



**CAPITAL**  
**SCHOOL DISTRICT**

**Kent County Secondary Intensive Learning Center**

631 Ridgley Street  
Suite 19  
Dover, DE 19904  
Phone: 302-736-5355

**“Continuous Improvement in Exemplary Practices”**

**Parent/Guardian/Student Handbook**  
**2019-2020**



**CAPITAL SCHOOL DISTRICT**

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

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|--|--|---|
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# **Welcome to Kent County Secondary Intensive Learning Center (KCSILC)**

## **Historical Background**

The Kent County Secondary Intensive Learning Center (KCSILC), currently housed in the Capital School District, includes middle and secondary alternative programs that provide services for public school districts in Kent County, Delaware. The programs are Kent County Middle Intensive Learning Center (KCMILC) and Kent County Secondary Intensive Learning Center (KCSILC). KCMILC and KCSILC serves middle and high school special education student population who have not been successful in their home schools due to a history of school related behavior problems. These students require a more individualized academic and behavioral setting than their home school/district is able to provide.

When the Capital School District acquired custodial responsibility of the two secondary programs (ILC and PEAK) in 2007, it was decided they would merge under a single administrator into a facility of combined services and that the setting would be called Kent County Alternatives Programs (KCAP). In 2008, KCAP added middle school special education students. All three programs retained a level of independence, but shared administration and resources such as case management, food service, transportation, social and health services and when feasible, programming. Educational programs will be unique and individualized based on the needs of the students.

The Capital School District reorganized Kent County Secondary Intensive Learning Center (KCSILC) in 2013, by keeping both middle school and high school ILC Programs.

## Message from the Principal

Dear Parents/Guardians,

Meeting student achievement includes employment of researched based instructional strategies and analysis of assessment data to drive instruction. KCSILC staff is committed to the implementation of the Restorative Discipline for Schools model, which attempts to prevent or stop misbehavior and teach more life-giving responses. The staff has also been trained in numerous Positive Behavior Support (PBS) interventions such as Prevent, Teach, Reinforce, and Response to Intervention (RTI) which provide instructions in social and emotional growth.

The alternative education program strives to be academically rigorous, engaging to all students by linking the curriculum to previous knowledge and experience, as well as be flexible and creative enough to promote and encourage further exploration of new ideas. Parents, teachers, support staff, and administration all play an important role in inciting our children to become active learners.

It is my sincere desire to provide progressive and greater opportunities for our students to acquire the skills to become productive citizens in a vastly changing society.

Sincerely,

*William M. Buczynski*

William M. Buczynski

Principal

Disclaimer: Neither this handbook nor any part of it should be considered as a contract itself. This handbook is not intended to be comprehensive and is advisory only to guide the student and parent. Some of the statements and charts in the handbook were taken from numerous texts. The school reserves the right to make changes or exceptions to statements in this handbook.

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

| <b>2019</b>                  |       |                            |  | <b>Teacher Days</b>  | <b>Para Days</b> |
|------------------------------|-------|----------------------------|--|----------------------|------------------|
| <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               |
| <b>2020</b>                  |       |                            |  |                      |                  |
| <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 <b>Weather Contingency/</b> ½ day Report Cards   |                      |                  |
|                              |       |                            | <b>If there are WC hours to be made up, ½ day AM may be used - students will attend and be dismissed early</b> |                      |                  |
|                              | 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 <b>Weather Contingency/</b> ½ day Report Cards   |                      |                  |
|                              |       |                            | <b>If there are WC hours to be made up, ½ day AM may be used - students will attend and be dismissed early</b> |                      |                  |
|                              | 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           | <b>WC - Weather Contingency Days</b>   |                      |                  |
| <b>Progress Reports Out:</b> |       | <b>Marking Period Ends</b> | <b>Report Cards Out:</b>   | <b>Para Days Off</b> |                  |
| 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   |                      |                  |

# Parent Night Dates 2019-2020 at KCSILC 5:30-6:30pm

Thursday, August 29, 2019

Thursday, December 5, 2019

Thursday, February 27, 2020

Thursday, May 21, 2020

Open House

Winter Festival

Topic - TBD

Topic - TBD

## Mission and Purpose

The mission of the Kent County Secondary Intensive Learning Center (KCSILC) is to provide a meaningful and measurable learning experience for students who have not been successful in the traditional school setting. KCSILC is specifically designed for students who have experienced attendance, behavior and/or achievement problems. KCSILC is committed to providing a safe, positive, student centered academically comprehensive program that is sensitive to the varied learning styles of all students. KCSILC offers an individualized educational program that includes academics, counseling, and online learning. Our goal is to empower our students to become productive, confident, active and contributing members of their communities.

- The program mission will clearly articulate the purpose, goals, and expectations of the program to students, parents/guardians, staff and the community.
- The mission will be documented, published and visible to students, parents/guardians, staff, and the community.
- Student's success is central to the mission of the program, which includes learning across academic areas, behavioral management, and life skills.
- The mission will be monitored, evaluated, and revised as needed.



## **Curriculum and Instruction**

Our goal is to maintain high academic expectations for students across academic, behavioral, life skill and transitional domains. The program integrates a creative and engaging curriculum and instructional methods that are relevant to the individual student's needs.

- Teachers are competent in research based teaching techniques and behavior management strategies appropriate for the student population.
- Teachers are highly qualified and operate in full compliance with laws governing students with special needs.
- Plans are developed based on the student's differentiated needs.
- Teachers utilize individual student data in making instructional decisions.
- Teachers identify and provide appropriate instruction to close gaps in student learning.
- A variety of instructional strategies are employed to accommodate for students with different backgrounds, individual learning styles, and multiple intelligences.
- Technology is embedded in the curricular delivery process.

