

# William Henry Middle School Handbook



**CAPITAL**  
**SCHOOL DISTRICT**

*“Educational Excellence Today  
for a Changing Tomorrow”*

**2019-2020**



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

**BOARD OF EDUCATION:**

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 Dr. Chanda Jackson-Short, Vice-President  
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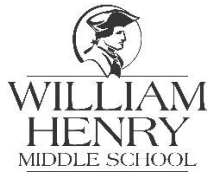
Dr. Daniel C. Shelton

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Assistant Superintendent: Dr. Sylvia Henderson  
 Chief Financial Officer: Adewunmi Kuforiji  
 Director of Human Resources: Mary Cooke  
 Director of Elementary Instruction: Pamela Herrera  
 Director of Secondary Instruction 5-12: Paul Dunford  
 Director of Special Education: Todd Simpson  
 Supervisor of Instruction 5-12: Eugene Montano  
 Supervisor of School Success Planning: Cathy Schreiber  
 Supervisor of Student Services: Lawanda Burgoyne  
 Supervisor of Technology: Benjamin Wells  
 Supervisor of Transportation: Bruce Ashby  
 Supervisor of Child Nutrition: James Trower  
 Supervisor of Buildings & Grounds: Elliot Hardin

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ADA Coordinator	Special Education/Section 504	Sex Discrimination (Title IX)
Elliott Hardin Supervisor of Buildings/Grounds Capital School District 198 Commerce Way Dover, DE 19904 Tel: (302) 857-4210	Todd Simpson Director of Special Education Capital School District 198 Commerce Way Dover, DE 19904 Tel: (302) 857-4239	Mary L. Cooke Director of Human Resources Capital School District 198 Commerce Way Dover, DE 19904 Tel: (302) 857-4214



Dear Parents/Guardians,

On behalf of the faculty and staff, I'd like to extend a warm welcome to William Henry Middle School and the 2019-2020 School Year. I hope you find our handbook to be useful and informative. William Henry strives to make each family feel welcome as we work together to prepare your child for the demands of the 21st century. I look forward to working with each of you in a partnership to help our students reach their full potential.

This handbook is designed to provide you with general information about the school as well as district procedures and policies. Please read this handbook with your child and use it as a reference for the 2019-2020 school year.

As a quick overview of our school, William Henry serves all of the 5th and 6th graders for the Capital School District. We have almost 1,000 students spread across over 37 homerooms.

Our classes are on 4 room teams at 6th grade and two room teams at 5th grade. Students attend four core content academic classes and their Related Arts. We currently offer Theater, Gym, Consumer Science, Technology, Library, Art, Music, Band, and Strings through our Related Arts Programming.

We are a Leader in Me School, incorporating Steven Covey's infamous 7 Habits ubiquitously into our programming. We believe that every student is a leader as we are constantly looking for and engaging students in leadership opportunities to tap each of their talents. As an extension of our Leader In Me Culture, William Henry Middle School uses PBS (Positive Behavior Support) strategies to recognize positive behavior

We have after school support through our 21st Century Programming that was recently extended for five years. There are a wide range of activities, some based on academics, while others are recreational and enrichment oriented including our annual socials and special PBS reward activities. Throughout the year we offer various special assemblies for students.

To stay connected, please follow us on Social Media.

- Website: <https://www.wmhenry.capital.k12.de.us>
- Facebook: [www.facebook.com/CSDWilliamHenry/](http://www.facebook.com/CSDWilliamHenry/)
- Twitter: @CSDWilliamHenry

We look forward to working together! Please don't hesitate to contact us if you have any questions.

Sincerely,

Mr. Charles Sheppard  
Principal

## **BASIC INFORMATION**

### **Phone Number**

672-1620	Charles Sheppard, Principal
672-1620	Linda Daye, Associate Principal
672-1620	Melissa Voshell, Associate Principal
672-1620	Diane Lynch, Senior Secretary
672-1620	School Nurse
672-1620	Carlton Brown, 5 <sup>th</sup> Grade Counselor
672-1620	Jonyelle Smith, 6th Grade Counselor
672-1620	Delia Collins, Cafeteria Manager

