you'll find a QR code and a link directing you to a comprehensive list of Christina School District and community resources for support and assistance, available on the District's website. We strive for success for all students, in our classrooms, in our schools, and in the future. We hope you will remain engaged on this important journey to make the Christina School District the very best it can be.



Monica Moriak
President
Christina Board of Education



Deirdra Aikens, Ed.D.
Superintendent
Christina School District

INTRODUCTION TO THE STUDENT MANUAL

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

Key components of Christina's program are:

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

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

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

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

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

The purpose of the Manual is to:

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

Student Manual Information

Please note that the printed edition of the student manual may contain outdated information. For the most current and accurate version, please visit our District website and refer to the electronic version: www.christinak12.org/StudentManual. If you have any questions or concerns regarding elements of the Christina School District Student Manual, please feel free to contact the individual listed below.

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

ANNUAL NOTICES

Non-Discrimination Notice

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

Complaints

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

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

School Bullying Prevention

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

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

POSITIVE SCHOOL ENVIRONMENTS

Schools where all students achieve

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

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

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

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

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

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

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

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

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

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

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

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

Social & Emotional Learning Competencies

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

Credit: CASEL.org

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

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

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

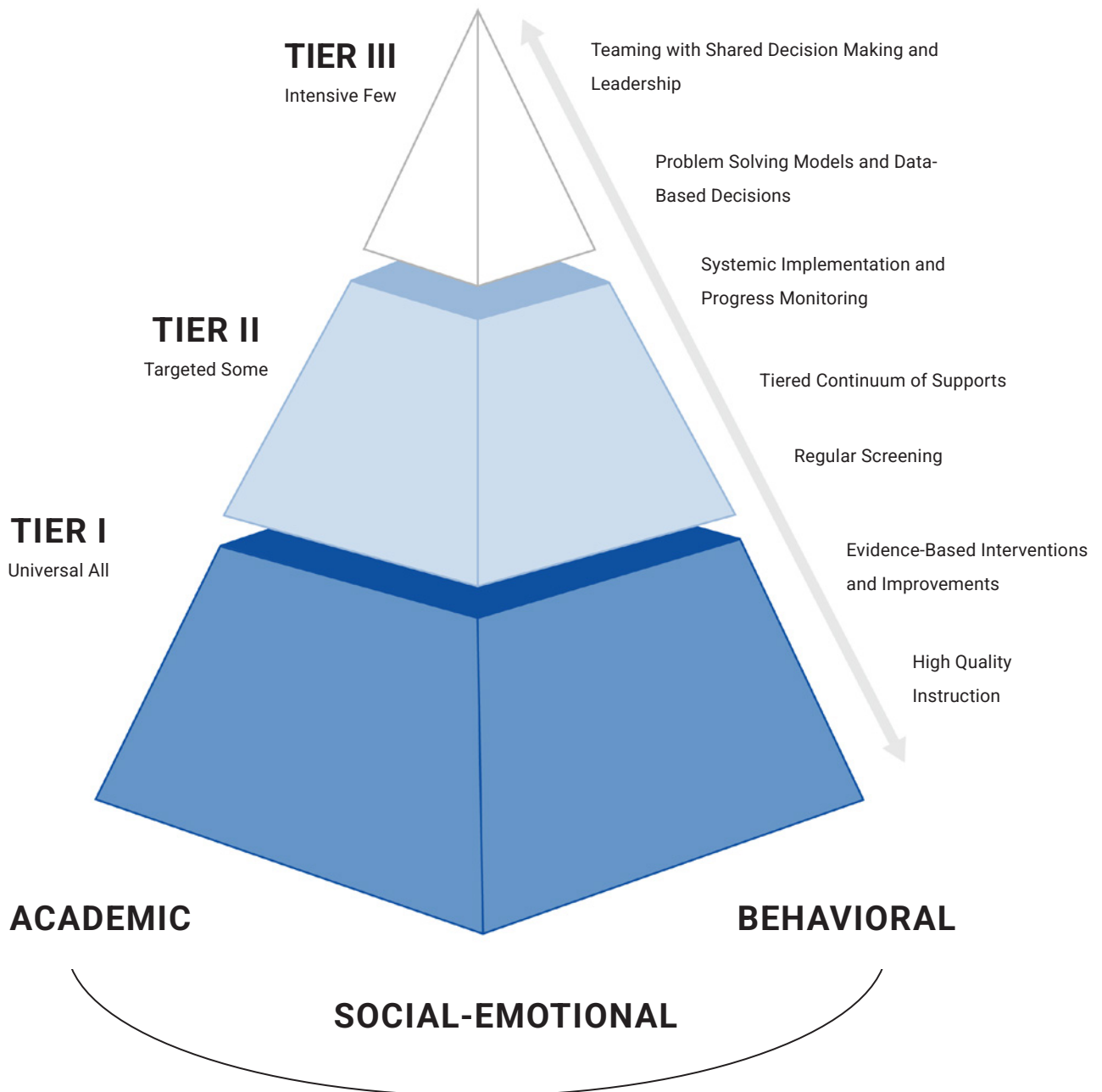
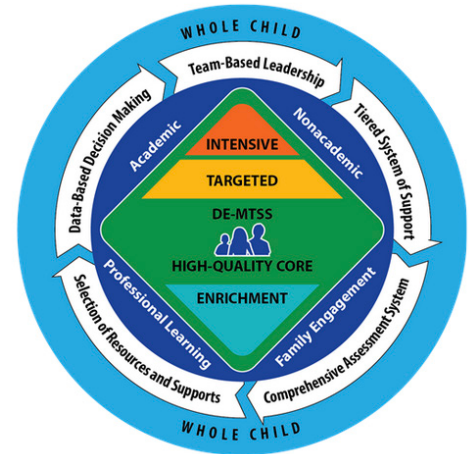
Students and staff must agree that Positive School Environments include all school environments. Behavior expectations must apply to all students at ALL TIMES, including:

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

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Academic, Behavioral & Social-Emotional Systems

The mission of Christina School District's MTSS framework, is to provide a clear, cohesive system across the school district that will allow for the academic, social-emotional, and behavioral needs of all students to be addressed within a three-tiered evidence-based, and data-driven model. This mission will be accomplished through effective district-wide processes and procedures, adequate resources and tools, ongoing professional development, and continued support and guidance.





GENERAL INFORMATION

JULY 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2026						
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30	31					

SEPTEMBER 2026						
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OCTOBER 2026						
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NOVEMBER 2026						
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29	30					

DECEMBER 2026						
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JANUARY 2027						
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31						

FEBRUARY 2027						
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28						

MARCH 2027						
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APRIL 2027						
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MAY 2027						
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30	31					

JUNE 2027						
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20	21	22	23	24	25	26
27	28	29	30			

JULY 2026

- * Summer Hours: Schools and Offices Closed on Friday (June 22-August 7)
- 2 PK-12 Schools & Offices Closed - Independence Day Observed
- 6 Summer Programs Begin

AUGUST 2026

- 6 Summer Programs End
- 13 Summer Graduation
- 14 Bayard & Pritchett Enrichment Ends
- 18-20 New Hire Orientation
- 24 PK-12 Schools Closed - Professional Development / Classroom Set Up (Offices Open)
- 25-27 PK-12 Schools Closed - Professional Development (Offices Open)
- 31 **FIRST DAY OF SCHOOL**
* Grades 1, 2, 3, 4, 5, 6, & 9
* Grades K-12: Brennen School, DSD and REACH Program
ORIENTATION DAY - Kindergarten
PRESCHOOL & Pre-K HOME VISITS BEGIN - Brennen, CEEC, DSD, Pulaski, & Stubbs

SEPTEMBER 2026

- 1 **ALL STUDENTS ATTEND SCHOOL, K-12 (except Preschool & Pre-K)**
- 4 PK-12 Schools Closed (Offices Open)
- 7 PK-12 Schools & Offices Closed - Labor Day
- 8 **FIRST DAY OF PRESCHOOL & PRE-K** - CEEC, DSD, Pulaski, Stubbs
- 11 No Evening Activities
- 15 PK-12 Schools Closed - Primary Elections / Statewide Professional Development Day (Offices Open)
- 21 PK-12 Schools Closed - Professional Development / No Evening Activities (Offices Open)
- 23 Back to School Night - Elementary
- 24 Back to School Night - Middle
- 30 Back to School Night - Elementary

OCTOBER 2026

- 1 Back to School Night - High Schools & Special Programs
- 8 College & Career Fair
- 15 School Choice Information Night
- 16 PK-12 Schools Closed - Professional Development (Offices Open)

NOVEMBER 2026

- 2 Choice Application Period Begins for 2027-2028 School Year, Grades K-12
PK-12 Schools Closed - Grading Day / Paraprofessionals OFF (Offices Open)
- 3 PK-12 Schools & Offices Closed - Election Day
- 11 PK-12 Schools & Offices Closed - Veterans Day
- 23-24 PK-12 Schools Closed - Parent-Teacher Conferences / Paraprofessionals OFF (Offices Open)
- 25 PK-12 Schools Closed - (Offices Open)
- 26-27 PK-12 Schools & Offices Closed - Thanksgiving Holiday

DECEMBER 2026

- 21-22 PK-12 Schools Closed - Professional Development Day (Offices Open)
- 23 PK-12 Schools Closed - Professional Development - Trade In Day (Offices Open)
- 24-25 PK-12 Schools & Offices Closed - Winter Break
- 28-30 PK-12 Schools Closed (Offices Open) - Winter Break
- 31 PK-12 Schools & Offices Closed - Winter Break

JANUARY 2027

- 1 PK-12 Schools & Offices Closed - New Year's Day
- 4 Schools Reopen for Students
- 13 Deadline for School Choice Applications for 2027-2028 School Year, Grades 1-12

JANUARY 2027 *continued*

- 18 PK-12 Schools & Offices Closed - Martin Luther King, Jr.
- 25-28 High School Exams
- 29 PK-12 Schools Closed - Grading Day / Education Support Professional Development (Offices Open)

FEBRUARY 2027

- 12 PK-12 Schools Closed - Elementary Schools Parent-Teacher Conferences/ Middle & High Schools Professional Development (Offices Open)
- 15 PK-12 Schools & Offices Closed - Presidents' Day

MARCH 2027

- 9 No Evening Activities
- 10 PK-12 Schools Closed - Professional Development / No Evening Activities (Offices Open)
- 25 PK-12 Schools Closed - Middle & High Schools Parent-Teacher Conferences / Elementary Schools Professional Development (Offices Open)
- 26 PK-12 Schools & Offices Closed - Spring Break
- 29 PK-12 Schools & Offices Closed - Spring Break
- 30-31 PK-12 Schools Closed (Offices Open) - Spring Break

APRIL 2027

- 1-2 PK-12 Schools Closed (Offices Open) - Spring Break
- 19 PK-12 Schools Closed - Grading Day / Education Support Professional Development (Offices Open)

MAY 2027

- 10-15 District Spirit Week
- 14 Networks School for Employability Skills Recognition Ceremony
- 20 Employee Recognition Night

MAY 2027 *continued*

- 26-27 Senior Exams
- 28 PK-12 Schools Closed - Professional Development - Trade In Day (Offices Open)
- 31 PK-12 Schools & Offices Closed - Memorial Day

JUNE 2027

- 3 Graduation - DSD
- 4 Graduation - Brennen School
- 7-10 High School Exams
- 11 **LAST STUDENT DAY**
High School Exams Make Up
- 14 PK-12 Schools Closed - Grading Day (Offices Open)
- 15 PK-12 Schools Closed - Classroom Pack Up Day (Offices Open)
- 18 PK-12 Schools & Offices Closed - Juneteenth Observed
- 24 Retirement Celebration

Marking Period End Dates	
Marking Period 1	Oct 30
Marking Period 2	Jan 28
Marking Period 3	Apr 16
Marking Period 4	Jun 11

	Schools Closed (Offices Open)
	Schools & Offices Closed
	Prof. Dev./Grading/Parent Conf.: Schools Closed (Offices Open)
	First/Last Day of School

SCHOOLS & PROGRAMS DIRECTORY

DISTRICT OFFICE

DISTRICT ADMINISTRATION OFFICE

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

EARLY EDUCATION

CHRISTINA EARLY EDUCATION CENTER

(Preschool-PreK)
620 E. Chestnut Hill Road, Newark, DE 19713
Phone: 302-861-9291 Fax: 302-454-2010
www.christinaeec.org

PULASKI EARLY EDUCATION CENTER

(Preschool-Kindergarten)
1300 Cedar Street, Wilmington, DE 19805
Phone: 302-429-4133 Fax: 302-429-3955
www.pulaskieec.org

STUBBS EARLY EDUCATION CENTER

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

ELEMENTARY SCHOOLS (K-5)

BRADER ELEMENTARY SCHOOL

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

BROOKSIDE ELEMENTARY SCHOOL

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

DOWNES ELEMENTARY SCHOOL

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

GALLAHER ELEMENTARY SCHOOL

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

JONES ELEMENTARY SCHOOL

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

KEENE ELEMENTARY SCHOOL

200 Corporal Stephan J. Ballard Way,
Newark, DE 19702
Phone: 302-595-3599 Fax: 302-295-9003
www.keenees.org

LEASURE ELEMENTARY SCHOOL

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

MACLARY ELEMENTARY SCHOOL

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

MARSHALL ELEMENTARY SCHOOL

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

MCVEY ELEMENTARY SCHOOL

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

OVERLE ELEMENTARY SCHOOL

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

SMITH ELEMENTARY SCHOOL

142 Brennen Drive, Newark, DE 19713
Phone: 302-722-2864 Fax: 302-454-3487
www.smithes.org

WEST PARK PLACE ELEMENTARY SCHOOL

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

WILSON ELEMENTARY SCHOOL

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

ELEMENTARY/MIDDLE SCHOOLS (1-8)

THE BAYARD SCHOOL

200 S. DuPont Street, Wilmington, DE 19805
Phone: 302-429-4134
www.bayardschool.org

MAURICE PRITCHETT SR. ACADEMY

600 E. 7th Street, Wilmington, DE 19801
Phone: 302-647-8725
www.pritchettacademy.org

MIDDLE SCHOOLS (6-8)

GAUGER-COBBS MIDDLE SCHOOL

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

KIRK MIDDLE SCHOOL

140 Brennen Drive, Newark, DE 19713
Phone: 302-722-2738 Fax: 302-454-3491
www.kirkms.org

SHUE-MEDILL MIDDLE SCHOOL

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

HIGH SCHOOLS (9-12)

CHRISTIANA HIGH SCHOOL

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

GLASGOW HIGH SCHOOL

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

NEWARK HIGH SCHOOL

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

OTHER SCHOOLS & PROGRAMS

ADULT EDUCATION

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

925 Bear-Corbitt Road, Bear, DE 19701
Phone: 302-553-1352
Daytime Hours: 9:00 am - 4:00 pm (M-F)
Evening Phone: 302-454-2438
Evening Hours: 4:30 pm - 8:00 pm (M-Th)
www.christinaadultprograms.com

THE BRENNEN SCHOOL

(PreK-12)
144 Brennen Drive, Newark, DE 19713
Phone: 302-722-2758 Fax: 302-295-8983
www.brennenschool.org

DELAWARE SCHOOL FOR THE DEAF (DSD)

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

DOUGLASS SCHOOL

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

MIDDLE SCHOOL HONORS ACADEMY AT CHRISTIANA HIGH SCHOOL

(6-8)
190 Salem Church Road, Newark, DE 19713
Phone: 302-631-2400 Fax: 302-454-3490
www.christianahs.org

NETWORKS SCHOOL FOR EMPLOYABILITY SKILLS

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

REACH PROGRAM

(PreK-12)
200 Tyre Avenue, Newark, DE 19711
Phone: 302-454-2280 Fax: 302-454-5955
www.csdreachprogram.org

SARAH PYLE ACADEMY - NEWARK

(Ages 16+)
263 Chapman Road, Newark DE 19702
Phone: 302-722-2638
www.sarahpyleacademy.org

SARAH PYLE ACADEMY - WILMINGTON

(Ages 16+)
1040 Justison Street, Wilmington, DE 19801
Phone: 302-647-8474
www.sarahpyleacademy.org

INCLEMENT WEATHER & SCHOOL CLOSINGS

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

Social Media

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

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

Closing Hotline: 302-552-2670

Radio

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

Television

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

The News Journal

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





STUDENT RESPONSIBILITIES & EXPECTATIONS

STUDENT PLEDGE OF RESPECT

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

Myself by:

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

Others by:

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

STUDENT RESPONSIBILITIES

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

Responsibility for Maintaining Academic Integrity

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

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

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

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

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

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

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

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

Responsibility to Dress in Appropriate Student Attire

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

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

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

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

At the beginning of each school year, each family receives a copy of our "Acceptable Use" policy (AUP) that explains appropriate use of school computers and other related equipment and software. Parents are instructed to read and explain the policy to their children.

Students shall:

- Use the provided school network account in an ethical, responsible, and legal manner for school-related tasks only
- Communicate with others using appropriate language in a

courteous and respectful manner

- Maintain the privacy of their personal information, such as name, address, phone number, account password, social security numbers, and respect the same privacy of others
- Use only CSD authorized accounts and passwords
- Comply with and respect copyright law, fair use guidelines, as well as intellectual property rights of others
- Use CSD-approved tools and resources

Students shall not:

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

Directed Internet use:

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

Social Media

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

Communication Devices

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

Therefore, the unauthorized use of an electronic device, including but not limited to cell phones, text messages, electronic watches, iPads, iPods, etc. is prohibited during the school day or at designated school events. During the school day, students must turn off electronic devices and secure them out of sight. Please refer to the Matrices of Strategies, Interventions, and Administrative Responses in the Student Manual for the disciplinary consequences associated with the misuse and/or unauthorized use of cell phones and all other

electronic communication devices. This includes, but is not limited to, the unauthorized recording and/or posting online of audio, video, or still image files.

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

Field Trips/Extracurricular Activities

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

Responsible Use of Artificial Intelligence (AI)

- The Christina School District (CSD) recognizes that Artificial Intelligence (AI) technologies are rapidly transforming education, the workplace, and society. We must harness their potential benefits responsibly and effectively.
- This guidance applies to all students, staff, contractors, and volunteers who use AI tools in connection with Christina School District programs, instruction, assessments, or operations.
- AI shall be used to enhance teaching, learning, and operational efficiency—not to replace professional judgment, instructional rigor, or student thinking. All AI use must protect student and staff safety, privacy, and data.
- Misuse of AI or related technologies may result in consequences as outlined in existing student discipline procedures.
- As AI technologies continue to evolve, the District's guidance and professional learning will also grow to ensure AI is used safely, ethically, and with integrity.

