

Central Middle School Handbook



CAPITAL
SCHOOL DISTRICT

*“Educational Excellence Today
for a Changing Tomorrow”*

2019-2020



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

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ADA Coordinator	Special Education/Section 504	Sex Discrimination (Title IX)
Elliot Hardin Supervisor of Buildings/Grounds Capital School District 198 Commerce Way Dover, DE 19904 Tel: (302) 857-4210	Todd Simpson Director of Special Education Capital School District 198 Commerce Way Dover, DE 19904 Tel: (302) 857-4239	Mary L. Cooke 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 Central Middle School. We continue to focus our efforts on maintaining a safe and positive school environment where the emphasis is on high standards of teaching and learning.

We believe that the middle school years are an exciting journey and want it to be a time you challenge yourself in all aspects of your education. CMS offers programs allowing you to explore career fields that you may continue to pursue at Dover High School. We look forward to being able to assist you with becoming a young adult who is college and career ready.

This handbook is designed to provide you with information about school and district procedures and policies. Please read this handbook with your child and use it as a reference for the 2019-2020 school year. Please feel free to call me or email me regarding any questions or concerns you may have. My primary goal is to ensure your students have a positive and successful school year.

The CMS Administrative Team hosts a community meeting on the 1st Monday of each month at 6:00 p.m. in the school library for those parents wanting to get involved. It is through our community partnerships that we see the most success as we truly believe it takes a village! Please join us and become part of the CMS family!

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 <http://deeds.doe.k12.de.us/> website that lists teacher qualifications.

We are looking forward to having a great year and are confident that this will be a successful year for you at Central Middle School if you remember to be Respectful, Accountable, and Productive! We believe that the work you do in middle school is important and we will not give up until you have reached the goals you have set for yourself! We believe in YOU!

Once again, welcome to Central Middle School!

Sincerely,

Shan W. Green
Principal

BASIC INFORMATION

Phone Number

672-1772	Shan W. Green, Principal
672-1772	Angela Thompson, 8 th Grade Associate Principal
672-1772	Dr. David Thomas, 7 th Grade Associate Principal
672-1775	Susan Stronko, Senior Secretary
672-1772 option #2	Joann Griffin, Secretary
672-1771	Christine (Tina) Power, Clerk
672-1772	Stacy Sylvester, Attendance Office
672-1701	Kathleen DeKnight, School Nurse
672-1778	Gerard Kelly, 8 th Grade Counselor
672-1776	Whitney Towns, 7 th Grade Counselor
672-1772 ext. 1795	Dean of Students
672-1772 ext. 1602	Cafeteria Manager
672-1772 ext. 1408	Educational Diagnostician
672-1772 ext. 1051	Karen Weiss, School Psychologist
672-1733	Fax Number

Address: 211 Delaware Ave.
Dover, DE 19901

Office Hours: The school office is open daily from 7:30 a.m. to 4:00 p.m.
Holiday and summer hours may differ.

Pupil Day: The student day begins at 7:40 a.m. and ends at 2:22 p.m.

TABLE OF CONTENTS

VISION STATEMENT	7
SCHOOL GOALS	7
CAPITAL SCHOOL DISTRICT 2019-2020 INSTRUCTIONAL CALENDAR APPROVED BY BOARD OF EDUCATION – MAY 8, 2019	8
STUDENT REGISTRATION AND RECORDS	9
STUDENT REGISTRATION.....	9
STUDENT RECORDS.....	9
WITHDRAWALS.....	9
SCHOOL CHOICE	9
HEALTH	9
SCHOOL NURSE	9
EMERGENCY TREATMENT AND CONTACT INFORMATION CARD	10
STUDENT ARRIVAL AND DISMISSAL	10
SCHOOL HOURS	10
ADVISORY PROCEDURES	10
EARLY DISMISSAL	10
DOCTOR AND DENTIST APPOINTMENTS	11
CHANGES IN DISMISSAL	11
EMERGENCY SCHOOL OPENINGS AND CLOSINGS	11
ABSENTEEISM AND EXCUSES	11
TARDINESS.....	12
GRADING	12
SPEECH AND LANGUAGE THERAPY	13
ENGLISH LANGUAGE LEARNERS (ELL).....	13
HOMEBOUND TUTORING	13
HOMEWORK POLICY	13
LIBRARY MULTIMEDIA POLICY.....	16
FIELD TRIPS.....	16
REPLACEMENT CHARGES FOR LOST BOOKS	16
REPORTING STUDENT PROGRESS	16
INTERIM REPORTS AND REPORT CARDS	16
MARKING CODES	17
PROMOTION	17
PARENTAL INVOLVEMENT	17
VISITS AND CLASSROOM OBSERVATIONS.....	17
VOLUNTEER PROGRAM	17
DISCIPLINE.....	18
GENERAL STUDENT REGULATIONS	18
INTERVENTIONS	18
POSITIVE BEHAVIOR SUPPORT (PBS)	19
SMALL GROUP AND INDIVIDUAL SUPPORT PROGRAMS	19
STUDENT CONDUCT REPORTING LAW (FORMERLY CALLED HOUSE BILL 85; HB/LAW 322)	19
STUDENT MANAGEMENT AND DISCIPLINE FOR EXCEPTIONAL CHILDREN.....	19
CAFETERIA RULES.....	19
BUS TRANSPORTATION	19
BUS RULES/PROCEDURES	20