## **Student Assessment**

The program will use progress monitoring, measurements and assessment to improve short and long term results and identify specific learner needs. The program will exercise a research based framework that values use of reliable measures to monitor student progress and adjust program services accordingly.

- Students will be assessed using The Reading Inventory, The Math Inventory, and Smarter Balanced Assessment.
- Assessments will be used to continually monitor the academic, behavioral, service coordination and transitional needs and of the student.
- Teachers will use formative and summative assessment tools that are frequent, rigorous, and align with curriculum and instruction to track student performance and progress.
- Results of assessments will be used to inform students and parents/guardians of learner progress, guide curriculum and instruction, and monitor the students plan for transition.

## **Leadership**

On-site leadership utilizes and engages in a collaborative approach that ensures shared decision-making, high expectations for the program, and continuous monitoring of program quality.

- Clearly defined roles and responsibilities for all staff that are written and fully explained.
- Processes are established that coordinate effective placements, assess student needs to match appropriate program services and interventions, and formalize the transition of students from one learning environment to the next.
- Establish a thorough written code of conduct and a comprehensive student discipline action plan that outlines rules and behavioral expectations, appropriate interventions, consequences, and celebrates proper student behavior.
- Program policies encourage the active engagement of parents/guardians as equal partners in the planning, implementation, and development of the program.
- Leadership promotes collaboration among the school of origin, community, and home, thereby fostering an effective learning environment for the student.

## **Restorative Discipline**

Restorative school discipline represents a school culture that permeates all aspects of school organization and relationships within the school as well as relationships between the school and its community. Policy and practice should be educative for individual children and the school community. Restorative Discipline and its practices focus on building, maintaining, and when necessary, repairing relationships among all members of the school community.

- Professional Development for staff discussing principles, connection circles, restorative conversation, and community discussions.
- Collect discipline data and revisit during PLC's and staff meetings.
- Overview of Restorative Discipline to students at the beginning of the year and during new student intakes.
- Utilize strong staff and add to the Restorative Discipline Team.
- Restorative Discipline Team will train student mediators.
- Identify key stakeholders and get them involved in the process (i.e., school district, community members, parents/guardians and agencies).

## **School Climate and Culture**

To maintain a safe, caring, and orderly climate and culture that promotes collegial relationships among students, parents/guardians, and staff. The program culture and climate are characterized by a positive rather than a punitive atmosphere for behavioral management and student discipline (Restorative Discipline).

- Rules and behavioral expectations will be clearly written, understood and accepted by staff, students, and parents/guardians.
- PBS/School Climate Team will strategically plan, monitor, and implement prevention and intervention strategies that reflect the culture and climate of the program.
- The program will actively promote student engagement and afford students with the opportunity to have a role in shaping the learning environment to facilitate feelings of connectedness.
- Administration will communicate high expectations for teacher performance for improved student academics and behavior with opportunities to celebrate individual successes on a regular basis.
- Student and staff data and feedback regarding the program will be presented at staff meetings and PLC's and used to make appropriate modifications to the program.
- Program objectives will be measurable and built upon student academic achievement, student behavior, and social improvement and are the basis of program accountability, evaluation, and improvement.
- Staff/Students will be recognized and rewarded with incentives for program improvement, success, and compliance.

## **Transitional Planning and Support**

The program will have clear criteria and procedures for transitioning students from the traditional education setting to the alternative education setting, and back to their traditional education setting while ensuring access to community agencies and support services.

- The program has a formal transition process for students from pre-entry through post exit which includes the following: an orientation which consists of rapport building, assessment of the student, IEP review, information and record sharing regarding the student, and short and long-term goal setting.
- Prior to student's exit from the program, transition services are coordinated to ensure successful entry into the student's next educational setting (Student Led Conferences).
- Within the bounds of the Family Educational Rights and Privacy Act (FERPA), copies of the following items are to be produced for the student's intake meeting: attendance records, discipline records, current health treatments and medications needed during the school day, immunization records, report cards, IEP, FBA, BIP, assessment scores and transcripts.

## **Staffing and Professional Development**

The program will be staffed with effective, innovative, and qualified individuals trained in current research based teaching methods that facilitate active learning. Professional development plans will identify staff training needs, match needs to relevant training, emphasize quality implementation of research based and best practices, and establish performance evaluations aimed at improving program and student outcomes and overall program quality.

- Employ enthusiastic, energetic, and innovative teachers who demonstrate multiple teaching styles.
- Staff members create professional development plans that facilitate personal and professional growth.
- The focus of professional development relates to positive student outcomes across academic, behavioral, social and transitional domains and increases the likelihood of student success in present and future settings.
- The program increases staff capacity through training, modeling and ensuring the use of research based strategies that align with the needs of the program population.
- Administration ensures that ongoing professional development is geared towards the adult learner, promotes lifelong learning, helps build the staff's capacity through the use of research based strategies and best practices, and ensures that learned techniques are implemented.

## **Parent Guardian Involvement**

The program will actively involve parents/guardians beyond parent/guardian-teacher meetings and open house. Emphasize a non-judgmental, solution-focused approach that incorporates parents/guardians as respected partners throughout the student's length of stay in the program. The program works with parents/guardians to provide proper training and support to advance the learning and personal success of each student in the program.

- Parent/Guardian involvement is welcomed and actively recruited.
- Effective communication and interaction takes place between parents/guardians and school staff to include being continually notified of student's progress.
- Parent/Guardian has access to monthly programs sponsored by the program at the programs location.
- Parent/Guardian has access to monthly programs sponsored by the program at rotating locations in the community.

## **Dress Code**

It is the goal of the program to have a student body that is clean, sharp, and conservative in appearance and to limit classroom distractions and practice appropriate attire at the work place. Students will be permitted to wear their normal school clothing that adheres to the Capital School District Code of Conduct.

