



EAST DOVER

EARLY CHILDHOOD CENTER

Parent Handbook

2026-2027





Central Administrative Office
198 Commerce Way
Dover, DE 19904
Telephone: 672-1500

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Vision

East Dover Early Childhood Center is a place where every child is known, valued, and inspired to lead. Together, we cultivate a community where children and adults grow academically, socially, and emotionally while learning to leave people, places, and things better than we found them.

The Capital School District's early childhood program is a place where every child is seen, every voice is heard, and every learner is prepared for success in school and beyond.

Mission Statement

At East Dover Early Childhood Center, we partner with families and our community to create joyful, high-quality early learning experiences that nurture the whole child. Through leadership, belonging, strong relationships, and exceptional instruction, we empower every child to become a confident learner while ensuring every child is supported, encouraged, and better equipped for success when they leave our care.

The Capital School District's early childhood program, in partnership with students, families, and the community, is committed to providing a positive and nurturing initial educational experience. We believe that all children deserve a high-quality, developmentally appropriate learning program that meets the needs of the whole child and instills a love of learning. This experience will help encourage each child to become independent, self-confident learners who can play & work cooperatively with others.

Core Beliefs

1. Every child is capable.
2. Every child is a leader.
3. Families are our partners.
4. We leave kids – and our community- better than we found them.



School Information

East Dover Early Childhood Center serves a diverse and vibrant community of 3-, 4-, and 5-year-old students from the southern attendance area of the Capital School District, including families who will later attend Booker T. Washington Elementary, Central Elementary, South Dover Elementary, and Towne Point Elementary. Our Center provides a nurturing, high-quality early childhood experience where students build the academic, social, emotional, and leadership skills needed for success before transitioning to their elementary feeder school upon completion of kindergarten.

Phone Number

302-672-1656	Dr. Nicole Ickes, Principal
302-672-1655	Yariza Donatui-Harris, Senior Secretary
302-672-1658	Krystal Little, School Nurse
302-672-1606	Nora Ridgway Brooks, Cafeteria Manager
302-672-1663	Fax Number

Address

852 South Little Creek Road, Dover, DE 19901

Office Hours:

The school office is open daily from 7:30 am to 4:00 pm.
Holiday and summer hours may differ.

Student Day

The student day varies based on age-group:
Pre-K 3s (Monday - Thursday) AM session 8:00 am – 10:45 am
Pre-K 3s (Monday - Thursday) PM session 12:15 pm – 3:00 pm
Pre-K 4s (Monday - Friday) session 8:00 am – 12:15 pm
Kindergarten session 8:00 am – 3:00 pm

*Please note – There is no supervision for students until after 8:00 am. **No students should be dropped off at school before 8:00 am.** We thank you for your cooperation, as this is a safety concern for our young students. Students are not permitted in the classroom prior to the designated start times. It is the parent's responsibility to inform other providers of our class times, early dismissals and holidays.*

School Colors & Mascot

The East Dover Early Childhood Center colors are blue and white. As part of the Capital School District, we are the Senators. We encourage our students to identify with these symbols as a representation of our school pride and spirit.

Student Records

Student Records

Student records are confidential and may be examined only by parents or persons to whom parents have given written permission to and by appropriate school personnel. Please contact the office if you wish to inspect your child's records.

Withdrawal

If you plan to withdraw your child from East Dover Early Childhood Center, please notify the school office as soon as possible. All student withdrawals must be processed through the principal's office to ensure that the appropriate paperwork is completed and your child's records are transferred promptly to the new school.

Before your child's last day, please return all school property, including library books and other instructional materials. Once the withdrawal process is complete, the school will prepare the necessary transfer records to support your child's enrollment at their new school.

School Choice

Any parent of a school-age child may apply to enroll his/her child in a school or program in the Capital School District by submitting an official Choice Application. Approval for choice is based on capacity within the requested building and on other specified factors. If school choice is awarded, transportation to and from school is the responsibility of the parent/guardian. *For more information see Board Policy #400-02.*

Nurse's Office Guidelines

The nurse's office is designed to address **health-related needs that arise during the school day**. Illnesses or injuries that occur **outside school hours**, including weekends, should be addressed by your **family physician**. Please do **not delay medical care** in the hope the school nurse can diagnose or treat the issue, as school nurses are **not permitted to make medical diagnoses**.

Health

If your child becomes ill during the school day and needs to go home, it is essential that you or a designated emergency contact is available to pick them up promptly. In cases of extreme emergency, 911 will be called, parents/guardians will be notified, and the child will be transported to Bayhealth Medical Center.

A written note is required for **each day** a student is absent. For illnesses resulting in **three or more consecutive days** of absence, a **doctor's note** is required upon return.

Students must be **vomit-, diarrhea-, and fever-free for at least 24 hours** without the use of medication before returning to school.

Notice of Patient Rights: Treatment and Examination of Minors

Under **19 Del. C § 1931**, a parent, guardian, or authorized adult staff member shall be present during the provision of outpatient treatment by a school nurse to a minor who is disrobed or partially disrobed. Outpatient treatment includes, but is not limited to, assistance with diaper changing and physical examinations involving the breasts, genitalia, or rectum, regardless of the gender of the school nurse or the minor, except in circumstances involving an emergency.

When practicable, the adult staff member assigned to observe the treatment or examination shall be of the same gender as the minor. A minor may decline the presence of a third person during treatment or examination only with the documented consent of a parent, guardian, or other authorized caretaker.

Following the completion of the treatment or examination, a minor may request a private consultation with the school nurse without the presence of a third person.

Emergency Treatment and Contact Information Card

To ensure your child receives appropriate care in the event of an emergency, an **emergency contact card** will be sent home with all students at the start of the school year. This card is **required by state regulations** and must be **completed and returned promptly** to your child's teacher. It provides authorization for the **school nurse to administer medical care** while your child is at school. Without a completed card on file, the nurse will be **unable to treat your child**.

If your **phone number, address, or any other contact information** changes during the school year, please notify the **school office immediately** so we can keep your child's records up to date.

Special Health Considerations

If your child has a **chronic condition or special medical need**, please notify both the **school nurse and the principal** so appropriate care and attention can be provided.

Medications

In accordance with Delaware Board of Education policy, **written permission is required** for any medication to be administered by the school nurse. Only a **licensed school nurse** is authorized to give medication during school hours.

However, if a **field trip** occurs without a nurse present, a **staff member trained in the "I'm Ready" program** may administer medications as needed.

Prescription Medications

- Must be delivered to school by a **parent, guardian, or other responsible adult**.
- Medications must be in the **original, labeled container** with the prescription clearly attached.
- A **Medication Consent Form** must be completed and submitted **prior to the first dose** being administered.

Non-Prescription (Over-the-Counter) Medications

- May only be administered by the **school nurse** if the following conditions are met:
 - Medication must be in the **original, unopened container**.
 - A **parent, guardian, or responsible adult** must deliver the medication to school.
 - A **Medication Consent Form** must be completed and submitted.
 - The school nurse will use **professional judgment** in determining if administration is appropriate.

Note: Students are **strictly prohibited** from carrying any medications—**prescription or non-prescription**, including cough drops and lozenges—at any time during school hours.

Required Forms

- An **“Over-the-Counter Medication” Permission Form** must be completed **annually** to allow the school nurse to administer non-prescription medications during the school year.
- A **“Field Trip Medication” Form** must be completed any time a student requires medication during a field trip.

Screening Program

Throughout the school year, **hearing and vision screenings** are conducted for all students.

Dental screenings are **required** for **kindergarten students only**. If any concerns are identified during these screenings, **parents/guardians will be notified**.

If you have any questions about the screening process, please contact the **school nurse** directly.

Physical Exams and Immunizations

In accordance with Delaware Board of Education regulations, **all students must have a current physical exam and complete immunization records on file** with the school.

Immunization records must include the **exact dates** that each vaccine was administered.

Required Immunizations

- **DTP (DtaP, DTP, or DT):**
 - A minimum of **four doses** is required.
 - If the **fourth dose is given before the fourth birthday**, a **fifth dose** is required.
 - If the **first dose of Td (adult)** is given at age **seven or older**, only **three doses** are required.
 - A **Td (adult) booster** is recommended **five years** after the last DTP dose.
- **Polio (OPV/IPV):**
 - **Four doses** are required.
 - If the **third dose is given on or after the fourth birthday**, a **fourth dose is not needed**.
- **Measles, Mumps, Rubella:**
 - **Two doses** required.
 - First dose must be given **on or after 12 months of age**;
 - Second dose must be given **after the fourth birthday**.
 - May be given as part of the **MMR (Measles, Mumps, Rubella)** combination vaccine.
- **Hepatitis B:**
 - **Three doses** are required.
- **Varicella (Chickenpox):**
 - **Two doses** required.
 - First dose must be given **on or after 12 months of age**;
 - Second dose must be given **after the fourth birthday**.
 - May be given as part of the **MMRV (Measles, Mumps, Rubella, Varicella)** combination vaccine.

- **Tuberculosis (TB):**
 - All **new students coming from high risk countries** must provide proof of a **Mantoux tuberculin skin test** with documented results from within the past **12 months**.
 - If there are no risk factors are present, the school nurse will administer a **TB risk assessment questionnaire** to be signed by a parent/guardian.
- **Lead Testing:**
 - Required for all children **born on or after March 1, 1995** and who have reached **12 months of age**.
 - Lead testing must include the date it was completed and the test results.

Exemptions

If your child **cannot receive one or more immunizations for medical reasons**, you must provide **written documentation from a licensed physician**.

For families seeking a **religious exemption**, a **notarized affidavit of religious belief** must be submitted. Please reach out to the school nurse to obtain these forms.

Non-Compliance

Failure to meet the Delaware Code requirements for physical exams and immunizations will result in your child being **excluded from school** until all documentation is submitted.

If you have questions about immunizations or screening requirements, please contact the **school nurse**.

Student Arrival and Dismissal

Arrival at School

To ensure the safety of all students, supervision begins when the building doors open at 8:00 am. Students may not enter the building before this time, as staff supervision is not available.

Kindergarten

The Kindergarten instructional day begins at 8:15 am and ends at 3:00 pm. Students should arrive between 8:00 am and 8:15 am and report directly to their classroom upon entering the building.

If a Kindergarten student arrives after 8:15 am, they must be accompanied into the building by an adult, signed in through the main office, and receive a Welcome to School slip before reporting to class. A doctor's note, dental appointment verification, or other valid reason is required for the tardy to be considered excused.

Pre-K

Pre-K 4 (4-year-old program):

- Meets Monday through Friday
- 8:00 am – 12:15 pm
- Students arriving after 8:15 am must be accompanied into the building by an adult, signed in through the main office, and receive a Welcome to School slip before being escorted to their classroom.

Pre-K 3 (2.5 and 3-year-old program):

- Meets Monday through Thursday **only** (no school on Fridays for these students)
- Morning Session: 8:00 am – 10:45 am
- Afternoon Session: 12:15 pm – 3:00 pm
- Pre-K 3 students arriving after the start of their instructional session (8:15 am for the morning session or 12:30 pm for the afternoon session) must be accompanied into the building by an adult, signed in through the main office, and receive a Welcome to School slip before being escorted to their classroom.

Students should report directly to their classroom upon arrival unless they are checking in through the office due to a late arrival.

Meals

All students are provided meals at no cost to families. **Kindergarten** and **Pre-K 4** students receive **breakfast** upon arrival each day. **Pre-K 3 Morning Session** students receive **breakfast** upon arrival. **Pre-K 3 Afternoon Session** students receive **lunch** upon arrival.