Responsibility to Attend School on a Regular Basis

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

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

Reporting Obligations of the District Concerning Student Attendance

The District is responsible for reporting violations of the attendance laws of the State. The District may excuse a child for necessary and legal absence, subject to the provisions of the Delaware Code.

(Title 14, Chapter 27; Delaware Code can be found online at: www.delcode.state.de.us)

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

- Illness of the student
- Medical diagnosis and/or treatment
- Death in the immediate family, up to but not to exceed five days; funerals of other relatives or close friends, not to exceed one day if in the locality or three days if outside the state
- Contagious disease in the home of the child subject to regulations of the Division of Public Health, Department of Health and Social Services
- Legal business requiring the student's presence
- Suspension or expulsion from school
- Observance of religious holidays
- Approved college visits
- Authorized school-sponsored activities

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

What is truancy?

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

Parents/Guardians

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

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

Students

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

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

Excused Absence

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

Following an excused absence from school or class, the time allowance for taking tests or turning in assignments shall be equal to the number of school days or number of class meetings missed due to the absence. A teacher may extend the time allowance for making up work missed if the specific circumstances of the situation merit such action. The responsibility for initiating make-up work and turning in assignments rests with the student.

Unexcused Absence

An unexcused absence from school or class is an absence:

1. Which is for a reason not listed as excused or
2. About which the parent has no knowledge, OR
3. For which the parental note of explanation was not provided within five (5) days of return to school following the absence

A student whose absence is unexcused shall receive no credit for assignments missed or tests given during the period of the unexcused absence unless otherwise permitted by the teacher. While an unexcused absence may result in no credit for assignments or tests missed, students may request assignments from their teacher at the initiation of the student. If the teacher provides assignments after an unexcused absence, the time allowance for requesting the instructional materials or assignments from the teacher shall be equal to the number of school days or number of class meetings missed due to the absence.

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

Tardiness to School

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

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

Students should recognize that a written explanation from home does not automatically cause the tardiness to be excused. Such reasons as car trouble, personal business, heavy traffic, home obligations, etc., while understandable, are not acceptable excuses and will be listed as unexcused. Reasons such as personal illness, medical appointments, and appearances in court will be considered as excused tardiness when verified by a note from doctor or court.

Students who are absent for more than fifteen (15) minutes of a class will be referred to the principal/dean or designee for cutting class unless excused by proper authority.

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

Early Dismissal

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

Prearranged Absence

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

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

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

Extended/Long Term Leaves

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

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

Deployment Related Absences

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

Here Today, Ready for Tomorrow!

GOOD SCHOOL ATTENDANCE MEANS...



PRESCHOOLERS

build skills and develop good habits for showing up on time



ELEMENTARY STUDENTS

read well by the end of third grade



HIGH SCHOOLERS

stay on track for graduation



COLLEGE STUDENTS

earn their degrees



WORKERS

succeed in their jobs

Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.



STUDENT RESPONSIBILITIES FOR BUS BEHAVIOR AND SAFETY

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

1. AT THE BUS STOP	2. WHEN THE BUS ARRIVES
- Exercise safe pedestrian practices while on the way to the waiting area for the bus stop. - Arrive at the waiting area for the bus stop ten minutes before bus pickup. - Wait in a quiet and orderly manner. - Stay on your side of the roadway controlled by the bus warning lights. - Where same side service is provided, you should not cross the roadway for any reason. Please remain at the designated school bus stop on the same side of the road where you live. - Be aware, cautious, and respectful of traffic. - Wait in a safe place, clear of traffic, and away from where the bus stops. - Respect private property. - Follow highway safety practices in accordance with the Motor Vehicle Laws of the State of Delaware by walking on the side of the road facing traffic when going to or from the bus or bus stop along the highway.	- Remain at the waiting area until the bus comes to a complete stop. - Check traffic from all directions, then check again. - Before walking from the waiting area to the entrance of the bus be certain that the bus warning lights are activated and that all traffic in all directions has stopped. - When safe to board, do so promptly. - When boarding, be aware of and avoid the "danger zone," the twelve foot area immediately surrounding the stopped school bus. - Be sure that you can see the bus driver's eyes when in the vicinity of the school bus. - If crossing a street controlled by bus warning lights is necessary, cross promptly after checking that all traffic in all directions has stopped. Cross only in front of the bus. - Upon entering the bus proceed directly to an available or assigned seat. - Before crossing the road to board the bus, cross only upon an audible clearance signal from the driver/aide.
3. ON THE BUS	4. EXITING THE BUS
- Follow instructions of bus personnel. - Be respectful of all people, including all bus personnel. - Use language appropriate for the school setting. - Keep the bus neat and clean. - Do not eat or drink. - Talk quietly and politely. - Students must sit in their assigned seat, if one has been assigned by school bus personnel or school staff. - Stay seated while the bus is in motion; keep aisles and exits clear. - No hazardous materials, nuisance items, or animals are permitted on the bus. - Be respectful of the rights and safety of others. - Do not extend head, arms, or objects out of bus windows. - Remember that school rules apply to the school bus. For example, use or possession of tobacco, alcohol, and other drugs is not allowed. - No student shall occupy a position in the driver area in front of a barrier or white floor line that may distract the driver's attention or interfere with the driver's vision. - Stay out of the driver's seat. Also, unnecessary conversation with the driver is prohibited while the bus is in motion. - Do not throw articles of any kind inside, around the bus or out of the bus windows.	- Remain seated until the bus comes to a complete stop. - Exit the bus at the bus stop area in an orderly manner. - Exit at your designated bus stop. - Check traffic from all directions, then check again. - Before exiting the bus, be certain that all traffic in all directions has stopped. - When safe to exit, do so promptly. - Be aware of and avoid the "danger zone," the twelve foot area immediately surrounding the stopped school bus. - Be sure that you can see the bus driver's eyes while in the vicinity of the school bus. - If crossing a street controlled by bus warning lights, cross promptly after checking that all traffic in all directions has stopped. Only cross in front of the bus. - Exercise safe pedestrian practices while on the way from the bus stop to your home.



STUDENT & FAMILY RIGHTS

STUDENT & FAMILY RIGHTS

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

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

Right to Freedom of Expression

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

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

Right to Participate in Patriotic Exercises

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

Right to Conduct Activities in School Buildings

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

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

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

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

Right to Freedom from Unreasonable Search and Seizure of Property

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

Right to Freedom from Corporal Punishment

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

Right to Due Process & Appeal

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

If a student is suspended for five or fewer school days or believes that an action taken by the school is a violation of policy, the parent may use the Appeal Process described under Appeals & Grievances on page 64.

Right to Freedom from Harassment & Discrimination

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

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

Right to Confidentiality & Access to Student Records

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

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

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

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

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

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

Right to Freedom from Unreasonable Punishment

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

Right to Grading Policy Notification

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

based on the teacher's grading system and reflects the student's academic achievement. Students will be given appropriate notice of assignment due dates and will receive written notification of progress.

Right to Student Government

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

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

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

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

Right to Report Harassment/Bullying/Cyberbullying

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

If you are being bullied, please:

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

If you know someone who is being bullied, please:

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

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



STUDENT & FAMILY RESOURCES

CSD RESOURCES & SERVICES

Family & Community Engagement

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

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

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

Office of Family & Community Engagement

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

Parent Resource Centers

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

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

Administration Office

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

Gauger-Cobbs Middle School

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

Homebound (Supportive Instruction)

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

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

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

Community Resources & Services

Christina School District is dedicated to educating the whole child, recognizing that academic success goes hand in hand with social and emotional well-being. To support this commitment, we provide families and students with a variety of resources and information through community organizations.

Explore helpful links and access valuable materials on topics ranging from mental health to family support services by visiting our Community Resources page: christinak12.org/community-resources.



Infinite Campus

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

Infinite Campus Updates

Please remember, any updates and/or changes to your address, phone number and/or email should be updated in the Infinite Campus Parent Portal to ensure constant flow of District information.

High School Graduation Requirements

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

Total Credits Required: 26 credits

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

EDUCATION SERVICES AND PLACEMENTS

Child Find

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

Child Find Office

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

Family Advocacy and Child Educational Services (FACES)

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

Family Advocacy & Child Educational Services (FACES)

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

Parents as Teachers

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

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

Parents Early Education Center (PEEC)

Parents As Teachers (PAT)

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



CODE OF CONDUCT

BOARD OF EDUCATION POLICIES REGARDING STUDENTS

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

SECTION 2000: STUDENTS

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

SECTION 3000: INSTRUCTION

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

SECTION 4000: HUMAN RESOURCES

- 04.11 Staff Conduct on Electronic
- 04.16 Appropriate Adult Conduct with Students
- 04.17 Responding to Adult Student Misconduct in Schools

SECTION 7000: SPECIAL EDUCATION SERVICES

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

STUDENT BEHAVIORAL EXPECTATIONS

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

In Christina, expectations for successful students include:

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

Virtual Behavior Expectations

The Expectations as related to discipline are as follows:

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

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

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

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

The **Matrix of Strategies, Approaches, and Administrative Responses for Elementary Students KN-2 and 3-5, and the Matrix of Strategies, Interventions, and Administrative Responses for Secondary Students 6-8 and 9-12** will be used along with the Steps to assist administrators in determining what level of response to use for students who exhibit challenging, disruptive or unsafe behaviors while on school property or at a school/district sponsored activity. Students who engage in criminal offenses as identified by police agencies not listed in this Student Manual may be recommended for alternative placement and/or expulsion.

CSD STEPS: ADMINISTRATIVE STRATEGIES, APPROACHES, AND RESPONSES

Progressive Administrative Strategies, Approaches, and Responses for Christina Students

STEP 1 Classroom Interventions and SEL Strategies/Supports

1

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

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

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- | | |
|--|---|
| <ul style="list-style-type: none">• Establish positive relationships and rapport with students• Pair or group students in positive peer groups• Involve students in an alternate activity• Verbal correction• Restitution (for loss or damage, if applicable)• Mentoring• Move to separate instructional area within the classroom• Reminders and redirection (e.g. role play)• Establish buddy teacher system | <ul style="list-style-type: none">• Seat change• Loss of classroom privileges• Relationship Repair• Document Parent/guardian contact and notification• Daily progress sheet on behavior (for student and/or parent)• Parent/guardian brings student to school/class for informal pre-class refocusing• Teacher/student conference outside of class time• Parent/Teacher conference• Restorative practices |
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STEP 2 Appropriate Classroom Level Strategies have been ineffective

2

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

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

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

STEP 3 Appropriate when Matrices indicate a Step 3 Response

3

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

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

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- | | |
|--|---|
| <ul style="list-style-type: none">• Age appropriate Rest and Recovery (Elementary)• Removal from Class (for only that class period) / Detention (Secondary)• Restitution (for loss or damage, if applicable)• Relationship Repair | <ul style="list-style-type: none">• Loss of privileges• Mentoring• Detention (as needed)• Student Due Process required• Document Mandatory Parent/guardian contact and notification• Restorative practices |
|--|---|
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STEP 4

Appropriate when Matrices indicate a Step 4 Response

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

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

- | | |
|--|--|
| <ul style="list-style-type: none"> • ½ day ISS • Loss of Privileges • Relationship Repair • Restitution (for loss or damage, if applicable) • Mandatory Report to DOE | <ul style="list-style-type: none"> • Mentoring • Student Due Process required • Document Mandatory Parent/guardian contact and notification • Written notification to Parent/Guardian • Restorative practices |
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STEP 5

Appropriate when Matrices indicate a Step 5 Response

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

- **A referral to the school administrator is necessary**
- **1 (one) day of In-School Suspension (ISS)**
- **Restorative consequence and community repair can be assigned in lieu of ISS**
- **Student Manual Success Plan may be required including check-in, check-out with an assigned adult.**
- **Mandatory report to DOE**

- | | |
|--|--|
| <ul style="list-style-type: none"> • 1 (one) day ISS • Loss of privileges • Relationship Repair • Restitution (for loss or damage, if applicable) • Mandatory report to DOE | <ul style="list-style-type: none"> • Mentoring • Student Due Process required • Document Mandatory Parent/guardian contact and notification • Mandatory written notification to Parent/Guardian • Restorative practices |
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STEP 6

Appropriate when Matrices indicate a Step 6 Response

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

- **A referral to the school administrator is necessary**
- **1 (one) day of Out-of-School Suspension (OSS)**
- **Student Manual Success Plan may be required including check-in, check-out with an assigned adult**
- **Mandatory report to DOE**

- | | |
|--|--|
| <ul style="list-style-type: none"> • 1 (one) day OSS • Mentoring • Relationship Repair • Loss of privileges • Restitution (for loss or damage, if applicable) | <ul style="list-style-type: none"> • Mandatory report to DOE • Student Due Process required • Document Mandatory Parent/guardian contact and notification • Mandatory written notification to Parent/Guardian • Restorative practices |
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STEP 7

Appropriate when Matrices indicate a Step 7 Response

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

A Student Manual Success Plan (SMSP) is an option after the first occurrence. The SMSP will be required at the 2nd occurrence of any combination of Step 7 offenses and in place for 20 school days, prior to entry into an In-School Alternative program.

By the 20th school day, SMSP will be revised and modified to address continued behaviors, if necessary.

On the 2nd occurrence, in any combination, of Step 7 offenses, all students in grades KN-12 must either have an SMSP or an FBA/BIP in place and students in grades 6-12 may be assigned to the In-School Alternative Program. Maximum time in In-school Alternative Program (ISA) is 25 school days, unless agreement between home and school.

- **A referral to the school administrator is necessary**
- **2 (two) days of Out-of-School Suspension (OSS) and/or In-School Alternative (secondary only following 2nd occurrence)**
- **Mandatory report to DOE**

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

STEP 8

Appropriate when Matrices indicate a Step 8 Response

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

A Student Manual Success Plan (SMSP) will be required at the occurrence of any Step 8 offense and in place for 20 school days, prior to entry into an In-School Alternative program.

By the 20th school day, SMSP will be revised and modified to address continued behaviors, if necessary.

Prior to an ISA placement or recommendation to Alternative Placement, all students in grades KN-12 must have either an SMSP or an FBA/BIP in place. (Offenses which begin at step 8 are excluded.)

Maximum time in In-school Alternative Program (ISA) is 25 school days, unless agreement between home and school.

- **A referral to the school administrator is necessary**
- **3 (three) days of Out-of-School Suspension (OSS) and/or In-School Alternative (secondary only)**
- **Mandatory report to DOE**

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

STEP 9

Appropriate when Matrices indicate a Step 9 Response

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

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

Maximum time in In-school Alternative Program (ISA) is 25 school days, unless agreement between home and school.

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

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

STEP 10

Appropriate when Matrices indicate a Step 10 Response

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

Maximum time in In-school Alternative Program (ISA) is 25 school days, unless agreement between home and school.

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

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

EXAMPLES OF TOOLS & STRATEGIES THAT MAY BE UTILIZED

1. Positive Behavior Techniques

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

2. Teacher Conference with Student Discussing Problem Solving Models

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

3. Teach Appropriate Behaviors

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

Step 1: Identify the problem behavior.

Step 2: Measure the problem behavior.

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

Step 4: Choose an appropriate replacement behavior.

Step 5: Identify the current stage of learning.

Step 6: Determine the level of support.

Step 7: Track the new behavior.

Step 8: Fade assistance.

4. Behavior Replacement Strategies

To choose an appropriate replacement behavior:

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

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

Examples of alternative behaviors:

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

5. Whole Class Lesson/Meeting

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

Class Meeting Format:

1. **Compliments & Appreciations**
2. **Follow up on Prior Solutions**
3. **Agenda Items**
 - a. Share feelings while others listen
 - b. Discuss without fixing
 - c. Ask for problem-solving help
4. **Future Plans** (field trips, parties, projects)

6. Peer Mediation

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

7. School Based Services

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

the district's teachers.

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

8. Classroom Environment Strategies

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

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

Good management is preventive rather than reactive.

RESTORATIVE PRACTICES

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

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

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

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

The use of restorative practices helps to:

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

Why Restorative Practices?

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

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

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

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

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

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

Six Restorative Questions

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

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

TRADITIONAL APPROACH VERSUS RESTORATIVE APPROACH

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

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

Resources

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

MATRIX OF STRATEGIES, INTERVENTIONS AND ADMINISTRATIVE RESPONSES

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

 Mandatory Reporting to DOE

Level of Response											Incident Report	Report to Police
Behaviors	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10		
KN-2	Class interventions & SEL	Admin Referral and Conference	Age-Appropriate Rest & Recovery (Detention)	1/2 day ISS	1 day ISS	1 day oss	2 days oss	3 days oss	5 days AP Recommend	5 days OSS & Expulsion		
Code	Offense											
D1002	Academic Dishonesty	REFER TO ACADEMIC DISHONESTY PROTOCOL										
D0701	Alleged Bullying	NO CODE CHECK BOX ONLY										
C0720	Assault Causing Physical Injury *								•	•		✓
S0161	Attorney General Report	NA										
S0107	Careless & Reckless Behavior	•	•	•	•	•						
S0108	Consensual Sexual Misconduct				•	•	•	•				
S1003	Defiance of School Authority *			•	•	•	•					
D0301	Destruction of Property			•	•	•						
S0091	Disruptive Behavior	•	•	•	•	•						
C0721	Distribution of Alcohol and/or Drugs					•	•	•	•	•		✓
S0291	Dress Code Violation	•	•	•								
D2012	Exposure		•	•	•	•						✓
S1004	Falsely Signing & Impersonating				•	•	•	•				
D1101	Fighting				•	•	•	•	•			
D2013	Harassment				•	•	•	•	•			
D0750	Hate Speech/Conduct				•	•	•	•	•			
S1005	Inappropriate Language & Gestures	•	•	•	•	•						
D2014	Inappropriate Touch - Employee Victim					•	•	•	•			
D2015	Inappropriate Touch - Student Victim				•	•	•	•	•			
S0302	Instigation		•	•	•	•	•					
S0051	Leaving School Grounds Without Permission		•		•	•						
S0071	Loitering	•	•	•	•	•						
S1006	Misuse of Technology					•	•	•	•			✓
D2016	Mutual Group Fight					•	•	•	•			
C0722	Other School Crime								•	•		
D2019	Physical Restraint	NO CODE CHECK BOX ONLY										
D0101	Possession and/or Production of Pornography					•	•	•	•			✓
C0723	Possession and/or Use of Alcohol and/or Drugs					•	•	•	•			✓
D2017	Possession and/or Use of Dangerous Instrument								•	•		✓
C0724	Possession and/or Use of Deadly Weapons									•		✓
C0725	Possession and/or Use of Explosive Devices									•		✓
C0726	Possession and/or Use of Firearms									•		✓