- No undergarments showing
- No midriff showing
- No open backs
- No unnecessary flesh exposed
- No pajamas
- Head coverings, picks, bandanas are not permitted.
- No book bags or backpacks, only small purses are permitted.
- No cellphones or electronics.

## **Program Evaluation**

The program will systematically conduct evaluations for continuous program improvement. Data collection and analysis will include the following items: student assessment data, discipline and attendance data, student, parent/guardian, and staff surveys. All sources of data are gathered and used to assess quality, provide a course for improvement, and direct future activities of the program.

- The program will routinely conduct program evaluations to determine progress toward meeting the mission and purpose of the program, and plans for continuous improvement.
- Student outcome data for core content, non-core, and non-academic areas will be gathered as a means to evaluate the success of the program (i.e., attendance, discipline data, credits, grades, and student's achievement data).
- Transition services are routinely evaluated to determine the program's effectiveness in transitioning the student which will include follow-up visits with past students of the program.

## **Programs Descriptions**

The Middle School Intensive Learning Center (ILC) program provides services to students in grades six through eight who is experiencing difficulty at the middle school level. Students with frequent discipline problems and academic deficiencies are considered for acceptance into the program. These students are identified as those that interfere with the learning of other class members and refuse to follow the School District Discipline Code.

The High School Intensive Learning Center (ILC) program provides services to students in grades nine through twelve who are experiencing difficulty at the high school level. The high school alternative program promotes acceptance of responsibility for one's own actions and development of self-discipline.

Students are referred to the programs by a School District Hearing Officer. Once completing the program, the student will be able to return to his/her home school. Completion of the program is based solely on student performance. The ultimate goal of the Kent County Secondary Intensive Learning (KCSILC) is to help students reintegrate successfully into the traditional school setting or continue their education in a setting of their choice, to include Adult Education.

## **Kent County Secondary ILC Staff**

### **Principal**

Dean of Students  
Secretary  
Office Paraprofessional  
Case Manager  
Nurse  
Guidance Counselor  
Social Worker  
Social Worker  
Behavior Interventionist  
Behavior Interventionist  
Instructional Coach

### **William M. Buczynski**

Katie Mazzio  
Vicki Reynolds  
Carol Johnson-Lewis  
Tiffany Waller  
Crystal Sheets  
Andrea Woodard  
Tamika Culver  
Kelly Jones  
Larry Thomas  
Jerome Shockley  
Deborah Finney-Green

### **Middle School ILC grades 6-8**

Reading/ELA  
Math  
Science  
Social Studies

Mallory Vogl/Jakai Simmons  
Marquis Brown/TBD  
Heather Straup  
Laura Whitebread-Kennedy

### **High School ILC grades 9-12**

English  
History  
Math  
Science  
Gradpoint  
Math Interventionist

Dionta Cox  
Morgan Gregory  
Sarah Kashner  
Andrew Crawford  
Michael Denman  
Dayra Diamond

### **Related Arts Staff**

Health/PE  
Business 1  
Business 2  
Wood Shop  
Family Consumer Science

Dante Jones  
Quinton Sullivan  
Jamie Tonkin  
Jeff Buttillo  
Ciara Martin

### **Paraprofessionals**

Kamal Abrams  
Ebony Adams  
Courtney Baynard  
Jasmine Bullock  
Maria Causey  
Vincent Chandler  
Fonda Coleman  
Eleni Dallas

April Hall  
James Kilby  
Jermaine Miller  
Ashely Nunes  
Ashlee Patterson  
Cameron Phelps  
Paul Reynolds  
Rudy Thomas

## **KCSILC High School Master Class Schedule**

|   |                  |
|---|------------------|
| Check In/Homeroom   | 7:30 – 7:45 am   |
| Period 1  | 7:46 – 9:16 am   |
| Period 2  | 9:17 – 10:47am   |
| Period 3  | 10:48 – 12:48 pm |
| MS Lunch 10:50-11:20 1 <sup>st</sup> HS Lunch 11:25-11:55, 2 <sup>nd</sup> HS Lunch 12:00-12:30 |                  |
| Period 4  | 12:49 – 2:20 pm  |
| Dismissal   | 2:20 pm          |

## **Progress Report and Report Card Dates**

| <b><u>Progress Reports Out:</u></b> | <b><u>Marking Period Ends</u></b> | <b><u>Report Cards Out:</u></b>      |
|-------------------------------------|-----------------------------------|--------------------------------------|
| 09/24/19                            | 10/25/19                          | 10/11/19                             |
| 12/04/19                            | 01/17/20                          | 11/08/19                             |
| 02/24/20                            | 03/26/20                          | 06/09/20                             |
| 05/07/20                            | 06/05/20                          | Mailed home after last day of school |

## **KCSILC Curriculum and Grading System**

See District Policy-Grading and Reporting of Student Progress #600-10

## **Homework**

The Kent County Secondary Intensive Learning Center considers homework an integral part of the curriculum. Teachers may assign homework according to the objectives of the course. Homework assignments count toward a student's grade and should be completed and turned in when assigned. Failure to complete homework may result in loss of grade points. See District Policy-Homework Policy #600-03

## **Textbooks**

Textbooks are the property of the Capital School District. If a student should lose or damage a textbook, he/she will be charged a fee to cover the damages or replacement cost.

## **Student Materials**

Students are expected to come to school prepared to learn. Students are provided the necessary supplies such as writing utensils and paper that is specified by their teachers. Book bags are not permitted at KCSILC.