Absences

If your child is absent, please provide a written explanation for the absence when they return. Families may submit absence documentation by:

- Sending a handwritten note with your child upon their return to school
- Emailing eastattendance@capital.k12.de.us
- Sending a message through TalkingPoints

Please note that phone calls are not accepted as official documentation for an absence. Written documentation is required in order for the absence to be properly recorded and considered for an excused absence.

Early Dismissals

To ensure the safety and security of every child, students will only be released to a parent, legal guardian, or an individual who has been authorized by the parent/guardian. If someone other than a parent or legal guardian will be picking up your child, please notify the school in **writing** and be available by phone if additional verification is needed.

Early dismissals **must occur before 2:00 pm**. To protect the safety of our little senators and maintain an orderly dismissal process, **early dismissals will not be permitted after 2:00 pm**. The final hour of the school day is dedicated to instructional activities, preparing students for dismissal, and coordinating safe transportation. We appreciate your cooperation in planning appointments and other commitments outside of school whenever possible.

For the safety of all students, **every adult picking up a child must present a valid photo ID**, even if they are a parent, guardian, family member, or someone known to members of our staff. While some office staff may recognize you, not every staff member will, and we will consistently follow the same procedures for every family.

We appreciate your patience and understanding as we verify identification. These procedures are in place to protect your child and every child in our care. Thank you for partnering with us to help maintain a safe, secure, and orderly learning environment for all of our little senators.

Early Dismissal/Appointment Procedures

To maintain a safe and secure learning environment, the following procedures must be followed for all early dismissals:

1. **All early dismissals must occur before 2:00 pm.** Early dismissals are not permitted after 2:00 pm as staff are preparing for a safe and orderly dismissal for all students.
2. **Students must be signed out through the main office** by a parent, legal guardian, or an authorized emergency contact. A valid photo ID is required for anyone picking up a student.
3. **Please do not go directly to your child's classroom.** Office staff will notify the teacher, after photo ID has been verified as an authorized pick up, and your child will head down to the main office when you arrive.
4. Parents are encouraged to schedule medical, dental, and other appointments outside of school hours whenever possible. When appointments must occur during the school day, please provide documentation from provider or officer of the court so the absence may be considered excused.

In accordance with Capital School District procedures, **all visitors entering the building must report directly to the main office.** Parents and guardians may not go directly to classrooms or other areas of the building without authorization and a staff escort.

Changes in Dismissal

If your child's dismissal routine will change, **the school office must be notified before 2:00 pm.** A written note, email to eastattendance@capital.k12.de.us or a message through TalkingPoints is required to authorize any change in your child's regular dismissal plan.

For your child's safety, we cannot change a student's dismissal routine based solely on a phone call, student statement, or without written parent/guardian authorization. Students will only be released according to their documented dismissal plan unless we have received written notice of a change.

Changes to a student's **bus transportation assignment** must be approved by the Capital School District Transportation Department in accordance with **Delaware Code, Title 14, Section 8.5.** Families requesting a bus change should contact the Capital School District Transportation Office at 302-857-4220.

Use of Parking Lots

There is one drive to enter East Dover Early Childhood Center from South Little Creek Road. **There is NO left turn into East Dover with the exception of school buses.** All buses and cars enter through the same drive. Please do not enter the back of the parking lot. As you enter into East Dover remain to the left side of the lane. However, midway toward the school, buses will move to the right where bus parking is marked and reserved for bus parking, school vans, and daycares only. During arrival, please pull in the lane and a staff member will assist your child from your vehicle to the school. **You may not leave your vehicle or park your car (Pre-K parents included).** Please have students on the passenger side of the vehicle. It is a safety concern for students to exit/enter the car from the driver side. When using student pick-up, please hang your car tag from your rearview mirror with the number visible to staff. Remain in your vehicle and move forward in the car rider lane. Cars without car tags visible to staff, will be asked to park and sign-out their child in the main office, where proper identification can be verified.

Walkers

Students who walk to school should come straight to school, remain on the sidewalks at all times and cross only at designated crosswalks. Remember the safety rules: walk with a friend and never accept a ride with a stranger. ***Walking students should not arrive at school before 8:00 am.*** There will be a crossing guard at the light in the morning from about 8:00 to 8:10 am and in the afternoon from about 3:00 to 3:10 pm.

Bicycle/Skateboards

Students are not to ride bicycles on school property during the school day. If a child rides a bicycle to school, he/she will be dismissed with the walkers before the buses leave the parking lot. Students will not be permitted to ride double at any time. East Dover Early Childhood Center or the Capital School District **will not be** responsible for (a) damage or stolen bicycles, (b) accidents on the way to and from school, or (c) accidents on school property. A bicycle rack is located in the front of the school. Students are to place their bicycles in the rack and are encouraged to bring a lock and chain to secure it during the school day. Skateboards and scooters are not permitted on school property.

Emergency School Openings and Closings

When it is necessary to open late or close school early due to inclement weather or any other reason, the announcement will be made over local television (WBOC) and radio stations (WRJE 1600 AM, WDOV 1410 AM, TOM 92.9 FM, or Eagle 97.7 FM). The announcement will be posted on the Capital School District website, www.capital.k12.de.us. Please do not call the stations in case of emergency. **Watch the TV or listen to your radio.** Families will also be contacted using the Messages XR calling system by phone, email, and text, as well as TalkingPoints. Please be sure contact information is kept current.

Please do not drop your child off early on a late opening morning. Be sure to have a back-up plan for your child's care. When school is closed early, children are to be picked up at the emergency dismissal time.

School may be closed or delayed due to fog, storm threat, ice storms and extreme temperatures (hot or cold).

Attendance and Tardy Policy

Attendance

The district believes that regular, on-time school attendance is vital to your child's success and essential to learning. A habit of regular attendance and promptness to class is essential to good performance in school.

Learning activities involve interactions with classmates and skills are developed through consistent classroom routines. It is important for your child to be at school on time. The attendance laws of the State of Delaware state every parent or guardian of a child between the ages of 5 and 16 is required to send that child to school every day of the 180-day school term.

Excused and Unexcused Absences

If your child is absent, please provide written documentation explaining the reason for the absence when they return to school. Documentation may be submitted by:

- Sending a handwritten note with your child upon their return to school.
- Emailing eastattendance@capital.k12.de.us
- Sending a message through TalkingPoints

Phone calls are appreciated but are **not accepted as official documentation** for an absence. Written documentation is required for the absence to be properly recorded and considered for an excused absence.

If your child is absent due to illness lasting **more than one day**, please notify the school nurse at 302-672-1658.

Students will be provided a reasonable opportunity to make up missed assignments and assessments following an absence.

Family vacations are **not considered an excused absence** under district attendance guidelines. Whenever possible, families are encouraged to schedule vacations during school breaks and holidays.

Students who accumulate **more than three (3) unexcused absences** will be referred to the District's Visiting Teacher. Continued unexcused absences may result in additional interventions, including a referral to Truancy Court, in accordance with Delaware law and Capital School District attendance procedures.

Tardiness

Arriving at school on time helps children establish consistent routines, build positive habits, and maximize their learning each day. Instruction begins promptly at 8:15 am, and students who arrive after this time are considered tardy.

If your child arrives after the start of the instructional day:

- Kindergarten students arriving after 8:15 am must be accompanied into the building, signed in by an adult, and receive a Welcome to School slip before reporting to their classroom.
- Pre-K 4 and Pre-K 3 Morning Session students arriving after 8:15 am and Pre-K 3 Afternoon session students arriving after 12:30 pm must also be accompanied into the building by an adult, signed in through the main office, and receive a Welcome to School slip before being escorted to their classroom.

Tardy arrivals are recorded daily. Frequent tardiness can disrupt your child's learning, cause them to miss important instruction, and impact the development of classroom routines and learning habits.

Capital School District monitors student attendance and tardiness throughout the school year. Families will receive attendance notification letters when a student reaches district attendance thresholds (5-, 10-, 15-, and 20-days of school). Frequent unexcused absences and excessiveness tardiness will be addressed in accordance with Capital School District Attendance Regulations. Students with excessive unexcused absences may be referred to the District's Visiting Teacher, and continued attendance concerns may result in additional interventions as outlines by district policy and Delaware law.

We understand that unexpected circumstances may occasionally arise. We appreciate your partnership in making every effort to have your child at school, on time, and ready to learn each day.

Curriculum and Related Arts

Prekindergarten Curriculum

This section provides an overview of the areas of growth and development your child will experience throughout our Prekindergarten program. We recognize that every child develops and learns at their own unique pace. Our teachers provide developmentally appropriate, hands-on learning experiences that support the whole child and foster curiosity, creativity, confidence, and a lifelong love of learning.

Our Prekindergarten classrooms utilize research-based curricula to design engaging and meaningful learning experiences. Our Pre-K 3 classrooms use The Creative Curriculum for Preschool (2026 edition), which provides play-based, whole-child learning experiences designed to build children's curiosity while strengthening language, literacy, mathematics, and social-emotional development through hands-on investigations. Our Pre-K 4 classrooms use a curriculum specifically designed to prepare students for Kindergarten readiness, The Creative Curriculum for PreK. All Prekindergarten classrooms also use Leader in Me, Zaner-Bloser Handwriting, and RethinkEd to support leadership development, handwriting instruction, and social-emotional learning.

Our Prekindergarten program supports child's learning and development in the following areas:

- **Social-Emotional Development** – Developing self-regulation, managing emotions and behaviors, building positive relationships with peers and adults, demonstrating responsibility, and participating successfully in classroom routines and group activities.
- **Physical Development** – Developing gross motor skills, such as running, jumping, balancing, and climbing, as well as fine motor skills needed for writing, drawing, cutting, and other classroom tasks.
- **Language Development** – Building listening and comprehension skills, expanding vocabulary, expressing thoughts, ideas, wants, and needs, and engaging in meaningful conversations with adults and peers.
- **Cognitive Development** – Demonstrating positive approaches to learning, solving problems, remembering and connecting experiences, classifying objects, recognizing patterns, and using symbols and images to represent ideas and thinking.
- **Literacy** – Developing phonological awareness, understanding concepts of print, building alphabet knowledge, listening to and comprehending stories, responding to

books, and demonstrating early writing and pre-writing skills that build a strong foundation for future reading success.

- Mathematics – Developing number sense, counting, recognizing patterns, identifying shapes, understanding spatial relationships, comparing, measuring, sorting, and solving mathematical problems through hands-on exploration.
- Social Studies – Developing an understanding of self, family, school, and community; learning about people and how they live and work together; recognizing change over time; and building beginning geographic awareness.
- Science and Technology – Using scientific inquiry to observe, ask questions, investigate, make predictions, and solve problems; using tools and technology appropriately; and exploring the characteristics of living things, physical properties of materials, weather, and the natural environment.
- The Arts – Expressing creativity through visual arts, music, movement, dramatic play, and imaginative experiences that encourage communication, self-expressions, and creative thinking.

Kindergarten Curriculum

Our Kindergarten program is aligned to the Common Core Standards & Delaware Academic Standards and is designed to build a strong foundation for lifelong learning. Through engaging, hands-on instruction, our students develop the academic, social, emotional, and leadership skills needed for success in first grade and beyond.

All Kindergarten classrooms use research-based instructional resources including Leader in Me, Wonders, Bridges in Mathematics with Number Corner, i-Ready Classroom Mathematics, Amplify Science, Zaner-Bloser Handwriting, CSD's Social Studies Curriculum, and RethinkED. Our Spanish Dual Language Immersion classroom also use Estrellita to support literacy development in Spanish.

