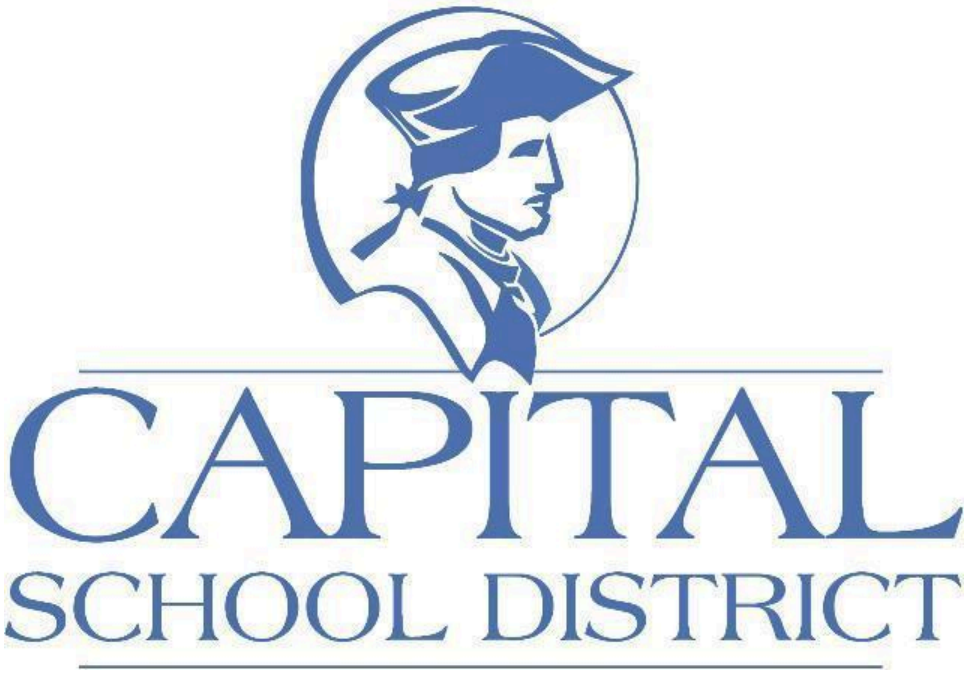
North Dover Elementary School Handbook



"Educational Excellence Today for a Changing Tomorrow"

2026-2027

CAPITAL SCHOOL DISTRICT
Central Administrative Office
198 Commerce Way
Dover, Delaware 19904
Telephone: 672-1500

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The Capital School District is an equal opportunity employer and does not discriminate on the basis of race, color, creed, religion, gender (including pregnancy, childbirth and related medical conditions), national origin, citizenship or ancestry, age, disability, marital status, veteran status, genetic information, sexual orientation, or gender identity, against victims of domestic violence, sexual offenses, or stalking, or upon any other categories protected by federal, state, or local law. Inquiries regarding nondiscrimination policies should be directed to the Title IX, District 504 and ADA Coordinators: Capital School District, 198 Commerce Way, Dover DE 19904. Phone (302) 672-1500

ADA Coordinator	Special Education/Section 504	Sex Discrimination (Title IX)
James B Supervisor of Buildings/Grounds Capital School District 198 Commerce Way Dover, DE 19904 Tel: (302) 857-4210	Nicole Kurz-McDowell Director of Special Education Capital School District 198 Commerce Way Dover, DE 19904 Tel: (302) 857-4239	Dr. Donna Mitchell Director of Human Resources Capital School District 198 Commerce Way Dover, DE 19904 Tel: (302) 857-4214

Dear Parents/Guardians,

On behalf of the faculty and staff, I welcome your family to an exciting new school year at North Dover Elementary School. We continue to challenge ourselves with the task of maintaining a safe and positive school community where the emphasis is on high standards of teaching and learning.

The school's vision and mission are printed in this handbook for your review. The North Dover Elementary School Lighthouse Team, which consists of parents, staff, and community members, will be finalizing the 2026-27 School Success Plan, using the findings from data collected in the 2025-26 school year to shape the new plan. Copies of the final plan are available in the school office or on the website. This team meets monthly to review the plan, consider new program proposals, and to address school concerns. We welcome your input and attendance at all meetings.

Communication and clear expectations are keys to success for any school. We will accomplish this in a variety of ways. On a large scale, our Lighthouse Team will provide avenues of communication for our school. We also can be found on Facebook. Certainly, the classroom newsletters are a closer look into the events and teacher expectations in your child's classroom. Visits to the school, phone calls, and e-mails can provide a more personal discourse about your child's progress in school.

This handbook is designed to provide you with information about school and district procedures, expectations, and policies. Please read this handbook with your child and use it as a reference for the 2026-27 school year. Please feel free to call the office or visit our web site at https://csdndes.ss19.sharpschool.com to recommend changes or request clarification or additional information (672-1980).