## **Pupil Personnel Services-Guidance and Mental Health Counselor**

A guidance counselor, drug/alcohol counselor and mental health counselor will be available to offer assistance to students and parents. This individual will work with students in discussing personal and school related issues. The counseling staff will be available to coordinate dates and times of other outside counseling/mental health agencies servicing KCSILC students.

### **Parent/Teacher Communication**

Parents should receive a progress report from the teacher approximately every 4 weeks. Parents should also expect an occasional phone call or email from teachers to update them on their student's progress. All parents are encouraged to contact the school to set up a conference with a student's teacher by calling 302-736-5355. Teachers may also request conferences if needed. Parents/Guardians are encouraged to stay in touch with teachers by attending scheduled parent meetings, calling if they have a concern after talking with their child. Please feel free to come in to observe and support staff in our efforts to make academic, behavioral, and social changes in our students.

### **Address and Phone Changes**

Any student who has a change of address or phone number during the school year should report the new information to the main office immediately.

### **Parent/Guardian Night/Open House**

Periodically throughout the school year, KCSILC will sponsor Parent Night. Parents are urged to attend and talk with teachers and fellowship with other parents, while listening to informative speakers who will discuss various subjects of interest to parents/guardians of teenagers.

### **Entrance and Exit Requirements from KCSILC**

Students are placed into KCSILC by disciplinary hearing or board placement. Students are required to complete a four level system. A student's stay in the program is based on the amount of time it takes the student to complete the requirement of each level. Academic, behavior, and attendance are targeted in each level. After a period of maintenance of the contract and targeted behaviors, a student may be recommended for return to the home school. The overall performance of the student will be strongly considered in determining the student's eligibility for return to the home school.

### **Individualized Student Profiles (ISP)**

Upon entering the program, each student will have an individualized student profile developed. Staff members will meet every three weeks to assess student profiles. Students must complete 3 levels of competency as outlined on the ISP. The ISP is designed to address Attendance, Academic and Behavior for each student. Strategies with targeted goals are implemented for each student.

## **Medications**

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

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

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

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

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

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

## **Transportation**

Parent/Guardian must call the main office and submit written permission if they request their child to ride with anyone other than the person designated at the intake conference. Students must enter and exit the building as soon as they arrive or depart. Loitering will not be permitted.

## **Breakfast and Lunch Program**

### **The Community Eligibility Provision**

Free breakfast and lunch for all Capital School District students, ensuring that they are well nourished and able to learn throughout the school day.

## Visitors

Visitors are not allowed on the KCSILC campus unless permission has been granted from the main office. Students are not to invite relatives or friends to school for class visits. With permission, parents or guardian are welcome to visit the school. Expelled or suspended students are not allowed on school grounds.

## Personal Items/Belongings

Book bags, backpacks, **cell phones and any electronic devices** are **not** allowed within the school. Students should keep all allowed personal belongings with them at all times. Any items of value should be left at home. Students are encouraged not to bring excessive amounts of money to school. The school and the Capital School District are not responsible for theft or loss of personal belongings. Food and drink will be provided during breakfast and lunch. Students may not have food, drink, or gum during regular class periods.

## Display of Affection

School is not the place for students to show affection for a boyfriend or girlfriend. Public display of intimate affection does not reflect proper respect for the individuals involved. Students not cooperating with this policy will be disciplined. Meaning: No embracing of any kind.

## Cell Phone and Electronic Devices

The Kent County Secondary Intensive Learning Center (KCSILC) administrative team has approved guidelines to address cell phone and electronic device usage by students assigned to our program. Most students attending KCSILC has some type of electronic device that communicates, receives, sends, stores, records or plays back audio, videos, photos, electronic or internet/cyberspace data, images and/or other information. Often one device is capable of doing most, if not all, of these things. **No electronics will be permitted out in plain sight on KCSILC campus during school hours. If students are observed using an electronic device during school hours, they will be asked to turn in their device for the remainder of the day. Failure to comply with this request will result in the student being sent home for the remainder of the day.**

## Card Playing/Gambling

Card playing and gambling are not allowed on school grounds. Cards, dice, etc. should be left at home. These items will be confiscated and returned to a parent with the understanding that if taken again, the items will not be returned. Students not cooperating with this policy will be disciplined.

## **Escorted Student Movement**

Students should be in the halls only at the beginning and the close of school or while moving from one class to another. Students will be escorted from classroom to other areas within the building.

## **Early Dismissals**

When a student needs to leave school early, he/she must bring a note stating the reason for the early dismissal and the phone number where the parent/guardian may be reached. Students will not be dismissed by a telephone call. Parent/Guardian must enter the school to sign out the student when the student is leaving school early. Although parent/guardian notes will be honored, early dismissal will be classified as excused or unexcused. Work may not be made up for unexcused dismissals. Classes missed during early dismissal count against the maximum number of days allowed.

## **Tardiness to School**

Students are expected to arrive at school with all required materials. If tardy to school, parents should accompany students to the office or supply a written excuse. Written excuses will be validated by the office staff with a phone call to the parent/guardian. Excused tardies include a late bus, written excuse from doctor or dentist, or excuse from a staff member.

## **Tardiness to Class**

Class scheduling has been set up so that students should not be tardy when changing classes. Students arriving to class late without a pass will be disciplined.

## **Attendance Regulations**

All KCSILC students will follow the Capital School District Board of Education Policy title: Student Attendance Regulations, Policy #700-02

## **Damage of School Property**

School property is public property and is paid for and maintained by tax funds. Students and parents will be held financially responsible for any damage done to school property. Any student defacing school property will be subject to the consequences listed in the Student Success Guide.

## **Field Trips**

As part of the PBS program, student incentive field trips will take place during school hours. Guidelines will be distributed by the teacher planning the field trip.