Throughout the school year, students develop knowledge and skills in the following content areas:

- Reading and Foundational Literacy - Students develop foundational reading skills through phonological awareness, phonics, vocabulary, fluency, comprehension, and writing. Through literature and informational texts, students learn to think critically, ask questions, discuss ideas, and use evidence from texts to support their thinking. Teachers provide differentiated instruction to meet the needs of every learner.
- Language Arts and Writing - Students develop speaking, listening, and writing skills by expressing their ideas through conversations, drawings, and written work. They learn to write opinions, informative pieces, and narratives while building confidence as communicators and beginning writers.
- Mathematics - Students develop number sense, mathematical reasoning, problem-solving skills, and computational fluency through hands-on learning experiences. Instruction includes numbers and operations, geometry, measurement, patterns, algebraic thinking, and mathematical discussions that strengthen vocabulary and critical thinking.
- Science – Students investigate the world around them through hands-on exploration and scientific inquiry. They ask questions, make observations, conduct investigations, and develop an understanding of life, earth, and physical sciences.
- Social Studies - Students develop an understanding of themselves, their community, and the world around them through the study of geography, civics, economics, and history while learning the importance of citizenship and responsible decision-making.

Related Arts

Kindergarten students participate in Related Arts classes on a rotating schedule that enrich their educational experience and support the development of the whole child. Kindergarten students receive instruction in Library, Music, Art, Physical Education, and STEAM. Students participate in music for two marking periods and Art for two marking periods during the school year.

- Library – Students develop a love of reading while learning library procedures, listening to quality literature, conducting age-appropriate research, exploring digital resources, learning how to be a digital citizen, and checking out books to enjoy at home.
- Music – Students explore rhythm, melody, movement, singing, and musical expression while developing listening skills, creativity, and appreciation for music.
- Art – Students express their creativity through a variety of artistic media while developing fine motor skills, problem-solving abilities, self-expression, and an appreciation for the creative process.
- Physical Education – Students develop motor skills, coordination, teamwork, sportsmanship, and healthy lifestyle habits through active participation in developmentally appropriate physical activities.

For the safety of all students, **appropriate footwear is required for Physical Education.**

Students should wear **closed-toe, athletic shoes with a rubber sole that are securely fastened** (such as sneakers). Sandals, Crocs, flip-flops, boots with heels, or other open-toe or loose-fitting shoes are not appropriate for participation in Physical Education activities.

- STEAM (Science, Technology, Engineering, Arts, and Mathematics) – Students engage in hands-on, inquiry-based learning experiences that encourage creativity, collaboration, communication, and critical thinking. Through designing, building, experimenting, and solving real-world problems, students learn to think like innovators while making connections across multiple subject areas.

Meeting Students' Individual Needs

If a parent is concerned about his/her child's progress in school or about a social or health problem, he or she is encouraged to bring the concern to the attention of the classroom teacher or the building principal. Professionals such as the nurse, school psychologist, social worker, counselor, dean, and teacher are available to determine a child's special needs as well as to help provide services to assist in resolving the problem or concern. Support Services include: Nurse, Counselor, Social Worker, Dean of Student Achievement, Instructional Coach, School Psychologist, and Special Education Coordinator.

Special Education

East Dover Early Childhood provides special education services for children who have identified learning needs. A school-based team consisting of a psychologist, nurse, teacher, school social worker, consulting teacher, principal, counselor, special education coordinator, and family members, work together utilizing educational, psychological, and social data to develop an individualized education program to improve the student's achievement and social adaptation. Special education services are provided in a variety of settings-regular class, pull-out support, and/or small-group-based on the individual student's needs.

Multi Language Learners (MLL)

Services are provided to Multi-Language Learners (MLL) to support their engagement in high quality instruction and assessment designed to meet their individual needs. Students are screened for English Language services upon kindergarten enrollment in each Early Childhood Center in Capital. Specially trained teachers are in place in every school who work with teachers and families to customize and deliver services based on the English proficiency of the child. Students who are enrolled as Multi-Language Learners continue with services until proficiency targets have been achieved.

Title I

The primary purpose of the Title I program is to assist students in increasing their academic achievement. Helping all struggling students to become proficient is the goal of a school-wide Title I program. If any child experiences reading or math difficulties based on assessment data, an intervention team will meet to plan appropriate intervention services to support the child. This support may be provided by the classroom teacher, a reading teacher, or an instructional paraprofessional. All services will be coordinated and aligned with classroom instruction. The intervention team meets regularly to determine student progress and to adjust the intervention program as needed. Student progress will also be communicated to parents on an ongoing basis. If you have any questions or concerns regarding the Title I program or the services your child is receiving, please share these concerns with the classroom teacher first and then the building principal. If the concerns are not addressed at the building level, please contact the District Office. You can contact the Director of Elementary Instruction at 302-857-4228. If concerns are not addressed at the district level, you may file a complaint with the Delaware Department of Education.

Speech and Language Therapy

Students who are referred by their teachers may work with the therapist on a regular basis. If any parent feels his/her child may need help in the area of speech development, they should contact the child's teacher to inquire about obtaining an evaluation from the therapist.

Homebound Tutoring

In accordance with state law, the district provides homebound services for children who have a prolonged illness or disabling condition which prevents them from attending school. Please contact the principal for further information.

Homework Policy

Reading is recognized as a universal skill that relates to all subjects. Therefore, when specific homework assignments are not given, or when the homework assignment is completed in an expeditious manner, every student will read minimally, for the amount of time specified in Capital School District Board Homework Policy #600-03. Please reference for further information.

Library Multimedia Policy

In regard to video use, State law specifically states "the use must be part of the instructional program and [videos] cannot be shown for recreation or entertainment" All videos shown in the school must be tied to the school curriculum and must be in compliance with the Capital School District Library Multimedia Policy #200-12.

Field Trips

Field trips are a vital part of our education program and are used to enhance our curriculum. We expect students to participate in this learning experience. The teacher will send home a permission slip for each trip asking permission for your child to take part in the learning experience. The permission slip must be signed by a parent or legal guardian and returned to school **by the designated due date noted on the form**. Students are not permitted to go on a field trip without this written permission.

If you choose not to send your child on a field trip, you are to call the school or send the teacher a note when you receive the permission slip for the upcoming trip. If a student does not participate for reasons other than medical, he/she must report to school on the day of the field trip. Not reporting will be considered an unexcused absence.

All parents **MUST** complete a Volunteer Application Form in order to serve as a chaperone for field trips. Forms are available in the school office. Parent chaperones are always needed to assist teachers on trips. The number of chaperones required is determined by the Capital School District Policy #700-04. Chaperones are not permitted to bring other children on field trips. Some field trips may require students to pack a lunch. However, they may not bring glass bottles or containers.

Responsibility for Books and Materials (including Chromebooks)

Throughout the school year, your child will be issued books and materials. There is no charge for the normal use of these books and materials. We do expect each child to exercise reasonable care in handling books, materials, and other school property. If property and material assigned to or used by your child is lost or damaged, you will be responsible for replacing or paying for the item.

We encourage students and parents to use the library as often as possible. Students may borrow books from the school library for one week unless they are reserved or they are reference books. Students may renew a book if no one else has requested that title. The student is responsible for the item borrowed, and must return the book/magazine on library day. If a book or magazine is lost or damaged, the student will be expected to pay for that item.

Reporting Student Progress

Report Cards and Progress Reports

Report cards are issued at the end of marking periods 1, 2, 3, & 4 in Kindergarten. In addition to the report card, a progress report is sent home to parents a minimum of once between report cards in marking periods 2, 3, & 4. Teachers are required to contact parents either by telephone or in writing anytime a child's work becomes unsatisfactory.

Teachers will meet with parents at our Open House to give an overview of the Capital School District curriculum and grade-level expectations.

Parents are also invited to attend a parent/teacher conference during elementary conference days in November. Parents may request a conference at any time during the school year. A conference may be arranged by messaging your child's teacher on TalkingPoints or by calling the school office 302-672-1655.

Progress Reports Out:	Report Cards Out:
12/18/26	11/19/26
3/11/27	2/11/27
5/19/27	4/22/27
	Mailed at the end of the school year

Marking Codes

Marking codes correlate with the Delaware and Common Core State Standards (CCSS). They are as follows:

Kindergarten 3 = Meets or Exceeds the Standard
 2 = Approaches the Standard
 1 = Needs Reinforcement

Promotion Retention Guidelines – Capital School District

The needs of the students must be the central concern in all decisions made regarding promotion and retention. Promotion and retention of students shall be based on attainment or non-attainment of approved standards in core academic content areas as well as the laws, rules, regulations, or policies set forth by the Department of Education and the Capital School District.

Students are expected to progress annually from grade to grade. Schools and teachers are responsible for ensuring that students experiencing academic difficulties are identified as early in the school year as possible and that appropriate intervention strategies and/or support systems are used to assist students in performing on grade level. Schools and teachers are also responsible for informing parents/guardians in a timely manner of a student's academic progress and seeking active support from parents/guardians when the student's academic performance is not at a proficient level.

Promotion Requirements

Capital School District Accountability Policy outlines the requirements for promotion and retention of students (**See Appendix**).

Family Involvement

Family Involvement

Family involvement is crucial to the education of children. Cooperation between families and teachers is necessary in order to ensure success in the educational process. Families are encouraged to visit, volunteer, participate in special activities, and join our Family & Community Lighthouse Team.

Visits and Classroom Observations

In compliance with Delaware State Law, all parents and/or visitors are **required** to report to the main office for permission to go anywhere in the building. All messages and information will be relayed from the office to the appropriate person/class. If you wish to meet with your child's teacher, please see the school secretary to arrange an appointment or coordinate with the teacher via TalkingsPoints. Staff cannot receive calls during class time, as it is a disruption to the flow of class. All calls received during class time will go directly to voicemail and calls will be returned in a timely manner. For the safety and security of our students, we require all visitors to check in at the office and obtain a visitor's pass.

Parents are asked to call the office to schedule a visit if wanting to observe the classroom.

Parents are not permitted to bring children with them to classroom observations. Visitors will be escorted by a staff member during their visit. Please do not ask teachers to stop and discuss your child during the observation. Observations should NOT interfere with instruction.

There are only **three** authorized parties during the school year: Fall festival (Oct), Winter wonderland (Dec), and Love Fest (Feb). In addition, a final cookout with caregivers is held to celebrate all our students. Such parties are held on school grounds.

Volunteer Program

All volunteers must complete the Volunteer Application Form in order to serve as a volunteer. This form is available in the school office.

Family & Community Lighthouse Team

The Family & Community Lighthouse Team provides outreach to engage parents in the Leader in Me process. In addition, the group will connect with students, staff, families, and the community to provide critical input to East Dover ECC. The team meets monthly.

We invite families and community partners to join us in our mission to ensure that everyone at East Dover is a leader by:

- Attending an upcoming leadership event
- Joining our Family and Community Lighthouse Team
- Sponsoring a schoolwide leadership role or club
- Supporting one of our service learning projects
- Visiting the *Leader in Me* Family Development page – <https://www.leaderinme.org/family> to learn more

Please reach out to the school secretary or principal to get connected with our Family and Community Lighthouse Team Lead Teacher.

Expectations and Leader in Me

Philosophy

Our school philosophy commits us to develop a climate where student creativity, responsibility and self-direction are recognized and may be nurtured in an atmosphere free from coercion and fear. We recognize the fact that students have rights as citizens and that these rights are in part guaranteed under the Fourteenth Amendment and the Bill of Rights.

At the same time a school, as any other institution, cannot function without reasonable expectations that are consistently and effectively enforced.

It becomes obvious that not all individuals choose to, or are able to behave within boundaries of individual responsibility and freedom. It is, therefore, necessary to set up a Student Success Guide and a procedure for dealing with individuals who exceed social, legal, and conduct boundaries. Disciplinary actions thus become necessary when an act, among other things: 1) disrupts the education process; 2) violates the personal and/or educational rights of an individual; or (3) violates State and/or Federal laws.