MATRIX OF STRATEGIES, INTERVENTIONS AND ADMINISTRATIVE RESPONSES

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

 Mandatory Reporting to DOE

Level of Response											Incident Report	Report to Police
Behaviors	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10		
KN-2	Class interventions & SEL	Admin Referral and Conference	Age-Appropriate Rest & Recovery (Detention)	1/2 day ISS	1 day ISS	1 day oss	2 days oss	3 days oss	5 days AP Recommend	5 days OSS & Expulsion		
Code Offense												
D1601 Possession and/or Use of Nonprescription and/or Prescription Medications						•	•	•	•			✓
D1401 Possession and/or Use of Tobacco or Electronic Smoking Devices		•	•	•	•	•						
C0727 Rape										•		✓
C0728 Robbery						•	•	•	•			✓
S0102 Safety Violation	•	•	•	•	•							
C0729 Sexual Assault									•	•		✓
S1007 Skipping/Leaving Class	•	•	•	•	•							
S1008 Tardiness to School & Class	•	•	•	•	•							
NA Teen Dating Violence	NO CODE CHECK BOX ONLY											
D0601 Theft (\$1500 or more)					•	•	•	•	•			✓
S0111 Theft (Less than \$1500)		•	•	•								
C0102 Threat of Physical Attack w/ Weapon									•	•		✓
D2018 Threat of Physical Attack w/out Weapon						•	•	•	•			✓
C0730 Threatening Mass Violence									•	•		✓
S1009 Unauthorized Use of an Electronic Device	•	•	•	•	•							
S0131 Unsafe Item	•	•	•	•	•							

* Please contact Student Services or District Office to discuss progressive discipline

MATRIX OF STRATEGIES, INTERVENTIONS AND ADMINISTRATIVE RESPONSES

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

 Mandatory Reporting to DOE

Behaviors		Level of Response										Incident Report	Report to Police
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10		
3-5		Class interventions & SEL	Admin Referral and Conference	Age-Appropriate Rest & Recovery (Detention)	1/2 day ISS	1 day ISS	1 day oss	2 days oss	3 days oss	5 days AP Recommend	5 days OSS & Expulsion		
Code	Offense												
S1002	Academic Dishonesty	REFER TO ACADEMIC DISHONESTY PROTOCOL											
D0701	Alleged Bullying	NO CODE CHECK BOX ONLY											
C0720	Assault Causing Physical Injury *									•	•		✓
S0161	Attorney General Report									•	•		
S0107	Careless & Reckless Behavior	•	•	•	•	•							
S0108	Consensual Sexual Misconduct				•	•	•	•					
S1003	Defiance of School Authority *				•	•	•	•					
D0301	Destruction of Property			•	•	•	•						
S0091	Disruptive Behavior	•	•	•	•	•							
C0721	Distribution of Alcohol and/or Drugs							•	•	•	•		✓
S0291	Dress Code Violation	•	•	•	•	•							
D2012	Exposure			•	•	•	•						✓
S1004	Falsely Signing & Impersonating						•	•	•				
D1101	Fighting						•	•	•	•			
D2013	Harassment						•	•	•	•			
D0750	Hate Speech/Conduct						•	•	•	•			
S1005	Inappropriate Language & Gestures	•	•	•	•	•							
D2014	Inappropriate Touch - Employee Victim							•	•	•	•		
D2015	Inappropriate Touch - Student Victim						•	•	•	•	•		
S0302	Instigation				•	•	•	•					
S0051	Leaving School Grounds Without Permission		•		•	•							
S0071	Loitering	•	•	•	•	•							
S1006	Misuse of Technology							•	•	•	•		✓
D2016	Mutual Group Fight							•	•	•			
C0722	Other School Crime									•	•		
D2019	Physical Restraint	NO CODE CHECK BOX ONLY											
D0101	Possession and/or Production of Pornography							•	•	•	•		✓
C0723	Possession and/or Use of Alcohol and/or Drugs									•			✓
D2017	Possession and/or Use of Dangerous Instrument									•	•		✓
C0724	Possession and/or Use of Deadly Weapons										•		✓
C0725	Possession and/or Use of Explosive Devices										•		✓
C0726	Possession and/or Use of Firearms										•		✓

MATRIX OF STRATEGIES, INTERVENTIONS AND ADMINISTRATIVE RESPONSES

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

 Mandatory Reporting to DOE

Behaviors		Level of Response										Incident Report	Report to Police
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10		
3-5		Class Interventions & SEL	Admin Referral and Conference	Age-Appropriate Rest & Recovery (Detention)	1/2 day ISS	1 day ISS	1 day oss	2 days oss	3 days oss	5 days AP Recommend	5 days OSS & Expulsion		
Code	Offense												
D1601	Possession and/or Use of Nonprescription and/or Prescription Medications										•		✓
D1401	Possession and/or Use of Tobacco or Electronic Smoking Devices			•	•	•	•						
C0727	Rape										•		✓
C0728	Robbery							•	•	•			✓
S0102	Safety Violation	•	•	•	•	•							
C0729	Sexual Assault									•	•		✓
S1007	Skiping/Leaving Class	•	•	•	•	•							
S1008	Tardiness to School & Class	•	•	•	•	•							
NA	Teen Dating Violence	NO CODE CHECK BOX ONLY											
D0601	Theft (\$1500 or more)						•	•	•	•			✓
S0111	Theft (Less than \$1500)		•	•	•	•							
C0102	Threat of Physical Attack w/ Weapon									•	•		✓
D2018	Threat of Physical Attack w/out Weapon							•	•	•	•		✓
C0730	Threatening Mass Violence									•	•		✓
S1009	Unauthorized Use of an Electronic Device	•	•	•	•	•							
S0131	Unsafe Item	•	•	•	•	•							

* Please contact Student Services or District Office to discuss progressive discipline

MATRIX OF STRATEGIES, INTERVENTIONS AND ADMINISTRATIVE RESPONSES

Age appropriate for Students in Grades **6-8**

 Mandatory Reporting to DOE

Behaviors		Level of Response										Incident Report	Report to Police
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10		
6-8		Class interventions & SEL	Admin Referral and Conference	Age-Appropriate Rest & Recovery (Detention)	1/2 day ISS	1 day ISS	1 day oss	2 days oss	3 days oss	5 days/ISA or AP Recommend	5 days OSS & Expulsion		
Code	Offense												
S1002	Academic Dishonesty	REFER TO ACADEMIC DISHONESTY PROTOCOL											
D0701	Alleged Bullying	NO CODE CHECK BOX ONLY											
C0720	Assault Causing Physical Injury *									•	•		✓
S0161	Attorney General Report										•		
S0107	Careless & Reckless Behavior	•	•	•	•	•							
S0108	Consensual Sexual Misconduct						•	•	•	•			
S1003	Defiance of School Authority *					•	•	•	•	•			
D0301	Destruction of Property				•	•	•	•					
S0091	Disruptive Behavior	•	•	•	•	•							
C0721	Distribution of Alcohol and/or Drugs									•	•		✓
S0291	Dress Code Violation	•	•	•	•	•							
D2012	Exposure						•	•	•	•			✓
S1004	Falsely Signing & Impersonating						•	•	•				
D1101	Fighting							•	•	•	•		
D2013	Harassment							•	•	•			
D0750	Hate Speech/Conduct							•	•	•			
S1005	Inappropriate Language & Gestures	•	•	•	•	•							
D2014	Inappropriate Touch - Employee Victim								•	•	•		
D2015	Inappropriate Touch - Student Victim							•	•	•	•		
S0302	Instigation					•	•	•	•	•			
S0051	Leaving School Grounds Without Permission		•			•							
S0071	Loitering	•	•	•	•	•							
S1006	Misuse of Technology								•	•	•		✓
D2016	Mutual Group Fight								•	•	•		
C0722	Other School Crime									•	•		
D2019	Physical Restraint	NO CODE CHECK BOX ONLY											
D0101	Possession and/or Production of Pornography								•	•	•		✓
C0723	Possession and/or Use of Alcohol and/or Drugs									•	•		✓
D2017	Possession and/or Use of Dangerous Instrument									•	•		✓
C0724	Possession and/or Use of Deadly Weapons										•		✓
C0725	Possession and/or Use of Explosive Devices										•		✓
C0726	Possession and/or Use of Firearms										•		✓

MATRIX OF STRATEGIES, INTERVENTIONS AND ADMINISTRATIVE RESPONSES

Age appropriate for Students in Grades **6-8**

 Mandatory Reporting to DOE

Behaviors		Level of Response										Incident Report	Report to Police
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10		
6-8		Class Interventions & SEL	Admin Referral and Conference	Age-Appropriate Rest & Recovery (Detention)	1/2 day ISS	1 day ISS	1 day oss	2 days oss	3 days oss	5 days/SA or AP Recommend	5 days OSS & Expulsion		
Code	Offense												
D1601	Possession and/or Use of Nonprescription and/or Prescription Medications										•		✓
D1401	Possession and/or Use of Tobacco or Electronic Smoking Devices				•	•	•	•					
C0727	Rape										•		✓
C0728	Robbery								•	•	•		✓
S0102	Safety Violation	•	•	•	•	•							
C0729	Sexual Assault									•	•		✓
S1007	Skippping/Leaving Class	•	•	•	•	•							
S1008	Tardiness to School & Class	•	•	•	•	•							
NA	Teen Dating Violence	NO CODE CHECK BOX ONLY											
D0601	Theft (\$1500 or more)							•	•	•			✓
S0111	Theft (Less than \$1500)			•	•	•	•						
C0102	Threat of Physical Attack w/ Weapon										•		✓
D2018	Threat of Physical Attack w/out Weapon								•	•	•		✓
C0730	Threatening Mass Violence										•		✓
S1009	Unauthorized Use of an Electronic Device	•	•	•	•	•							
S0131	Unsafe Item	•	•	•	•	•							

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MATRIX OF STRATEGIES, INTERVENTIONS AND ADMINISTRATIVE RESPONSES

Age appropriate for Students in Grades **9-12**

 Mandatory Reporting to DOE

		Level of Response										Incident Report	Report to Police
Behaviors		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10		
9-12		Class interventions & SEL	Admin Referral and Conference	Age-Appropriate Rest & Recovery (Detention)	1/2 day ISS	1 day ISS	1 day oss	2 days oss	3 days oss	5 days/ISA or AP Recommend	5 days OSS & Expulsion		
Code	Offense												
S1002	Academic Dishonesty	REFER TO ACADEMIC DISHONESTY PROTOCOL											
D0701	Alleged Bullying	NO CODE CHECK BOX ONLY											
C0720	Assault Causing Physical Injury *									•	•		✓
S0161	Attorney General Report										•		
S0107	Careless & Reckless Behavior	•	•	•	•	•							
S0108	Consensual Sexual Misconduct							•	•	•			
S1003	Defiance of School Authority *						•	•	•	•			
D0301	Destruction of Property					•	•	•	•				
S0091	Disruptive Behavior	•	•	•	•	•							
C0721	Distribution of Alcohol and/or Drugs									•	•		✓
S0291	Dress Code Violation	•	•	•	•	•							
D2012	Exposure							•	•	•			✓
S1004	Falsely Signing & Impersonating								•	•			
D1101	Fighting								•	•	•		
D2013	Harassment								•	•			
D0750	Hate Speech/Conduct								•	•			
S1005	Inappropriate Language & Gestures	•	•	•	•	•							
D2014	Inappropriate Touch - Employee Victim									•	•		
D2015	Inappropriate Touch - Student Victim								•	•	•		
S0302	Instigation						•	•	•	•			
S0051	Leaving School Grounds Without Permission		•			•							
S0071	Loitering	•	•	•	•	•							
S1006	Misuse of Technology									•	•		✓
D2016	Mutual Group Fight									•	•		
C0722	Other School Crime									•	•		
D2019	Physical Restraining	NO CODE CHECK BOX ONLY											
D0101	Possession and/or Production of Pornography									•	•		✓
C0723	Possession and/or Use of Alcohol and/or Drugs									•	•		✓
D2017	Possession and/or Use of Dangerous Instrument									•	•		✓
C0724	Possession and/or Use of Deadly Weapons										•		✓
C0725	Possession and/or Use of Explosive Devices										•		✓
C0726	Possession and/or Use of Firearms										•		✓

MATRIX OF STRATEGIES, INTERVENTIONS AND ADMINISTRATIVE RESPONSES

Age appropriate for Students in Grades **9-12**

 Mandatory Reporting to DOE

		Level of Response										Incident Report	Report to Police
Behaviors		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10		
9-12		Class interventions & SEL	Admin Referral and Conference	Age-Appropriate Rest & Recovery (Detention)	1/2 day ISS	1 day ISS	1 day oss	2 days oss	3 days oss	5 days/SA or AP Recommend	5 days OSS & Expulsion		
Code	Offense												
D1601	Possession and/or Use of Nonprescription and/or Prescription Medications										•		✓
D1401	Possession and/or Use of Tobacco or Electronic Smoking Devices					•	•	•	•				
C0727	Rape										•		✓
C0728	Robbery									•	•		✓
S0102	Safety Violation	•	•	•	•	•							
C0729	Sexual Assault									•	•		✓
S1007	Skipping/Leaving Class	•	•	•	•	•							
S1008	Tardiness to School & Class	•	•	•	•	•							
NA	Teen Dating Violence	NO CODE CHECK BOX ONLY											
D0601	Theft (\$1500 or more)							•	•	•			✓
S0111	Theft (Less than \$1500)				•	•	•						
C0102	Threat of Physical Attack w/ Weapon										•		✓
D2018	Threat of Physical Attack w/out Weapon									•	•		✓
C0730	Threatening Mass Violence										•		✓
S1009	Unauthorized Use of an Electronic Device	•	•	•	•	•							
S0131	Unsafe Item	•	•	•	•	•							

CODE OF CONDUCT

* Please contact Student Services or District Office to discuss progressive discipline

IN-SCHOOL ALTERNATIVE (ISA) ALTERNATIVE PLACEMENT (AP)

In-School Alternative (ISA)

Prior to assigning a student to the ISA Program, documentation needs to comply with the Student Manual for a 2nd step 7 offense, any step 8 or step 9 offense. Students with a 504/ IEP may require a Functional Behavior Assessment/Behavior Support Plan.

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

Upon successful completion of the ISA Program, they will be placed on a 25-day probation period in conjunction with the school, parent and student to assist in a successful transition. A nonsuccessful 25-day probation period may result in the student transitioning to an alternative placement program for a minimum of one marking period.

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

Alternative Placement (AP)

In the case of a student with a manifested disability, determination and length of placement for Alternative Placement will be determined by the students IEP Team.

Upon readmission to the comprehensive school, the student will be placed on a 25-day probation period in conjunction with the school, parent and student to assist in a successful transition. A nonsuccessful 25-day probation period will result in the student returning to an alternative placement program for a minimum of one marking period.

We will follow DE Code 616 regarding length of student's placement in an alternative school setting.

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

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

ACADEMIC DISHONESTY PROTOCOL

Definitions

PLAGIARISM

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

CHEATING

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

Academic Dishonesty (Grades K-5)

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

Academic Dishonesty (Grades 6-12)

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

Homework

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

Product

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

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

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

Academic Dishonesty for Advanced Placement (AP) Courses

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

BUS SAFETY VIOLATION MATRIX

Teach Tier 1 Behavioral expectations using the schoolwide behavior matrix on a regular basis

Bus Safety Violation (KN-5)		Warning		Bus Suspension**		
				1 Day	2 Day	3 Day
Minor / Level 1	Behavior which produces distractions or disturbances which interfere with the bus driver/bus aide, or disrespect the driver/aide. - Examples include, but are not limited to: - Failure to remain seated while the bus is in motion - Failure to keep extremities inside the school bus while the bus is parked - Getting off the bus at an unassigned stop	●	●	●		
Major / Level 2	Behavior which produces severe distractions or disturbances which cause serious or unsafe conditions and/or repeatedly interfere with the bus driver/aide and present a safety concern for all on board the bus. - Examples include, but are not limited to: - Moving around the bus while the bus is in motion - Throwing objects in, around, and/or outside the bus - Opening the emergency hatch or the front and/or back door of the bus - Standing in front of the white line while the bus is in motion - Sitting in the driver's seat - Failure to keep extremities inside the school bus while the bus is in motion		●	●	●	● *
Bus Safety Violation (6-12)		Warning		Bus Suspension**		
				1 Day	3 Day	5 Day
Minor / Level 1	Behavior which produces distractions or disturbances which interfere with the bus driver/bus aide, or disrespect the driver/aide. - Examples include, but are not limited to: - Failure to remain seated while the bus is in motion - Failure to keep extremities inside the school bus while the bus is parked - Getting off the bus at an unassigned stop	●	●	●	●	
Major / Level 2	Behavior which produces severe distractions or disturbances which cause serious or unsafe conditions and/or repeatedly interfere with the bus driver/aide and present a safety concern for all on board the bus. - Examples include, but are not limited to: - Moving around the bus while the bus is in motion - Throwing objects in, around, and/or outside the bus - Opening the emergency hatch or the front and/or back door of the bus - Standing in front of the white line while the bus is in motion - Sitting in the driver's seat - Failure to keep extremities inside the school bus while the bus is in motion		●	●	●	● *

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

Bus Suspension** = a suspension from the bus counts towards Out-of-School suspensions for students with an IEP or 504 Plan if they do not attend school.

DISCIPLINARY PROCESSES & PROCEDURES

Referrals

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

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

The Process for Referrals is as follows:

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

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

Use of Surveillance Equipment for Safety and Security

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

Combination of Offenses

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

Suspension from School

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

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

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

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

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

Modification of Student Manual Consequences

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

Any Student who hinders an investigation or any student, who aids, is involved with the planning, or helps another student in any way in an

act, which violates the Student Manual, may be subject to the same disciplinary action as the individual who committed the violation.

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

Discipline of Students with Disabilities

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

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

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

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

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

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

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

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

Out of School Conduct

The District is notified by the Attorney General's Office and/or law enforcement authorities whenever a student is arrested for committing a criminal offense, even if it has nothing to do with school or has occurred off school property. When the District receives these reports, they will be reviewed. The District will take action as outlined in the Student Manual. If it is determined that out-of-school conduct indicates that a student presents a threat to the

health, safety or welfare of students and/or staff, the District will not wait for adjudication of said criminal offense(s) to proceed with a disciplinary action (including alternative placement or expulsion). In addition, District discipline action is not dependent upon the outcome of the student's adjudication. Students need to realize that out-of-school behavior can result in expulsion from school or placement in an alternative program.

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

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

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

1.0 Programs Covered by the Complaint Process

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

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

7 DE Reg. 161 (08/01/03)

23 DE Reg. 557 (01/01/20)

2.0 Right to File a Complaint

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

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

2.3 The Delaware Department of Education shall investigate the complaint and issue a written report including findings of fact and a decision to the parties included in the complaint within sixty (60) working days of the receipt of the complaint. An extension of the time limit may be made by the Delaware Department of Education only if exceptional circumstances exist with respect to a particular complaint.