# Positive Behavior Support Program



## Delaware PBS Key Features

The vision of the Delaware Positive Behavior Support Project is to create safe and caring learning environments that promote the social-emotional and academic development of all children. This vision requires comprehensive, systemic, and individualized interventions and supports.

1. Recognize that a positive and safe school climate promotes not only positive behavior, but also academic, social, and emotional development.
2. Recognize that ALL students benefit from positive behavioral supports.
3. Recognize the critical importance of preventing behavior problems.
4. Recognize the critical importance of developing self-discipline.
5. Recognize the critical importance of correcting misbehavior using a combination of evidence-based techniques for increasing appropriate behavior and decreasing use of inappropriate techniques.
6. Recognize the critical importance of providing students who exhibit serious or chronic behavior problems with comprehensive and intensive evidence-based interventions and supports.

7. In translating these beliefs into practice, Delaware PBS schools adopt a problem-solving team process for planning, development, implementation, and evaluation of evidence-based practices across all three levels of prevention and intervention (primary, secondary, and tertiary).
8. In translating these beliefs into practice, schools demonstrate sustained commitment, participation, and implementation with fidelity by the majority of staff, administrators, district leadership, and school community in a shared approach to the dynamic and evolving PBS process.
9. In translating these beliefs into practice, schools value the importance of data-based decision making, as reflected in the on-going evaluation of program effectiveness and modification of program components, interventions and supports based on multiple sources of data.
10. In translating these beliefs into practice, schools provide on-going professional development and support to school staff that corresponds closely with the needs of the schools and individual staff members.

# School-wide Behavior Matrix

|                             | School-wide Expectation<br><b>Show Respect</b>  | School-wide Expectation<br><b>Follow Directions</b>   | School-wide Expectation<br><b>Be There/Be Prepared</b>   |
|-----------------------------|---|---|--|
| <b>Bus</b>                  | <ol style="list-style-type: none"> <li>1. Tolerate difference</li> <li>2. Consider personal space</li> <li>3. Speak quietly</li> <li>4. Use appropriate language</li> <li>5. Pants worn on waist</li> </ol>                         | <ol style="list-style-type: none"> <li>1. Follow requests of bus driver/aide</li> <li>2. Sit in assigned seat</li> <li>3. Remain in seat until dismissed</li> <li>4. Exit bus at assigned stop</li> </ol>   | <ol style="list-style-type: none"> <li>1. Be at bus stop on time</li> <li>2. Shirt tucked in with a belt</li> </ol>  |
| <b>Bus Loading Area</b>     | <ol style="list-style-type: none"> <li>1. Use appropriate language</li> <li>2. Keep hands/feet to yourself</li> <li>3. Walk</li> <li>4. Pants worn on waist</li> </ol>  | <ol style="list-style-type: none"> <li>1. Listen for dismissal</li> <li>2. Stay on sidewalk</li> </ol>  | <ol style="list-style-type: none"> <li>1. Have point sheet on departure</li> <li>2. Board bus immediately</li> <li>3. Collect personal items at dismissal</li> <li>4. Shirt tucked in with a belt</li> </ol> |
| <b>Classroom</b>            | <ol style="list-style-type: none"> <li>1. Use appropriate language</li> <li>2. Keep hands/feet to yourself</li> <li>3. Tolerate difference</li> <li>4. Pants worn on waist</li> </ol>   | <ol style="list-style-type: none"> <li>1. Complete in class assignments</li> <li>2. Participate/remain on task</li> <li>3. Report all problems to teacher</li> <li>4. Request hall pass</li> <li>5. Remain in seat until dismissed</li> <li>6. Follow 10 minute rule</li> </ol> | <ol style="list-style-type: none"> <li>1. Be on time</li> <li>2. Have supplies/assignments ready</li> <li>3. Remain awake</li> <li>4. Shirt tucked in with a belt</li> </ol>                                 |
| <b>Hallway</b>              | <ol style="list-style-type: none"> <li>1. Keep hands/feet to yourself</li> <li>2. Use appropriate language</li> <li>3. Maintain low voice volume</li> <li>4. Pants worn on waist</li> </ol>   | <ol style="list-style-type: none"> <li>1. Walk</li> <li>2. Stay to the right keep moving</li> <li>3. Travel in assigned hallway</li> </ol>  | <ol style="list-style-type: none"> <li>1. Report directly to destination</li> <li>2. Have a hall pass</li> <li>3. Shirt tucked in with a belt</li> </ol>   |
| <b>Bathroom</b>             | <ol style="list-style-type: none"> <li>1. Clean up after yourself</li> <li>2. Use bathroom quickly/quietly</li> <li>3. Use appropriate language</li> <li>4. Pants worn on waist</li> </ol>  | <ol style="list-style-type: none"> <li>1. Flush toilet/urinal</li> <li>2. Wash your hands</li> <li>3. Return directly to class</li> </ol>   | <ol style="list-style-type: none"> <li>1. Sign in/out from class</li> <li>2. Report problems immediately</li> <li>3. Shirt tucked in with a belt</li> </ol>  |
| <b>Cafeteria</b>            | <ol style="list-style-type: none"> <li>1. Tolerate differences</li> <li>2. Use appropriate table manners</li> <li>3. Use appropriate language</li> <li>4. Consider others space/property</li> <li>5. Pants worn on waist</li> </ol> | <ol style="list-style-type: none"> <li>1. Enter/exit orderly</li> <li>2. Remain seated</li> <li>3. Talk quietly</li> </ol>  | <ol style="list-style-type: none"> <li>1. Wash hands</li> <li>2. Have lunch money ready</li> <li>3. Clean up area</li> <li>3. Shirt tucked in with a belt</li> </ol>   |
| <b>Assembly/Field Trip</b>  | <ol style="list-style-type: none"> <li>1. Be attentive</li> <li>2. Consider personal space</li> <li>3. Use appropriate language</li> <li>4. Pants worn on waist</li> </ol>  | <ol style="list-style-type: none"> <li>1. Stay with your group</li> <li>2. Raise your hand</li> <li>3. Maintain school expectations</li> </ol>  | <ol style="list-style-type: none"> <li>1. Enter/exit in a quiet and orderly manner</li> <li>2. Have supplies ready</li> <li>3. Be on time</li> </ol>   |
| <b>Emergency Situations</b> | <ol style="list-style-type: none"> <li>1. Remain seated and quiet</li> <li>2. Pants worn on waist</li> </ol>  | <ol style="list-style-type: none"> <li>1. Listen for specific directions</li> <li>2. Walk</li> </ol>  | <ol style="list-style-type: none"> <li>1. Stay with your group</li> <li>2. Leave belongings</li> <li>3. Shirt tucked in with a belt</li> </ol>   |