School is a place to learn concepts and practice skills. It is also a place where students learn and practice appropriate behavior. They are taught to respect the rights of others and to do whatever is necessary to follow reasonable regulations to ensure a better learning atmosphere for themselves and those around them.

We have a number of general school expectations and regulations which apply to all students. Teacher(s) have more specific expectations in their classrooms which are usually developed by the class for the good of all. From time to time, a student breaks one of the rules and it is necessary that corrective action be taken. Sometimes we must contact parents about a situation, and in serious matters, an immediate conference may be necessary.

At East Dover ECC, we leave people, places, and things better than we found them. **Every child will respectfully obey any request made by any adult in our school.** The administrators, secretaries, teachers, paraprofessionals, custodians, parent volunteers, and other adults, may at times need to make a request of your child. The adults, who must assume responsibility for making our school program function, do reserve the right to tell children what to do, when necessary. It is expected that once told, the child will do as he/she is instructed.

General Student Regulations

- ❖ Every pupil will be expected to report to school on time each school day unless he/she has a valid excuse for absences or tardiness.
- ❖ Pupils are expected to move throughout the school quietly so as not to disturb classes. Running, yelling, pushing, etc. are not acceptable types of pupil behavior inside the school building.
- ❖ Pupils are expected to respectfully obey any request given by any adult in the building.
- ❖ Fighting, swearing, name calling, and other similar types of behavior are not acceptable.
- ❖ During the school day, students are never to leave the school building or grounds without the knowledge and permission of the school office.
- ❖ Pupils not involved in an after-school program, are to leave the building upon dismissal. If there is a need to return to the building, the student should request permission from the school office.
- ❖ Chewing gum is not permitted in school.
- ❖ Electronic devices such as cellular phones are not permitted in school. Personal video games, iPods, iPads, and tablets are not permitted in school, unless authorized by the school administration.
- ❖ School and personal property are to be respected at all times.

In accordance with the state law, the following are not permitted in school:

- ❖ Guns, knives, or other weapons, real or toy. **(See Gun Free School Policy and/or HB/Law 322).**
- ❖ Drugs, or look-alike drugs. (Except those to be administered by the school nurse.)
- ❖ Any alcohol products.
- ❖ Any tobacco products.
- ❖ Lighters, matches, firecrackers, or any other incendiary products.

Student Expectations

- We leave people, places, and things better than we found them
- Be Respectful
- Be Safe
- Be a Senator Leader

Leader in Me

East Dover Early Childhood Center is proud to be a *Leader in Me Lighthouse School*. *Leader in Me* is a whole-school improvement process based on the idea that everyone can be a leader. This evidence-based approach empowers students with the leadership and life-skills they need to thrive in the 21st century. We focus on developing the whole-child by:

- teaching **LEADERSHIP** to every student,
- creating a **CULTURE** of student empowerment,
- and aligning systems to drive results in **ACADEMICS**

Visit the *Leader in Me* blog for inspiration and resources or learn more at leaderinme.org

The 7 Habits[®] Tree

AND REMEMBER TO
TAKE CARE OF YOURSELF

Habit 7

SHARPEN THE SAW[®]
Balance Feels Best

THEN PLAY WELL
WITH OTHERS

Habit 6

SYNERGIZE[®]
Together Is Better

Habit 5

SEEK FIRST TO UNDERSTAND,
THEN TO BE UNDERSTOOD[®]
Listen Before You Talk

Habit 4

THINK WIN-WIN[®]
Everyone Can Win

START WITH YOU

Habit 3

PUT FIRST THINGS FIRST[®]
Work First, Then Play

Habit 2

BEGIN WITH
THE END IN MIND[®]
Have a Plan

Habit 1

BE PROACTIVE[®]
You're in Charge

Interventions

Student regulations, classroom rules, and expected behaviors are explained to the children. Please review these at home. Any behavior or inappropriate language which causes the learning atmosphere to deteriorate or be disrupted, or which infringes upon the rights of others in the school will not be tolerated and may subject the student to corrective measures. Acceptable corrective measures may include, but are not limited to, the following:

- ❖ Teacher/student conference.
- ❖ Loss of privileges or preferred activities.
- ❖ Time-out in the classroom or office.
- ❖ Communication with parents via note, telephone, or conference.
- ❖ Referral to counselor/School Social Worker.
- ❖ Referral to the Dean of Student Achievement.
- ❖ Referral to principal.
- ❖ In-school suspension or out-of-school suspension.

For specific violations/consequences, refer to Capital School District's Student Success Guide.

Positive Acknowledgements

Presented by the school-wide Leader in Me Action Teams, the following acknowledgements were agreed upon for this school year, but are not limited to, as teachers may include additional acknowledgements within their classrooms.

- ❖ Leader Line Up- held monthly for student leaders in each classroom.
- ❖ Marking Period Awards held quarterly for academic achievement.
- ❖ Senator Shop – By demonstrating positive behavior, students will be awarded "Leadership tickets" which can be used to shop at our school store or for entry to monthly Shining Senator Days.
- ❖ Daily Positive Recognition – Students who demonstrate positive behavior, including good senator citizenship will be awarded "Leadership tickets," "Student Senator Shoutouts," and other forms of praise by all teachers.

Small Group and Individual Support Programs

Interventions which are intended to assist students in their social, emotional, and academic development.

- ❖ **Counseling** - Individual and group counseling by appropriate personnel. The Student Support Team will monitor student assignments for counseling and follow-up of services.
- ❖ **Mentoring** - A program for student mentoring will be coordinated by the Counselor. The mentoring will include volunteers from the community and school staff who offer to spend school time to provide specific students guidance and support on an individual basis.
- ❖ **Individual Behavioral Contracts**

Student Conduct Reporting Law

(Formerly called House Bill 85; HB/Law 322)

The Student Conduct Reporting Law mandates that certain suspected violations of the law must be reported to the police and to the Department of Public Education. These student criminal violations include but are not limited to: assault or extortion of a student; assault, offensive touching, threatening or extortion of a staff member; student possession of any weapon or dangerous instrument; and possession, consumption or being under the influence of unlawful drugs or alcohol. The above are criminal offenses and may result in an arrest.

Student Management and Discipline for Exceptional Children

- ❖ If a student with a disability, as defined by Federal and State law and regulations, is recommended for removal for more than ten (10) school days, either consecutively or cumulatively, in any one school year, or if expulsion is being recommended, a meeting of the student's IEP team shall be conducted.
- ❖ The student's IEP team will consider whether the offense was a manifestation of the student's disability.
- ❖ If the IEP team determines the offense was a manifestation of the student's disability, the IEP team shall modify the student's educational program and/or placement accordingly.
- ❖ If the IEP team determines that the offense is not a manifestation of the student's disability, the student will be subject to the provisions of the District's Student Success Guide and disciplined accordingly.
- ❖ In instances where the student with a disability presents a danger to him/herself or others, or is so disruptive to the educational environment as to interfere with the rights of other students, emergency placement and/or removal may be sought by the District, including homebound instruction.
- ❖ Students with disabilities and their parents and/or guardians should also refer to the Administrative Manual for Special Education Services available through the Delaware Department of Education.

Cafeteria Expectations

- Pupils will enter the cafeteria quietly, stand in a quiet and orderly line while waiting, get lunch, and go directly to their seat.
- Good manners are expected at all times.
- Lunchtime is for eating not playing. Pupils will concentrate on their own lunch and leave other people's lunches alone.
- Pupils must stop talking as soon as the quiet signal is shown.
- Throwing food or other items is prohibited.
- Pupils will remain in their seats for the entire lunch period. No one is to leave his/her seat for any reason without permission. Students are to raise their hand if they need assistance.
- All conversation will be in a normal tone of voice. Yelling and screaming are prohibited.
- Each pupil is responsible for cleaning up his/her own trash.
- About five minutes before each class is to leave, the staff member will dismiss the students to put away the trays, trash, etc. Pupils will line up immediately and wait quietly for their teacher. Pupils will remain quietly in line until they are picked up by their teacher.
- No food, milk cartons, or straws are to be taken from the cafeteria.
- Pupils assigned to clean the tables will do their work during the five minutes that trays are being emptied.

Playground Expectations

- Students are to stay in the assigned area and will be supervised at all times.
- Equipment is to be used in a safe manner at all times. The teacher is responsible for enforcing safety practices.
- All playground equipment will be shared with appropriate grade levels. Students are expected to take turns if equipment is under heavy use.
- No balls or bats are to be used on the playground.
- Throwing snowballs, dirt, and stones is prohibited.
- Individual pupils are not to enter the building during recess time except in emergency situations and with teacher permission.
- Fighting is forbidden.
- Report problems or concerns to the teachers on duty.
- Return all playground equipment to the appropriate container.
- Line up immediately when the teachers call, whistle, or ring for the end of recess.

Transportation Procedures

Bus Transportation

The safety and care of children riding the school bus is a major concern and requires a high degree of responsible behavior from each child. Parental cooperation is vital. It is important that:

- Each child will wait in an orderly manner at the bus stop before the bus arrives.
- Each child is properly dressed to wait, no matter what the weather.
- **Parents/Guardians monitor their children while they wait for the bus.**
- Children should not rush to the curb before the bus comes to a stop. They must board the bus in single file using the handrails.

If you need to call about a transportation concern, please contact Mrs. Hamm at 302-857-4220.

Bus Expectations/Procedures

Each child should:

- Be seated immediately after boarding the bus.
- Keep heads and arms inside the bus, never out the window.
- Help keep the bus clean. No objects are to be thrown in or out of the bus.
- **Obey the bus driver at all times.**
- No fighting on the bus for any reason.

Children violating these rules of safety and courtesy will be reported to the principal by the bus driver. Capital School District Policy will then dictate whether the child's/children's riding privileges will be suspended and for how long. All concerns regarding bus schedules and/or pick-up times should be addressed with the Capital School District Transportation Office at 857-4221.

The following is a summary of the Capital School District Bus Discipline Procedures. Please read and review these procedures with your child.

In the event of problem behaviors on the bus, procedures will be:

1. Driver communicates with student and parent by telephone.
2. If the problem persists, the driver shall report the student to the school principal or his/her designee using the student bus conduct form.
3. If the parent has been informed and the incident investigated, the school principal or his/her designee may suspend the student's bus riding privileges.
4. If problems persist, the student can be suspended until a conference is held or can be suspended for a longer period of time.
5. If a student has been suspended from the bus for 5 days or more in a school year, that student and parent must have a hearing. The student and parent will be given the option of signing a behavioral contract. If the student violates the contract it will result in the loss of bus riding privileges for the remainder of the school year. *The last action needs the approval of the Supervisor of Transportation, with appeal rights to the Superintendent.*

Such suspensions shall be:

Minor Violation

1 st written report	Warning
2 nd written report	1 -2 days loss of bus privilege
3 rd written report	2 -3 days loss of bus privilege
4 th written report	3 -5 days loss of bus privilege

Major Violation

Any major violation could result in longer suspension of bus privileges pending investigation and Student Success Guide required action

1 st written report	1 - 3 days loss of bus privilege
2 nd written report	2 - 3 days loss of bus privilege
3 rd written report	2 - 4 days loss of bus privilege; parent meeting may be requested
4 th written report	3 - 5 days loss of bus privilege; parent meeting will be requested

Minor/Major Violations are, but not limited to:

Minor Violations:

1. Shouting in or out of the bus
2. Disobeying driver's instruction
3. Talking back to driver
4. Not staying in seat
5. Throwing objects
6. Littering
7. Eating or drinking
8. Annoying other students
9. Attempting to bring unapproved items on bus
10. Use of cell phones for videotaping
11. Listening to music, playing instruments, or games without the use of headphones

Major Violations:

1. Fighting
2. Physical actions resulting in injury to self or others
3. Property destruction
4. Threatening or abusive behavior towards driver
5. Cursing at the bus driver
6. Endangering the safety of other students on the bus
7. Crossing the dual highway
8. Putting arms or head out of the windows
9. Getting on or off the bus in an unsafe manner
10. Getting on or off at incorrect stop
11. Smoking, use of pyrotechnic devices
12. Possession of alcoholic beverages or drugs
13. Carrying or possession of weapons, dangerous explosive devices
14. Bullying

Department of Education regulations state that a student may not be put off of a bus at any place other than home or school. If an action occurs that may justify the student not being transported to school the next day, the building principal, his/her designee or the transportation supervisor must be notified personally.