GENERAL INFORMATION	21
HOME-SCHOOL COMMUNICATION	21
BREAKFAST AND LUNCH PROGRAM.....	22
DRESS CODE	22
PERSONAL ITEMS AND VALUABLES.....	22
LOST AND FOUND	22
AFTER-SCHOOL ACTIVITIES.....	23
BULLYING	23
CELL PHONES	23
DISCRIMINATION.....	24
GUIDANCE DEPARTMENT.....	24
HOME ACCESS CENTER (HAC).....	24
HOMEWORK	24
HONOR ROLL	24
INSTRUCTIONAL FOCUS	24
LOCKERS AND BOOK BAGS	25
MENTORING AT CMS	25
NATIONAL JUNIOR HONOR SOCIETY.....	25
PROGRAM OF STUDIES	25
SAFETY DRILLS.....	25
SPORTS INFORMATION	25
VISITORS	26
WEBSITE	26
EMERGENCY, OUTREACH, AND ATTENDANCE CALLS.....	26
MEDIA RELEASE PROCEDURES	26
ACCOUNTABILITY POLICY: ASSESSMENT.....	28
PARENT CONCERN PROCEDURES	29
PARENT NOTIFICATION OF RIGHTS.....	30
THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA).....	32
CHILDREN’S ONLINE PRIVACY PROTECTION ACT (COPPA).....	33
APPENDIX.....	34
GRADING AND REPORTING OF STUDENT PROGRESS	35
PROMOTION/RETENTION POLICY	38
SCHOOL CHOICE POLICY	41

Vision Statement

Educational Excellence Today for a Changing Tomorrow

School Goals

Central Middle School has established three goals for school year 2019-20 that focus on the growth and development of the adolescent child. The goals include (1) teaching students to use critical thinking strategies to communicate effectively across all curricular areas as measured by state and curricular assessments; (2) ensuring that the students of Central Middle School have a safe, nurturing, substance-free environment in which to learn and work; (3) involving parents and community members in planning and implementing programs to assist students in reaching their maximum potential.

CAPITAL SCHOOL DISTRICT 2019-2020 INSTRUCTIONAL CALENDAR Approved by Board of Education – May 8, 2019

				Teacher Days	Para Days
2019					
<u>August</u>	12-15	Monday-Thursday	New Teacher Orientation		
	16-21	Friday-Wednesday	Professional Development Days		
	19	Monday	Opening Day for Staff		
	22	Thursday	First Day for Students Grades K-9		
	23	Friday	All Students Grades K-12	10	10
	30	Friday	Schools Closed for Students and Instructional Staff		
<u>September</u>	2	Monday	Schools & Offices closed for Labor Day		
	20	Friday	Grades K-4 - 1/2 Day Early Dismissal (Bank Day)		
	24	Tuesday	Progress Reports	20	20
<u>October</u>	11	Friday	No School for Students – PD for Staff		
	12	Saturday	Super Senator Day		
	18	Friday	Homecoming Parade		
	25	Friday	Marking Period Ends	23	22
<u>November</u>	1	Friday	Early Dismissal ½ Day Grades K-12		
	7-8	Thursday-Friday	No School for Students – Parent Conferences/PD		
	7-8	Thursday-Friday	Report Cards Out		
	11	Monday	Schools and Offices closed for Veteran’s Day		
	27	Wednesday	No School for Students and Instructional Staff		
	28-29	Thursday -Friday	Schools & Offices closed for Thanksgiving	17	16
<u>December</u>	4	Wednesday	Progress Reports		
	6	Friday	Grades K-4 - 1/2 Day Early Dismissal (Bank Day)		
	23-31	Monday-Tuesday	Winter Break for Students & Instructional Staff		
	24-25	Monday-Tuesday	Offices closed for Christmas Eve & Christmas Day		
	31	Tuesday	Offices closed for New Year’s Eve	15	15
2020					
<u>January</u>	1	Wednesday	Schools & Offices closed for New Year’s Day		
	2-3	Thursday-Friday	No School for Students & Instructional Staff		
	14-17	Tues.-Fri.	DHS Midterm Exams		
	17	Friday	Marking Period Ends		
	20	Monday	Schools & Offices closed for Martin Luther King Day		
	24	Friday (WC)	½ day PD or Weather Contingency / ½ day Report Cards		
			If there are WC hours to be made up, ½ day AM may be used - students will attend and be dismissed early		
	30	Thursday	Report Cards Out	19	19
<u>February</u>	17	Monday	Schools & Offices closed for Presidents’ Day		
	24	Monday	Interim Reports	19	19
<u>March</u>	13	Friday (WC)	No School for Students – Professional Development		
	26	Thursday	End of Marking Period	22	22
<u>April</u>	3	Friday	½ day PD or Weather Contingency / ½ day Report Cards		
			If there are WC hours to be made up, ½ day AM may be used - students will attend and be dismissed early		
	9	Thursday	Reports Cards Out		
	10	Friday	Schools and Offices closed for Good Friday		
	13-17	Monday-Friday	Spring Break (Offices may be open)	16	16
	28	Tuesday	No School for Students – Presidential Primary/PD		
<u>May</u>	1	Friday	Grades K-4 Early Dismissal ½ day (Bank)		
	7	Thursday	Interim Reports		
	25	Monday	Schools and Offices Closed for Memorial Day	20	20
<u>June</u>	3	Wednesday	DHS Graduation		
	5	Friday	Early Dismissal - Last Day of School		
	8	Monday	Staff Recognition		
	9	Tuesday	Last Teacher Day	7	6
	10-12	Wednesday-Friday	WC - Weather Contingency Days		