As a parent, you have the right to know about the professional qualifications of the teachers who instruct your child. If you would like to view the qualifications of your child's teachers, please go to the Capital School District website under Parents and Community/Teacher Qualifications. This link will provide you with access to the DEEDS website that lists teacher qualifications.

Once again, welcome to North Dover! We are excited for the upcoming year and are very pleased you have chosen North Dover for your student's early learning experience.

Sincerely,

Dr. Shani Benson, Ed.D
Principal

BASIC INFORMATION

Phone Number

672-1980 or 1981	Shani Benson, Principal
672-1980 or 1981	Danielle Trackey, Senior Secretary
672-1982	Tara Schad, School Nurse
672-1983	Ryan Jones, Counselor
672-1611	Nicole Hutson, Cafeteria Manager
672-1986	Linda Schimp, Early Intervention Specialist
672-1980	Camethia Baker, School Social Worker

Address: 855 State College Road, Dover, DE 19904

Office Hours: The school office is open daily from 8:00 a.m. to 4:00 p.m.
Holiday and summer hours may differ.

Student Day: The student academic day begins at 8:55 a.m. and ends at 3:30 p.m.

Please note: There is no supervision for students until after 8:40 am. No students should be dropped off at school before 8:40 am. We thank you for your cooperation, as this is a safety concern for our young students.

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INTRODUCTION

North Dover Elementary School is a community school that provides a safe and nurturing atmosphere for students. The staff recognizes the role the community plays in educating its children. Our educational program includes parents and volunteers throughout. We regularly work together with parents to ensure that our school is an inviting, orderly and exciting place to learn. A continuum of services are available for our students. The Accelerated Curriculum and Technology (ACT) program is designed for gifted and talented students served within our school setting. Inclusion classes are offered for students with special needs. Our curriculum is designed with an emphasis on the Common Core State Standards and developing critical thinking and problem solving skills. Both written and verbal communication is stressed on a daily basis. Art, music, library and physical education are components of the curriculum that promote a broader understanding of the world. With 1:1 access to technology each child has the opportunity to become computer literate and to take advantage of computer-based instruction. Student achievement, both academic and social, is recognized regularly. Discipline is viewed as a shared responsibility involving students, parents, teachers and administration. The success of our students in their future academic pursuit is testimony to the value of the education we offer at North Dover Elementary School.

Vision Statement

At North Dover Elementary School, we are **N**urturing **O**pportunity **R**esilience and **R**espect **T**ogether **T**hrough **H**ard **W**ork.

School Goals

- Enable all students to achieve with the Capital School District curriculum that is aligned to State content standards and has a clear scope and sequence of concepts and skills from Kindergarten through grade four.
- Enable students to demonstrate good citizenship and respect for one another and ensure that all students and staff have a safe, nurturing, substance-free environment in which to work and learn.
- Involve family and community members in planning and implementing programs to assist students in reaching their full potential.

Cultural Diversity

We live in a pluralistic society, rich in cultural diversity. It is our policy at North Dover Elementary School to encourage students' understanding of, and respect for, cultural differences. All school programs and displays will reflect the spirit of this policy.

School Colors and School Mascot

The North Dover 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 REGISTRATION AND RECORDS

Student Registration

At the time of registration, a child must be residing in the North Dover attendance area with his/her parent or legal guardian unless they have been granted school choice by the Capital Board of Education. The parent must be able to show proof of residency. The child's birth certificate and immunization records must be presented at the time of registration. If applicable, custody orders are required at registration.

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.

Withdrawals
A student who withdraws from school must do so through the front office so that necessary paperwork can be completed to ensure his/her entry into the next school. Please notify the office as soon as you are aware that you plan to withdraw your child. Check to see that all textbooks, library books, technology, and other school materials have been returned to the 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)

HEALTH

In the event that your child becomes ill at school and must go home, it is very important that you or your designee be available to pick up your child. **Your child must be vomit and fever free for 24 hours without the assistance of medication before being permitted to return to school**. In cases of extreme emergency, 911 will be called, parents will be notified, and the child will be taken to Bayhealth Medical Center. A note is required each day a child is absent. **Any absence from school for three or more days due to illness requires a doctor's excuse upon return to school. Covid protocols will be followed based on current CDC guidance.**

Emergency Treatment/Data Card
In order to properly care for your child in an emergency, an emergency card will be given to all parents at the beginning of the school year and upon registration thereafter. Please complete this card and return it to your child's teacher immediately.

If your phone number or residence changes during the school year, please notify the school office with the current information. It is a safety concern if your student needs medical attention or emergency care and we cannot contact you. We MUST have a working phone number and contact for situations such as these.

Medications
The State Board of Education policy requires permission for the administration of medications by the school nurse. Only a school nurse is permitted to administer any medications to be given during school hours. Medications prescribed by the doctor must be brought to school by a parent, guardian, or other responsible adult in the original container with the proper labeling.

Non-prescription drugs may be administered by the school nurse if the following guidelines are met: The medication must be in the original container. The parent, guardian, or other responsible adult must bring the medication to school with the CSD form giving permission to administer the medication. The school nurse will also use her best judgment in the administration of any non-prescription medications. It is strictly forbidden for children to carry any medications, be it prescription or non-prescription, with them during school hours. This includes cough drops and throat lozenges.