In the event a student becomes so unruly as to be a hazard to the other students, the driver, or any further progress of the bus run, the driver should pull to the side of the road and stop. If the student cannot be brought under control the driver should call for assistance using the following order:

1. School
2. Bus Contractor
3. The Supervisor of Transportation
4. Or, if necessary, the police

The preceding rules and regulations concerning the transportation of Capital School District pupils shall be policy for the Capital School District Board of Education. For specific information regarding exceptional children refer to DISCIPLINE - Student Management and Discipline for Exceptional Children.

General Information

Home-School Communication

Parent-teacher communication is a partnership requiring each to fully inform the other of the child's progress. This partnership has a significant influence on student success. Therefore, we encourage on-going communication to meet all student needs. The forms of communication which teachers use may include newsletters, notes, flyer, assignment sheet/pads, daily folders, conferences, phones, TalkingPoints, progress reports, and report cards. Additional information is available through our website, www.east.capital.k12.de.us, Facebook page, and our Friday parent community call.

Parents are urged to contact the teacher whenever the need arises via a note, TalkingPoints message, or a phone call. Parent conferences can be scheduled as needed with the teachers at a mutually convenient time. Parent conferences are scheduled with all parents at the end of the first marking period. Attendance at these conferences is highly encouraged. Parents can request a schedule change if the assigned time is inconvenient.

Conferences may be requested by the parent, teacher, school counselor, case manager, or the principal. We strongly encourage our parents to visit East Dover Early Childhood Center early in the school year. You may arrange for classroom observations by calling the office or contacting the classroom teacher to determine the time and date of the observation.

Breakfast and Lunch Program

Breakfast and lunch will be provided for all students at no cost through Capital School District's participation in the Community Eligibility Provision (CEP). Pupils who participate in the breakfast program will go directly to the cafeteria after entering school. School staff will supervise and dismiss students from the cafeteria.

Children who pack their lunches are encouraged to bring nutritious, balanced lunches. It is important for learning and concentration that children receive balanced meals. Please do not include large amounts of snack-type foods and candy in their lunches. **Children are not allowed to share food with other classmates. Sodas, hot chips and Takis are not allowed in school.** Outside purchased food (McDonalds, Wawa, etc.) may not be delivered to students during the school day. You may **not** Door Dash food to the school for your child.

Food is not to be carried throughout the school; it is restricted to the cafeteria. The presence of food and drink in the classroom is disruptive and interferes with learning. Items requiring refrigeration or warming up are not to be sent to school as part of a school lunch. Students are allowed a water bottle (sealed, leak-proof, no glass/Stanley's or those with straws) in the classroom and must follow the established routines and procedures for storing and using them during the day.

Birthday and Classroom Celebrations

Top help ensure the health, safety, and well-being of all students, **outside food, snacks, treats, homemade items, and beverages may not be brought to school by families for birthdays, holidays, or other classroom celebrations.** This includes, but is not limited to cupcakes, cookies, donuts, candy, pizza, ice cream, and individually packaged treats.

We encourage families to celebration their child's special day by donating **non-food items** for the class, such as pencils, stickers, crayons, bubbles, books, or other classroom supplies. Any celebration items must be **pre-approved by the classroom teacher and school administration** prior to being sent to school (48 hours in advance minimum).

Thank you for supporting our efforts to provide a safe, healthy, and inclusive learning environment for all our little senators.

Water Bottles

East Dover has three refilling water stations. Please send your child with a water bottle daily. We ask that water bottles are no larger than 20oz, as well as sealed, leak-proof, no glass/Stanley's or those with straws.

Dress Code

Parents control how a student is groomed and what the student wears to school, therefore parents are considered the primary enforces of the dress code. Students are expected to wear clean, neat, and safe clothing that is appropriate for outdoor recess. Clothing worn by student should support the atmosphere of learning which we foster at East Dover Early Childhood Center.

A student who dresses in a manner that disrupts the educational process will be referred to school administration. Dress code violations will be handled on a case-by-case basis. If the student is considered to be out of the dress code, the student will be asked to remove or cover the inappropriate clothing. If this is not possible, a parent will be called and asked to bring proper clothing or to take the child home.

- Appropriate footwear with socks must be worn at all times
- Pants/shorts must be secured at the waist; belts should be worn with looped pants
- Undergarments must be covered.
- Clothing should be in good repair.
- Skirts, dresses and shorts must not be shorter than mid-thigh.
- Dresses, blouses, and shirts must cover the back and midriff.
- Clothing with offensive language/pictures or references to drugs/alcohol/sex or other offensive themes will not be accepted.
- Hats or other headgear are not to be worn in the school building.
- Sunglasses are not to be worn in the building.
- Jewelry which may present a safety hazard or which may present a distraction is not suitable for school wear.
- Shoelaces should be of appropriate length and tied all times.
- Shoes should be safe for play; **flip flops and high heels are not permitted.**

Again, dress should be appropriate for elementary school children.

Valuables

Common sense and consideration are the best guides in determining whether or not to bring personal possessions to school. The school administrators and staff can't be responsible for valuables that students bring to school. It is recommended that students leave all valuables at home, including cell phones. If a student brings a cell phone to school, the student must turn it in to either the teacher or principal. Please refer to the Capital School District Policy #700-20.

Lost and Found

Children often lose their personal belongings. Lost and found items are kept in the main office. Please label all outer clothing, lunch boxes/bags, books bags, and items brought to school. Expensive items or items with great sentimental value to a child or the family should not be sent to school with a child. Please contact the office to inquire about a lost item.

Recess

During the school day your child/children will receive one 25-minute recess. The purpose of recess is to provide your child/children a break, fresh air, and informal participation in positive social and physical activities.

All recess will be held outside, except in extreme weather situations. Please be sure that your child is dressed appropriately for the weather. Parent requests for inside impose a supervision problem, as teachers must be out with the children. If you have a particular concern, please contact the school nurse.

Emergency, Outreach, and Attendance Calls

The Capital School District uses an automated notification service, which allows us to send telephone, text, and email messages to you providing important information about school events or emergencies. This system will be used to notify you of school delays or cancellations due to inclement weather, as well as remind you about various events, including report card distribution, progress reports and more. In the event of an emergency at school, you can have the peace of mind knowing that you will be informed immediately by phone.

The successful delivery of information is dependent upon ACCURATE contact information for each student, so please make certain that we have your most **current** phone number and email address. These details are collected on the Capital School District Emergency Treatment and Contact Information Form. **If this information changes during the school year, please notify the school immediately.**

The home phone number for each Parent/Guardian listed receives all calls. During emergencies all contacts listed will receive an automated call. Please contact the building to make any adjustments required.

We are very excited to provide this additional tool to improve parent communication and we look forward to having the ability to deliver real time information to you, and provide awareness of all the great events that take place within our school.

Media Release Procedures

Capital School District Uses and releases photographs, audio recordings, and/or video recordings taken or recorded at its facilities and events for educational, instructional, or promotional purposes as determined by Capital School District for use in broadcast and media formats now existing or created in the future. These photographs and recordings often include depictions of students and/or parents engaged in school functions and activities. Any such photographs, audio recordings, and/or video recordings shall become the property of Capital School District and may be used by Capital School District or others with the consent of Capital School District and/or its representatives. As the parent of a student or as an eligible student (18 years of age or older), you may elect to withhold your consent for Capital School District's use of photographs, audio recordings, and/or video recordings of you and/or your child.

In order to withhold your consent for the disclosure of you and/or your child's photographs, audio recordings, and/or video recordings, the parent of the student or the eligible student must notify the principal of the school the student attends in writing within 10 days of receipt of this document. The written notice must: (1) include the name of the student; (2) include a statement that the parent/guardian or eligible student is opting out of the release of photographs, audio recordings, and/or video recordings depicting the student; and (3) be signed and dated by the parent, guardian or eligible student.

Please note that your written notice will be effective for the current school year only and must be renewed on an annual basis should you wish to continue to opt out of the release of photographs and recordings. Finally, please note that Capital School District will not be responsible for, and cannot control photographs, audio recordings, or video recordings captured by individuals who are not employed by, affiliated with, or under contract with Capital School District.

Please contact your local school administration if you have further questions regarding this topic.



East Dover Early Childhood Center

Save the Dates for 2026-27 School Year



Weekly Updates:

Friday Nights at 6:00 pm check your voicemail or email for our East Dover weekly update.

Meet the Teacher (Supply & Tag Backpack w/ Transportation):

Thursday, August 27th

A-N 9:00a-9:45a

O-Z 10:15a-11:00a

Open House (Parent/Guardian event, no students):

Thursday, September 24th

A-N 5:00p-5:45p

O-Z 6:15p-6:00p

First Day of Kindergarten:

Monday, August 31st

8:00a-3:00p

First Day of Pre-K:

Tuesday, September 8th

Pre-K 3s (M-Th) AM 8:00-10:45a, PM 12:15p-3:00p

Pre-K 4s (M-F) 8:00p-12:15p

Winter and Spring Breaks

Winter Break

12/21/26 - 1/1/27

Students return 1/4/27

Spring Break

3/26/27 - 4/2/27

Students return 4/5/27

Scheduled School Closings

9/4 No School

9/7 Labor Day

9/15 State PL Day

10/2 Dismissal at 11:30a

No Pre-K

10/9 PL Day

11/3 Election Day

11/11 Veteran's Day

11/13 Asynchronous Day

11/11 Veterans Day

11/23-11/27 No School

12/21-1/1 Winter Break

1/18 MLK Day

2/5 Asynchronous Day

2/15 President's Day

3/5 PL Day

3/26-4/2 Spring Break

4/16 Asynchronous Day

5/31 Memorial Day

6/4 Last Day Pre-K

6/11 Last Day K

Dismissal at 11:30a

Important Dates

8/31 Senator Way Expectations Assembly
9/1 Ties & Tutus
9/3 NFL Spirit Day
9/8 Ties & Tutus
9/11 Freedom Day - Wear Red, White, & Blue
9/28 Orange Day
9/27 Pink Day
9/28 Blue Day
9/21 Green Day
9/22 Ties & Tutus
9/22 Family & Community Lighthouse Team Sp
9/23 Read Day
9/24 Purple Day
9/24 Open House
9/25 Yellow Day
9/28 Team Color Wars
9/29 Ties & Tutus Superhero Day
9/30 Leader Line Up & Shining Senator Day
9/30 Workout Wednesday
10/1 Crazy Hat Day
10/2 Senator Pride, Early Release 11:30a
10/2 Homecoming Parade