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

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

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

3.0 Complaint Made to the Local Education Agency

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

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

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

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

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

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

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

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

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

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

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

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

At the time of the printing of this document, the following regulations are accurate. For the most updated regulations, please see the online version of this Code of Conduct on the District's website.

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.

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).

Readmission from Expulsion

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

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

Upon readmission to the comprehensive school, the student will be placed on a 25-day probation period in conjunction with the school, parent and student to assist in a successful transition. A nonsuccessful 25-day probation period will result in the student returning to an alternative placement program for a minimum of one marking period.

Alternative Placements & Expulsions from Other Districts/States

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

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

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

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

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

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

Mandatory Reports to Police Per School Crime Reporting Law

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

Mandatory Reports to Police:

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

Reports to Department of Education:

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

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

and extortion against pupil, or an assault, offensive touching, terroristic threatening or extortion against a school employee.

- Evidence that suggests the commission of a felony, for example: reckless endangering, assault offenses, homicide; arson, criminal mischief, bombs; robbery, rape, extortion, fraud, forgery, weapons, etc.
- Evidence that suggest violations of the laws concerning controlled substances and alcohol.
- Evidence that suggests incest, sexual abuse or the neglect or other abuse of children.
- Evidence that suggests the use, possession, or sale of dangerous instruments or deadly weapons, (e.g. knives, firearms, ammunition, explosives or blasting caps)
- Evidence that suggests morals offense (e.g., pornography, exhibitionism, peeping, etc.)
- Evidence that suggests organized gambling
- Evidence of offenses involving school property (e.g. false fire alarms, telephone threats, computer crimes, vandalism and criminal mischief, trespass, burglary and theft, reckless driving and safety hazards.)
- Reports of suspicious persons or unauthorized persons on or near school grounds or property, or rumors, information or observations of gang rivalries or activities. (These activities need not be reported to the State Board of Education.)

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

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

Notification of Provisions Pertaining to School Crimes

Delaware Code Title 14 Del. C §4112

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

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

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

- Evidence that suggests to commission of the crimes of assault

APPEALS & GRIEVANCES

Definitions

- **Appeal:** A request to have a disciplinary decision reviewed by a higher authority. (Example: a request to have a discipline decision reviewed with the goal to have it overturned)
- **Grievance:** A formal complaint that a policy or procedure was not followed fairly or correctly. (Example: a request to have a procedure reviewed for possible discrimination with the goal to have the process improved)

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

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

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

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

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

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

Grievance Procedures

The following procedures govern a grievance:

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

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

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

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

Filing of Grievances

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

Ledonnis Hernandez
Title IX Coordinator
Supervisor, Human Resources
1899 S. College Avenue
Newark, DE 19702
(302) 552-2600

Gina Moody, Ed.D.
Title IX Coordinator &
Section 504 Coordinator
Director, Student Services
1899 S. College Avenue
Newark, DE 19702

Gabrielle Koury, Ed.D.
Section 504 Coordinator
Manager, Student Services
1899 S. College Avenue
Newark, DE 19702
(302) 552-2600



APPENDICES

APPENDIX I

Beliefs of the Board of Education

Last revised November 8, 2022

- All children can and all children must learn and achieve at high levels when they are entrusted to our educators. Anything short of striving to attain this is a breach of our professional and moral responsibility;
- We must aspire to a trajectory of high expectation to which we hold ourselves, all our employees, all our parents, and all our students;
- Safe and orderly learning environments are critical to support student achievement;
- Our teachers must demonstrate the ability and the desire to educate each child at a high level, but our school system has an obligation to quantify and specify the nature of work our teachers are to do. Without that clarity, we will fail.
- Everyone must be held accountable through regular and multiple uses of student performance data;
- We have a responsibility to enable children to develop positive and healthy behaviors and attitudes around issues of racial, socioeconomic, ethnic, religious, familial, gender, and other diversity;
- Equity and excellence in tandem are paramount. We also believe that equity without excellence is nothing more than tokenism and excellence without equity is nothing more than privilege;
- High performing students need to be challenged just as much as all other children;
- Every Christina School District employee and volunteer is an educator. Our educators have a huge capacity to change lives for the better – and our young people will rise to the expectations we place on them;
- Public education will not survive without public support and that our goal for the Christina School District to go from good to great will require commitment to hard work, focus, intensity, and investment;
- Parents/Guardians play an important and influential role in the educational success of a child. We must frequently invite and strongly encourage their valuable contributions;
- The Board of Education, Christina School District Educators, and Parents/Guardians must work as a team. When we all work together, we will better enable students to achieve more and at a faster pace.

APPENDIX II

Christina School District Educational Technology - Acceptable Use By Students

Last revised April 16, 2024

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

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

GOALS

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

ACCEPTABLE USE

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

UNACCEPTABLE USE

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

USER RESPONSIBILITIES AND ETIQUETTE

- The individual user (students/staff/community members) accepts the responsibility for keeping all unauthorized material, inappropriate files, or files dangerous to the integrity of the computer or network from entering the school's computers by any manner or means. Appropriate permission must be obtained from an authorized staff member before downloading any material from the internet or other electronic sources of information.

- When using district networks, the Internet, or other information service providers, users:
 - Are prohibited from revealing personal information such as home addresses or phone numbers
 - Must not disrupt the use of any network (i.e. downloading large files, sending mass e-mail messages)
 - Must assume that any communication and/or information accessible via any computer or network is not personal and private conversation and could possibly be accessed by other users.
 - Are not responsible for unsolicited communications.
- When using school technology resources, users must always use non-offensive and non-vulgar language. They must not swear or use vulgarities, other abusive language, or any offensive statements.
- Users will contact appropriate staff (teacher, administrator, administrator's designee or library staff member) if any computer and/or program does not work properly. They will not attempt to fix problems themselves unless trained and authorized to do so.

DUE PROCESS

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

CONSEQUENCES

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

SECURITY

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

DISCLAIMER

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

APPENDIX III

02.03 Christina School District Policy Statement on the Possession of Firearms

Last revised April 16, 2024

I. PURPOSE

To ensure the safety of all persons in and on District property.

II. ISSUE

School grounds shall be free from illegal firearms.

III. POLICY

- A. The Board directs the Superintendent to carry out & implement its policy on the prohibition of firearms as listed in the Student Manual.
- B. All students shall receive an updated Student Manual that contains the Board's policy on the prohibition of firearms at the beginning of each school year and whenever a student enters or re-enters the District during the school year. The Manual and Policy is to be shared with their parent/guardian/custodial adult.
- C. The Board's policy on prohibition of firearms shall apply to all students.

IV. REVIEW AND REPORTING

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

V. REFERENCES

Title 14, Chapter 27

APPENDIX IV

02.04 Christina School District Policy Statement on Drug and Alcohol

Last revised April 16, 2024

I. PURPOSE

To prohibit the use of drugs or alcohol by students.

II. ISSUE

School grounds shall be free from alcohol and illegal drugs.

III. POLICY

- A. The Board directs the Superintendent to carry out and implement its policy on drugs and alcohol as listed in the Student Manual.
- B. All students shall receive an updated Student Manual that contains the Board's policy on drugs and alcohol at the beginning of each school year and whenever a student enters or re-enters the District during the school year. The Manual and Policy is to be shared with their parent/guardian/custodial adult.
- C. The Board's policy on drugs and alcohol shall apply to all students. and at all of the following, regardless of whether a student is present:
 - In a school building
 - On school grounds
 - In a school-leased or owned vehicle
 - At any school affiliated function
1. The use or distribution of drugs and/or alcohol are additionally prohibited under each of the following circumstances:
 - a. In any private building or other property (including an automobile or other vehicle) while that building or property is being used for a school activity in which a student or staff is present.
 - b. By any non-educational groups while using school buildings or other educational assets.
 - c. By any individual or a volunteer who supervises students off school grounds during the period he or she is in the direct view of those students.
 - d. By school bus operators under contract with the district while they are performing services for the district.
 - e. By any district employee during normal working hours if:
 1. He or she is in direct view of students, and/or
 2. Those students are on school grounds

IV. REVIEW AND REPORTING

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

V. DEFINITIONS

None

VI. REFERENCES

APPENDIX V

02.11 Christina School District Policy Statement on Attendance

Last revised April 16, 2024

I. PURPOSE

To charge the District with clear attendance procedures.

II. ISSUE

Consistent student attendance is essential to facilitating the education process.

III. POLICY

The Christina School District Board of Education and State law require all students to attend school every day of the scheduled year and to be punctual for all assigned classes in order to benefit from the instructional program and to develop good habits through self-discipline and responsibility.

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

It shall be the responsibility of the teacher or designated staff member to record attendance in the approved Student information system (SIS) (for example:eSchool) . Excused and unexcused absences for any period of time shall be recorded consistent with existing practices and practices that may be announced.

When school-wide or individual student data indicates difficulties with school or class attendance, the school-based intervention team will meet to problem-solve around identifying and removing barriers as well as implementing supports to enhance school engagement.

District administration shall develop a process to provide outreach and support when families are not participating.

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

All K-12 schools will administer this policy through District procedures consistent with State Board of Education requirements.

Absences referred to in this policy include those for personal illness, professional appointments that could not be scheduled outside of the regular school day, personal or family problems, family vacations, class cuts, other unauthorized absences and suspensions. Experiences designed by the school such as driver education road lessons, musical sectional classes, and school-conducted field trip experiences shall be excluded from the charged absences from classes.

The Christina School District Attendance Policy is directed toward the student and parent and the development of their shared responsibility for good school attendance.

IV. REVIEW AND REPORTING

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

V. REFERENCES

Title 14, Chapter 27

APPENDIX VI

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

Last revised April 16, 2024

I. PURPOSE:

To establish a policy requiring that procedures are implemented by the District for proper acceptance or rejection of Choice applications and to set priorities for Choice acceptance.

II. ISSUE:

All procedures shall comply with 14 Del. C. Chapter 4.

III. POLICY

The Superintendent or designee shall ensure that the District maintains procedures for school choice in accordance with 14 Del. C. Chapter 4.

The Board directs the Superintendent to carry out and implement its policy on Establishing Procedures, Criteria and Priorities for Considering Choice Applications as listed in the Student Manual.

A. Eligible Participants

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

B. Application Procedures

1. Parents or legal guardians must submit a School Choice Application developed by the Delaware Department of Education, either in paper form to the Christina School District Education Options Office or an online form, beginning the first Monday in November at 8:00 a.m. through the second Wednesday in January, to be considered for enrollment in grades K-12. No altered applications will be accepted. Thereafter, any School Choice Applications received in the Education Options Office after the January choice State
2. The following documents are required and should be included with the School Choice Application:
 - a. A report card from the previous school year and, if available, the current school year
 - b. If the report card does not include discipline or attendance information, documentation from the current school providing discipline and attendance information must be provided.
3. The Kindergarten School Choice Application submission period begins the first Monday in November at 8:00 a.m. and remains open until the first day of school (of the applying school year). Kindergarten School Choice Applications for any child not turning 5 years old by August 31 of the choice year will not be considered. Although Kindergarten School Choice Applications may be submitted up until the first day of the applying school year, it is strongly recommended the parent or legal guardian apply for school choice by the January deadline in order to be considered before seating capacity of a choice school becomes full.
4. Paper Applications must be postmarked or received in person at the following address by 4:00 p.m. on the identified closing date:
 - a. Christina School District Administration Office
Education Options
1899 S. College Avenue
Newark, DE, 19702
 - b. On-line applications must be received by 11:59 p.m. on the identified closing date. Applications may also be submitted to the Delaware Department of Education. **No applications are to be submitted directly to schools.**
5. Any child not currently enrolled in or pre-registered in a State of Delaware public school must pre-register in their school of residence before submitting a School Choice Application. All personal data on the student's School Choice Application must match the personal data listed in their school's database if a student is currently enrolled in a State of Delaware public school.
 - a. Personal data includes student name, address, date of birth, and parent/guardian name.
 - b. If a student's personal data does not match, the School Choice Application will not be marked complete for processing and will not be considered for acceptance.
 - c. It is the parent's or legal guardian's responsibility to correct any personal data discrepancies by either correcting the student's School Choice Application or by contacting the student's current school or pre-registered school.
 - d. It is not the District's responsibility for missed communications due to inaccurate or out of date contact information, including email addresses.
6. A separate School Choice Application must be submitted for each student.
7. A School Choice Application must be submitted for the sibling of a student already enrolled in a district school. A sibling is not granted automatic approval to attend a choice school.
8. The approval of a School Choice Application for a school or program does not entitle the student to move to the school that houses the next grade configuration (i.e. K-5; 1-8, 6-8; 9-12). A timely School Choice Application must be submitted in order for a student to be considered for enrollment in the Choice school that house the next grade configuration.

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

C. Guidelines for Consideration of Applications

1. Choice Program applications will be considered in the following order for applicants who have satisfactory attendance, academic and behavior records from the previous year:
 - a. Returning students who continue to meet the program's or school's Academic Requirements, Attendance Requirements, and also comply with the Discipline Requirements set forth in the District's Student Manual.
 - b. District students who meet the requirements for the program or school and whose parent(s)/guardian(s) reside within the school's feeder pattern.
 - c. Siblings of students already enrolled in the school who will be returning to the school for the following academic year, provided such siblings meet the requirements for the program or school.
 - d. In-district students will be assigned to a school based on their preference order if space exists.
 - e. If space does not exist for In-district students at the preferred school then they will be selected by a random number generator within the School Choice portal and assigned accordingly.
 - f. If there are slots available after the above step, the following will occur: Out-of-district students will be assigned to a school based on their preference order. They will be selected by a random number generator within the School Choice portal.
2. The district may disapprove an application because of lack of capacity in a particular program or school. For purposes of this section, "capacity" means the maximum number of students that a program or school can contain as determined solely by considerations of physical space, physical resources, and class size for each grade level. For the purposes of this section, "lack of capacity" means that the school or program calculates projected enrollment for the following academic year to be at least 85% of its capacity.
3. Lottery - within each category if there are more students for the school than there are seats available, the computer lottery process will be used for selection. All remaining students will be placed on a ranked wait list based on category and random number within that category.
4. No consideration will be given to late submissions or mail inadequacies that delay postmark or receipt of application. After identified deadlines, School Choice Applications meeting good cause provisions of the law may be submitted. Good Cause School Choice Applications shall be considered for one of the following reasons:
 - a. change in the location of family residence;
 - b. change in the student's parent's marital status;
 - c. change in legal guardianship;
 - d. placement in foster care;
 - e. adoption;
 - f. participation in a foreign exchange program;
 - g. A reported, recorded, and substantiated instance of "bullying" against a student as defined in 14 Del. C Section 4161 of the Title;
 - h. student's participation in a substance abuse or mental health treatment program; or
- D. A set of circumstances consistent with the definition of "Good Cause" set forth in 14 Del. C. Section 402 (2). The Superintendent or designee is granted the authority to allow a student, whose parent/guardian submits a "Good Cause" School choice application after the State Choice deadline (for the applying school year); to be notified of the choice decision prior to action by the Board.

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

E. Special Permission

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

F. Duration of School Choice Enrollment

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

G. Termination of Choice School Enrollment

1. The student's right to remain enrolled may be terminated prior to graduation from or completion of the program where such termination is based upon the student's:
 - a. Enrollment in a Choice School may be terminated at the end of the school year if a student fails to comply with the District's attendance requirements. Failure to comply with attendance requirements means that the student has 10 or more unexcused absences and/or a combination of 20 or more excused/unexcused absences, tardies, early dismissals, and or late pick-ups;
 - b. Multiple violations of, or one or more serious violations of, the District's Student Manual, meaning the student has at least 3 out-of-school suspensions; a combination of at least 5 in-school or out-of-school suspensions; and/or the student's conduct results in expulsion, placement in an alternative education program, or other action subject to the discretion of administration for serious violation(s) of the District's Student Manual;
 - c. A student graduates from the school or completes the program;
 - d. The student's parent(s)/guardian(s) cease to be residents of the student's original district of residence;
 - e. At the conclusion of any academic year, during such two-year period, the student ceases to meet the academic requirements for such school or program. Meeting the academic requirement is defined as meeting the District or State's standards for promotion to the next grade level or completion of the necessary credits to be on track for graduation;
 - f. A Parent may apply for end-of-school-year School Choice Termination by submitting a School Choice Termination Request Form;
 - g. Enrollment in a choice school may be terminated when the mutual Boards of the resident and Christina School District, and the student's parents agree, for any reason or as permitted by law;
 - h. The student's parents or guardians wish to terminate the agreement due to a reported, recorded and substantiated instance of "bullying" against their child as defined in 14 Del. C. § 4161;
2. A withdrawal of choice permission involving an out-of-district student will require the agreement of both the Christina Board and the Board of the resident district.
3. Due to the unique educational and developmental needs of primary aged children, on a case by case basis, districts may grant exceptions to allow students in grades Kindergarten through Grade 3 to remain in school choice even if they fail to meet the required educational standards.

H. Transportation

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

I. Interscholastic Sports

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

J. REVIEW AND REPORTING

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

K. REFERENCES

14 Del. C. Chapter 4.

APPENDIX VII

02.21 Policy Statement on Student Records & Information

Last revised May 7, 2024

I. PURPOSE:

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

II. ISSUE

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

III. DEFINITIONS

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

- I. "Financial Aid" – A payment of funds provided to an individual (or a payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at an educational agency or institution.
- J. "Organizations" – Includes, but is not limited to Federal, State, and local agencies and independent contractors or organizations.
- K. "Parents" – A parent, parents, legal guardian or relative caregiver or an individual acting as a parent of a student in the absence of a parent or guardian by written consent of a parent or legal guardian, unless there is a court order to the contrary.
- L. "Party" – An individual, agency, institution or organization.
- M. "Personally Identifiable" – The data or information includes the name of the child, the child's parent or other family member, the address of the child, a child identifier, such as the child's social security number or student number, or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.
- N. "Records" – Any information or data recorded in any medium including, but not limited to: handwriting, print, tapes, film, microfilm and microfiche.
- O. "Statutorily authorized governmental or educational agencies" - agencies permitted by law.
- P. "Student" – Any individual, not an adult employee of the District, for whom the District maintains educational records.
- Q. "Student with Disability" – A person in the chronological age group ranging from infancy, 3 or 4 (depending upon the disability) through 20 years, inclusive, who because of mental, physical, emotional or learning disability problems as defined by the Department of Education, requires special educational services in order to develop [their] capabilities.
- R. "Substitute" – An individual who performs, on a temporary basis, the duties of the Staff member. This definition does not refer to an individual who permanently succeeds a particular staff member.