<u>Progress Reports Out:</u>	<u>Marking Period Ends</u>	<u>Report Cards Out:</u>	<u>Para Days Off</u>
9/24/19	10/25/19	11/7-8/19	10/11/19
12/4/19	1/17/20	1/30/20	11/8/19
2/24/20	3/26/20	4/9/20	6/9/20
5/7/20	6/5/20	Sent home after last day of school	

STUDENT REGISTRATION AND RECORDS

Student Registration

At the time of registration, a child must be residing in the Central Middle School attendance area with his/her parent or legal guardian unless they have been granted school choice by the Capital School District 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

Personal records of pupils in all public and private schools in Delaware, including but not limited to test scores, marks given according to a school grading system, psychological or medical reports, reports or incidences related to discipline, personal and anecdotal reports, and reports by guidance counselors, are deemed to be confidential and are not to be disclosed or the contents thereof released to non-school personnel. (Delaware School Law – section 411)

Withdrawals

A student who withdraws from school must do so through the principal's office so that necessary paper work 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, and other school materials have been returned to the school. The school will complete a transfer form for the parent/guardian to give to the next 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

School Nurse

The Central Middle School nurse provides medical, psycho-social, educational, referral, and any other assistance as needed by students or parents. Students going to the nurse must have a nurse's pass from their classroom teachers. If the student is unable to return to class, the school nurse will contact the parents.

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.

All medications or physical education excuses must be brought to the nurse before 7:42 each morning. **No student is permitted to carry any medication during the school day.**

Students are not to use classroom phones for any health reasons. If there is a medical concern on the part of a student or teacher, the student will be sent to the nurse's office for evaluation. If needed, the nurse will contact the parents. If the nurse is not available, the student is to be sent to the main office.

Emergency Treatment and Contact Information 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.

STUDENT ARRIVAL AND DISMISSAL

School Hours

- 7:30 Breakfast is available- all students upon entry to the building in the morning as designated serving stations. A free breakfast is available to all students who enter the building prior to 7:40 a.m.
- 7:30 Doors open to students — students are not permitted to enter prior to 7:30. **Students are to go directly to their Homeroom class—loitering in the halls is not permitted and is a referable offense.**
- 7:40 Advisory/Homeroom begins
- 2:22 Dismissal

ADVISORY PROCEDURES

- Students may enter the building at 7:30 and are to go **directly** to their Homeroom class.
- Students must be in Homeroom by 7:40. Students who arrive at CMS after 7:40 should report directly to the Attendance Officer for a late pass. Students who are in the building, but not in class must report to class and receive tardy notification from the teacher.
- Students are to remain quiet and orderly during announcements.

Early Dismissal

Students requiring an early dismissal must bring a written parental request to the main office before 7:40 to be given a pass to return to the office at the designated time. All parents/ guardians must have picture identification for verification and come to the main office to pick up their children after signing them out of school. We ask that parents refrain from signing their child out past 2:10 p.m. as it makes things difficult during the school-wide dismissal process.

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.

Changes in Dismissal

ANY TIME 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.

Emergency School Openings and Closings

When Central Middle School is closed due to weather conditions or other emergencies, the decision will be made by the Superintendent of Schools or his designee. via a phone call to all families in the early morning hours. The phone call will go to the phone number listed in the database for the primary contact.

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 Web site, www.capital.k12.de.us. Please do not call the stations in the case of emergency. **Watch the TV or listen to your radio.** Families will also be contacted using the *Blackboard Connect* calling system. Please be sure contact information is kept current.

Do not drop your child off early on a late opening morning. Be sure to have a back-up plan for your child's care. When school is closed early, children are to be picked up at the emergency dismissal time. School may be closed or delayed due to fog, storm threat, ice storms and extreme temperatures (hot or cold).

ABSENTEEISM AND EXCUSES

Delaware State law, which pertains to compulsory attendance, requires regular attendance for the school age child. The Capital School District Board of Education requires regular and consistent attendance for all students between the ages of six and sixteen who reside within school boundaries.

Students are expected to come to school on time every day and to remain in school for the entire day. When students return to school after being absent or tardy to school, a signed excuse from parents or a physician stating the reason for the absence must be sent to the main office. If a student is absent more than three (3) consecutive days, a doctor's note must be provided. The state guidelines list the following as excusable absences:

- Sickness of the student, attested by a physician if necessary.
- Sickness in the family, absences not prolonged.
- Legal business.
- Suspension or expulsion from school for misconduct.
- Remedial health treatment.
- Death in the family (not to exceed 1 week).
- Weather (extremely bad).
- Bus or other means of regular transportation at fault. This does not include missing the bus.
- Recognized religious holidays.
- Emergency situations as determined by the school principal

Even though the absences may be excused, the fact is that instruction is lost when students are not in school. We urge students to attend school each day. Absences are recorded at five, ten, fifteen days etc. We may send letters to parents informing them of the provisions of the attendance regulations. Any student being absent 25 days or more may be retained for the following school year. Students will not be allowed to participate in any after school function unless they are present in school that day.