10/3 Puerto Rican Day
10/6 Ties & Tutus Dominican Republic Day
10/7 Mexico Day, Chorus Begins
10/7 Fiesta w/ Families Green & Yellow
10/8 Colombia Day, Progress Reports Out
10/8 Fiesta w/ Families Teal & Pink
10/12 Senator Way Session
10/13 Ties & Tutus
10/15 Hispanic Heritage Culture Night 5-6:30p
10/17 Motorcycles for Music Fundraiser 12-4p
10/20 Ties & Tutus
10/20 Family & Community Lighthouse Team Sp
10/22 Fall Picture Day
10/23 East Goes Pink for Breast Cancer
10/24 Dover PD Trunk or Treat
10/26-10/30 Book Fair
10/26 Kinder Dental Screenings
10/27 Ties & Tutus
10/28 Night of Ties & Tutus 5-6:30p
10/30 Storybook Character Day
10/30 Leader Line Up & Shining Senator Day

11/2-11/8 School Psychologist Week
11/2 Dia de los Muertos
11/6 Veteran's Day Event
11/8 End of Marking Period 1
11/10 Ties & Tutus
11/12 Chuck E. Cheese Fundraiser
11/16 - 50a day
11/17 Ties & Tutus
11/17 Family & Community Lighthouse Team Sp
11/18 Education Support Professionals Day
11/19 Marking Period Award Ceremonies
11/19 Arts Showcase 5-6:30p
11/19 Report Cards Out
11/20 Leader Line Up & Shining Senator Day
11/30 Senator Way Expectations Assembly
12/1 Ties & Tutus
12/2 Picture Release Day
12/4 Long Winter Nap Day
12/5 Pancakes with Santa 10a-12p
12/7 80a Day
12/8 Ties & Tutus

12/10 Sparkle & Lights Day
12/13 Festive Friday
12/14-12/18 Ornament Shop
12/14 Snack Day
12/15 Ties & Tutus
12/15 Family & Community Lighthouse Team Sp
12/16 Cozy Winter/Holiday Accessories Day
12/17 Santa's Workshop Day
12/18 Progress Reports Out
12/18 Ugly Sweater Day
12/18 Leader Line Up & Shining Senator Day
1/4 70a Day
1/4 Senator Way Expectations Assembly
1/5 Ties & Tutus
1/8 Epiphany/Dia De Reyes
1/8 Parent Lunch - Green
1/12 Ties & Tutus
1/19 Ties & Tutus
1/28 Family & Community Lighthouse Team Sp
1/28 Ties & Tutus
1/29 End of 2nd Marking Period
1/29 Leader Line Up & Shining Senator Day

2/2 Ties & Tutus
2/2 90a Day
2/4 Chuck E. Cheese Fundraiser
2/9 Ties & Tutus
2/11 Marking Period Award Ceremonies
2/11 Report Cards Out
2/12 East Dover Loves to Read Wear Red/Pink
2/18 Ties & Tutus
2/18 Family & Community Lighthouse Team Sp
2/17 100th Day of School
2/17 Leadership Field Trip - Invite ONLY
2/18 101st Day
2/28 - Parent Lunch - Yellow
2/22-2/22 Book Fair
2/23 Ties & Tutus
2/25 Academic Night & BHM Celebration 5-6:00p
2/28 Leader Line Up & Shining Senator Day
3/1-3/4 Inclusion Spirit Week
3/2 Ties & Tutus
3/4 Parent Lunch - Teal
3/4 Progress Reports Out

3/4 Health Fair 5-6:30p
3/8 Pancakes & 1st Easter Bunny 10a-12p
3/8 National Women's Day - Wear Purple
3/9 Ties & Tutus
3/10 Spring Pictures
3/11 Progress Reports Out
3/18 Ties & Tutus
3/18 Family & Community Lighthouse Team Sp
3/17 St. Patrick's Day - Wear Green
3/18 Musical Performances 5-6:30p
3/18 Parent Lunch - Pink
3/22 Rock Your Socks Observance
3/23 Ties & Tutus
3/25 Central Policy Awareness - Green
3/25 Leader Line Up & Shining Senator Day
4/5 Senator Way Expectations Assembly
4/6 Ties & Tutus
4/7 Paraprofessional Appreciation Day
4/12 End of the 3rd Marking Period
4/13 Ties & Tutus

4/15 Dancing with My Dearest Sneaker Ball Sp
4/20 Ties & Tutus
4/20 Family & Community Lighthouse Team Sp
4/21 Administrative Professionals Day
4/21 Marking Period Award Ceremonies
4/22 Community Service Learning Day
4/22 Report Cards Out
4/28 Super Science Day
4/27 Ties & Tutus
4/30 Leadership Day
4/30 Leader Line Up & Shining Senator Day
5/1 Dover Days
5/3-5/7 Teacher Appreciation Week
5/4 Star Wars Day, Teacher Appreciation Day
5/4 Ties & Tutus
5/5 Ocho de Mayo, School Nurse Day
5/8 Parent Lunch - Green
5/7 School Lunch Hero Day
5/11 Ties & Tutus
5/14 Parent Lunch - Yellow

5/17-5/21 SEL Spirit Week
5/18 Ties & Tutus
5/18 Speech Pathologist Day
5/18 Family & Community Lighthouse Team Sp
5/19 Progress Reports Out
5/20 Parent Lunch - Teal
5/21 SEL Day
5/25 Ties & Tutus
5/27 Parent Lunch - Pink
5/28 Shining Senator Day
6/1 Ties & Tutus
6/3 Field Day
6/4 Last Day for Pre-K
6/4 Cookout with Caregivers
6/7 Teal Kinder Celebration 9-10:30a
6/7 Pink Kinder Celebration 12-1:30p
6/8 Yellow Kinder Celebration 9-10:30a
6/8 Green Kinder Celebration 12-1:30p
6/12 Early Release 11:30a, Last Day for Kinder

Weather Related School Closings/Delays

All school closings and delays are reported through our school phone messaging system. Please make sure your phone number is up-to-date. You may also check the Capital School District webpage.

Follow Us Online:

Facebook: <https://www.facebook.com/CSDEastDoverECC>

Website: east.capital.k12.de.us

District Website: capital.k12.de.us

Connect with your child's teacher through Talking Points

CAPITAL SCHOOL DISTRICT

Accountability Policy: Assessment

Promotion Retention Guidelines – Capital School District

Purpose:

The needs of the students must be the central concern in all decisions made regarding promotion and retention. Promotion and retention of students shall be based on attainment or non-attainment of approved standards in core academic content areas as well as the policies set forth by the Capital School District.

Students are expected to progress annually from grade to grade. Schools and teachers are responsible for ensuring that students experiencing academic difficulties are identified as early in the school year as possible and that appropriate intervention strategies and/or support systems are used to assist students in performing on grade level. Schools and teachers are also responsible for informing parents/guardians in a timely manner of a student's academic progress and seeking active support from parents/guardians when the student's academic performance is not at a proficient level.

The current Promotion Retention Policy is being revised and will be distributed when approved by the Capital Board of Education (late August).

Parent Concern Procedures

Openness on the part of Capital School District personnel to the legitimate needs of children and the rights of parents creates a solid foundation of the resolution of problems. Usually, the most effective solution to a school problem is found at, or close to, the point of origin. The vast majority of problems that arise between parents and the schools are quickly resolved to the satisfaction of the parents and the benefit of the child.

Occasionally, a persistent concern may arise, which is not or cannot be, quickly resolved at the point of origin. Under these circumstances, the District wishes to make certain that adequate avenues are open for the parent to pursue the concern. The following procedure is established to provide direction for parents attempting to resolve such concerns.

INFORMAL PROCEDURE

1. The parent shall first try to settle the concern on an informal basis with the employee involved or responsible.
2. If, however, the complaint is filed with the employee's immediate supervisor, instead of the employee, the employee will be notified immediately. Within five (5) school days, the employee shall confer informally with the parent alone or at the request of the employee, or the parent, with the parent and immediate supervisor or his/her designee.

FORMAL PROCEDURE

If the matter is not resolved at the informal level by the end of the fifth school day and the parent desires to file a formal concern, the parent must file the concern in writing on the form provided by the district. The forms are available in the District Office. Parents may pick up the form or the form will be mailed upon request.

1. The written concern must be filed with the employee's immediate supervisor within ten (10) school days.
2. The employee shall be notified immediately and within (5) school days of the receipt of a written complaint. The supervisor shall arrange a meeting with the individual parent and the employee. The employee may, however, authorize the supervisor to solve the complaint within the five (5) school day period.
3. Both parent and employee shall be entitled to have a representative present.
4. The supervisor shall attend and act as recorder and fact finder and shall render a written decision not later than five (5) school days after the meeting. The supervisor shall send a copy of the written decision to the parties making the complaint.
5. If the matter is not settled to the satisfaction of either party, an appeal may be made in writing to the Superintendent of Schools within five (5) school days. The Superintendent shall schedule a meeting with the parties involved within five (5) days and shall send a copy of the decision rendered to all of the parties involved.
6. If the matter is not settled at the Superintendent's level, either party may appeal to the Board of Education within five (5) school days. Within twenty (20) calendar days, the Board shall, in a closed session, review the appeal and render a final decision at that time. A copy of the decision shall be sent to all parties involved.

Parent Notification of Rights

Parent Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education.
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of-*
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use-
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distributing purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Capital School District will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Capital School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The Capital School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Capital School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D. C. 20202-5901

The Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act (FERPA) affords parents/guardians, and students over 18 years of age, the following rights:

Inspection and Review

Parents /guardians may submit to the school principal a written request identifying records they wish to inspect. The principal will notify them of the time and place at which records may be inspected. Access shall be provided within 45 days of the receipt of the request.

Amendment of Records

Parents/guardians may ask the District to amend a record they believe is inaccurate by submitting to the principal as written request identifying the part of the record they want changed, and they need to specify why it is inaccurate. If the District denies the request, the District will notify them of the decision, advise of the right to a hearing, and provide the hearing procedures.

Disclosure without Consent

Disclosure of personally identifiable issues contained in students' education records requires parent/guardian consent. Some exceptions apply including the following:

1. Such records may be disclosed to school officials with legitimate educational interests. School officials include District employees; the District Board members; a person or company retained by the District to perform a special task (for example, an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on a committee or assisting another school official. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.
2. The District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll upon request from the receiving district.

Complaint

Parents/guardians may file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA by submitting a complaint to:

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

Children's Online Privacy Protection Act (COPPA)

In order to provide access to students to a variety of instructional resources, such as Google Apps for Education and Schoology, we must provide those platforms with each student's name, a unique student identifier, and a unique account name. These details are identified as "personal identifying information" (PII), and are governed under the Federal Law entitled the Children's Online Privacy Protection Act (COPPA) for anyone under the age of 13. This requires that parents are provided notice about the use of PII and that parents provide consent prior to any PII being collected from anyone under the age of 13. The law permits school districts to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent to be given directly to those resources. Should you have any questions regarding CSD's use of these systems, please contact the building administrator of the school that your child attends. If at any time you do not want your child to have access to a specific system, please request and complete the COPPA Opt Out Form available from your school building. Additional details regarding COPPA can be found on the following website: <http://www.ftc.gov/privacy/coppafaqs.shtm>.

APPENDIX

Grading and Reporting of Student Progress

	Capital School District Board of Education Policy	Section: Instruction
		Title: Grading and Reporting of Student Progress
		Policy #: 600-10
		Date Approved: 05/11/16
		Date Revised: 05/05/16

Purpose:

The purpose of the Capital School District Grading Policy is to articulate a framework that promotes consistency in grading and the reporting of student progress. This policy facilitates the implementation of a grading philosophy that is aligned with research based practices and standards based instruction. It shall be consistently applied and clearly communicated to all students, teachers, parents/guardians, and administrators.

Definitions:

Grading is an integral part of the teaching and learning process. It includes establishing clear learning goals, setting standards and evaluative criteria, constructing formative and summative measures that assess learning, implementing changes in instruction that are based on assessment data, and providing meaningful feedback to students. Grades are the number and/or letter given as a summary statement of student performance.