Parents/guardians must complete a field trip medication permission form yearly.

The "*over the counter medication permission form"* gives permission to the nurse to administer over the counter meds for the duration of the school year.

The main function of the nurse's office is to take care of health related problems and needs which occur during normal school hours. Injuries or other conditions occurring on weekends need to be treated by the family physician. Please do not wait for the school nurse to diagnose or treat the injury or illness. Injuries and illness should be attended to immediately as complications can arise which could result in a greater loss of time from school.

We request that you advise the nurse and principal if your child's health condition warrants special attention.

Screening Program

During the school year, health screening is provided for children at selected grade levels. This includes testing the child's vision and hearing. When conditions are found which merit attention, parents are notified.

Physical Exams and Immunizations

IMMUNIZATIONS – All pupils must present documented proof and complete dates (mo./day/yr.) of the following:

- **DTP** - Four or more doses of DtaP, DTP or DT vaccine – a child receiving a fourth dose prior to the fourth birthday must have a fifth dose. A child who received the first dose of Td (adult) at or after age seven may meet this requirement with only three doses of Td (adult). A booster dose of Td (adult) is recommended for all students five years after the last DtaP, DTP or DT dose was administered.
- **POLIO** – Four doses of oral or inactivated polio vaccine (OPV/IPV) or a combination of these vaccines. A child receiving a third OPV or IPV dose on or after the fourth birthday does not need a fourth dose.
- **MEASLES** – Two doses of measles vaccine – the first dose should be administered on or after the age of 12 months. The second dose should be administered after the fourth birthday and may be a combined measles, mumps, and rubella (MMR) vaccine.
- **MUMPS** – One dose of mumps vaccine should be administered after the age of 12 months.
- **RUBELLA** – One dose of rubella vaccine should be administered after the age of 12 months.
- **HEPATITIS B** – Three doses of Hepatitis B vaccine are required.
- **VARICELLA** – One dose is recommended.
- **TUBERCULOSIS SKIN TEST** – All new students must show proof of a Mantoux tuberculin skin test with results within the past 12 months. Multi-puncture skin test will not be acceptable.
- **LEAD SCREENING** – For every child born on or after March 1, 1995, and who has reached the age of 12 months, child care facilities and public and private nursery schools, preschools and kindergartens shall require screening for lead poisoning for admission or continued enrollment.

Written documentation from a doctor must be presented if a child cannot receive any of the above immunizations due to medical reasons or a notarized affidavit of religious belief must be presented if you are seeking a religious exemption.

Failure to comply with the Delaware Code regarding the examinations and immunizations will result in your child being excluded from school.

Please call the school nurse if you have questions about immunizations.

STUDENT ARRIVAL AND DISMISSAL

Arrival at School

Teachers arrive at 8:20 a.m. to prepare materials for the day.

The instructional day begins at 8:55 a.m. and ends at 3:30 p.m. Students may not enter the school before 8:40 a.m. as there is no supervision available before this time. **DOORS OPEN AT 8:40**. Students may not be dropped off after 8:55. **After 8:55, all students must be escorted into the building by an adult and signed in for the day.** This is for safety and security reasons. All students are provided breakfast each day at no cost to families upon arrival. Students are to report directly to their classroom upon arrival.

Students arriving late, after 8:55 a.m., **must** report to the office before going to their classroom. **If you bring your child to school after 8:55 a.m., please bring him/her to the office for a late slip and to sign him/her in for the day.**

Release/Early Dismissal

In order to provide for the safety of our students, we will not release your child/children to **any** adult without prior **written authorization and verbal confirmation** from you, the parent or legal guardian. The person must be listed on the student's emergency card or as an authorized contact in eSchool or a note must be submitted with the person's information prior to picking up the student.

Please be advised that the adult authorized to pick up your child will be required to show **photo identification**. Although this may cause an inconvenience to you, your child's safety and welfare are our primary concern.

Early Dismissal/Appointments

Check-out procedures:

1. If a student leaves during the school day, parents must check him/her out through the office.
2. Please do not go directly to the classroom. Students will be called to the office by the school secretary.
3. Parents are encouraged to make dental and medical appointments after school hours, though we understand this may not always be possible.
4. No students will be released between 3:10 and 3:30. This time is part of our dismissal procedures and non-emergency releases cannot happen to maintain the safety and integrity of the afternoon learning blocks.

Doctor and Dentist Appointments

Please make every effort to schedule doctor and dentist appointments outside of school hours. However, when that is not possible, students will be excused for these special appointments. Please submit a note from your medical provider within 3 days for the absence to be considered excused.

According to district policy, and for the safety of our students, all parents entering the building **must** report to the office. If you bring your child to school or pick him/her up after school, you will not be permitted to escort your child to the classroom. Please pick the child up or drop him/her off in the main office.