Tardiness

We stress the importance of getting to school on time. A tardy is given when a student reports to school after 7:40. Students who are tardy are to report to the Attendance Officer and must have a signed excuse from a parent or guardian. All absentee or tardy letters can be sent via email to: CMSattendance@capital.k12.de.us or can be sent in with the student.

Absenteeism

The Central Middle School administration, upon notification of unsatisfactory attendance, will investigate and take such action as is deemed necessary to obtain satisfactory attendance from delinquent students. If this action does not obtain satisfactory results, the case will be referred to the Visiting Teacher for further action. If the Visiting Teacher does not obtain immediate action, the Visiting Teacher will consider possible court action.

GRADING

Among other uses, grades represent what students know and are able to do, they document progress over time, they provide feedback to parents and students and they provide information that students can use for self-evaluation and growth. Grades help teachers communicate learning progress to the student and parent, appraise the effectiveness of teaching strategies and modes of instruction, and evaluate strengths and needs of each student. Grades help parents/guardians understand their child as a learner, know about the student's learning, guide the student in making academic progress, and encourage the student to give maximum performance in academic areas. Grades help students evaluate and see personal progress in their learning and recognize how their work may be improved. There are two types of grades that are assigned- formative and summative.

Formative assessments

Formative assessments are used for learning and give the teacher and student an accurate picture of where the student is at that point in time related to the topic being studied. Teachers use formative assessments to allow students to make sense of their learning and to learn the depth of understanding the students have of the material. Teachers may use the information from formative assessments to adjust what or how they are teaching to ensure that the students learn the material or to provide additional support for those students who are struggling. As formative assessments help guide students and teachers toward a deeper understanding of the topic, they do count toward a student's grade. Formative assessments are similar to a football team practicing the week before the Super Bowl. The coach is assessing his players and making adjustments based on what he sees at that time, but regardless of how great they practice, they will not be given the Lombardi Trophy for the excellence they demonstrated in practice.

Summative assessments

Summative assessments provide a clear picture of learning that has taken place. Summative assessments are the student's opportunity to show what he or she knows about the topic studied. On these assessments, students utilize all that they learned in practice (the classroom lessons they learned and the formative assessments they took) and apply that to an assessment to demonstrate their learning. Summative assessments are like the Super Bowl game itself. The players apply all that they learned in the meetings and practice sessions to the game and, depending on how well they do, they might earn the Lombardi Trophy.

Speech and Language Therapy

A speech therapist visits the school two days per week. 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.

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 target have been achieved.

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, SBAC 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 insure that the students understand the assignment.
7. Assigning students homework that includes specific periods of time devoted to reading on a regular basis.
8. Posting the assignments on the Internet or teacher web page, and/or homework hotline (Middle and High School).
9. 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.
10. Giving students a reasonable amount of time and support to complete missing assignments.
11. Providing additional help where needed for homework assignments and lesson understanding.
12. 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. At the secondary level, students in academic classes should receive a minimum of two homework assignments each week in each class. These assignments should be reflected in the student's class grade.

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

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

***Advanced courses, 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.
3. Parents should be notified if a student demonstrates a pattern of incomplete and/or late work.

Library Multimedia Policy

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

Field Trips

Field trips are a vital part of our education program and are used to enhance our curriculum. We expect students to participate in this learning experience. The teacher will send home a permission slip for each trip asking permission for your child to take part in the learning experience. The permission slip must be signed by a parent or legal guardian and returned to school 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 send a team 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.

REPLACEMENT CHARGES FOR LOST BOOKS

The fee for lost or stolen books will be the full replacement cost. The student to whom the book was issued is responsible for its return or replacement cost. If a textbook is damaged, the damage will be evaluated by the library/ media specialist and a fee charged to the student that was assigned the book. If the book is too badly damaged to be used, the library/media specialist will issue a pupil debt form for the cost of replacement. Receipts will be issued for all monies collected for lost or damaged books; if a lost book is found, the receipt may be submitted for a refund. Please be aware that any student who has an outstanding debt from the library, band, or athletics will not be permitted to participate in the annual Moving Up Ceremony at the end of the school year.

REPORTING STUDENT PROGRESS

Interim Reports and Report Cards

Interim reports and report cards are sent home with the students four times throughout the year, on the dates listed on the district calendar. If a student is absent on the day of distribution, the interim report or report card may be obtained from the Advisory teacher when the student returns. Copies of all interim reports and report cards will be given to parents upon their request. Parents should keep the student copy of interim reports and report cards for their records. If a grade of D or F is received in a subject, parents are strongly encouraged to contact the teacher to schedule a conference. Early communication and cooperation between the home and school may prevent failure. Interim reports and report cards will not be released if a student owes a school debt.

Marking Codes

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

Grades 2 – 12

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 0 - 59 Well Below the Standard – Failure

HONOR ROLL: To be eligible for the honor roll, a student must attain an average of 90% in ALL classes. An average of 94% is required for standing on the high honor roll. Students must pass all classes with a minimum of a 70% in each class for this recognition. A reported “D” or “F” in any class will eliminate students from consideration for honor roll.