# School-wide Reinforcement Matrix

| Type   | What is it?  | When will it happen?            | Where will it happen? | Who will be implementing? |
|--|--|---------------------------------|-----------------------|---------------------------|
| <b>High Frequency<br/>"Gotcha's"</b>             | Bonus Points<br>Raffle Tickets<br>Ice Cream<br>Positive Phone Calls<br>Post Cards Home | Daily                           | School-wide           | Staff                     |
| <b>Unpredictable/Intermittent<br/>"Boosters"</b> | Club Activities<br>Pizza Party<br>---<br>Movie Passes<br>Student of the Quarter        | Monthly<br><br>---<br>Quarterly | School-wide           | Staff                     |
| <b>Celebrations</b>                              | Field Trips<br>Bike Raffles  | Monthly                         | School-wide           | Staff                     |

## Level System

The KCSILC Level System is an individualized behavior system used to track and remediate identified, inappropriate behaviors exhibited by students. The student must progress through a series of four (4) levels. Movement from one level to the next occurs when the student displays appropriate behaviors for a pre-determined amount of time. As a student moves upward through the levels, he/she earns additional responsibilities and privileges.

Every student enters a KCSILC program on Level One. The Level System gives data and feedback to students, parents and staff, and is used in conjunction with other treatment components such as individual and group counseling, and contracting. It is the overall goal of KCSILC to help students function successfully in the least restrictive environment possible.

## Identified Behaviors

Student behaviors are identified in the home school before entering a KCSILC program. A functional behavior assessment (FBA) and a behavior intervention plan (BIP) are completed when the referral to the ILC is made. These identified behaviors are the same behaviors students are expected to improve while attending KCSILC.

## Procedures

As mentioned earlier, behaviors specific to each student are identified on the FBA. These behaviors are then identified on a behavior tracking form called the Daily Point Sheet, which is carried to all classes by the student. Point sheets include FBA identified behaviors including a variety of socially expected behaviors.



KCSILC DAILY POINT SHEET

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Level \_\_\_\_\_ Day \_\_\_\_\_

Scoring

3-demonstrated appropriate classroom behavior with 2 or less prompts

2-demonstrated appropriate classroom behavior with more 3-4 prompts

1-may not have demonstrated appropriate classroom behavior or required more than 5 prompts

| Class/<br>Period   |       | Stayed In Class | Completed<br>Classwork |       |       | Total |   |
|--------------------|-------|-----------------|------------------------|-------|-------|-------|---|
| 1                  | 7:46  | 3 2 1           | 3 2 1                  | 3 2 1 | 3 2 1 |       | ILC 45 Days   |
|                    |       | 3 2 1           | 3 2 1                  | 3 2 1 | 3 2 1 |       |   |
|                    | 9:16  | 3 2 1           | 3 2 1                  | 3 2 1 | 3 2 1 |       |   |
| 2                  | 9:17  | 3 2 1           | 3 2 1                  | 3 2 1 | 3 2 1 |       | <b>(Morning search/Basic Skills Point Sheet)</b>  |
|                    |       | 3 2 1           | 3 2 1                  | 3 2 1 | 3 2 1 |       |   |
|                    | 10:47 | 3 2 1           | 3 2 1                  | 3 2 1 | 3 2 1 |       |   |
| 3                  | 10:48 | 3 2 1           | 3 2 1                  | 3 2 1 | 3 2 1 |       | Level 3= 15 days 80% of available points<br><b>(Hand Written Point Sheet/ (1) 15min. Daily Break)</b>                         |
|                    |       | 3 2 1           | 3 2 1                  | 3 2 1 | 3 2 1 |       |   |
|                    | 12:48 | 3 2 1           | 3 2 1                  | 3 2 1 | 3 2 1 |       |   |
| 4                  | 12:49 | 3 2 1           | 3 2 1                  | 3 2 1 | 3 2 1 |       | Level 4= 10+ days 85% of available points<br><b>(Hand Written Point Sheet)</b><br><i>*No Point sheet is needed after 4/10</i> |
|                    |       | 3 2 1           | 3 2 1                  | 3 2 1 | 3 2 1 |       |   |
|                    | 2:20  | 3 2 1           | 3 2 1                  | 3 2 1 | 3 2 1 |       |   |
| <b>Daily Total</b> |       |                 |                        |       |       |       |   |

\_\_\_\_\_ **Successful**

\_\_\_\_\_ **Unsuccessful**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

|                     | Period 1 | Period 2 | Period 3 | Period 4 | Total |
|---------------------|----------|----------|----------|----------|-------|
| <b>Bonus Points</b> |          |          |          |          |       |
| <b>Referral</b>     |          |          |          |          |       |

KCSILC Daily Point Sheet (Back)

| Period           | Teacher | Comments on Behavior          | Comments on Missing Assignments and/or Current Grade | Homework |
|------------------|---------|-------------------------------|--|----------|
| <b>HR</b>        |         | <b>Have a Productive Day!</b> |  | <b>N</b> |
| <b>1</b>         |         |                               |  |          |
| <b>2</b>         |         |                               |  |          |
| <b>3</b>         |         |                               |  |          |
| <b>4</b>         |         |                               |  |          |
| <b>Check Out</b> |         |                               |  |          |

## **Student participation toward progress**

It is important that students have a clear understanding of behavioral expectations at KCSILC. Therefore, their individual progress will be discussed weekly with their homeroom teacher.