IV. POLICY

A. RECORDS TO BE MAINTAINED

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

B. PARENTS' AND ELIGIBLE STUDENTS' RIGHTS

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

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

C. DISCLOSURE OF EDUCATIONAL RECORDS

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

D. RECORDS OF REQUESTS AND DISCLOSURES:

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

E. SCHOOL OFFICIALS AND LEGITIMATE EDUCATIONAL INTERESTS:

A member of District Staff has a legitimate educational interest in having access to confidential information from the education records of a student disclosed to him/her under the following conditions:

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

F. COPYING EDUCATION RECORDS

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

G. WAIVER

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

H. ANNUAL NOTIFICATION OF RIGHTS

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

V. REVIEW AND REPORTING:

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

VI. REFERENCES:

- A. 1. 20 USC ss 1232g
- B. 2. 34 CFR part 99
- C. 3. 14 DEL C. ss 4111
- D. 4. 14 DE Admin Code 251, 252

APPENDIX VIII

02.25 Policy Statement on Prevention of School Bullying

Last revised June 4, 2024

I. PURPOSE

To establish a policy and uniform approach to prevent bullying.

II. ISSUE

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

III. POLICY

A. Prohibition of Bullying Which Includes Cyberbullying

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

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

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

B. Definition of Bullying & Cyberbullying

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

3. Exclusion: isolating an individual from his or her peer group.
4. Impersonation: using someone else's screen name and pretending to be them.
5. Outing or Trickery: forwarding information or pictures meant to be private.
- e. Sexual Bullying: Unwanted touch of a sexual nature, unwanted talking about private parts, unwanted comments about target's sexuality or sexual activities.

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

C. School-wide Bully Prevention Program

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

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

D. Coordinating Committee

Each school shall establish a site-based committee that is responsible for coordinating the school's bully prevention program. A major-

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

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

E. Reporting Requirements

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

1. Initial Concerns
 - a. Staff members are encouraged to watch for early signs of bullying and stop them before they worsen.
 - b. Even though there has been no report of bullying to a staff member, each staff member is encouraged to be vigilant and look for students who appear to be isolated from other students, about whom inappropriate comments are made by other students, or who show signs of peer victimization.
 - c. To confirm their concerns the staff member may choose to take the following steps:
 1. Intensify observations of student in question
 2. Confer with colleagues about that student
 3. Consult the school's bullying database
 4. Take an informal survey of students about class climate
 5. Engage in short personal interviews with some students
 6. Conduct a brief sociometric survey
 7. Contact the parent to see how student likes school
 8. Speak privately with the victim
2. Written Report
 - a. If measures confirm the staff member's concerns that a student is being bullied, if a staff member receives a report of a bullying matter, or if a staff member observes a bullying incident, they must inform the principal or designated person immediately and in writing within 24 hours. The written report shall be reasonably specific as to actions giving rise to the suspicion of bullying and shall include:
 1. Persons involved, designating bully, target, and bystanders roles.
 2. Time and place of the conduct and alleged, number of incidents.
 3. Potential student or staff witnesses.
 4. Any actions taken.
 - b. Short, easy to use forms can be obtained from the school administration or District office.
 - c. The procedures for a student and parent, guardian or relative caregiver pursuant to 14 Del. C. § 202(f) or legal guardian to provide information on bullying activity include:
 1. Anyone may report bullying. A report may be made to any staff member.
 2. Reports should be made in writing.

3. Complaint forms can be obtained from the school administration, school office or district web site.
4. An electronic system has been established on the district website whereby a person can email anonymous complaints of bullying.

F. Investigative Procedures

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

G. Non-Classroom Supervision

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

1. The Coordinating Committee will review and refine the supervisory system specifically to make bullying less likely to happen using the following techniques:
 - a. Determine the "hot spots" for bullying in the building and why those hot spots exist.
 - b. Consider ways of either keeping certain groups apart during transition or building positive collaborations between older and younger students.
 - c. Consider adult density in hot spots, if necessary.
 - d. Consider the attitude and behaviors of supervising adults in hot spots and determine a way to increase their competence in recognizing and intervening in bullying situations.
 - e. Determine and disseminate a consistent graduated method by which all staff will recognize and respond to bullying.
 - f. Develop and provide a method for communication of staff so that staff who observe bullying can intervene and notify other staff involved in supervising the same students during the day.
 - g. Develop a consistent and user-friendly school-wide method of logging bullying incidents or observations about students at risk for bullying or being bullied.
 - h. Develop or review the policy for hallway supervision before and after school and during the time when students are moving between classes.

H. Consequences for Bullying

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

I. Training

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

J. Reporting Procedures

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

K. Notification of Parents, Guardian or Relative Caregiver

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

L. Retaliation

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

M. Anonymous Reports

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

N. Procedure to Communicate with Medical and Mental Health Professionals

1. The following procedures for communication between school staff members and medical professionals who are involved in treating students for bullying issues must be followed:
 - a. Pediatricians/Primary Care Physicians and Mental Health Professionals are important links in the overall wellness of the whole child. The ability to communicate appropriately to identify the optimal health care needs of the child is necessary when issues at school impact the physical and emotional health of the child. This is especially true in bullying due to the social nature of the problem. Release of information forms must be signed by the parent, guardian or relative caregiver pursuant to 14 Del. C. § 202(f) or legal guardian in order for the primary care physician or mental health professional to communicate with school personnel regarding any treatment of a child. Releases should be signed both at school and at the physician or mental health professional's office before communication may take place according to HIPAA and FERPA guidelines.
 - b. If a parent refuses to sign a release form at school the school will review this policy with them, explaining the reasons the release would be advantageous to their child.
 - c. After confirmation that a child has been involved in a bullying incident, if the principal or designated person recommends a mental health evaluation be completed, the school may:
 1. Require that return to school will be contingent upon the clinical evaluation providing recommendations and treatment plan

if identified as appropriate.

2. Require that student remain in in-school suspension and that return to regular class schedule will be contingent upon the clinical evaluation providing recommendations and treatment plan if identified as appropriate.
3. Summary of this evaluation shall be shared at a meeting with student, parent/guardian and school principal or designated person prior to return to school or the general population.

- d. Emergency evaluations can be obtained through Christiana Care Health Services Emergency Center at Christiana or Wilmington Hospital (302)-733-1000, the Rockford Center (866)-847-4357. Crisis services are also available through Prevention and Behavioral Health Services, State of Delaware 24 hour hot line (302)-633-5128. Non-emergent services can be obtained through Children and Families First (800)-734-2388, Catholic Charities (302)-655-9624, and Delaware Guidance (302)-652-3948 in New Castle County or by contacting a medical insurance company for recommended providers in the area.

O. Implementation

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

P. Accountability

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

Q. Awards

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

R. Immunity

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's bullying prevention policy, but there shall be no such immunity if the act of reporting constituted gross negligence and/or reckless, willful, or intentional conduct.

S. Other Defenses

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

T. 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.

U. School Ombudsperson Information

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

V. Informing Students of Electronic Mediums

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

W. Policy Notification

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

X. Rules and Regulations

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

IV. SCHOOL OMBUDSPERSON INFORMATION

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

V. REVIEW AND REPORTING

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

VI. REFERENCES

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

APPENDIX IX

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

Last revised June 4, 2024

I. PURPOSE:

The Christina School District Board of Education (the "Board") adopts the following policy in order to assure the Christina School District's (the "District") compliance with the Domestic Violence Coordinating Council and Delaware Code, Title 14, Chapter 41, § 4166.

II. ISSUE

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

III. POLICY

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

A. Definitions

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

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

B. Prohibition of Teen Dating Violence and Sexual Assault

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

C. Consequences for Offenses

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

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

1. Procedure Regarding Initial Response
 - a. If a student informs a District employee of Teen Dating Violence or Sexual Assault while actively in progress, the employee will respond quickly and firmly to intervene, if safety permits. The District employee will immediately call 911 to summon law enforcement, and provide the victim with a safe location separated from the alleged perpetrator until police arrive.
 - b. The District will investigate all allegations of Teen Dating Violence and/or Sexual Assault in as prompt and confidential a manner as possible and will take appropriate corrective action when warranted.
2. Procedure for Reporting Incidents of Teen Dating Violence and Sexual Assault When a Report is Required
 - a. A District employee who has reliable information that would lead a reasonable person to believe that Teen Dating Violence or Sexual Assault has occurred or is occurring, shall immediately report it to the Principal. The report shall be followed by a written report to the Principal within 24 hours.
 - b. The Principal shall immediately make reasonable efforts to notify the parents of any juvenile victim and shall immediately report the incident to the appropriate police agency and DFS. The report shall be made by telephone or in person immediately and shall be followed by a written report within three business days.
 - c. If the police agency determines that probable cause exists to believe that a crime has been committed, or if the Principal later learns that a suspect has been arrested for the offense, the Principal must file a written report of the incident to the Department of Education within five days.
 - d. Every reasonable effort shall be made to maintain the confidentiality of the victim.
3. Procedure for the Documentation of Incidents
 - a. The written report from the District employee to the Principal shall be reasonably specific as to actions giving rise to the suspicion of Teen Dating Violence and/or Sexual Assault and shall include:
 1. Persons involved, designating perpetrator and victim
 2. Time and place of the conduct and alleged, number of incidents
 3. Potential student or staff witnesses; and
 4. Any actions taken.
 - b. Records of teen dating and sexual violence shall be maintained in a file separate from the students' academic records, to prevent inadvertent disclosure.
4. Procedure for Working with Victims

Confidentiality of complainants and victims shall be maintained to the extent possible. Student victims may have a parent or trusted adult with them, if requested, during any investigatory activities. The school counselor and school nurse shall be made available to the student, if requested. Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without fear or intimidation, including positive behavior support interventions; assist the victim with safety planning for the school day and for after-school activities (i.e., class scheduling and transportation considerations).
5. Procedure for Working with Perpetrators

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

E. Training

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

F. Immunity

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

G. Relationship to School Crime Reporting Law

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

H. Policy Notification

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

I. Rules and Regulations

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

IV. REVIEW AND REPORTING

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

V. REFERENCES

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

APPENDIX X

02.29 Policy Statement on Suicide Prevention

Last revised June 4, 2024

I. PURPOSE

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

II. ISSUE

The District recognizes that youth suicide is a serious problem.

III. POLICY

- A. All District employees shall receive combined training each year totaling 90 minutes on suicide prevention. The training materials shall be evidence-based and developed and /or approved by the Department of Health and Social Services, the Department of Services for Children, Youth and their Families and the Department of Education. Any in-service training required by this section shall be provided within the contracted school year as provided in § 1305(e) of Title 14.
- B. The District hereby adopts a suicide prevention program.
- C. Each school shall establish a committee responsible for coordinating the suicide prevention program within that school.
- D. The following procedure is established for addressing student suicide issues.

Protocol for Responding to Reports of Possible Suicide Risks

1. Procedure Regarding Response

- a. If a staff member learns or observes that a student has threatened suicide, attempted suicide, expressed suicidal ideations, or demonstrated signs of being a suicide risk, the staff member receiving the report will respond immediately. They will accompany the student, within their line of sight, to an appropriate office where the student shall remain under the supervision of a school-based mental health provider. The above shall apply regardless of the severity or sincerity of the threat.
- b. Until such time as a trained mental health counselor or physician determines the student does not present a threat, or the building administration determines that the report of a potentially suicidal student was unfounded, the student is not to be alone in the school.
- c. Unless a trained mental health counselor or physician determines the student does not present a threat or the building administration determines that the report of a potentially suicidal student was unfounded, the student is not to be released from the line of sight of the principal (or designee), unless:
 - 1. The student is released into the care of law enforcement;
 - 2. The student is released into the care of a parent or guardian;
 - 3. The student is released into the care of an outside mental health agency; or
 - 4. The student is released into the care of the Delaware Division of Services for Children, Youth and their Families.
- d. If the building administration determines that the report of a potentially suicidal student was unfounded, the building administration shall contact the parent or guardian of the student within 24 hours and inform the parent or guardian of the report. Contact to the parent/guardian shall be documented and retained.

2. Procedure for Documenting Responses

- a. Any District employee who, before the student is released in accordance with section (D)(1)(a)(iii) of this procedure, has reliable information that would lead a reasonable person to believe that a student has threatened suicide, attempted suicide, expressed suicidal ideations, or demonstrated signs of being a suicide risk shall prepare a report. The report shall be forwarded via email to the Office of Student Services within one business day.
- b. The transmittal email shall be kept, documenting the incident, for three years.
- c. The written report from the District employee shall be reasonably specific as to actions giving rise to the report, and include
 - 1. Persons involved, identifying all reporters, responders, the individual(s) into whose care the student was released, and the name of the student;
 - 2. Time and place of the conduct and alleged, number of incidents;
 - 3. Potential and actual student or staff witnesses;
 - 4. All actions taken; and
 - 5. All reports made.

3. Retaliation Prohibited

Retaliation is prohibited against an employee, school volunteer or student for reporting the warning signs of suicide.

4. Anonymity of Process

Reports (as to self or other student/s) may be made anonymously or confidentially by students, if the reporting student so requests. Anonymous or confidential reports shall be acted upon in accordance with section (D)(1)(a) of this procedure.

5. Communications with Medical Professionals

School staff members shall make efforts to secure necessary consent in order to communicate with medical professionals who are involved in treating students for suicide issues.

6. Notice

This policy shall appear in the student and staff handbook and on the website of the District.

IV. REVIEW AND REPORTING

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

V. REFERENCES

Bill Detail - Delaware General Assembly - Suicide Prevention Training

Debunking Myths Around Mental Health First Aid- <https://www.mentalhealthfirstaid.org/2024/04/debunking-myths-mental-health-first-aid/>

The Power of Psychological First Aid - <https://www.hopkinsmedicine.org/news/articles/2018/04/the-power-of-psychological-first-aid>

14 Del. C. § 4165

APPENDIX XI

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

Last revised September 11, 2024

This policy is to govern incidents that occur prior to August 1, 2024

I. PURPOSE:

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

II. ISSUE

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

III. POLICY

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

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

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

A school employee conferring an educational benefit or service upon a person's participation in unwelcome sexual conduct (often called "quid pro quo" harassment);

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or

Sexual assault, dating violence, domestic violence, or stalking.

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

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

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

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

The names of the current District's Title IX Coordinators are located in the Christina School District Student Manual:

Title IX Coordinators
Christina School District
1899 S. College Avenue
Newark, DE 19702
302-552-2600

The Office of Civil Rights is located:

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

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

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

- The availability of supportive measures to restore access to the school's education program or activity with or without the filing of a formal complaint;

- The right to file a complaint to initiate an investigation into the sexual harassment allegations; and
- The process for filing a formal complaint.

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

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

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

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

FORMAL COMPLAINT OF SEXUAL HARASSMENT

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

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

Formal complaints may be filed with the Title IX Coordinators (current names are in the Christina School District's Student Manual) in person, by mail, by telephone, or by email

Christina School District
Administration Office
1899 S. College Avenue
Newark, DE 19702
302-552-2600

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

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

GRIEVANCE PROCESS:

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

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

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

DECISION-MAKER AND DETERMINATION OF RESPONSIBILITY:

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

access; and

8. A statement of the District's procedures that the parties have a right to appeal the initial determination regarding responsibility, and the permissible bases for appeal.
- If a respondent is found responsible for sexual harassment, the District will effectively implement remedies for a complainant designed to preserve or restore equal access to the school's education program or activity.
 - A complainant's remedies can be disciplinary against the respondent and can range from a disciplinary referral to a recommendation for expulsion depending on the circumstances. Supportive measures such as the following may also be implemented:
 - Counseling;
 - Extensions of deadlines or other course-related adjustments;
 - Modifications or work or class schedules;
 - Campus escort services;
 - Leave of absence;
 - Increased security or monitoring of certain parts of campus; and/or
 - Mutual restrictions on contact between individuals (if there is a determination of sexual harassment, a no-contact restriction may be implemented).

DISMISSAL OF COMPLAINTS:

- **Mandatory Dismissals**
 - The District must dismiss a complaint that:
 - Does not describe conduct that meets the definition of sexual harassment;
 - Alleges sexual harassment that did not occur in the District's education program or activity; and/or
 - Alleges sexual harassment that did not occur in the United States at all.
 - These complaints may be addressed under the code of conduct depending on the circumstances.
- **Discretionary Dismissals:**
 - The District may dismiss a complaint if:
 - If the complainant notifies the Title IX coordinator in writing that the complainant wishes to withdraw the formal complaint or some of its allegations;
 - If the respondent is not enrolled in, or employed by, the District; or
 - If specific circumstances prevent the school from gathering evidence sufficient to reach a determination about the allegations.
 - In the event of a dismissal of a formal complaint, the District will promptly send written notice of the dismissal and the reasons to both parties. Either party has the option to appeal the decision.

Individuals involved in the process will be trained in accordance with Title IX regulations, and the materials used to train Title IX personnel are available on the District's website.

APPEAL OF THE DETERMINATION OF RESPONSIBILITY:

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

The following are permissible grounds for an appeal:

1. A procedural irregularity affected the outcome of the matter;
2. New evidence has been discovered that was not reasonably available at the time of the determination on responsibility or dismissal; and/or Title IX of the Education Amendments of 1972 Christina School District Policy #: 02.32 | R06062023 6 Section 2000: Students
3. A conflict of interest on the part of the Title IX Coordinator, an investigator who compiled evidence, or a decision-maker, and the conflict of interest affected the outcome.
 - If a party files an appeal, the District will notify the parties in writing, and will implement appeal procedures equally.
 - Both parties will have the opportunity to submit a written statement supporting or challenging the outcome.
 - After considering the parties' written statements, the Superintendent (or designee) will issue a written decision no later than 15 calendar days from the parties' written submission and send it to the parties simultaneously.
 - The Superintendent's (or designee's) determination regarding whether the respondent is responsible for the sexual harassment allegations becomes final after appeal.

INFORMAL RESOLUTION PROCESS

- In appropriate cases, the District may explore the facilitation of a voluntary, informal resolution of the formal complaint. This is not an option in any case where the respondent is a District employee.
- The District will only attempt informal resolution if each party enters the process completely voluntarily. No party will ever be forced or coerced into engaging in an informal resolution.
- The District will obtain the parties' voluntary, written consent before using any type of informal resolution process, such as mediation

or restorative justice.

- The District will provide a facilitator who is free from conflicts of interest or bias, and who has received special training.
- Even in situations where the parties engage in voluntary informal resolution, the District will provide the complainant and respondent with notice of the allegations, notice of their rights, information about whether an informal process is confidential, and assurance that any party may withdraw from the informal resolution process at any time before an agreement is reached.