PROMOTION

(Subject to change per CSD Board Policy)

To earn promotion to the next grade, students must receive a passing grade in ELA and Math and at least one of their other core courses (science, and/ or social studies). If a student is not promoted to the next grade at the end of the academic year, s/he may be eligible to attend summer school. If a student is required to attend summer school and does not, or does not meet the performance requirements, s/he may be recommended for retention unless the principal, working with the School Academic Review Committee, recommends otherwise. The decision to retain a student with an IEP is dependent on the recommendation of the IEP team.

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. All messages and information will be relayed from the office to the appropriate person/class. If you wish to meet with your child’s teacher, please see the school secretary to arrange an appointment. 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: Halloween or 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 holiday 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 each year. The training is mandatory for all new volunteers.

DISCIPLINE

When students are cooperative and respectful, teaching and learning occur. The school expects appropriate behavior and encourages it through our Tier One programming. Parents are expected to read and review the *Student Success Guide* with their child. Each student is responsible for knowing and observing the policies listed in the documents while on school grounds, at the bus stop, on the school bus, walking to and from school, and at school and district sponsored activities. Parents and students are asked to sign the signature pages in each document and return them to the Advisory teacher.

General Student Regulations

- ❖ Every pupil will be expected to report to school on time each school day unless he/she has a valid excuse for absences or tardiness.
- ❖ Pupils are expected to move throughout the school quietly so as not to disturb classes. Running, yelling, pushing, etc. are not acceptable types of pupil behavior inside the school building.
- ❖ Pupils are expected to respectfully obey any request given by any adult in the building.
- ❖ Fighting, swearing, name calling, and other similar types of behavior are not acceptable.
- ❖ During the school day, students are never to leave the school building or grounds without the knowledge and permission of the school office.
- ❖ Pupils not involved in an after school program, are to leave the building upon dismissal. If there is a need to return to the building, the student should request permission from the school office.
- ❖ Chewing gum is not permitted in school.
- ❖ Electronic devices such as: cellular phones are not permitted to be in use while in class, or 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 in the Student Success Guide**).
- ❖ Drugs, or look-alike drugs. (Except those to be administered by the school nurse.)
- ❖ Any alcohol products.
- ❖ Any tobacco products.
- ❖ Lighters, matches, firecrackers, or any other incendiary products.

Interventions

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

- * Teacher/student conference.
- * Loss of privileges or preferred activities.
- * Time-out in the classroom or office.
- * Communication with parents via note, telephone, or conference.
- * Referral to counselor.
- * Referral to principal.
- * After school detention.
- * Out-of-school suspension.
- * Alternative Placement
- * Expulsion
- * Homebound

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

POSITIVE BEHAVIOR SUPPORT (PBS)

The staff of Central Middle School is focused on teaching not only content in the classroom, but also proper behavior. The three CMS expectations include: **Be respectful. Be Accountable. Be Productive.** We consider this the CMS R.A.P. These expectations are to be carried out in all areas of the school. To help students see what those expectations look like in various parts of the school, there are posters hung in five (5) areas- the classrooms, hallways, bathrooms, cafeteria and buses- with explanations of what each expectation looks like in that particular area.

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 Success Guide 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 guardian should also refer to the Administrative Manual for Special Education Services available through the Delaware Department of Education.

Cafeteria Rules

The cafeteria operates under the direction of a manager and a support staff. Breakfast is distributed in designated areas of the building every morning. All students are eligible for free breakfast and lunch each day. Students may bring in money to add to their lunch account for the purchase of extra items/meals.

BUS TRANSPORTATION

Students in grades 7-12, who live more than two miles from the school, are entitled transportation to and from school. All students are expected to ride to and from school in a safe and orderly manner. Bus riding privileges can be suspended for misconduct on the bus. A serious violation of these rules will result in expulsion from the

bus for the duration of the school year. All school and district rules and regulations apply on the bus. Actions that violate the Capital School District Student Code of Conduct will result in referral to the administration for disciplinary action. Students are only allowed to ride the buses to which they have been assigned.

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 procedures with your child.

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

- 1) Driver communicates with student and parent by telephone.
- 2) If the problem persists, the driver shall report the student to the school principal or his/her designee using the student bus conduct form.
- 3) If the parent has been informed and the incident investigated, the school principal or his/her designee may suspend the student's bus riding privileges.
- 4) If problems persist, the student can be suspended until a conference is held or can be suspended for a longer period of time.
- 5) If a student has been suspended from the bus for 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

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

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

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

Major Violations

1. Fighting
2. Physical actions resulting in injury to self or others

- | | |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| 3. Talking back to driver | 3. Property destruction |
| 4. Not staying in seat | 4. Threatening or abusive behavior towards driver |
| 5. Throwing objects | 5. Cursing at the bus driver |
| 6. Littering | 6. Endangering the safety of other students on the bus |
| 7. Eating or drinking | 7. Crossing the dual highway |
| 8. Annoying other students | 8. Putting arms or head out of the windows |
| 9. Attempting to bring unapproved items on bus | 9. Getting on or off the bus in an unsafe manner |
| 10. Use of cell phones for videotaping | 10. Getting on or off at incorrect stop |
| 11. Listening to music, playing instruments, or games without the use of headphones | 11. Smoking, use of pyrotechnic devices |
| | 12. Possession of alcoholic beverages or drugs |
| | 13. Carrying or possession of weapons, dangerous explosive devices |
| | 14. Bullying |

Department of Education regulations state that a student may not be put off 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. Home Access Center will provide parents/guardians with up to date grades and attendance. Please contact the main office if the logon and password information.