Due to congestion in the halls at dismissal time, we are requesting all parents of car riders adhere to the pick up policy, and not wait at the office doors for students to be dismissed. **Please wait for students on the sidewalk, after parking your car in a designated parking space, or in your car in the circle of the visitors' parking lot. Do not leave vehicles unattended or parked in the drop off circle. This creates difficulties in assuring our dismissal procedures run as smoothly as possible.**

Please help us to protect all of our students by reporting to the office.

Changes in Dismissal

ANYTIME YOU NEED TO CHANGE YOUR CHILD'S DISMISSAL ROUTINE, YOU MUST NOTIFY US. If you make any changes in his/her normal procedure, your **written permission is required**. Please send us a note when this is to occur. We cannot allow a child to go anywhere without your permission. According to

Title 14, Section 8.5 of the Delaware Code pertaining to transportation regulations, busing changes *may* be granted by district administration. Please contact Capital School District's Transportation Director, Mr. Ashby, at 857-4220 or 857-4221 for any busing changes.

Use of Parking Lots

There is one drive entering the school from State College Road. Buses and cars will enter that drive. However, midway toward the school, buses will move to the right where bus parking is marked and reserved for bus parking only. Parents delivering students to school or picking them up from school are required to use the parking area on the front left of the school. A circular drive is provided at the front left of the school for student pick-up and drop-off. All cars should pull up and around when dropping-off and picking-up students. Please stay in the line, there will be no double parking. It is a safety issue. **Cars should never be left unattended or parked in the designated fire lane. Please do not block buses entering the school parking lot.**

Walkers

No student will be assigned as a walker at North Dover Elementary. The walking routes and crossing areas are not deemed safe for unsupervised elementary school-age children. All students (except those attending as a result of school choice) will be provided bus service to and from school.

Bicycle/Skateboards

Bicycles will not be permitted as a means of transportation to North Dover Elementary. The traffic patterns, crossing areas, and limited sidewalks pose unsafe conditions for bicycle travel for unsupervised elementary school-age children. Skateboards 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 and the North Dover Website, https://csdndes.ss19.sharpschool.com and on the school Facebook page https://www.facebook.com/CSDNorth/ . Please do not call the stations in the case of emergency. **Watch the TV or check social media**. Families will also be contacted using the automated calling system. Please be sure contact information is kept current to ensure you receive calls.

Do not drop your child off early on a late opening morning. Be sure to have a backup 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

The district believes that regular school attendance is essential to learning. A habit of regular attendance and promptness to class is basic to good performance in school. Successful students are seldom absent or tardy. The attendance laws of the State of Delaware say 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 designated school term.

Excused and Unexcused Absences

Please call the nurse (672-1982) on the first day of illness to report your child is ill, if the illness will be more than one day. **Upon returning from an absence, a student is to bring a note, either from a doctor, dentist, or parent stating the reason for being absent. An email to northattendance@capital.k12.de.us by the child's parent/guardian is preferred.** Students who are absent will be given the opportunity to make up work or tests missed with a reasonable amount of time.

Family vacations are not a valid reason for absence. We encourage all parents to try to schedule vacations when school is not in session. Please contact the office if you have questions, concerns, or extenuating circumstances. Students who have more than three unexcused absences will be referred to the visiting teacher who may ultimately refer the student to Truancy Court.

Tardiness

It is very important that students be on time for school every day. A student is tardy after 8:55 a.m. Students must report to the office when arriving late. Parents are expected to sign their children into school in the office when reporting late. In accordance with the Capital School District Attendance Policy, the district computer will generate letters that will be sent to you when your child has missed more than five days, ten days, fifteen days, and twenty days of school so that parents are informed. Regular attendance is critical for student success. More than ten days of unexcused absences could result in the district filing truancy charges. Frequent unexcused absences and tardiness will be addressed in accordance with the Capital School District Attendance Regulations.

CURRICULUM and RELATED AREAS

Our curriculum is determined by the Common Core State Standards (CCSS). Information about the Common Core State Standards (CCSS) is available for review in the main office.

Reading
Key features of the curriculum include reading (literature, informational text, and foundational skills), writing, speaking/listening, and language. A strong emphasis on higher-level comprehension skills provides opportunities for students to analyze and integrate information from multiple texts, noting similarities and differences in points of view presented. Students read an abundance of different types of complex texts and engage in discussions that focus on information from the text. Small group differentiated instruction is provided. The curriculum we utilize is called Reading Wonders.

Language Arts
Students will express their thinking verbally and in writing for various purposes and audiences. In addition, students will write opinions or explanations that group related information and independently conduct short research projects that build knowledge about various topics.

Math
The math curriculum balances the development of math concepts, computational fluency, and problem-solving skills while working on meaningful and challenging tasks. In addition to traditional math concepts, other topics such as numbers and operations, geometry, algebra, patterns and relationships, and measurement are investigated. The I-Ready curriculum includes daily practice and problems with an emphasis on math discussions and math vocabulary.