RECORD KEEPING

The District will maintain the following records for 7 years:

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

PROHIBITION OF RETALIATION

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

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

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

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

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

Office for Civil Rights, Philadelphia U.S. Department of Education
The Wanamaker Building
100 Penn Square East, Suite 515
Philadelphia, PA 19107
Tel: (215) 656-8541
Fax: (215) 656-8605
E-mail: OCR.Philadelphia@ed.gov
OCR Electronic Complaint Form: <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

IV. REVIEW AND REPORTING

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

V. REFERENCES

[US Dept of Education - Office of Civil Rights](#)

APPENDIX XII

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

Adopted on April 16, 2024

I. PURPOSE:

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

II. DEFINITION:

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

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

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

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

III. SERVICES TO CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS

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

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

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

IV. SCHOOL STABILITY

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

- continue the student's education in the school of origin for the duration of homelessness when a family experiences homelessness between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or

- enroll the student in any public school that students not experiencing homelessness who live in the attendance area in which the child or youth, or the family of the child or youth, is actually living are eligible to attend.

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

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

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

V. REMOVE BARRIERS

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

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

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

Unaccompanied high school youth experiencing homelessness will receive counseling to prepare and improve their readiness for postsecondary education.

VI. TRANSPORTATION

The District shall promptly provide students experiencing homelessness with transportation services that are comparable to those available to student's not experiencing homelessness. At the request of the parent or guardian, or the District Homeless Education Liaison in the case of an unaccompanied youth, the District shall provide, or arrange for, transportation to and from the student's school of origin.

When the student obtains permanent housing, transportation shall be provided to and from the school of origin until the end of the school year unless the school placement changes in conformity with this policy.

VII. DISPUTE RESOLUTION

When considering placement in a school other than the child's or youth's school of origin, the District will consider student-centered factors to determine a placement that is in the student's best interest.

When the District determines that a placement other than the school of origin is in the best interest, the District will provide the parent, guardian or unaccompanied youth experiencing homelessness with a written explanation in a manner and form understandable to the parent, guardian, or unaccompanied youth; and information on the right to appeal the placement determination.

During a school selection dispute, the child or youth either will remain enrolled in the student's school of origin or shall be immediately enrolled in the eligible school in which enrollment is sought, pending the final resolution of the dispute, including all available appeals.

The parent or guardian of the child or youth or, in the case of an unaccompanied youth, the youth, shall be provided with a written explanation of any decision related to school selection or enrollment made by the school or the DISTRICT, including the rights of the parent, guard-

ian, or unaccompanied youth to appeal such decisions.

VIII. CHILDREN EXPERIENCING HOMELESSNESS IN PRESCHOOL

Preschool-aged children experiencing homelessness and their families shall be provided equal access to the educational services for which they are eligible, including federally funded preschool programs, including Head Start programs, administered by the District. Additionally, the child experiencing homelessness must remain in the public preschool of origin, unless a determination is made that it is not in the child's best interest. When making such a decision on the student's best interest, the District takes into account the same factors as it does for any student, regardless of age. It also considers pre-school age-specific factors, such as 1) the child's attachment to preschool teachers and staff; 2) the impact of school climate on the child, including school safety; the quality and availability of services to meet the child's needs, including health, developmental, and social-emotional needs; and 3) travel time to and from school.

The District must also provide transportation services to the school of origin for a child experiencing homelessness attending a federally funded preschool. It is the District's responsibility to provide the child with transportation to the school of origin even if the preschooler experiencing homelessness who is enrolled in a public preschool in the District moves to another District that does not provide widely available or universal preschool.

IX. PUBLIC NOTICE

In addition to notifying the parent or guardian of the student experiencing homelessness or the unaccompanied youth of the applicable rights described above, the District shall post public notice of educational rights of children and youth experiencing homelessness in each school and in a manner and form understandable to parents, guardians, and unaccompanied youths. In addition, the DISTRICT shall post public notice of the McKinney-Vento rights in places that populations experiencing homelessness frequent, such as shelters, soup kitchens, and libraries in a manner and form understandable to the parents, guardians, and unaccompanied youths.

X. RECORDS

The local District Homeless Education Liaison will assist the students experiencing homelessness and their parent(s) or guardian(s) or unaccompanied students experiencing homelessness in their efforts to provide documentation to meet State and local requirements for entry into school.

All records for students experiencing homelessness shall be maintained, subject to the protections of the Family Educational Rights and Privacy Act (FERPA), and in such a manner so that they are available in a timely fashion and can be transferred promptly to the appropriate parties, as required. Pursuant to the McKinney-Vento Act, information regarding the living situation of a student experiencing homelessness is not considered directory information and must be provided the same protections as other non-directory personally identifiable information (PII) contained in student education records under FERPA. The DISTRICT shall incorporate practices to protect student privacy as described in accordance with the provisions of the Violence Against Women Act (VAWA) and the Family Violence Prevention and Services Act (FVPSA).

No Board policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of children experiencing homelessness.

XI. REVIEW AND REPORTING:

Superintendent or designee shall review the District Choice Procedures as needed.

XII. REFERENCES:

McKinney-Vento Homeless Assistance Act- (Title IX, Part A of ESSE).

<https://uscode.house.gov/view.xhtml?path=/prelim@title42/chapter119/subchapter6/partB&edition=prelim>

APPENDIX XIII

02.39 Policy Statement on Student Use of Personal Electronic Devices

Adopted May 13, 2026

PURPOSE

To establish clear guidelines for the possession and use of personal electronic devices (PEDs) by students within the Christina School District (CSD). This policy aims to minimize distractions and disruptions to the educational process, ensure a safe, orderly, and focused learning environment, promote responsible technology use and digital citizenship, and maintain a respectful school climate. It is developed in response to Delaware Senate Bill 106, which mandates policies to limit student cell phone use during instructional time.

ISSUE

The ubiquitous nature of personal electronic devices presents challenges within K-12 educational settings. Unmanaged use of PEDs during school hours can hinder student learning, negatively impact the school environment, facilitate cyberbullying and academic dishonesty, and impede effective instruction. While PEDs are part of modern life and valued for communication, their presence requires clear rules to maintain focus on teaching and learning. CSD's investment in a 1:1 Technology Initiative provides students with district-owned devices for educational purposes, reducing the instructional need for personal devices. This policy seeks to balance the benefits and drawbacks by setting clear expectations for PED use. Students are expected to use cell phones and other personal electronic devices responsibly and in a manner that does not disrupt instruction, compromise safety, or interfere with the orderly operation of the school.

POLICY

I. Definitions

- **Cell Phone:** A portable electronic device used for communication through voice calls, text messages, or internet access. (Delaware Senate Bill 106 (SB 106), 152nd General Assembly.)
- **Personal Electronic Device (PED):** Includes, but is not limited to, cell phones, smartphones, smartwatches, smart glasses, tablets (not issued by the school), non-school laptops, portable music/media players, handheld gaming devices, cameras, and any privately owned electronic device capable of communication, internet access, data storage, computing, recording, or connecting external hardware (like non-school headphones/earbuds). District-issued devices under the 1:1 initiative are governed primarily by the Technology Initiative Agreement and Acceptable Use Policy (AUP).
- **Instructional Time:** Any time during the school day when students are scheduled for learning activities under school personnel supervision, including classes, labs, libraries, assemblies, designated field trip components, guidance sessions, and testing; educator-led time dedicated to teaching and learning.
- **Non-Instructional Time:** Any time during the school day when students are not actively engaged in educator-led teaching or learning activities, including but not limited to transitions between classes, passing periods, lunch, recess, arrival and dismissal, and other unstructured or supervisory periods. During non-instructional time, students remain under school supervision but are not participating in direct academic instruction.
- **School Day:** The period from a student's required arrival (at school or bus stop) until the official dismissal time.
- **School Property:** Any property owned, leased, or used by CSD, including buildings, grounds, buses, and locations of school-sponsored events.
- **Confiscation:** Temporary possession of a student's PED by staff due to a policy violation. Does not automatically permit searching device content.
- **Reasonable Suspicion:** The legal standard (per New Jersey v. T.L.O.) required for a school official to search the content of a student's PED, based on specific, objective facts suggesting the search will find evidence of a violation of law or a significant school rule.
- **Unauthorized use of an electronic device:** Means students who engage in non-educational activities in the school environment, including capturing, distributing, displaying, sharing, or posting of inappropriate images, videos, movies, or music from personal devices. The definition also includes engaging in social media, texting, playing games, or streaming that disrupts the learning environment. (14 DE Admin. Code 614)

II. Rules for Use During the School Day

- **Default Rule:** Unless explicitly permitted by a teacher/administrator for a specific, curriculum-related educational purpose, all PEDs must be turned off/silenced and stored completely out of sight during the school day. Acceptable storage includes school-issued storage containers, backpacks, purses, or lockers, not pockets or desks. This standard minimizes potential distractions. District-issued 1:1

devices are the primary tools for technology use during instruction. See Section VI for exceptions. Cell phone use is prohibited during instructional time unless explicitly authorized by an educator or permitted under an approved exception. See Section IV for acceptable storage options.

- Smartwatches: Must be placed in a mode disabling notifications/communication (e.g., airplane mode) and should adhere to the "out of sight" rule or not be used for non-instructional purposes.
- Headphones/Earbuds: Personal headphones/earbuds connected to a PED are prohibited unless explicitly authorized by a teacher for an educational activity or for medical reasons.
- Smart Glasses: Wearable, artificial intelligence-powered frames that include cameras, microphones, and speakers are prohibited unless explicitly authorized by a teacher or administrator.
- Violations: Any visible or audible PED (including vibrations) during instructional time, unless permitted, constitutes a violation, and disciplinary actions will follow the District's Student Manual.
- Responsible Use Requirements, if an exception is granted:
 - Audio must use headphones/earbuds and not be audible to others.
 - Use must not disrupt activities or supervision.
 - Prohibited Uses (Section V) apply at all times.
 - Students must comply immediately with staff's reasonable requests to put away PEDs.

III. Storage Requirements

- Acceptable storage includes school-issued storage containers, backpacks, purses, or lockers, not pockets or desks
- School-issued Storage: Students shall secure devices in magnetic or locking pouches during the school day. Devices may be unlocked only at designated times or locations by a staff member.
- Student Responsibility: Students are solely responsible for the security of their PEDs.
- District Non-Liability: Students bring PEDs to school at their own risk. CSD is not responsible or liable for the loss, theft, damage, or destruction of any PED.

IV. Prohibited Uses

At all times, the Student Manual will be in effect for all violations of the policy.

- Violating Academic Integrity (cheating, plagiarism).
- Bullying, Harassment, Threats, Impersonation (Cyberbullying).
- Misuse of social media platforms that violates the Student Code of Conduct.
- Creating, sending, accessing, or storing obscene, pornographic, illegal, or inappropriate content.
- Unauthorized audio/video recording or photography of others without explicit consent; recording is strictly prohibited in private areas (restrooms, locker rooms, health offices). Staff permission is required for recordings during instructional time/school activities.
- Disrupting the educational environment or school operations.
- Engaging in or arranging illegal activities.
- Violating the CSD Acceptable Use Policy, Student Code of Conduct, or other Board policies.
- Attempting to bypass the District internet filters.

V. Exceptions

The school shall establish and communicate a clear procedure by which a student, parent, or guardian may request and obtain approval for an applicable exception. The procedure shall include documentation requirements and identify the staff member or administrator responsible for reviewing and granting such requests.

Exceptions to limitations may be granted under specific circumstances:

- Documented Medical Needs: For monitoring a medical condition, with current documentation from a healthcare provider on file and approved by the administration. Use is limited to necessary medical functions.
- IEP/504 Accommodations: As specified in a student's current IEP or 504 Plan for necessary accommodation or assistive technology.

- Accommodations for language-access support for multilingual learners.
- Emergency Situations: For genuine emergencies posing an imminent threat to health/safety, students/staff should follow the guidance of the teacher/administrator, so as not to impede the efforts of first responders. Non-urgent matters are not emergencies.
- Approved Educational Purposes: Explicit, temporary permission from a teacher/administrator for a specific instructional task.
- Other Administrator-Approved Exceptions: Rare, unique, time-limited exceptions approved in advance and documented by building administration.

VI. Communication and Training

- Dissemination: This policy will be included in the Student Manual, posted on District/school websites, and reviewed with students annually. Parents/guardians will be informed via standard communication channels (email, district website, etc.). The policy will be provided to the Delaware Department of Education as required.
- Staff Training: CSD will provide training to all staff on policy specifics, rationale, enforcement procedures, exceptions, and equity considerations.
- Student Education: The District will integrate education on responsible technology use, digital citizenship, online safety, and cyberbullying awareness into the classroom practices.

VII. Progressive Discipline for Violations

To ensure consistency across the District, the following progressive consequences may include:

- Administrative conference
- Parent/Guardian conference
- Administrative Action according to the Student Manual
- Restitution for broken storage pouches

VIII. Ensuring Adherence to District Policy

- The Christina School District will teach appropriate use of personal electronic devices to promote positive behavior and increase student academic engagement.
- School teams will monitor student discipline data on an ongoing basis (minimum annually) and consider amendments to instructional strategies related to PED use, training, and or the overall PED policy.
- This policy shall be developed and periodically reviewed with input from educators, students, families, and relevant school staff. Schools may use surveys, advisory groups, student councils, or other feedback mechanisms to inform policy development and guide implementation.

IX. Liability Disclaimer

Students bring PEDs to school at their own risk. The Christina School District is not responsible or liable for the loss, theft, damage, or destruction of any PED brought onto school property, to school activities, or stored in any location.

X. REVIEW AND REPORTING

This policy shall be reviewed periodically (e.g., every three years or as needed) by the District and the Board of Education's Policy Committee, according to established guidelines. Amendments may be considered based on implementation data, feedback, technological changes, or legal updates. Reports regarding PED use are available upon request.

XI. REFERENCES

- [Delaware Senate Bill 106](#)
- [Children's Internet Protection Act \(CIPA\)](#)
- [Family Educational Rights and Protection Act](#)
- [Section 504, Rehabilitation Act of 1973](#)

APPENDIX XIII

03.17 Policy Statement on Establishing Guidelines For Parent Opt-Out of Standardized Testing

Last revised May 12, 2021

I. PURPOSE

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

II. ISSUE

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

III. POLICY

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

IV. REVIEW AND REPORTING

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

V. REFERENCES

APPENDIX XIII

04.16 Policy Statement on Appropriate Adult Conduct with Students

Adopted July 9, 2024

It is the policy of the Christina School District ("District") that harassment or sexual misconduct by District staff, as defined below, directed against or toward a student is unacceptable conduct and will not be tolerated on or off school premises with any Pre-K through 12th grade student. It is not practical to establish an exhaustive list of rules that expressly define appropriate and inappropriate conduct in all situations. Staff-student relationships may become inappropriate depending on, for example, the frequency, timing, or location of any meetings, activities, or communications between the District staff member and a student, and/or due to the specific nature, purpose, or subject matter of any meetings, activities, communications, or other conduct. The consent or purported consent of the student and/or his/her parent or guardian does not determine whether a District staff member has maintained appropriate boundaries.

Prohibited harassment or sexual misconduct shall include:

1. Physical contact of a sexual nature between a District staff member and a student.
2. Oral or written words with an offensive or sexual connotation spoken or written by a District staff member to a student or the display of offensive or sexually suggestive objects or pictures.
3. Oral or written communication of a personal nature which are not reasonably related to the educational function of the school district and which are offensive, sexually suggestive, sexually explicit, sexually derogatory, or sexually discriminatory.

Examples of Inappropriate Conduct:

The following are examples of conduct that constitute an inappropriate staff-student relationship and/or a failure to maintain appropriate staff-student boundaries:

1. No District staff member may engage in a relationship, interaction, or communication with a student that is sexual or romantic in nature. This includes, but is not limited to: dating, making sexual or romantic advances toward a student, accepting or encouraging any sexual or romantic advance initiated by a student, having sexual contact with a student, or communicating with a student using sexual innuendo or in a sexually-explicit or sexually-suggestive manner. Such prohibited communications may be either verbal, written and/or electronic and the location of origination of such communication is not relevant to their matter. The nexus to the learning environment derives from the District staff member's employment status with the District.
2. District staff are prohibited from having any sexual contact with, dating, or being socially engaged with any PK-12 student. District staff shall not touch or attempt to touch in a sexual nature, either consensual or not, any PK-12 student regardless of location.
3. No staff member may engage in grooming behaviors with any student. In this context, grooming is defined as any conduct or communication that fosters, exploits, or is intended to gauge a student's vulnerability or willingness to engage in inappropriate behavior. Grooming may involve a course of repeated or escalating conduct that normalizes inappropriate conduct from a student's perspective or otherwise desensitizes a student to inappropriate behaviors. Grooming often involves but is not limited exclusively to sexual contexts. Examples of conduct that can constitute grooming include:
 - a. Singling out a student for inordinate and inappropriate special attention, which may include exchanging special gifts, arranging to meet or communicate at inappropriate times or locations or without a sufficient school-related purpose, or making sexually suggestive or otherwise inappropriate comments about the student's body or appearance.
 - b. Engaging in expressly or implicitly sexualized communication, including exchanging information about a student's or an adult's sexual experiences or communicating other sexual content or sexual subject matter.
 - c. Stating or agreeing that any inappropriate conduct or communications between the staff member and a student will be secrets or confidences that should not be shared or disclosed to others.
 - d. Using threats, bribery, fear, intimidation, harassment, embarrassment, or guilt to encourage secrecy in the relationship or to facilitate the start or continuation of inappropriate conduct or an inappropriate relationship.
4. No staff member may engage in any activity, conduct, or communication that constitutes, encourages, or invites either unlawful conduct or conduct that would unreasonably endanger the safety or well-being of any person. Such activity may be either verbal, written or communicated electronically.

The following expectations are necessarily context-sensitive and require staff and volunteers to reasonably exercise judgment and discretion in particular circumstances in order to maintain appropriate boundaries with students:

1. Staff shall not engage with students in inappropriately peer-like social relationships via activities or communications that reasonably may compromise the staff member's ability to perform his/her District role, including his/her ability to serve as an effective and objective adult authority figure.
2. Staff shall not foster, encourage, or maintain relationships with students in which there is an inappropriate level of communicative, interpersonal, or emotional intimacy that reasonably may compromise the staff member's ability to perform his/her District role, including his/her ability to serve as an effective and objective adult authority figure, even though there may be no sexual or romantic aspect to the relationship.

In-Person or Physical student interactions:

Staff shall appropriately limit their physical contact with students. For example, staff are expected to avoid physical contact with students that, taken in context, a reasonable person would be likely to perceive as suggestive of romantic/sexual interest or involvement, or as inappropriately familiar or intimate and without a legitimate purpose.