All classroom and special education teachers send a communication sheet in each child's homework folder every day. Parent/guardians are asked to read the information for the day, respond if they wish, and sign or initial the sheet every day. It is essential that the daily communication be continued throughout the school year.

Parents are urged to contact the teacher whenever the need arises via a note 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 Central Middle School early in the school year. You may arrange for classroom observations by calling the office or contacting the classroom teacher to determine the time and date of the observation.

Breakfast and Lunch Program

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

Children who pack their lunches are encouraged to bring nutritious, balanced lunches. It is important for learning and concentration that children receive balanced meals. Please do not include large amounts of snack-type foods and candy in their lunches. Children **are not allowed to share food with other classmates. Sodas 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 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.

Dress Code

Just as most adult workplaces maintain standards of appropriate dress for their employees (for example; medical, military, and law enforcement uniforms; office attire, etc.), it is appropriate for the school to set standards of appropriate dress, both as the students' current workplace and in preparation for future success.

When students dress for school, they should do so with the attitude that they are preparing to do something important. The clothing they select to wear to school should appropriately reflect the entire academic, social, and safety demands of their workday. In no way should a student's attire cause a distraction to the educational purposes of the school or create a potentially dangerous situation for the student or others.

The CMS dress code follows the guidelines described in the Capital School District Student Code of Conduct. All student violators will be sent to an administrator when necessary, if appropriate clothing cannot be found. Students will not be allowed to return to class until dressed appropriately. An associate principal or designee will make the final decision of appropriate dress. Failure to follow the dress code will result in disciplinary action.

Personal Items and Valuables

Students are responsible for their personal items. The school is not responsible for any personal items that are damaged, lost, or stolen (this includes cell phones). If a cell phone is misplaced or stolen it is to be reported to the CMS School Resource Officer (SRO) as the support services team will not look for cell phones that are lost or misplaced. Electronics or other items deemed distracting to the educational process are not to be brought to school. These items may be confiscated by a teacher or an administrator and will be subsequently returned only to the parent or guardian. Anyone finding a lost article should bring it to the main office. A lost and found department will operate from 7:30 to 7:40 each morning in the nurse's office so those who have lost items may retrieve them. **Cell phones must be out of sight and turned off during the school day.** Please refer to the Capital School District Student Success Guide for the consequences of the unauthorized use of a cell phone on school grounds.

Lost and Found

Children often lose their personal belongings. Lost and found items are kept in the nurse's office. Expensive items or items with great sentimental value to a child or the family should not be sent to school with a child. Please contact the nurse's office to inquire about a lost item.

After-School Activities

Students are encouraged to get involved! Join a club or a sport, attend athletic events and dances; make school activities a part of student life. After-school functions are planned on a frequent basis to allow students to engage in non-classroom activities to help them become well-rounded individuals. Just as it is during the school day, proper, respectful behavior is expected at all after-school events. Throughout the year, students will have the opportunity to participate in interscholastic sports competing with other middle schools in Kent and Sussex Counties. For a student to be eligible to participate in an after school activity, s/he must be present in school that day.

Bullying

Bullying is any intentional written, electronic, verbal or physical act or actions against one or more students, school volunteers or school employees which places them in reasonable fear of harm to their emotional or physical well-being or substantial damage to their property or creates a hostile threatening, humiliating or abusive educational environment. While bullying is generally defined as repeated acts, one act alone may constitute bullying if the intent and effect set forth in the definition are met. **Bullies** are people, who act aggressively toward others in order to dominate, hurt, harass or exclude, **Targets** are people toward whom bullying, harassment or intimidation is focused and **Bystanders** are people- adults and students- who witness bullying and aggressive acts.

To ensure that no form of bullying will take place at CMS, we will all have to live up to the following expectations:

- We will act respectfully toward all individuals
- We will not bully others
- We will try to help anyone who is bullied
- We will try to include anyone who is left out
- If we know that somebody is being bullied, we will tell an adult who can help
- We are all responsible to make our school a safe place to work and learn

Cell Phones

According to CSD board policy, "Personal Technology" policy #700-20:

- Even with consent, Personal Technology Devices (PTD) may not be used in restrooms, locker rooms, or other areas where individuals have a reasonable expectation of privacy. Additionally, no student shall use a PTD to photograph, record video or audio or other functionality in a way or under circumstances without the consent of the subject(s) or which infringes on the privacy rights of others.
- Any staff member or student having knowledge or reasonable suspicion of the unauthorized use of a PTD by a student on Capital School District property should promptly report this information to the building administrator or designee (Dean).
- Administrators reserve the right to further restrict the use of PTDs based on individual school and programmatic needs.
- Students **may be** permitted to use PTDs during their regularly scheduled lunch period, and during other non-instructional times, such as in the hallways, **as specified by the building administrator.**
- While on transportation provided by the District or schools, PTDs may be used without sound or with earbuds at a volume low enough to be indiscernible by an adjacent student.
- As directed and permitted by the sponsoring advisor, PTDs may be used during School sponsored activities. (Super Senators)
- The only location that is appropriate for students to use their cell phones is the cafeteria. While in the cafeteria students may play games, visit their social media, or listen to music with headphones. **PHONE CALLS ARE NOT PERMITTED WHILE IN THE CAFETERIA.** If a student needs to make a call then a pass to the main office will be written provided that a need to call is substantiated by a staff member.