Science
The science curriculum emphasizes a hands-on discovery approach through the use of prepared science kits. Components include inquiry science, physical science, earth science and life science.

Social Studies
The social studies curriculum is designed to increase student knowledge in the areas of geography, economics, civics and history.

Technology
Students have access to technology integrated with curriculum and instruction, available in classrooms, and labs on a regular basis. Specific skills to each grade level (K-12) are outlined by the Capital Technology Curriculum.

Specials/Other Areas
Our students, grades 1-5, have library, music, art, physical education or technology on a five-day rotation schedule.

Library
Students visit the library with their class. During the library period, students listen to stories, read to others or themselves, and exchange their books.

Music
The music curriculum offers the study of melody, rhythm, and harmony. Melody and harmony are the vehicle through which we learn to read notes. Through rhythm, we learn tempo. Band is also available for interested

students.

Physical Education
The development and maintenance of a healthy body is essential for physical wellbeing and good mental health. We attempt to create an atmosphere for the development of leadership, sportsmanship, and congeniality through our physical education program.

Art
The art program builds upon students' experiences in school and their typical patterns of growth: physical, perceptual, intellectual, social and emotional. All children are creative in their own way.

Applied Media & Technology
Students work with our media specialist to extend and enhance curricular projects, learn new technology & media skills, participate in STEAM activities, and explore problem solving through the use of a maker space and other hands-on materials. This class is tied closely to content and skills students are working with in their homeroom classrooms.

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, counselor, and consulting teacher are available to determine a child's individual needs as well as to help provide services to assist in resolving the problem or concern. Support Services include: nurse, social worker, counselor, school psychologist, and educational diagnostician.

SPECIAL PROGRAMS

ACT and Alpha Program

Students in third and fourth grades who need a faster pace and additional challenge to reach their full academic potential are recommended for participation in Capital School District's **ACT (Accelerated Curriculum and Technology)** program. The school's library/media specialist works with these students for approximately two additional hours each week, providing opportunities to enrich the regular grade-level curriculum with technology integration and activities that enhance and challenge the students' critical thinking skills. Placement in this program is based on screening to determine the student's current academic achievement, higher-order thinking ability, and previous classroom performance.

Special Education

North Dover Elementary provides special education services for children who have identified learning needs. A school-based team consisting of a psychologist, nurse, teacher, consulting teacher, principal, counselor 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.

English Language Learners (ELL)

Services are provided to English Language Learners to support their engagement in high quality instruction and assessment designed to meet their individual needs. Students are screened for English Language services upon enrollment in every school 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 English 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, a math specialist or an instructional paraprofessional. All services will be coordinated and aligned with classroom instruction and the intervention team will meet 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 Instruction at (302) 672-1500. If concerns are not addressed at the district level, you may file a complaint with the Delaware Department of Education. The complaint process is outlined in a document located at the Capital School District website under District information/Title I/ESEA Complaint Procedures.

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 whose prolonged illness or disabling condition prevents them from attending school. Please contact the principal for further information.

HOMEWORK POLICY

Purpose:
The Capital School District Board of Education recognizes regular, purposeful homework as an essential component of the instructional process. Homework is an integral factor in fostering the academic achievement of students and in extending school activities into the home and the community. Recent demands for higher level student achievement in all content areas necessitate a more rigorous homework policy designed to give students more opportunities to be successful.

Regular homework provides opportunities for developmental practice, drill, the application of skills already learned, the fostering of independent study skills, enrichment activities, and self-discipline. Homework should provide reinforcement and extension of class instructions and should serve as a basis for further study and preparation for future class assignments. In addition to written assignments, homework can include time devoted to reading and studying for quizzes and examinations. In light of the major purposes for homework, it is not to be assigned as punishment for students for disciplinary reasons. Homework is part of formative assessment.

Responsibility for homework should gradually increase for students in grades one through six. Secondary school homework assignments should recognize that more time and individual student initiative are expected in order to meet increased instructional demands. Homework assignments to exceptional students should reflect the special needs of such students.

Teachers shall consider the following factors when making homework assignments:

1. The grade level of the student.
2. The level and degree of difficulty of the subject being studied.
3. The maturity level of the student.
4. The instructional needs of the student.
5. Assignments that have a clear and definite purpose and are directly related to the objectives of the course.
6. Homework demands being made in other subject areas or classes and significant school activities (concerts, state tests, etc.) that may affect the student's ability to complete the assignment.
7. Homework should be purposeful. Legitimate purposes for homework include practicing a skill or process that students can do independently, but not fluently, elaborating on information that has been addressed in class to deepen topics of their own interest.
8. Homework should be designed to maximize the chances that students will complete it. For example, ensure that homework is at the appropriate level of difficulty. Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.

Principals will be responsible for:

1. Communicating this policy on homework to staff members, students, and parents.
2. Encouraging parents to communicate with the school if a student's homework assignments are excessive or not sufficiently challenging to the student, according to the parents' views.
3. Monitoring the implementation of the homework policy.
4. Emphasizing reading as an integral part of the school's homework policy.