Reporting is the process by which the teacher communicates information to parents/guardians about student progress (what they have learned and are able to do). The reporting process may include a combination of report cards, progress reports, e-mails, telephone conversations, Home Access Center (secondary schools) and conferences. Reporting will be done in a clear and timely manner so that parents/guardians may support their child's learning.

Goals:

Grading will help the teacher to:

- o Communicate learning progress to the student and parent.
- o Appraise the effectiveness of teaching strategies and modes of instruction.
- o Evaluate strengths and needs of each student.

Grading will help the parents/guardians to:

- o Understand their child as a learner
- o Be knowledgeable about the student's learning
- o Guide the student in making academic progress
- o Encourage the student to give maximum performance in academic areas.

Grading will help the student to:

- o Evaluate and see personal progress in their learning.
- o Recognize how work may be improved.

Grading Guidelines:

1. Teachers will record all grades in electronic grading programs:
Grades K-1 in eSchool
Grades 2-12 – posting in Home Access Center
2. The 0-100 scale will be used for grading student work.
A = 90-100 – Well Above Standard
B = 80-89 – Above the Standard
C = 70-79 – Meets the Standard
D = 60-69 – Below the Standard
F= 0-59 – Well Below the Standard (Parent Notification Required)
3. At the end of a year-long course, cumulative averages below 50 will be converted to a 50 for marking periods 1 and 2. At the end of a semester course, cumulative averages below 50 will be converted to a 50 for marking period 1. This adjustment reflects that a student has failed and is Well Below the Standard. However, with hard work, the student still has the opportunity to recover by earning a passing grade. At Dover High School, midterms/finals will not be adjusted.
4. Teachers will enter grades into the electronic grading programs as formative or summative measures. Weighting will be as follows:

	Formative	Summative
Grades 2-4	60%	40%
Grades 5-12	40%	60%

5. Formative assessments should be frequent and ongoing, completed in route to mastery. They are “checkpoints” on students’ progress and the foundation for feedback given. The purpose of formative assessments is not to judge a student’s final achievement of a topic, but to evaluate where he or she is in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. Examples of formative assessments may include quizzes, drafts of writing, homework (grades 5-12), quick writes or anything in the early stages of learning content or concepts.
6. Summative assessments are completed after the learning experiences, usually requiring students to demonstrate mastery of essential understandings after sufficient instruction and practice has been given. Examples of summative assessments may include tests/exams (performance, oral or written), final writing pieces (research papers, essays, stories, poems), projects, and quarterly assessments.
7. Department Chairs/Grade Level Teams/Administrators will assist teachers in determining whether student assignments are summative or formative measures.
8. Grades should be sufficient in number and category (quizzes, tests, projects, etc.) to reflect an accurate measure of a student’s progress.

9. As no single grade shall count more than 20% of the nine weeks or semester grade, there must be a minimum of four summative assessments for grades 9-12, minimum of three summative assessments for grades 5-8, and a minimum of two for grades 2-4. There is a minimum of two formative assessments for grades 5-12 and a minimum of 3 formative assessments for grades 2-4.
10. Behavior, participation, effort, and attitude will not be factored into grades.
Grades will be based on what a student knows and understands based on the identified learning objective.
11. Teachers must adhere to Capital School District's Student Attendance Regulations Policy #700-02 which dictates that students who are absent, whether excused or unexcused, will be given the opportunity to make up work or tests missed within a *reasonable amount of time*. A reasonable amount of time is defined for each class session missed the student will have two class sessions to make up the missing assignments. A teacher may extend this time if the student is making progress towards completing assignments.

While students are making up work due to an absence or absences, teachers may use the following codes in eSchool Grade Book:

- a. ABS – Absent from Class – it assigns a zero for the assignment until the grade is entered.
 - b. EX – Exemption – it excludes the assignment from being included in the student average if the teacher determines an exemption is needed.
12. Extra credit opportunities are limited to additional student work that provides extended learning that directly matches the content standards or grade level expectations and should be offered to all students. Activities such as bringing school supplies, attending an event, or completing a task not directly related to achievement does not meet the guidelines.
 13. Teachers must adhere to the guidelines for homework established in the Capital School District Homework Policy #600-03. The guidelines outline factors in making assignments, principal, teacher, student & parent responsibilities, frequency and quality of assignments, and procedures for handling homework not completed or turned in late
(a maximum of one letter grade below what a student would have received had the assignment been completed on time or in a reasonable amount of time as determined in #11 above).

For grades 2-4, homework will be reflected in a separate section of the report card, not in the formative category as in grades 5-12.

14. Teachers will inform students and parents of how grades will be determined in a particular class. This will include the weight that each component or the academic work carries, grading criteria, procedures for redoing work for credit, and rubrics used for major assignments. This communication will take place in class, during open house events, and conferences. Grading practices may also be shared via teacher websites.
15. Teachers are encouraged to grade work promptly (within a week of submission is a good rule of thumb), enter it into eSchool, and return it to students for review.
16. Teachers will retain evidence upon which the reporting (grade) is based in a portfolio or other folder until at least two weeks following the end of the reporting period. Evidence may include rubrics, copies of tests, etc.

17. In Grades 9-12, final course grades are calculated by each quarter being 20% and the mid-term and final each counting 10%.

Promotion/Retention Policy

	Capital School District Board of Education Policy	Section: Instruction
		Title: Promotion/Retention Policy
		Policy #: 600-12
		Date Approved: 7/19/16
		Date: June 8, 2016

Purpose:

The needs of the students must be the central concern in all decisions made regarding promotion and retention. Promotion and retention of students shall be based on attainment or non-attainment of approved standards in core academic content areas as well as the laws, rules, regulations or policies set forth by the Department of Education and the Capital School District. Due consideration should be made when student retention is being discussed. If through retention a student is likely to, through an extra year at the grade level, obtain the necessary skills and knowledge to be successful and maintain pace with his/her new cohort in future years, retention may be considered an option.

Students are expected to progress annually from grade to grade. Schools and teachers are responsible for ensuring that students experiencing academic difficulties are identified early and that appropriate intervention strategies and/or support systems are used to assist students in performing to grade level. Schools and teachers are responsible for informing parents/guardians of a student's academic progress and to seek active partnership with parents/guardians when academic performance is not at a proficient level.

General Requirements for Promotion

In order for a student to be promoted from one grade to the next, the student must:

1. Receive a passing grade in 50% of their instructional program. One of the subject areas that must be passed is Reading/English Language Arts or its equivalent.
2. Successfully complete local requirements as determined by teacher assessment of student performance on instructional outcomes and on the judgment of the teacher(s) in consultation with the principal.

Note exception for students receiving special education under Title 14 of the Delaware Code, Chapter 31, and the individuals with Disabilities Education Improvement Act (the "IDEA"), the principal will make the decision to retain or promote the student based upon the requirements set forth above. For students receiving special education under Chapter 31 and the IDEA, promotion and retention decisions shall be made by an IEP team.

Specific Requirements for Promotion

Student promotion in grades kindergarten through grade three is based on a team decision reflecting students meeting the benchmark criteria outlined in the K-3 Report Card Rubrics and ongoing assessment data. All students in grades 1-3 are required to pass Reading in order to be promoted as noted:

Grade 1: A student must receive a "2" or better overall in Reading on the report card for two or more of the last three marking periods.

Grades 2-3: A student must receive a passing grade in Reading for two or more of the last three marking periods.

Students in grades 4-8 must pass at least three core courses including:

Grade 4-6: Reading & Math – A student must receive a passing grade for two or more of the last three marking periods.

Grades 7-8: English/Language Arts & Math

Core courses are defined as follows:

Grade 4 – Reading, Writing, Math, Science and Social Studies

Grades 5-6 – Reading, ELA, Math, Science, and Social Studies

Grades 7-8 - English/Language Arts, Math, Science, and Social Studies

Requirements for Grades 9-12 can be found in Policy #700-29.

Other Factors

To the maximum extent appropriate, students with disabilities shall be governed by their Individualized Educational Plan (IEP). Students with disabilities may be exempt from promotion/retention standards if an IEP Team determines that the student does not have the ability to successfully complete general curricular standards in the time allotted for completion.

To the maximum extent appropriate, students identified as English Language Learners (ELL) shall be governed by their Educational Plan. Students identified as ELL may be exempt from promotion/retention standards if the retention is determined not to be an appropriate action at the time.

Students must be in attendance to receive instruction for at least 90% of the time established by the district-wide calendar in a given school year. For any student who is not in attendance to receive instruction for 90% of the time established by the district-wide calendar in any given school year, the principal must review indicators of academic success to determine whether the student should be retained or assigned the following school year.

Promotion decisions shall be based upon performance recorded on the report card, standardized testing and input from the teacher(s) and parent(s) in consultation with the building principal. When there is a disagreement between parties, the principal will make the determination of promotion, assignment or retention.

Failure to Meet Promotion Requirements

If a student fails to meet promotion requirements at any grade level, administrative assignments may be made, as determined by state or federal law or regulations, for:

1. ELL students whose progress is impeded by a language barrier
2. Students receiving special education services under Chapter 31 of the Delaware Code
3. Students who have already been retained for 2 years for academic reasons

Promotion or Retention Procedures

The Superintendent, or his/her Designee, shall establish procedures consistent with this policy and state law and regulations to process promotion and/or retention decisions. The Superintendent will develop guidelines to notify parents in a timely fashion when students are not meeting standards and provide parents with ways in which they can help their children or get additional assistance from the schools or in the community.

English Language Learners are faced with the dual challenge of learning a new language and trying to meet academic requirements. Their ability to demonstrate English proficiency in the areas of reading, writing, listening, and speaking may take up to 7 years, depending on many variables such as the English proficiency level, age and time of arrival at school, level of academic proficiency in their native language, and the degree of support in achieving academic proficiency. Therefore, ELL students MAY NOT be retained based on their English proficiency level. It is expected that they will receive ELL support and accommodations as needed and be promoted along with their peers. The grading of ELL's should be guided by Capital's Grading of ELL Student Guidelines.

To reduce the potential of a student having a negative experience due to a placement or retention decision, the final decision to promote, place or retain a student shall be made by the principal of the school in consultation with grade level teachers. Students who are more than two years chronologically above the age level of other students in the grade where they are placed may be considered for administrative assignment into the next grade level based on a review of the needs of the student.

Appeals

Parents have the right to appeal a principal's decision on the assignment, retention or promotion of their children. Appeals should be made in writing to the Superintendent or Designee, with a copy of the appeal made to the principal of the student's assigned school.

Summer School Attendance, Procedures, etc.

A student whose performance is not meeting grade level expectations may be recommended to go to summer school if offered at that grade level.

School Choice Policy

	Capital School District Board of Education Policy	Section: Home, School and Community
		Title: School Choice Policy
		Policy #: 400-02
		Date Approved: 02/17/16
		Date Revised: 01/08/16

I. ESTABLISHMENT AND STATEMENT OF PURPOSE

The Capital School District supports the concept of choice and welcomes parents, guardians, or relative caregivers to apply to any of the schools in the District. This policy was revised in accordance with DE Code, Title 14, Chapter 4 (§401-414), School District Enrollment Choice Program. The General Assembly of the State of Delaware enacted the enrollment choice program effective July 1, 2013 to increase access to educational opportunity for all children throughout the State regardless of where they may live and maximize parental choice in obtaining access to educational opportunities for their children.