During the school day the device must be turned off and out of sight. Students may not use cell phones until after they are officially dismissed from school, unless otherwise directed by authorizing adult.

- Cell phones may be used after the official dismissal at the end of the instructional day and at the conclusion of school sponsored activities.

Any student who violates this regulation will be subject to disciplinary action as designated in the Capital School District Student Success Guide.

Discrimination

There shall be no discrimination against any student, employee or applicant for employment, and all practices, procedures, and policies of the school system shall clearly exemplify that there is no discrimination in hiring, training, assignment, promotion, transfer or discipline based on race, creed, color, age, religion, national origin, sex, domicile, or marital status.

Guidance Department

Central Middle School has two guidance counselors who help students make the transition from William Henry Middle School, through Central Middle School and to Dover High School successfully. The purpose of the guidance department is to help students become more successful learners, to understand themselves, and to help plan for the future. Guidance counselors are available for individual conferences upon request.

Home Access Center (HAC)

HAC is a web-based system that allows you and your parents to view current information including your grades, attendance, assignments, course schedule, discipline, progress reports, report cards and state test results. Parents will be able to access HAC via secure passwords during the school year 24 hours a day, seven days a week, except during occasional system maintenance. If you have any questions or need assistance with Home Access Center, please contact *HAC support* at hac-supportcms@capital.k12.de.us or at (302) 672-1772.

Homework

Appropriate homework assignments are an integral part of the educational program. The amount of homework will vary from subject to subject and from teacher to teacher. Students should complete their assignments independently, but parents should monitor their student's progress closely. Homework should be checked by parents as well as by the teacher. All teachers will maintain an up to date webpage indicating the homework due in their classes. With assistance from parents, students need to budget and organize their time in order to complete school responsibilities and still have time to interact with family and friends in meaningful activities outside of school. Students should schedule a time and place for doing homework each night. Students should make sure to have all necessary materials at home that are easily accessible.

Honor Roll

To be eligible for the honor roll a student must attain an average of 90% in ALL classes. An average of 94% is required for standing on the high honor roll. Students must pass all classes with a minimum of a 70% in each class for this recognition. A reported "D" or "F" in any class will eliminate students from consideration for honor roll.

Instructional Focus

A coordinated school wide effort to have all Central Middle School students show growth in their ability to use critical thinking strategies to communicate effectively across all curricular areas as measured by state and curricular assessments.

Lockers and Book Bags

Each student is assigned a locker. It is here that students should store their personal belongings and books when they are not needed. Students will be responsible for the care of the lockers. It is their responsibility to keep their locker secured with a lock at all times. The school has assumed joint control of all lockers in the building and reserves the right to inspect the contents of any locker at any time. Book bags and outer garments must be stored in lockers during the school day. In addition, purses/string bags larger than a cell phone must be stored in lockers during the school day. The school is not responsible for any personal items that are damaged, lost, or stolen. This includes cell phones.

Mentoring at CMS

As a part of Central's commitment to both the students and the community, we participate in the Capital Mentoring Program. This program is designed to match adult members of the community with students at Central Middle School who have stated a willingness to meet with a mentor on a weekly basis. Mentors are trained and screened prior to being matched. Students and parents interested in learning more about the Capital Mentoring Program can call the school's mentor coordinator at 302-672-1772.

National Junior Honor Society

The National Junior Honor Society chapter of Central Middle School is a duly chartered and affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards in five areas of evaluation: scholarship, leadership, service, citizenship, and character. Standards for selection are established by the national office of NJHS and have been revised to meet our local chapter needs. Students are selected to be members by a Faculty Council, appointed by the principal, which bestows this honor upon qualified students on behalf of the faculty of our school each February. Students or parents who have questions regarding the selection process or membership obligations can contact Lindsay Powell, Chapter Advisor Central Middle School, 211 Delaware Avenue Dover, DE 19901; 302-672-1772; lindsay.powell@capital.k12.de.us.

Program of Studies

Central Middle School has a five period schedule and includes both core academic and elective courses on an A, B, and C day rotation. The core academics are courses that all students must take and include English/language arts (ELA), mathematics, science and social studies. All students will also have one semester of physical education/health and one semester of a related arts class.

The elective courses include band, chorus, strings, Spanish, as well as, related arts. Both the seventh and eighth grade bands are year-long programs. The seventh and eighth grade choruses and strings also meet during the school day as regularly scheduled classes. Spanish is a two-year academic program at Central Middle School. Students who successfully complete both years of the course may earn one credit of high school Spanish. The related arts program includes the following classes: Exploring AgriScience, Exploring Business, Intro to Dance, Jobs for Delaware Graduates, Exploring Family and Consumer Science, Exploring Health Science, Project Lead the Way (STEM), music, and visual art.

Safety Drills

In order to maintain the safety of the students during an emergency, Central Middle School will conduct a variety of safety drills throughout the school year including both fire and lockdown drills. Instructions are posted in every room giving directions for the occupants of that particular room during a drill. It is important to carry out all drills with seriousness of purpose and in complete silence. In case of a real emergency, a great many lives could depend on the effective execution of these practices. Students will be expected to comply with all rules and expectations guiding the safety drills that take place.