Teachers will be responsible for:

1. Teaching independent study skills.
2. Making appropriate assignments.

3. Ensuring that students and parents have a clear understanding of the teacher's homework assignments and are given notice as far ahead as possible to allow them to find ample time to devote to the assignments.
4. Checking, reviewing, evaluating, and/or grading student homework according to the teacher's individual methods, in keeping with a system that is clearly explained to the class.
5. Giving feedback on homework assignments in a timely manner.
6. Making instructions related to homework clear and providing, when necessary, a short period of supervised study or a period of questioning to ensure that the students understand the assignment.
7. Assigning students homework that includes specific periods of time devoted to reading on a regular basis.
8. Informing students of homework assignments missed because of absence or substituting another activity for the missed assignment so that there are no gaps in learning.
9. Giving students a reasonable amount of time and support to complete missing assignments.
10. Providing additional help where needed for homework assignments and lesson understanding.
11. Informing parents if students have not completed homework assignments.

Students will be responsible for:

1. Completing assigned homework as directed.
2. Returning homework to the teacher by the designated time.
3. Submitting homework assignments which reflect careful attention to detail and quality work.
4. Devoting a specified amount of time to reading as part of the homework assignment.
5. Understanding and recording the homework assignment(s) before leaving school.
6. Taking home all necessary materials to complete assignment(s).
7. Having an organized means of keeping and carrying homework to and from school.
8. Arranging for a place to work and having a regular time to study.
9. Scheduling time for homework that is compatible with family and/or after school activities.
10. Completing homework with a minimum of parental help.
11. Completing homework assignments as carefully and as neatly as possible.
12. Completing homework and turning it in on time.
13. Budgeting time for long-term projects.
14. Completing all work missed because of absences or school activities.

Parents' responsibilities include:

1. Providing continued interest and concern for the child's successful performance in school through encouraging and supporting the child in his/her performance of homework assigned.
2. Indicating an interest about assignments and assisting, if possible when requested by the child, but not to include performing the work for the child.
3. Supporting the school in regard to the students' being assigned homework.
4. Requesting assignments for students when short term absences are involved.
5. Assisting the school in stressing the importance of reading and its benefits.
6. Assuring students read when specific homework assignments are not given or when they are completed before the specified time period for homework is over.
7. Reading and discussing the district's homework policy with your child and encouraging good study habits.
8. Providing necessary assistance and a positive, supportive attitude and encouraging good study habits.
9. Communicating any concerns and questions regarding homework assignments to the child's teacher.
10. Encouraging the child to seek additional help, if needed, from the teacher.
11. Providing an appropriate time and environment for study and learning; checking the homework for completion and showing an active interest in it.

12. Monitoring television, radio, computer games, and outside activities to be sure the students have sufficient study time.
13. Supporting the school's procedure on making up missed homework.

It is understood that it is not the parent's responsibility to provide a great deal of assistance to the student in completing homework. Parents or other family members should, however, make every effort to read to students who cannot read on their own during the assigned homework period. It is the school's responsibility to make instructions related to homework clear and to provide, when necessary, a short period of supervised study or a period of questioning to ensure that the students understand the assignment.

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 this policy.

Kindergarten teachers shall exercise judgment in making homework assignments considering the child's readiness level and the type of work to be accomplished.

Frequency and Quality of Homework Assignments

Each school, when implementing this homework policy, should consider these guidelines as daily averages:

Grades	Frequency of Assignment	Total Daily Average (All Subjects)
K – 1	Daily (4 days a week)	20 to 30 minutes
2 – 4	4 days a week plus reading/projects for weekend	30 to 45 minutes
5 – 6	4 days a week plus reading/projects for weekend	60 minutes
7 – 8	Daily (5 days a week)	75 minutes
9 – 12	Daily (5 days a week)	**120 minutes

<u>*Two day make-up rule became effective during the 2013-2014 school year.</u>

***Advanced courses or gifted programs, especially at the high school level, generally require additional hours of work. However, it is important to ensure that these assignments are made with the wellbeing of the student in mind which may require coordination between departments and instructors.*

Homework not completed or late work:

1. Students will be given a reasonable amount of time to complete their homework. Schools will be responsible to come up with a plan to aid students to accomplish this.
2. When late work is completed in the given time, there will be a maximum reduction of one letter grade below what the student would have received had the assignment been completed on time. (Homework is **<u>NOT</u>** graded in Elementary Schools)
3. Parents should be notified if a student demonstrates a pattern of incomplete and/or late work.

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". <u>All Videos</u> 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 prior to the day of the field trip. 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. 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 the 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 will be 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

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 the 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 each marking period in grades K - 4. In addition to the report card, a progress report is sent home to parents a minimum of once between each report card. 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 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 calling the school office (672-1980).