## **Possession of the point sheet**

Homeroom teachers give students their point sheets each morning. If a student destroys, loses, or refuses to present their point sheet to a staff member, it is an unsuccessful day. If a student has an unmarked class period when totals are tallied at the end of the school day, the student may not return to the instructor. The period is tallied as 0.

## **Levels**

### **Level 4**

- Incentive Field Trips
- Hallway escort needed during class time

### **Level 3**

- Incentive Field Trips
- Hallway escort needed during class time

### **Level 2**

- Hallway escort needed during class time

### **Level 1**

- Hallway escort needed during class time

## **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.

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

# Parent Concern Procedures

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

## APPENDIX 1



# Capital School District Board of Education Policy

|  |
|--|
| Section: Instruction                             |
| Title: Grading and Reporting of Student Progress |
| Policy #: 600-10                                 |
| Date Approved: 05/11/2016                        |
| Date Revised: 05/05/2016                         |

### 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:

|             | <b>Formative</b> | <b>Summative</b> |
|-------------|------------------|------------------|
| 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%.



# Capital School District

## Board of Education Policy

|                        |
|------------------------|
| Section: Instruction   |
| Title: Homework Policy |
| Policy #: 600-03       |
| Date Approved: 12/5/12 |
| Date Revised: 12/5/12  |

### **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.

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. Level and degree of difficulty of the subject being studied
3. The maturity level of the student
4. The instructional needs of the student
5. Assignments that have a clear and definite purpose and are directly related to the objectives of the course
6. Homework demands being made in other subject areas or classes and significant school activities (concerts, state tests, etc.) that may affect the student's ability to complete the assignment

### ***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, if feasible
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 – 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\*
11. Providing additional help where needed for homework assignments and lesson understanding

***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 has 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:

| <b>Grades</b> | <b>Frequency of Assignment</b>                  | <b>Total Daily Average (All Subjects)</b> |
|---------------|---|---|
| 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 will become effective for the 2013-2014 school year.

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

# APPENDIX 3



## Capital School District Board of Education Policy

|                                       |
|---------------------------------------|
| Section: Student                      |
| Title: Student Attendance Regulations |
| Policy #: 700-02                      |
| Date Approved: 6/18/14                |
| Date Revised: 06/12/14                |

### Purpose:

The purpose of this policy is to ensure regular attendance in school that is critical for students to fully take advantage of opportunities to learn and maximize their potential for success. This policy complies with Delaware state law regarding student attendance and further defines types of absenteeism and consequences for parents and students.

At the beginning of a school year, each school district or public school shall notify each student and the parent of each student of the school attendance requirements of the Delaware Code, including the procedures and penalties applicable to truancy. The school district or school may determine the form of the notification.

Delaware state law, Title 14, Chapter 27, which pertains to Compulsory Attendance, requires regular attendance for the school age child. Consistent with said policy, the Board of Education of the Capital School District requires regular and consistent attendance for all students between the ages of 5 and 16 who reside within its school boundaries. Students aged 16 to 21 who are enrolled in district schools are also required to follow these attendance policies. Delaware state law, Title 14, Chapter 27, further states, “Every student who is enrolled in a public school of this State shall attend the school each day of the minimum school term and any academic improvement activities required by §153 of this same title. A student who has been absent from school without a valid excuse for more than 3 school days in a school year is considered truant. A truant and the parent of a truant are subject to the administrative procedures and court proceeding set out in subchapter II of this Chapter.”

Elementary, Middle and High school teachers are responsible for maintaining high standards of attendance for their respective groups. Teachers are responsible for notifying the administration of students with whom they are having attendance or tardy difficulties.

The school administration, upon notification of unsatisfactory attendance or excessive tardiness, should investigate and take such action as they deem necessary to obtain satisfactory attendance. If action does not obtain satisfactory results, the case should be referred to the Visiting Teacher for further action. If the Visiting Teacher does not obtain immediate action, court action will be necessary.

### *Absenteeism (Time out of School)*

It is recognized that occasionally there is a need for students to not be in attendance during school hours. Every minute of instructional time is important. Each minute lost cannot be regained. Parents are reminded to limit absences, late arrivals and early dismissals.

1. Official instructional time for each school
  - a. All K-4 schools: 8:35a.m.-3:10p.m.

- b. William Henry Middle School: 7:40a.m.-2:22p.m
- c. Central Middle School: 7:40a.m.-2:22p.m.
- d. Dover High School: 7:25a.m.-2:25p.m.
- e. Kent County Community School: 8:20a.m.-2:45p.m.
- f. Kent County Secondary ILC: 7:30a.m.-2:20p.m.