One-on-one meetings with students:

There will be times when adults are alone with students to discuss legitimate educational issues, including discipline or academic performance, for example. When possible, adults should meet one-on-one with students in a public space, such as libraries, open classrooms, or in places observable by others, such as offices or classrooms with windows and unlocked, ajar doors. When supporting students with sensitive issues, as is common for staff such as counselors and social workers, it is appropriate to provide a private setting. To maintain transparency, it is also good practice to let others know when and where meetings with a student will occur.

Physical Contact with Students:

Adults should not initiate any physical contact without a legitimate educational purpose including offering public greetings, positive acknowledgments, or responding to a crisis. There are times when adults have a legitimate educational purpose to initiate physical contact with a student, and noninvasive contact, such as “high fives” or fist bumps to acknowledge a job well done are fine. In other instances, adults may be required to assist an injured student or a student with special needs who requires physical assistance. Likewise, adults may need to touch a student’s arms or hands to redirect them in an activity. Coaches, music teachers, and other instructors may have a need for physical contact as a method of instruction. Adults need to be aware of what kinds of physical contact with which a student is and is not comfortable and limit physical contact to only that which is necessary for a legitimate purpose. In addition, any conduct which may meet the definition of a “restraint” must be reported as required in Delaware Regulation 610 Limitations on Use of Seclusion and Restraint.

Appropriate Means of Communication:

Unless otherwise expressly permitted by Board Policy or this Rule, District staff may only engage in electronic communication with students using a District-provided or otherwise District-approved means of electronic communication (e.g., a District-approved social media account, a District-provided online learning platform, or a District-provided email account). The District will establish and maintain a list of District-approved means of electronic communications. The expectation that District staff will use a District-approved means of electronic communication shall not be interpreted or applied in a manner that would restrict common and practical activities in school-related settings that, by their nature, already have a high degree of accessibility/visibility, such as using a microphone or sound system to communicate to a group.

District Staff are prohibited from communicating electronically with students using a personal (i.e., non-District) email, text messaging, or social media account unless (1) exigent circumstances are present that suggest that there is an imminent threat to the health, safety, or property of any person and the District staff member promptly communicates their reliance on this exception to the school principal or to another appropriate administrator; or (2) District Title IX Coordinator has granted written approval for such communication for a limited purpose. For purposes of this paragraph, prohibited communication includes using a District staff member’s personal account to “friend” or “follow” a student’s social media account(s) or to accept a similar request from a student. If a District staff member receives an unsolicited electronic communication from a student that was sent to a personal account, the District staff member should not reply to the student using the personal account unless authorized to do so by an appropriate administrator or supervisor or unless exigent circumstances are present that suggest that there is an imminent threat to the health, safety, or property of any person. If a District staff member receives any electronic communication from a student that a reasonable person would perceive as crossing appropriate staff student boundaries or as being otherwise inappropriate, or if the District staff member has relied on the exception for exigent circumstances to communicate with a student using a personal account, the District staff member shall report the contact to the school principal or to another appropriate administrator as soon as possible. If necessary, an administrator will advise the District staff member on the means and content of an appropriate response or follow-up, which may include:

1. A parent contact;
2. A statement that the student’s communication to the District staff member was inappropriate or addressed matters that are outside the boundaries of the staff member’s responsibilities;
3. A statement that the student is expected to refrain from initiating similar communications in the future;
4. Identification of appropriate means and content of communication that the student should use to contact the District staff member moving forward.

District staff may not initiate a communication with any student using a form of electronic communication that does not enable the District staff member to retain a record of the communication (e.g., Snapchat) unless: (1) the particular form or means of electronic communication has been provided or approved by the District (e.g., certain online learning platforms); (2) the District staff member is communicating with a student via voice call at an appropriate time and when doing so is reasonably expected or necessary in the normal course of the performance of the District staff member’s District role and responsibilities; or (3) exigent circumstances are present that suggest that there is an imminent threat to the health, safety, or property of any person and the District staff member promptly communicates their reliance on this exception to the school principal or to another appropriate administrator.

Except as authorized by the District, District Staff may not delete or destroy any record of an electronic communication with a student that was sent or received in connection with the District staff member’s District-authorized role. If any such electronic communication with a student occurs outside of a District-provided system, application, or account, the District staff member should, to the extent feasible and consistent with student record confidentiality, forward a complete electronic copy of the relevant record to a District-controlled system, application, or account. If forwarding a copy of any such record is not feasible, then, prior to deleting any such record, the District staff member is expected to seek additional direction from District Title IX Coordinator regarding retention of the record.

Student Reporting of Harassment or Sexual Misconduct:

Students of the Christina School District who feel that they are a victim of harassment or misconduct in any form by District staff or become aware of an instance of harassment or misconduct by District staff toward a student, should report the situation immediately to the Title IX Coordinator (identified on the website annually.) Students are also encouraged to report all violations of this policy to their parents or guardians. Students who are uncomfortable for any reason with discussing such matters with the individuals designated, or who are not satisfied after bringing the matter to the attention of one or more of these individuals, shall report the matter promptly to the Assistant Superintendent[MB1].

Mandatory Reporting Requirements:

As noted in Delaware Code, Title 16, Chapter 9 Reports and Investigations of Abuse and Neglect as well as Title 14, Chapter 41 § 4112. Reporting school crimes. District staff are mandatory reporters with the responsibility to report any witnessed or reported allegations of misconduct to their Administrator as well as Law Enforcement AND the Department of Family Services Hotline.

All District staff are required to promptly report any known or reasonably suspected violation of this policy to their Administrator and the District's Title IX Coordinator. The obligation to report based on reasonable suspicion applies to incidents and circumstances that are known by the District staff member and that a reasonable person in the District staff member's role would identify as a probable violation of this policy. The District will not impose consequences against a District staff member who reasonably and in good faith determines that a specific situation does not rise to the level of reportable conduct. District staff members are further encouraged to contact their District Title IX Coordinator any time that they have questions or concerns about the scope and possible application of this policy or any rules or guidelines adopted under this policy. The District encourages all other persons, including students, parents, or other community members, to also submit any reports, complaints, or concerns regarding possible violations of this policy to District Title IX Coordinator. The District will not retaliate against or, to the extent within the District's reasonable control, tolerate any harassment or retaliation by others against a person for making a good-faith report or for cooperating in any investigation commenced under this policy. Furthermore, retaliation in any form against students who exercise their right to make a complaint under this policy is strictly prohibited, and will itself be cause for appropriate disciplinary action.

Human Resources Requirements for release of information regarding substantiated violations of this Policy to future potential employers.

As part of this policy, all new and existing District staff, as defined herein, shall be aware that any substantiated reports of misconduct will be reported as part of any subsequent reference check conducted after the conclusion of the District investigation. This reporting requirement shall occur regardless of whether a criminal case has been pursued or adjudicated within the criminal justice and court system. The release of this information does not depend upon the current status of employment within the District and/or how the nature of the conclusion of the employee's employment with the District. This reporting will only be based upon a substantiated violation of the policies and procedures enumerated above.

Screening Process for Potential New Hires.

As required by Code, the Human Resources Department implements screening processes necessary to seek information from previous employers in regards to potential incidents of adult sexual misconduct.

Definitions:

District Staff: As used in this policy, "District staff" (or "staff" or "staff member") includes all full-time, part-time, and substitute District employees, including as examples teachers, pupil services staff, student health/medical staff, administrators, supervisors, support staff, activity directors, coaches, and athletic trainers. For purposes of this policy, "District staff" also includes District-authorized student teachers; District-authorized interns and practicum or fieldwork students; and District-authorized adult volunteers who are serving in a role that would otherwise be filled by a District employee (e.g., a volunteer coach) or that involves significant responsibility for the independent supervision of one or more students. "District staff" under this policy also includes independent contractors and employees of contracted service providers when such persons have a role that involves a regular presence on school grounds or regular, direct interaction with District students. It is a requirement of this Policy that any of the individuals which meet the requirements noted in the above definition MUST be notified of their responsibilities to comply with the scope of this Policy in writing at the time of employment or the beginning of their service within the school community.

Students: As used in this policy, the term "District students" (or "student" or "students") includes all pupils currently enrolled in any District school, including part-time students and students who are age 18 or older, and also includes any individual of school-age who is participating in any District-sponsored class, program, or activity that is offered for children and other school-age youth. The age of the student and the District staff member are not relevant to the administration of this Policy as the focus is on the District staff member's role in relation to the Student at the time of the alleged Policy Violation.

The District will investigate all reports of harassment or misconduct in a prompt and confidential manner as possible and will take the appropriate corrective action, when warranted. Any district employee who is found, as result of such an investigation, to have engaged in harassment or misconduct in violation of this policy will be subject to appropriate disciplinary action, up to and including termination of employment.

REVIEW AND REPORTING

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

REFERENCES

Delaware Senate Bill 290

Senate Bill 291

Delaware Resources

- Rape Crisis Providers:
 - Kent & Sussex Counties – Contact Lifeline: 302-761-9100
 - New Castle County – YWCA Sexual Assault Response Center – (800) 773-8570
 - Delaware Domestic Violence, Sexual Violence and Stalking Policy: <https://dvcc.delaware.gov/background-purpose/dynamics-domestic-abuse/state-delaware-domestic-violence-policy/>
 - Delaware Victims Services: <https://www.delawarevictimservices.org>
 - Domestic Violence Coordinating Council: Victim Resource Guide
 - Mandatory Reporting of Child Abuse and Neglect Resource Guide: <https://courts.delaware.gov/forms/download.aspx?id=136188>
 - Statutory Reporting Requirements for School Employees: <https://courts.delaware.gov/forms/download.aspx?id=136168>
 - National Resources:
 - Rape, Abuse & Incest National Network: www.RAINN.org
 - National Sexual Assault Hotline: 1-800-656-4673
 - Love is Respect's A Teen's Guide to Safety Planning: <https://www.loveisrespect.org/pdf/Teen-Safety-Plan.pdf>
 - Training:
 - Community Outreach from the Delaware Domestic Violence Coordinating Council: <https://dvcc.delaware.gov/training/>
 - Law Enforcement Officers Education Reimbursement Program: <https://cjc.delaware.gov/lereimbursement-program/>
 - Office of the Child Advocate: <https://courts.delaware.gov/childadvocate/training.aspx>
 - Online Training Center at the Delaware Coalition Against Domestic Violence: <https://dcadv.org/what-we-do/training-and-certification/online-training-center.html>
1. See 14 Del. C. § 4401: School districts and charter schools are required to establish a policy on adult sexual misconduct.
 2. See 14 Del. C. § 4166
 3. See 14 Del. C. § 4166
 4. See 14 Del. C. § 4161(1)
 5. Adapted from the U.S. Department of Education's A Training Guide for Administrators and Educators on Addressing Adult Sexual Misconduct in the School Setting: <https://rem.s.ed.gov/docs/ASMTTrainingGuide.pdf>
 6. Adapted from the U.S. Department of Education's A Training Guide for Administrators and Educators on Addressing Adult Sexual Misconduct in the School Setting: <https://rem.s.ed.gov/docs/ASMTTrainingGuide.pdf>
 7. Adapted from the U.S. Department of Education's A Training Guide for Administrators and Educators on Addressing Adult Sexual Misconduct in the School Setting: <https://rem.s.ed.gov/docs/ASMTTrainingGuide.pdf>
 8. See 14 Del. C. § 4112(a)(4)
 9. See 14 Del. C. § 4112(a)(7)
 10. See 14 DE Reg. 614
 11. See 14 Del. C. § 4112(a)(9)
 12. See 14 Del. C. § 4112(a)(10)
 13. See 45 C.F.R. § 164.512
 14. See 14 Del. C. § 4112

[MB1] or whoever you wish to designate

APPENDIX XIII

04.17 Policy Statement on Responding to Adult Student Misconduct in Schools

Adopted July 9, 2024

I. PUBLIC NOTICE

To provide clear guidelines for responding to adult misconduct with students in violation of District policy.

II. CONFIDENTIALITY

This policy will be enforced in compliance with FERPA (20 U.S.C.A. § 1232g) and all other federal, state and local laws regarding the confidentiality of student records and personally identifiable information. The procedures below will address in what specific circumstances reports to the Division of Family Services (DFS) and/or law enforcement ARE MANDATED.

III. POLICY

If a violation of District policy 4.16 is suspected or discovered, the following steps must be taken. All such steps must be documented.

1. All District staff must report immediately to their school principal any suspected sexual abuse, misconduct or other violation of District policy 4.16. If their school principal is not available, the Assistant Superintendent [MB1] shall be contacted. The school principal or designee shall immediately make all mandatory reports as required by federal, state and local law and the provisions of this policy as set forth below.
2. District staff shall not conduct or engage in their own independent investigation prior to making a report and will engage in the minimal fact-finding required to confirm or establish a good faith suspicion that a violation of District policy took place. In the event law enforcement is involved, the District will not conduct its own independent investigation until approved by law enforcement.
3. Any District employee who is suspected of, or reported as, engaging in any form of sexual abuse, sexual activity, misconduct or other violation of District policy 4.16 shall be suspended pending the results of the District's, protective services' (if applicable) and/or law enforcement's investigation (if applicable).
4. Any employee determined to be in violation of District Policy 4.16 will be subject to appropriate disciplinary action, up to and including termination of employment.
5. **REQUIRED IMMEDIATE NOTIFICATIONS**
The following 4 notifications are required:
 - **DFS Report Line** – The school employee or volunteer shall make an immediate report to the Division of Family Services (DFS) if they know or suspect an incident of child abuse, including adult sexual misconduct between a student and school employee, contractor, coach, or volunteer regardless of where the offense occurred. Call 1-800- 292-9582.
 - **Law Enforcement** – An immediate 911 report to law enforcement shall also be made by the School Principal or a Designee for any adult sexual misconduct between a student and school employee, contractor, coach, or volunteer. Notification to a School Resource Officer, if one is assigned to the school, fulfills the obligation to report to law enforcement. This report shall be made regardless of where the offense occurred.
 - **Title IX Coordinator** – The District employee or the school principal shall notify the Title IX Coordinator for the school. The District shall not initiate its Title IX investigation until law enforcement concludes the evidence gathering process of the criminal investigation (if applicable). The District should work closely with legal counsel to determine when to initiate the Title IX investigation.
 - **Superintendent or Designee at LEA Central Office** - The District employee or the school principal shall notify the Superintendent or designee at the local education agency central office of the circumstances and provide the contact information for the DFS investigator and law enforcement officer.

IV. REVIEW AND REPORTING

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

V. REFERENCES

Delaware Senate Bill 290

Senate Bill 291

Delaware Resources

- Rape Crisis Providers:
 - Kent & Sussex Counties – Contact Lifeline: 302-761-9100
 - New Castle County – YWCA Sexual Assault Response Center – (800) 773-8570
 - Delaware Domestic Violence, Sexual Violence and Stalking Policy: <https://dvcc.delaware.gov/background-purpose/dynamics-domestic-abuse/state-delaware-domestic-violence-policy/>
 - Delaware Victims Services: <https://www.delawarevictimservices.org>
 - Domestic Violence Coordinating Council: Victim Resource Guide
 - Mandatory Reporting of Child Abuse and Neglect Resource Guide: <https://courts.delaware.gov/forms/download.aspx?id=136188>
 - Statutory Reporting Requirements for School Employees: <https://courts.delaware.gov/forms/download.aspx?id=136168>
- National Resources:

- Rape, Abuse & Incest National Network: www.RAINN.org
- National Sexual Assault Hotline: 1-800-656-4673
- Love is Respect's A Teen's Guide to Safety Planning: <https://www.loveisrespect.org/pdf/Teen-Safety-Plan.pdf>
- Training:
 - Community Outreach from the Delaware Domestic Violence Coordinating Council: <https://dvcc.delaware.gov/training/>
 - Law Enforcement Officers Education Reimbursement Program: <https://cjc.delaware.gov/lereimbursement-program/>
 - Office of the Child Advocate: <https://courts.delaware.gov/childadvocate/training.aspx>
 - Online Training Center at the Delaware Coalition Against Domestic Violence: <https://dcadv.org/what-we-do/training-and-certification/online-training-center.html>

12 See 14 Del. C. § 4112(a)(10)

13 See 45 C.F.R. § 164.512

14 See 14 Del. C. § 4112

[MB1] or whoever you choose to designate

GLOSSARY

**This Glossary is developed and in alignment with state requirements for definition of terms, DDOE Regulation 614.

Academic Dishonesty Fraudulent deception in preparing or presenting course work or class assignments as a student's own work when it is not. This includes, but is not limited to: (1) copying another student's work, (2) unauthorized use of notes or sharing answers during a test, (3) presenting another person's work as one's own, (4) presenting quotations, words or ideas without proper references or credit (plagiarism), (5) unauthorized use of AI for completion of student assignments, and (6) collusion, working together to provide or receive answers on an independent assignment or assessment.

Alleged Bullying 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. The checkbox on the event details screen should be used for any substantiated bullying incidents.

Administration includes both District Office and building administrative staff.

Alcohol means ethyl alcohol produced by the distillation of any fermented liquid, whether rectified or diluted with water or not, whatever may be the origin thereof, and includes synthetic ethyl alcohol, but it does not mean ethyl alcohol, diluted or not, that has been denatured or otherwise rendered unfit for beverage purposes. § 101 of Title 4

Alcohol Liquor shall have the same definition as provided in 4 *Del.C.* §101(2).

Assault Causing Physical Injury 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. This offense is not used for students under the age of 12, unless the student causes a serious physical injury, which are injuries that create the risk of death or cause disfigurement, impairment of health, or loss or impairment of the function of any bodily organ or limb.

Assignment to Alternative Program is the placement of the student in a special program until the student has satisfied the requirements to return to the regular program.

Attorney General Report 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.

Behavior Intervention A range of strategies that are designed to modify the disruptive or problem behaviors of a student while teaching the student appropriate alternative behaviors.

Behavior Intervention Plan A Behavior Intervention Plan (BIP) takes the observations made in a Functional Behavioral Assessment and turns them into a concrete plan of action for managing a student's behavior. A BIP may include ways to change the environment to keep behavior from starting in the first place, provide positive reinforcement to promote good behavior, employ planned ignoring to avoid reinforcing bad behavior, and provide supports needed so that the student will not be driven to act out due to frustration or fatigue.

Behavior referral An electronic record keeping system that identifies problem behavior, its location, and the environmental and functional factors contributing to the behavior. It documents administrative, teacher and staff responses – utilization of strategies and interventions - to problem behaviors.

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

Conflict Resolution/Mediation is the District-wide comprehensive and formalized program, which includes the use of mediation (conciliation) techniques to assist in resolution of student disputes and discipline issues.

Consensual Sexual Misconduct 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.

Crime shall have the same meaning as provided in 14 *Del.C.* §4112.

Culturally Responsive means the valuation, consideration, and integration of individuals' culture, language, heritage and experiences leading to supported learning and development.