Progress Reports Out:	**Report Cards Out:**
10/8/26	11/19/26
12/18/26	2/11/27
3/11/27	4/22/27
5/14/27	Mailed home

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

First Grade	3 = Meets or Exceeds the Standard 2 = Approaches the Standard 1 = Needs Reinforcement
Grades 2 – 12	A = 90-100 B = 80-89 C = 70-79 D = 60-69 F= 0-59 Well Below the Standard – Failure (Parent Conference Required)

At the end of each marking period, cumulative averages below 50 will be converted to a 50. This adjustment still reflects that a student has failed and is well below the standard. However, with hard work, the student has the opportunity to recover by earning a passing grade.

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

The current Promotion Policy for Capital School District is being revised. Capital School District Accountability Policy outlines the requirements for promotion and retention of students. **(See Appendix)**

PARENTAL INVOLVEMENT
Parental involvement is crucial to the education of children. Cooperation between parents and teachers is necessary in order to ensure success in the educational process. Parents are encouraged to visit and volunteer to help in the classroom, participate in special activities and serve on building committees.

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. **At this time, for safety and security, all visitors will be escorted by a staff member.** 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 contact the teacher to arrange an appointment. For the safety and security of our students, we require all visitors to check in at the office and obtain a visitor's pass.

Classroom observations are encouraged. Parents are invited to learn about the education program and to observe their child in the classroom setting. Parents are asked to call the office to schedule a visit. Parents are not permitted to bring children with them to classroom observations. **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, Winter Holiday, and Valentine's Day. In addition, a spring picnic is authorized for those classes who wish to have one. Such parties will be held on school grounds. Parties are to be held on the specified day according to the school calendar or the last school day preceding the holiday, and are to begin no earlier than 2:00 p.m.

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. A volunteer survey form is distributed at the beginning of the year for parents/guardians to complete. A volunteer orientation is conducted every year. The training is mandatory for all new volunteers.

DISCIPLINE

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 rules that are consistently and effectively enforced.

It becomes obvious that not all individuals choose to, or are able to, behave within the 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 rules and regulations which apply to all students. Teachers have more specific rules 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.

Every child will respectfully obey any reasonable request made by any adult in our school. The principal, secretary, 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 work, do reserve the right to direct children, 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.
- Students 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.

- Students 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.
- Students 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**. Video games, music devices, cellular phones, and MP3 players 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 or vaporizer products.
- lighters, matches, firecrackers, or any other incendiary products.

Student Expectations

- Try your best to learn and challenge yourself.
- Set goals and work to achieve those goals.
- Listen to adults and follow their directions.
- Treat others how you want to be treated.
- Accept compliments, consequences and decisions.
- Take good care of school and personal property.
- Know and follow the rules for the classroom, lunchroom, playground, hallways, and bus.
- Follow The Eight Habits of Leader In Me.
- Complete and return homework.

7 Habits Key Concepts

Habit	Basic Description	Key Concepts
1. Be Proactive	You're in Charge	Pause and Respond Based on Principles and Desired Results Use Proactive Language Focus on your Circle of Influence Become a Transition Person
2. Begin With the End in Mind	Have a Plan	Define outcomes before you act Create and live by a Personal mission Statement
3. Put First Things First	Work First, Then Play	Focus on your highest priorities Eliminate the unimportant Plan every week Stay true in the moment of choice
4. Think Win-Win	Everyone Can Win	Build you Emotional Bank Account with others Have an abundance mentality Balance courage and consideration Consider other people's wins as well as your own Create Win-Win Agreements
5. Seek First to Understand, Then to be Understood	Listen Before You Talk	Practice Empathic Listening Respectfully seek to be understood
6. Synergize	Together is Better	Value differences Seek 3rd Alternatives
7. Sharpen the Saw	Balance Feels Best	Achieve the Daily Private Victory

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
- Warning
- Redirection
- Proximity change
- Positive reinforcements & contacts
- Loss of privileges or preferred activities
- Time-out
- Communication with parents via note, telephone, or conference
- Referral to counselor
- Referral to principal
- After school detention
- In-school suspension or out-of-school suspension

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

Positive Reinforcement Programs

Incentive programs which reinforce students for their positive actions and good citizenship. The school-wide programs are:

- **Blue Bravos -** At any time, a student, teacher, or staff member may write a Blue Bravo for another student, teacher, or staff member to reward a student for making a good decision or contributing to the good of the school community in one way or another.
- **Marking Period Awards:**
  - **Principal's Award -** All A's, awarded each Marking Period in grades 2-4 to students that receive all A's on report cards.
  - **Most Improved -** One student per class who demonstrates improvement.
  - **Honor Roll –** Grades 2-4 All A's and B's each marking period.
  - **Citizenship Award –** One student per class who displays good citizenship daily in the school and classroom. Awarded each Marking Period.
  - **Attendance –** Each marking period for good attendance.
  - **Student of the Month -** One student in each classroom will be chosen by his/her teacher as the student of the week for overall good citizenship and academic effort. Each student will receive a certificate and award.

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 Intervention 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

A. 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.
B. The student's IEP team will consider whether the offense was a manifestation of the student's disability.
C. 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.
D. 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 Code of Conduct and disciplined accordingly.
E. 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.