## 2. Types of missed time addressed in this policy

- a. Absent the entire school day
  - At the Principal's discretion, students with three (3) or more unexcused days absent per quarter may not be allowed to attend or participate in out of school time functions such as sporting events, musical or theatrical performances, prom, home coming or other special events.
- b. Late arrival to school
  - Students are considered tardy to school or class when they report after the official starting time of school or assigned class
  - Schools are to keep a careful record of all tardiness
  - The penalty for tardiness shall be worked out by each school. Teachers are instructed to report all cases of excessive tardiness to the principal. Excessive tardiness is defined as unexcused tardiness for more than three (3) days during one marking period
- c. Early dismissal from school

## 3. Excused time away from school

- a. Illness of the student, attested to by a physician, if necessary.
- b. The presence of a contagious disease at the child's home
- c. Death in the immediate family, of grandparents or of person residing in the home. Excused time will not exceed one week. Excused time allowed for the funeral of other relatives will not exceed one day. By written request to the building principal, additional time may be allowed when services are held at long distances from the student's home.
- c. Legal business.
- d. Suspension or expulsion from school for misconduct.
- e. Remedial health or dental treatment.
- f. Pre-arranged visit to college or university; participation in other educational experiences (maximum of two days).
- g. Emergency situations as determined by the school principal
- h. Religious holidays
- i. Pregnancy (with medical excuse)
- j. Exclusion by school nurse due to health reasons

## 4. Method of Determining Excused Time Away from School

The following methods are generally accepted:

- a. Parent's note to match bona fide signature.
- b. Note from dentist, health care provider, court, other professional
- c. Email to school's attendance clerk from parent/guardian to email address listed below

East Dover Elementary School at [eastattendance@capital.k12.de.us](mailto:eastattendance@capital.k12.de.us)

Fairview Elementary School at [fvattendance@capital.k12.de.us](mailto:fvattendance@capital.k12.de.us)

Hartly Elementary School at [hartlyattendance@capital.k12.de.us](mailto:hartlyattendance@capital.k12.de.us)

North Dover Elementary School at [northattendance@capital.k12.de.us](mailto:northattendance@capital.k12.de.us)

South Dover Elementary School at [southattendance@capital.k12.de.us](mailto:southattendance@capital.k12.de.us)

Towne Point Elementary School at [tpattendance@capital.k12.de.us](mailto:tpattendance@capital.k12.de.us)

Booker T. Washington Elementary School at [btwattendance@capital.k12.de.us](mailto:btwattendance@capital.k12.de.us)

William Henry Middle School at [whmsattendance@capital.k12.de.us](mailto:whmsattendance@capital.k12.de.us)

Central Middle School at [cmsattendance@capital.k12.de.us](mailto:cmsattendance@capital.k12.de.us)

Dover High School at [dhsattendance@capital.k12.de.us](mailto:dhsattendance@capital.k12.de.us)

Kent County Community School at [kccs@attendance@capital.k12.de.us](mailto:kccs@attendance@capital.k12.de.us)

Kent County Secondary Intensive Learning Center at [kcsilcattendance@capital.k12.de.us](mailto:kcsilcattendance@capital.k12.de.us)

5. Unexcused times away from school are:

- a. Conditions or situations in which a student deliberately chooses to be absent:
  - Leaving school during the day without permission.
  - Absent without valid reason – truancy.
- b. Absences not supported by parent or other note

6. Absences and missed school work

Time away from school shall be excused without penalty should the reason meet the aforementioned criteria. A maximum of 12 (entire day) excused absences, 12 excused early dismissals and 12 excused late arrivals per year will be granted with the support of a parent note. Parent notes regarding absences must be turned in within three (3) days of the student's return to school. Parent notes explaining a late arrival must be presented at the time that the student arrives to school. Parent explanations regarding early dismissals must be noted on the student sign out log at the time of dismissal. Should a parent wish to submit a health care provider or other professional to excuse the absence, the note from the professional's office (on letterhead) must be submitted no later than the day that the student returns to school. The principal will have final discretion in determining excused and unexcused time away from school.

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 for the completion of homework is defined as two class sessions for every one session absent. A teacher will 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.

## **Truancy Response Guidelines**

The school administration, upon notification of unsatisfactory attendance or excessive tardiness, should investigate and take such actions as they deem necessary within the confines of the law to obtain satisfactory attendance. The actions may include a referral to the Visiting Teacher and ongoing home visits to assess familial needs/strengths and assist the family as needed to ensure compliance with the district's attendance policy. Additional actions may include seeking parent and/or student participation in an Attendance Review Conference, the development of a contract designed to delineate parental and/or student responsibilities and possible consequences, and the filing of truancy charges against parents and/or selected students (age 12 or older).

Below are district guidelines to be used to help ensure overall continuity and consistency of services. It should be noted that these actions are in line with Delaware Law and, per the principals' discretion, may or may not be used in a consecutive format.

Unexcused Days Absent

School Response

|     |  |
|-----|--|
| 3-5 | Contact with families will be made by the building principal or designee to discuss the unexcused absences and plan a course of remediation.   |
| 6-9 | Notification letter sent and attendance review conference with school officials that may include counseling and/or the development of a contract in which the parent/guardian agrees to make every effort to have their child attend school regularly. In grades 6-12, the student may be included in the conference. The parent/guardian will also be advised that should the number of unexcused absences reach a total of ten (10) or more, the district may elect to file truancy charges. Visiting Teacher will contact parent/guardian. Further absence may require an excuse printed on letterhead (physician, therapist, court, etc.). |
| 10  | Truancy notice sent to home and charges filed in Justice of Peace Court.   |
| 25  | Students who fail to comply with the provisions of the contract may be subject to retention in grade. Responsibility for the final decision rests with the attendance review committee.  |
| 30  | Following the 30 <sup>th</sup> day of unexcused absence by a student, the school shall continue to work with the courts to ensure compliance and will refer the family to the Division of Family Services.   |

The Capital School District may require any student to participate in academic improvement activities specified for the student as district policy. A student who refuses to comply with the district's requirement for participation in academic improvement activities shall be subject to the same disciplinary actions as for other acts of absenteeism or truancy.