Defiance of School Authority 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. This does not include a student who walks away to deescalate or manage their emotions.

Denial of Bus Transportation is the temporary or permanent withholding of bus transportation for misconduct on the school bus, disrespect to the driver, or vandalism to the bus. Such action may be taken only by an administrator.

During the period of denial of school bus transportation, parents/guardians are responsible for getting the student to and from school.

Denial of Driving Privileges is the removal of permission to drive on school property for a specified time.

Designee shall mean, for building-level decisions, the individual building's Assistant to the Principal, Dean of Discipline and/or School Climate Advisors. For District-level decisions, the term designee shall mean whomever the Superintendent designates as the Superintendent designee.

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

Detention is an established time outside the regular instructional time when a student is assigned to a supervised area, to include, but is not limited to before/after school detention, removal from class, Saturday school, and/or lunch detention.

Developmentally Appropriate means making curriculum, lesson and other decisions that affect students based on what they are able to do cognitively, physically and emotionally at a certain age.

Discipline Record shall mean information about any and all periods of out-of-school Suspension or of expulsion from the regular school setting imposed on a student as a result of an infraction of the school or district's student manual or other rules.

Disruptive Behavior 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.

Distribution of Alcohol and/or Drugs

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.

District means a reorganized school district or vocational technical school district established pursuant to Chapter 10 of Title 14 of the Delaware Code.

Dress Code Violation Failure to comply with the school-level dress code. Dressing in a manner that is unsafe and/or disrupts the learning environment. This includes, but is not limited to clothing that promotes drugs, alcohol, or profanity.

Drug means any "controlled substance" or "counterfeit controlled substance" as defined in 16 *Del.C.* §4701 (6) and (7) and can mean any Drug Like Substance or Look Alike Substance.

Drug Like Substance means any noncontrolled and nonprescription substance capable of producing a change in behavior or altering a state of mind or feeling, including, for example, some over the counter cough medicines, certain types of glue, caffeine pills and diet pills. The definition of Drug Like Substance does not include tobacco or tobacco products which are governed by 14 DE Admin. Code 877 Tobacco Policy.

Drug Paraphernalia shall have the same meaning as provided in 16 *Del.C.* §4701 (17).

Exposure Students who expose their genitals, breasts, or buttocks to another person.

Expulsion means, for purposes of this regulation, the exclusion from the regular school setting for a period determined by the local District board or Charter School board.

Falsely Signing & Impersonating 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.

Falsification The act of providing false accusations and/or wrongly accusing an individual within a school environment.

Felony is any very serious offense, which is considered above the misdemeanor level as defined in State law. 11 *Del.C.* 4201(c) Title 11, Section Crime.

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

Functional Behavioral Assessment Functional behavioral assessment is the process of determining why a student identified with special needs engages in challenging behavior and how the student's behavior relates to the environment.

Gun Free School's Violation shall mean the prohibited bringing to school, or Possession while in school of a Firearm by a student.

Harassment 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 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 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 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. The behavior does not have to include intent to harm. This

offense should be used for students under the age of 12 who caused a physical injury to a school employee or volunteer that is not classified as serious.

Inappropriate Touch - Student Victim 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. The behavior does not have to include intent to harm. This offense should be used for students under the age of 12 who caused a physical injury to another student that is not classified as serious.

Inhalant Abuse shall mean chemical vapors that are inhaled for their mind-altering effects.

In-School Alternative (ISA) is an intervention program for students in grades 6-12 in which students continue with traditional coursework, but also receive instruction in social skills.

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

Intervention An intervention is understood as actions, ideas and plans that are designed to interrupt problematic behavior and promote positive behavior. In determining the best intervention in response to a behavior of concern, we must assess/ take into consideration the role(s) of the environment, classroom routines, and the interactions of the child with teachers and students.

Leaving School Grounds Without Permission Leaving the school building or the school grounds during school hours without required staff permission.

Loitering 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.

Look Alike Substance means any noncontrolled substance which is packaged so as to appear to be, or about which a student makes an express or implied representation that the substance is, a Drug or a noncontrolled substance capable of producing a change in behavior or altering a state of mind or feeling. See Title 16 Delaware Code Sec. 4752A.

Misuse of Technology 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

ing 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.

Multiple Referrals shall mean when 3 or more referrals (Step 5 and higher) are generated for a student within a given day.

Mutual Group Fight 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.

Narcotics "Narcotic drug" means any of the following, whether produced directly or indirectly by extraction from substances of vegetable origin, or independently by means of chemical synthesis:

a. Opium opiates, derivatives of opium and opiates, including their isomers, esters, ethers, salts and salts of isomers, esters and ethers, whenever the existence of such esters, ethers, and salts is possible within the specific chemical designation. Such term does not include isoquinoline alkaloids of opium.

b. Poppy straw and concentrate of poppy straw.

c. Coca leaves, except coca leaves and extracts of coca leaves from which cocaine, ecgonine and derivatives of ecgonine or their salts have been removed.

d. Cocaine, its salts, optical and geometric isomers, and salts of isomers.

e. Ecgonine, its derivatives, their salts and salts of isomers.

f. Any compound, mixture or preparation which contains any quantity of any of the substances referred to in paragraphs (27)a. through e. of this section. (14 Del.C. §614)

Nonprescription Medication means any over the counter medication; some of these medications may be a "Drug Like Substance."

Opioids "Opiate" means any substance having an addiction-forming or addiction-sustaining liability similar to morphine or being capable of conversion into a drug having addiction-forming or addiction-sustaining liability. It does not include, unless specifically designated as controlled under §4711 of this title, the dextro-rotatory isomer of 3-methoxy-n-methylmorphinan and its salts (dextromethorphan). It does include its racemic and levorotatory forms. (14 Del.C. §4701)

Other School Crime 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.

Paraphernalia is all equipment, products, and materials as defined in Section 4701 of Title 16 of the Delaware Code, including, but not limited to, roach clips, miniature cocaine spoons, and containers for packaging drugs.

Parent Contact /Conference is a contact by telephone or in person with a parent.

Parent Notification is contact with a parent by phone, letter, or meeting.

Physical Restraining - No Code Violation A student was physically restrained by an employee or contractor of a public school district or charter school, private program, or alternative program, but there was no violation of the student code of conduct by the student.

Police notification is the reporting of an alleged illegal act to a law enforcement agency.

Possession and/or Production of

Pornography 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 Alcohol and/or Drugs 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 Dangerous

Instrument 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 Weapons

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. This does NOT include toys, or ordinary objects including pocket knives with blades less than 3 inches. Firearms and bombs are captured under separate offenses.

Possession and/or Use of Explosive Devices

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 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. This does NOT include toys or pellet/air guns; these should be captured other Possession and/or Use of Dangerous Instruments.

Possession and/or Use of Nonprescription and/or Prescription Medications 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 Use of Tobacco or Electronic Smoking Devices 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.

Protected Class Includes, but is not limited to age, creed, disability status, national origin, race and/or color, religion, sex, sexual orientation/gender identity

Rape 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.

Reasonable Suspicion is facts or circumstances which lead a reasonable person to suspect that a student has, is, or will commit a crime or violation of the school district's policies (e.g., possession/use/transfer of drugs; possession/use/concealment of a deadly weapon, etc.)

Repeated Violations of the Student Code of Conduct (known herein as the CSD Student Manual) shall mean five or more violations of the school's Code of Conduct within a school year, excluding chronic infractions for tardiness or unexcused absences to school/class.

Removal from Class - By Teacher A teacher may remove a student from class for the remainder of the class period when the student's conduct is seriously disruptive and informal resolution is impracticable. Exclusion may not exceed one class period. The student must be escorted to a supervised area designated by the principal.

Removal from Class - By Administrator An administrator may temporarily remove a student from class if the student's continued attendance in a particular class causes serious disruption of the educational process or presents immediate danger of physical harm to either the student or others. The student will be assigned

to a supervised area. Removal from class by an administrator shall not exceed five (5) days. However, a student may be permanently removed from a particular class after repeated infractions.

Reprimand is a verbal or written warning that behavior is not acceptable.

Restitution/Restoration is the payment for and/or restoring of school/District property or articles which have been damaged, lost, or stolen. This could include a work assignment which is an assigned task which must be completed by the student. The time required should not exceed five (5) hours and should be related to the severity of the offense.

Robbery 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. A key difference between robbery and theft is that robbery involves a threat or assault.

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

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

School property shall mean any building, structure, athletic field, sports stadium or real property that is owned, operated, leased or rented by any public school district, or any motor vehicle owned, operated, leased, rented or subcontracted by any public school.

Service Learning Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service-learning involves students in community service activities and applies the experience to personal and academic development. Service-learning occurs when there is "a balance between learning goals and service outcomes."

Sexual Assault 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. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).

Skipping/Leaving Class Absence from school or class without authorization or permission

and/or leaving the assigned classroom without permission.

Student with a Disability refers to a student eligible for special education or related services under the Individuals with Disabilities Education Act (I.D.E.A.), or a handicapped student as defined as Section 504 of the Rehabilitation Act of 1973.

Special Education team refers to an Individualized Education Program team for students eligible under the IDEA which includes the student's parent and a multi-disciplinary team.

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

Student Manual Success Plan (SMSP) is a plan that has been designed to provide additional layers of support for students dealing with challenging behaviors, in an effort to work with each student helping them achieve success as both a student and as a member of our school community. The SMSP incorporates input from the student, the student's parent/guardian, building staff and building administration, and is also inclusive of building level data. The SMSP must be in place for 20 school days prior to any further recommendations by the school.

Student Presence in any prohibited school area / Loitering A student's unauthorized presence in any school area.

Suspensions can be designated by the school administration as In-School or Out-of-School.

In-School Suspension: Students assigned to in-school suspension will remain in school, but will be assigned to a designated, supervised area within the school. Students with a Disability serving an in-school suspension will be afforded the necessary instruction to allow them to continue making progress on their IEP goals and will receive all accommodations. Students assigned to in-school suspension, are not permitted to participate in any extra-curricular activities during the length of their suspension.

Out-of-School Suspension: Students assigned to out-of-school suspension are not to be permitted on school property during the length of their suspension and it is the parents responsibility to arrange for their care. Students assigned to out-of-school suspension, are not permitted to participate in any extra-curricular activities during the length of their suspension. Students may request to receive their assignments during the time of their suspension if the time period exceeds 3 days.

Tardiness to School & Class Unexcused lateness to school or class without authorization or permission.

Teen Dating Violence 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 (\$1500 or more) Students who take school property or the personal property of another person(s).

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

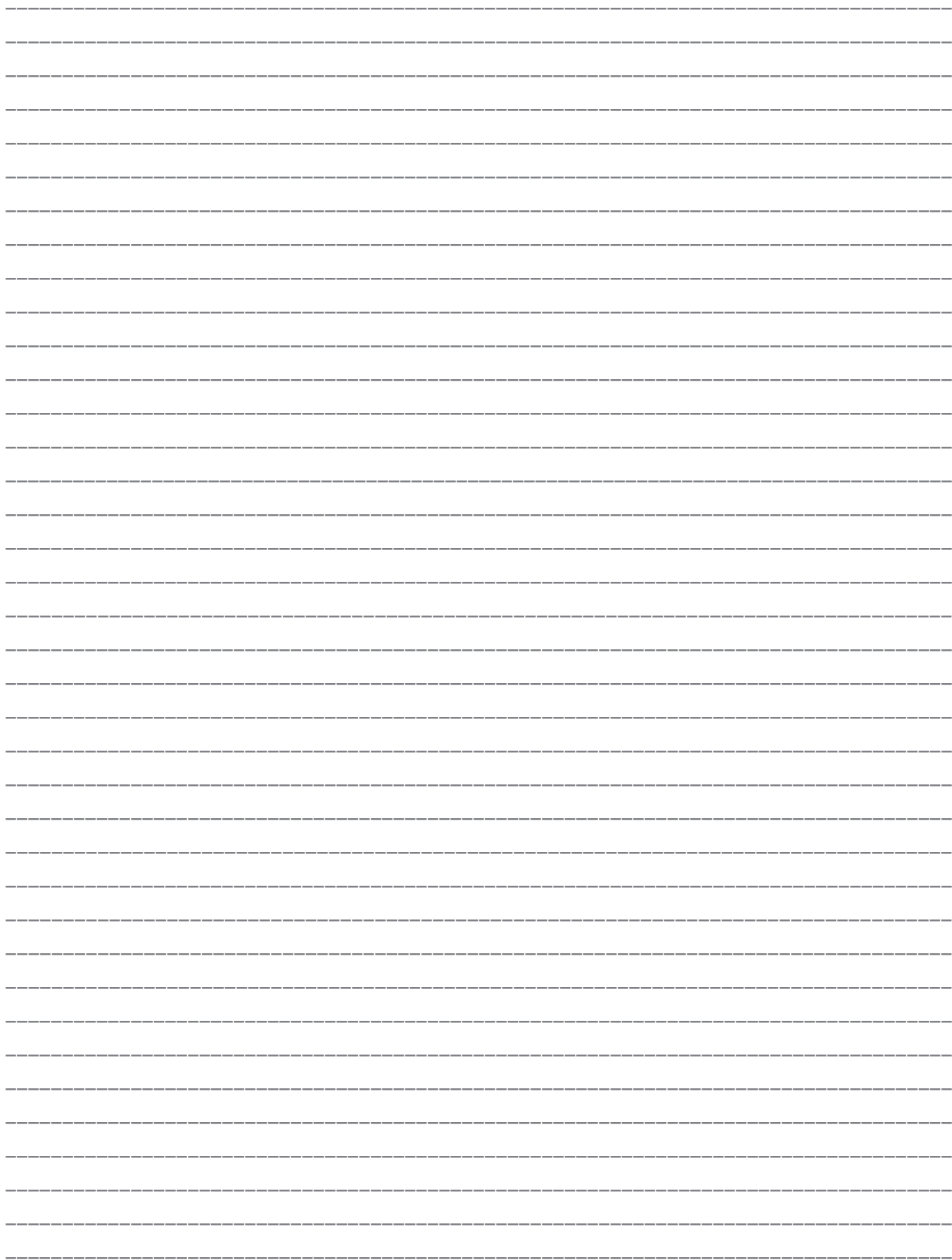
Threat of Physical Attack w/ Weapon Students who threaten to engage in an act that causes harm and introduces fear in another person, and the threat is made while displaying, brandishing, or discharging a weapon but with no actual physical contact of any person. A threat may or may not be made in person. A threat of physical attack using words that refer to a weapon would be considered a threat without a weapon.

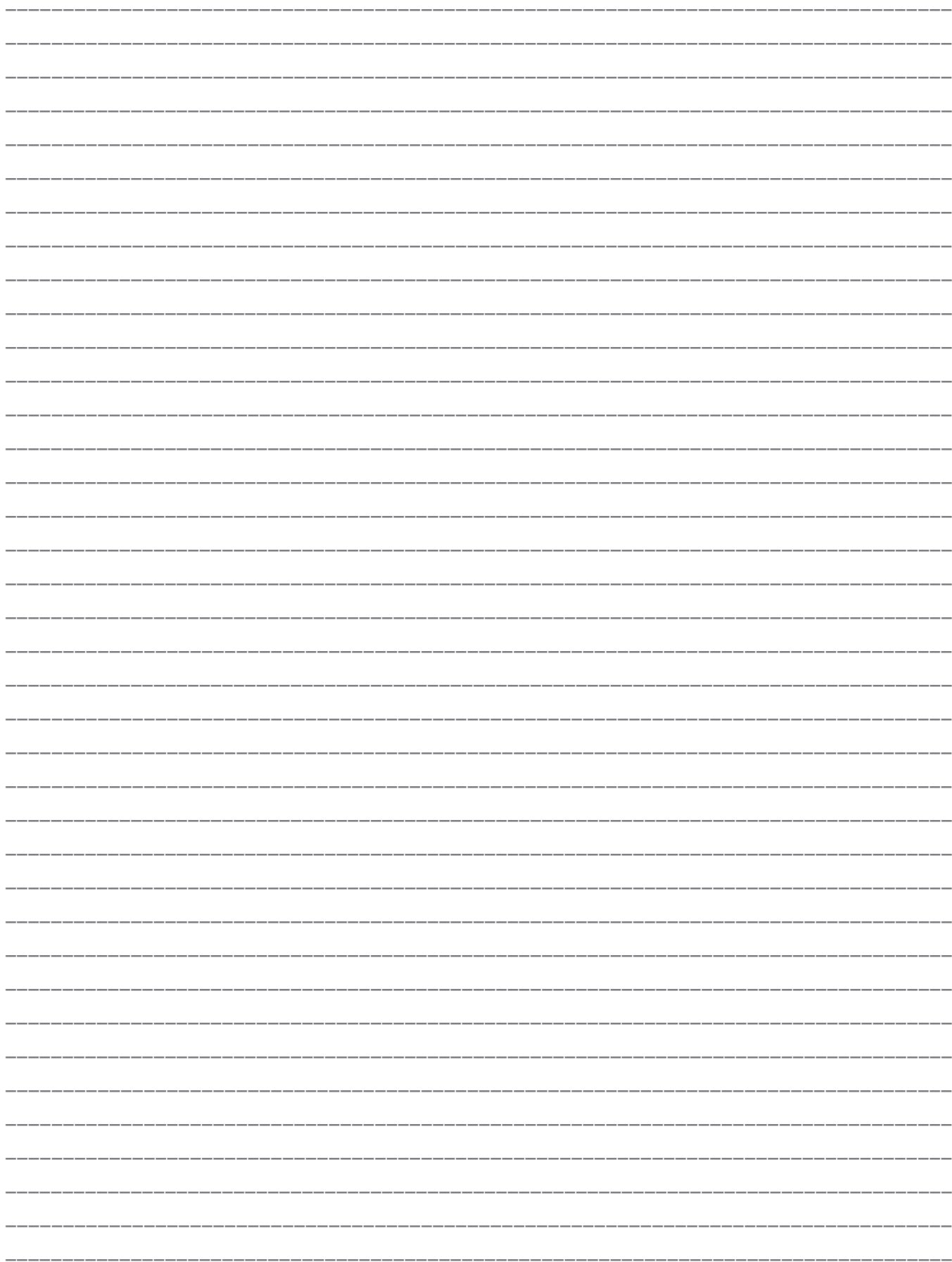
Threat of Physical Attack w/out Weapon Students who threaten to engage in an act that causes harm and introduces fear in another school community member. Threats can be made verbally, in writing, or with gestures and may refer to a weapon that is not present. A threat may or may not be made in person.

Threatening Mass Violence 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. See Threats of Physical Attack w/ and w/out weapon for threats against people.

Unauthorized Use of an Electronic Device 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 Any item, device or substance that may be deemed disruptive and/or is used for a purpose in which it was not intended.





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