II. APPLICATION PROCEDURE FOR CHOICE WITHIN THE DISTRICT

- A. Any parent of a school age child may apply to enroll in a school or program in the District by submitting a Delaware Standard Application for Educational Options. Applications may be obtained from the District Office, District website, District Choice Office, or the main office of any school in the District.
- B. School Choice Applications must be submitted to the receiving district and to the district of residence after the first Monday in November and on or before the 2nd Wednesday in January for enrollment during the following school year for grades 1-12 or on or before the first day of the school year for enrollment in a kindergarten program during that school year.
- C. If a parent of a school age child fails to file an application by the established deadlines and Good Cause exists for the failure to meet the deadline, the receiving district and the district of residence shall accept and consider the application in the same manner as if the deadline had been met.
- D. A separate application must be submitted for each student; one application for each student and for each district.
- E. Only one application may be submitted for each student, and must be limited to three (3) choice schools or programs.
- F. An 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.
- G. Non-resident students currently attending Capital School District schools by special permission must also submit an application.
- H. Parent, guardian or Relative Caregiver acceptance of an invitation to enroll in a school of your choice commits the student to remain in that school for two years or until the program or grade level configuration is completed, unless released by the district, or earlier terminated pursuant to the provisions of Title 14, §407.
- I. A new Choice Application must be submitted prior to the completion of grades 4, 6, and 8 for Out of District students wishing to continue his/her education in the Capital School District.

III. WITHDRAWAL OF APPLICATION

The parent of a school age child may withdraw their choice application at any time prior to action on the application by the Board of Education, by giving written notice to the Board of Education and the Board of Education of the District of Residence.

IV. PROCEDURES FOR PROCESSING AN APPLICATION

A. Within 10 working days of an application deadline, the receiving district shall transmit a notice to the district of residence that it has received the application.

B. Grade 1-12 Applications:

1. The Capital Board of Education will consider applications before the end of February of the school year preceding enrollment. Applicants will be notified about the school board's action within five working days of the board meeting. The response will include one of three answers: (1) invited to enroll, (2) placed on a waiting list, or (3) not accepted.
2. **All applicants are required to submit a completed Capital School District Registration Form and provide all supporting registration documents with the Choice Application.** It is the responsibility of the applicant to get copies from the present school and attach it to the application. The application will not be considered without this information.
3. Initial invitations must be accepted or rejected by the applicant in writing. Responses must be received by the District Choice Office on or before the third Friday in March. If no response is received from the applicant, the invitation will be considered to be rejected.
4. As openings in a school and grade become available, applicants who are on the waiting list may be invited.
5. Invitations to waiting list applicants who live in another school district will be accepted by written confirmation and received by the District Choice Office no later than April 15.
6. Invitations for specific schools and specific grades – if a student is not promoted he/she may not be eligible to enroll in the choice school because of space limitations. If this happens, immediately contact the District Choice Office.

C. Kindergarten Applications:

The Capital Board of Education will consider applications before June 15, or within 45 days of receipt. Applicants will be notified about the school district's action within five (5) days of the board meeting. The response will include one of three answers: (1) invited to enroll, (2) placed on the waiting list, (3) not accepted. The student must have had his/her fifth (5th) birthday on or before August 31.

V. CRITERIA FOR CONSIDERATION AND APPROVAL OF APPLICATIONS,

A. When space is available in a school, applications will be considered according to the following criteria in the order listed:

1. Returning students who continue to meet the requirements for the school and/or program, including students graduating from one school to another within a single program.
 2. Students who meet the requirements for the program or school and who seek to attend based upon the residence of their parent within the designated feeder pattern, if any, for the school.
3. Siblings of students already enrolled in the school who will be returning to the school for the following academic year, provided that any sibling seeking priority meets the requirements for the program or school. Priority may be given to the siblings of students who live in the District over siblings who do not live in the District.
4. Students who reside within Capital School District as long as they meet the criteria of the program or school.

5. Children of Capital School District employees as long as they meet the criteria of the program or school.
6. Students whose daycare providers are located in the Capital School District.

After the District has admitted all qualifying students, a lottery process will be used to admit additional students and generate a ranked waiting list, which may be verified by the Department of Education for randomness.

VI. CRITERIA FOR DISAPPROVAL OF APPLICATION

A. Disapproval of applications may be on the basis of any of the following:

1. Capacity of the affected school building, class size, program requirements and the projected enrollment for the next school year as determined by the district. Students who meet the acceptance criteria within this policy but who are not selected due to lack of capacity in the school or program will be placed on a ranked waiting list until June 30.
2. If the student who has made application has been suspended or has been absent from school without a valid excuse for more than 15 school days during a school year, in the district of residence, the Capital School District Board of Education may in its sole discretion, refuse to consider the application, refuse to approve the application, or refuse to enroll the student until reinstated by the district of residence, provided, however that nothing is construed to enlarge upon the authority of any district to accept for re-enrollment any student who has been expelled from a school district in this state, as such authority is limited by the provision of §4130 of Title 14. "Valid Excuse" shall have the same meaning as in §2721 of Title 14.
3. If a student is not promoted, he/she may not be eligible to enroll in the previously accepted Choice school the following year.

VII. CAPACITY AND DISTRICT CHOICE OPPORTUNITIES

- A. No later than November 30 of each year, the Capital Board of Education shall transmit to the Department of Education notice of the capacity of each school in the district for the following academic year and the projected enrollment for the following academic year. The capacity and projected enrollment figures may be revised until January 30.
- B. No later than October 31 of each year, Capital School District shall hold a public information session about choice opportunities available in schools and programs within the district for the coming academic year.

VIII. DURATION OF ENROLLMENT IN THE CAPITAL SCHOOL DISTRICT

A. A pupil accepted for enrollment in a school or program pursuant shall be entitled to remain enrolled therein until graduation from the school or completion of the program provided that the pupil continues to meet the requirements for such school or program, provided however, that upon the concurrence of the boards of both the district of residence and the receiving district, a pupil's right to remain enrolled may be terminated prior to graduation from or completion of the program where such termination is based upon the pupil's:

1. Failure to continue to comply with the receiving district's requirements for attending school or class, or
2. Multiple violations of, or one or more serious violations of, the receiving district's student success guide.

B. A student accepted for enrollment in a District school or program may remain enrolled for a minimum of two (2) years unless, during the two-year period, the student graduates from the school or completes

the program, the student's parent(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 requirements of the school or program, daycare was indicated on the relevant choice application as a reason for seeking enrollment, daycare was a reason for granting priority to consideration of or granting of the relevant choice application, the provider of daycare services to the pupil ceases doing business or relocates to a location so distant from the original location as to render the original combination of daycare and choice enrollment no longer reasonably practicable for the pupil or the parent or parents of such pupil, or the board of the district of residence, the board of the receiving district, and the parent or parents of the pupil agree for any reason to terminate such enrollment. Parents/Guardians of students who are being considered for dismissal from a choice school will be informed of the issues that exist and when feasible, given an opportunity to correct the problem(s). Choice may also be terminated if the pupil's parents or guardians wish to terminate the agreement due to a reported and recorded instance of "bullying" against their child as defined in Title 14, § 4112D.

- C. Students who engage in conduct which results in recommendation for expulsion will not be permitted to return to the Choice school for the following school year unless the Board orders otherwise or unless the Board waives the penalty of expulsion (according to statute).
- D. Resident students wishing to return to the Capital School District from an out of district Choice placement for any reason other than successful completion of the two (2) year commitment or reaching the highest grade in the Choice school may return after one year. It is strongly recommended that students return to the District before September 30 so necessary resources are available.

IX. TERMINATION OF ENROLLMENT

- A. A parent may apply to terminate enrollment in the Capital School District at the end of a school year by providing a Department of Education School Choice Termination Form to the Superintendent.

X. TRANSPORTATION

- A. The parent of a student from another school district enrolled in a Capital School District school is responsible for transporting the student to their choice school without reimbursement or the parent can deliver the student to the nearest regular bus route that serves the choice school. Parents are responsible for picking up their children at the bus stop when school is dismissed early or if the opening of school is delayed.
 - 1. Parents are responsible for having the student in school and on time each day.
 - 2. Parents are responsible for picking the student up promptly at dismissal time each day unless other arrangements are made with the school.

XI. INTERSCHOLASTIC SPORTS

- A. Students shall be governed by the Rules of the Delaware Interscholastic Athletic Association (DIAA) with regard to eligibility of transferring students.
- B. A student enrolled in grades ten (10) through twelve (12), inclusive, shall not be eligible to participate in interscholastic athletic contests or competition during the first year of enrollment in the choice school if the student was enrolled in a different receiving district during the preceding school year unless the interscholastic sport was not offered at the previous receiving district.

XII. CREDITS/GRADUATION

- A. A student who has enrolled in the District and who has met the district's graduation requirements shall be granted a diploma by the district. The District shall accept credits towards graduation requirements awarded by another school district.

XIII. ELIGIBILITY OF NON-RESIDENT STUDENTS

A. Non-resident students placed in the District

Any child who is a resident of an institution for the care or training of children located within this district is not a legal resident of the district by such placement, but shall be admitted to the schools of this district and a charge shall be made for tuition in accordance with statute.

B. Residents of Children's Homes

A child who is a resident of an institution for the care or training of children located within this district is not a legal resident of the district by such placement, but shall be admitted to the schools of this district and a charge shall be made for tuition in accordance with statute.

C. Other Non-Resident Students/Relative Caregiver

A non-resident student may be admitted to this district without payment of tuition when that student lives with a relative caregiver who has completed the proper forms, documentation and certifications.

D. Student Foreign Exchange Programs

The Board endorses the foreign student exchange program sponsored by the American Field Service and faculty advisor thereof.

Other sponsoring organizations sanctioned under the U.S. State Department's Regulations governing Designated Exchange Visitor Programs, may petition the Superintendent for placement of foreign exchange students in the Dover High School with full knowledge that the American Field Service is the recognized sponsoring agency in the Capital School District.

The District students wishing to participate in foreign exchange programs must receive prior approval from the high school principal for the transfer of any credits resulting from an exchange program. The high school principal will consult with the Department of Education as needed.

XIV. DEFINITIONS

For the purpose of this policy, the following terms shall have the following meanings:

A. "District of Residence" shall mean any reorganized school district in which the Parent of a student resides.

B. "Parent" shall mean parent, legal guardian or relative caregiver of a child.

C. "Receiving District" shall mean any reorganized school district other than the district of residence in which a student seeks to enroll. Where the district of residence includes more than one school or more than one program within any school providing instruction at a given grade level, and a parent of a child entering such grade level applies to enroll that parent's child in a public school program within the district of residence other than the program in which the child would normally be enrolled based on a child's place of residence, the district of residence shall also be considered to be the receiving district for all purposes of this chapter, except for the purposes of §408 of this title.

D. "Good Cause" shall mean a change in a child's residence due to a change in family residence, a change in the state in which the family residence is located, a change in child's parent's marital status, a change caused by guardianship proceeding, placement of a child in foster care, adoption, participation by a child in a foreign exchange program, or participation by a child in substance abuse or mental health treatment program, or a set of circumstances consistent with this definition of "Good Cause".

E. "Working days" shall mean working days as determined by a school District's administrative calendar.

- F. “Enrolled students” unless the context indicates otherwise, means all students included in the Delaware Student Information System (DELSIS) report for the year of the data collection.
- G. “Fiscal year” means the period of July 1 through June 30.
- H. “School” means any public school including charter schools.
- I. “Receiving Local Education Agency” is defined in 14 Del. Code, §402(5) and includes all Delaware public school districts, charter schools, and career and technical education schools. All defined RLEA shall adhere to the requirements outlined in HB90 with HA1 (i.e. standard written application, deadlines, and notifications).
- J. “Capacity” means the maximum number the 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.
- K. “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.
- L. “Projected Enrollment” means the total number of returning students and new attendance zone (resident school) students the receiving district anticipates will enroll for the following academic year.