Sports Information

Central Middle School is home to numerous interscholastic sports teams and is a member of the Delaware Interscholastic Athletic Association (Henlopen Conference). The fall sports teams at CMS include, football, boys' soccer, field hockey, cross country, cheerleading, and volleyball. The winter teams include boys' basketball, girls' basketball and wrestling, and the spring teams include boy's track, girl's track, softball, girls'

soccer, baseball and boys and girls lacrosse. All athletes will be required to read and return the appropriate page of the *Capital School District's Student/ Athlete Handbook* prior to practicing.

All teams usually practice five days per week or as scheduled by the coaching staff. Practices end between 5:00-5:30 p.m. and all students are to be picked up immediately after practice. If students are not picked up after practice on a routine basis, they may be removed from the team. Interscholastic sports schedules will be found on the school's website (www.centralmiddlesports.com). Games usually end 90 minutes after dismissal and rides should be on time. Game times and locations will be posted on the CMS website.

To participate in interscholastic sports, an athlete must meet the Delaware Interscholastic Athletic Association (DIAA) requirements. For a complete list of eligibility requirements, please contact the DIAA at 857-3365 or visit their website: <http://www.doe.state.de.us/programs/diaa/>. If you have any questions about the CMS sports programs, please contact Mr. Steve Poole, CMS Athletic Director, at 672-1772.

Visitors

Parents are encouraged to visit Central Middle School. When you visit, you will need to enter the main office and sign in to receive your visitor's pass. Visitors are only permitted to go to the locations shared with the office staff at the time they sign in. To maximize the daily instructional time, if a parent would like to arrange a conference with a teacher or team of teachers, we ask that the parent contact the teacher at least twenty-four hours in advance, so a convenient time for both the parent and the school personnel can be established. Conferences will be scheduled at such times that they do not interrupt or interfere with a teacher's classes.

Website

Please utilize the CMS school website to quickly gather a lot of information at your convenience. On the school's website, you can find staff member contact information, student assignments, the school's calendar of events and more. The website is <http://www.central.capital.k12.de.us>. Parents are also encouraged to sign up for the CMS parent email distribution list. This can be done by emailing subscribe-capcparents@lists.k12.de.us. Subscribing to this list allows us to email you updates and information on events that will be taking place at CMS.

Emergency, Outreach, and Attendance Calls

The Capital School District uses an automated notification service, which allows us to send telephone, txt, 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 Pupil Rights Amendment (PPRA)

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

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education.
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of-*
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information 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. Capital School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child

out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

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

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

The Family Education Rights and Privacy Act (FERPA)

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

Inspection and Review

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

Amendment of Records

Parents/guardians may ask the District to amend a record they believe is inaccurate by submitting to the principal as written request identifying the part of the record they want changed and 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 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 copies from the present school and attach it to the application. The application will not be considered without this information.
3. Initial invitations must be accepted or rejected by the applicant in writing. Responses must be received by the District Choice Office on or before the third Friday in March. If no response is received from the applicant, the invitation will be considered to be rejected.
4. As openings in a school and grade become available, applicants who are on the waiting list may be invited.
5. Invitations to waiting list applicants who live in another school district will be accepted by written confirmation and received by the District Choice Office no later than April 15.
6. Invitations for specific schools and specific grades – if a student is not promoted he/she may not be eligible to enroll in the choice school because of space limitations. If this happens, immediately contact the District Choice Office.

C. Kindergarten Applications:

The Capital Board of Education will consider applications before June 15, or within 45 days of receipt. Applicants will be notified about the school district's action within five (5) days of the board meeting. The response will include one of three answers: (1) invited to enroll, (2) placed on 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 of residence includes more than one school or more than one program within any school providing instruction at a given grade level, and a parent of a child entering such grade level applies to enroll that parent’s child in a public school program within the district of residence other than the program in which the child would normally be enrolled based on a child’s place of residence, the district of residence shall also be considered to be the receiving district for all purposes of this chapter, except for the purposes of §408 of this title.
- D. “Good Cause” shall mean a change in a child’s residence due to a change in family residence, a change in the state in which the family residence is located, a change in child’s parent’s marital status, a change caused by guardianship proceeding, placement of a child in foster care, adoption, participation by a child in a foreign exchange program, or participation by a child in substance abuse or mental health treatment program, or a set of circumstances consistent with this definition of “Good Cause”.
- E. “Working days” shall mean working days as determined by a school District’s administrative calendar.
- F. “Enrolled students” unless the context indicates otherwise, means all students included in the Delaware Student Information System (DELSIS) report for the year of the data collection.
- G. “Fiscal year” means the period of July 1 through June 30.
- H. “School” means any public school including charter schools.
- I. “Receiving Local Education Agency” is defined in 14 Del. Code, §402(5) and includes all Delaware public school districts, charter schools, and career and technical education schools. All defined RLEA shall adhere to the requirements outlined in HB90 with HA1 (i.e. standard written application, deadlines, and notifications).

- J. "Capacity" means the maximum number the students that a program or school can contain as determined solely by considerations of physical space, physical resources, and class size for each grade level.
- K. "Lack of Capacity" means that the school or program calculates projected enrollment for the following academic year to be at least 85% of its capacity.
- L. "Projected Enrollment" means the total number of returning students and new attendance zone (resident school) students the receiving district anticipates will enroll for the following academic year.