F. 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 Regulations

1. Students will enter the cafeteria quietly, stand in a quiet and orderly line while waiting, buy their lunch, and go directly to their seat.
2. Good manners are expected at all times.
3. Students will be expected to consume their own lunches, as no sharing is allowed.
4. Students will participate in a behavior management system in the cafeteria, which will earn students extra recess.
5. Throwing food or other items is prohibited.
6. Students 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.
7. All conversation will be in a normal tone of voice. Yelling and screaming are prohibited.
8. Each pupil is responsible for cleaning up his/her own trash.
9. About five minutes before each class is to leave, the lunchroom attendant will dismiss the students to put away the trays, trash, etc. Students will line up immediately and wait quietly for their teacher.
10. No food, milk cartons, or straws are to be taken from the cafeteria.
11. Students assigned to clean the tables will do their work during the five minutes that trays are being emptied.

Playground Regulations

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

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.

Bus Rules/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.**
- Not fight 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 857-4220.

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

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

1. Driver communicates with the 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 five (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. *This last action needs the approval of the Supervisor of Transportation, with appeal rights to the Superintendent.*

Such suspensions shall be:

Minor Violation

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

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

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

videotaping
11. Listening to music, playing instruments, or games without the use of headphones
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 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, flyers, assignment sheet/pads, weekly or daily folders, conferences, phone calls, progress reports, and report cards. Additional information is available through our:

- Website https://csdndes.ss19.sharpschool.com,
- Facebook page https://www.facebook.com/CSDNorth/

It is essential that consistent communication be continued throughout the school year. Some teachers also use digital platforms to share information. For example, a teacher may use Class Dojo or Class Tag. It is important that parents use that open communication to share any pertinent information about the student.

Parents are urged to contact the teacher whenever the need arises via a note, digital platform, 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.

At all grade levels, conferences may be requested by the parent, teacher, school counselor, case manager, or the principal. We strongly encourage our parents to visit North Dover Elementary School early in the school year.

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). If students wish to purchase snacks or buy additional lunches, a check, cash, or PayPAMS may be used. The check must be written, payable to **"Child Nutrition"** and include the student's name and "access code" (a four digit number assigned to each student at the beginning of the

school year) or you may visit PayPAMS.com to prepay on your students meal account. Students will go directly to the classroom after getting off the bus for breakfast.

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 are not allowed in school.**

Food and drinks are not to be carried throughout the school. They are restricted to the cafeteria. The presence of food and drink, with the exception of water, in the classroom is very disruptive and interferes with learning. Items requiring refrigeration are not to be sent to school as part of a school lunch. Students are allowed a water bottle (sealed, leak-proof, no glass) in the classroom and must follow the established routines and procedures for storing and using them during the day.

No outside food will be allowed to be brought in by families to celebrate birthdays unless this accommodates all students (allergies), is preplanned, and approved. It can be highly disruptive and we have a LARGE number of allergies throughout the building that prevent numerous students from participating when this occurs.

Students are allowed a water bottle (sealed, leak-proof, no glass) in the classroom and must follow the established routines and procedures for storing and using them during the day.

Dress Code

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

A student who dresses in a manner that disrupts the educational process will be referred to the 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.

1. Appropriate footwear with socks must be worn at all times.
2. Pants/Shorts must be secured at the waist; belts should be worn with looped pants.
3. **Undergarments must be covered.**
4. Clothing should be in good repair. No clothing with holes, rips, or frays are allowed.
5. Skirts, dresses and shorts must be not shorter than mid-thigh.
6. **Dresses, blouses, and shirts must cover the back and midriff.**
7. Clothing with offensive language/pictures or references to drugs/alcohol/sex or other offensive themes will not be accepted.
8. Hats or other headgear are not to be worn in the school building.
9. Sunglasses are not to be worn in the building.
10. Jewelry which may present a safety hazard or which may present a distraction is not suitable for school wear.
11. Shoelaces should be of appropriate length and tied at all times.
12. Shoes should be safe for play; **flip flops and high heels are not permitted.** Closed toe shoes are highly recommended to be worn each day.

Again, dress should be appropriate for elementary school children.

Valuables
Common sense and consideration are the best guide in determining whether or not to bring personal possessions to school. The school administrator and staff can't be responsible for valuables which students bring to school. **It is recommended that students leave all valuables at home, including cell phones.**

Lost and Found
Children often lose their personal belongings. Lost and found items are kept in the lobby. Please label all outer clothing, lunch boxes and bags, book 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.

Recess Policy
During the school day your child/children will receive one twenty-five 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 recess 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. 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.

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.

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 parent 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 Student 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 to 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. The 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 a written request identifying the part of the record they want changed and specifying 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 education 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 o 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:

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

Grading will help the parents/guardians to:

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

Grading will help the student to:

- Evaluate and see personal progress in their learning.

- 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, mid-terms/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 cop**ies** 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 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 reenrollment 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 if 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.