**Address:** 65 Carver Road  
Dover, DE 19904

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

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

# TABLE OF CONTENTS

<b>INTRODUCTION .....</b>	<b>7</b>
VISION STATEMENT .....	7
MISSION STATEMENT.....	7
SCHOOL GOALS.....	7
CULTURAL DIVERSITY .....	7
SCHOOL COLORS AND SCHOOL MASCOT .....	7
<b>WILLIAM HENRY MIDDLE SCHOOL 2019-2020 CALENDAR.....</b>	<b>9</b>
<b>STUDENT REGISTRATION AND RECORDS.....</b>	<b>10</b>
STUDENT REGISTRATION.....	10
STUDENT RECORDS.....	10
WITHDRAWALS.....	10
SCHOOL CHOICE.....	10
<b>HEALTH.....</b>	<b>10</b>
EMERGENCY TREATMENT AND CONTACT INFORMATION CARD.....	10
MEDICATIONS.....	10
SCREENING PROGRAM .....	11
<b>STUDENT ARRIVAL AND DISMISSAL .....</b>	<b>11</b>
ARRIVAL AT SCHOOL .....	11
RELEASE/EARLY DISMISSAL .....	11
TARDINESS .....	11
DOCTOR AND DENTIST APPOINTMENTS .....	12
CHANGES IN DISMISSAL.....	12
WALKERS.....	12
BICYCLE .....	12
EMERGENCY SCHOOL OPENINGS AND CLOSINGS.....	13
<b>ATTENDANCE.....</b>	<b>13</b>
EXCUSED AND UNEXCUSED ABSENCES .....	13
<b>CURRICULUM AND RELATED AREAS.....</b>	<b>13</b>
MEETING STUDENTS' INDIVIDUAL NEEDS .....	14
SPECIAL PROGRAMS .....	14
GATE - GIFTED AND TALENTED SERVICES.....	14
SPECIAL EDUCATION .....	14
ENGLISH LANGUAGE LEARNERS (ELL) .....	14
HOMEBOUND TUTORING.....	15
HOMEWORK POLICY .....	15
LIBRARY MULTIMEDIA POLICY .....	15
FIELD TRIPS .....	16
RESPONSIBILITY FOR BOOKS AND MATERIALS.....	16
<b>REPORTING STUDENT PROGRESS.....</b>	<b>16</b>
REPORT CARDS AND PROGRESS REPORTS .....	16
MARKING CODES .....	17
PROMOTION RETENTION GUIDELINES – CAPITAL SCHOOL DISTRICT .....	17

**PROMOTION REQUIREMENTS .....17**

**PARENTAL INVOLVEMENT.....18**

    VISITS AND CLASSROOM OBSERVATIONS ..... 18

    VOLUNTEER PROGRAM ..... 18

**DISCIPLINE .....18**

    PHILOSOPHY..... 18

**GENERAL INFORMATION.....19**

    HOME-SCHOOL COMMUNICATION..... 19

    BREAKFAST AND LUNCH PROGRAM ..... 19

    DRESS CODE..... 19

    VALUABLES ..... 20

    LOST AND FOUND..... 20

    EMERGENCY, OUTREACH, AND ATTENDANCE CALLS..... 21

    MEDIA RELEASE PROCEDURES ..... 21

    ACCOUNTABILITY POLICY: ASSESSMENT ..... 22

    PARENT CONCERN PROCEDURES..... 23

    PARENT NOTIFICATION OF RIGHTS ..... 24

    THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)..... 26

    CHILDREN’S ONLINE PRIVACY PROTECTION ACT (COPPA) ..... 27

**APPENDIX.....28**

    GRADING AND REPORTING OF STUDENT PROGRESS ..... 29

    PROMOTION/RETENTION POLICY ..... 32

    SCHOOL CHOICE POLICY ..... 35

## **INTRODUCTION**

William Henry Middle School is a community school that provides a safe and nurturing atmosphere for students. The staff recognizes the role the community plays in educating its children. Our educational program includes parents and volunteers throughout. We regularly work together with parents to ensure that our school is an inviting, orderly and exciting place to learn. A continuum of services is available for students, which may include gifted instruction, special education, 504, ELL or a variety to meet the needs of the child. Our curriculum is designed with an emphasis on the Common Core State Standards, Next Generation Science Standards and on developing critical thinking and problem solving skills. Both written and verbal communication is stressed on a daily basis. Art, music, library, computers, theatre, consumer science, health and physical education are components of the curriculum that promote a broader understanding of the world. With access to classroom computers, laptop carts and a computer lab, each child has the opportunity to become computer literate and to take advantage of computer-based instruction. Student achievement, both academic and social, is recognized regularly. Discipline is viewed as a shared responsibility involving students, parents, teachers and the principal. The success of our students in their future academic pursuit is testimony to the value of the education we offer at William Henry Middle School.

### **Vision Statement**

- William Henry Middle School **students** will remain actively engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, state, national, and world community.
- William Henry Middle School **parents** will remain actively involved as advocates for their children and supporters of the school's expectations, programs, and staff.
- Within a nurturing, safe environment, William Henry Middle School **staff** members will actively engage all students in the learning process and teach all students to become critical thinkers, problem-solvers, and lifelong learners.

### **Mission Statement**

The William Henry Middle School mission is to ensure success for all students by providing specific, measurable, and attainable goals that reflect the school's vision. The school plan will provide the basic direction for our school through focus and emphasis providing academic curriculum, preparing students to successfully interact with diverse populations, providing a positive, safe, and nurturing environment, and ensuring effective communication among all members of the WHMS community.

### **Motto**

Striving for the best, we rise above the rest!

### **School Goals**

- Enable all students to achieve the Capital School District curriculum that is aligned to State content standards and has a clear scope and sequence of concepts and skills from Kindergarten through grade 12.
- Enable students to demonstrate good citizenship and respect for one another and ensure that all students and staff have a safe, nurturing, substance-free environment in which to work and learn.
- Involve family and community members in planning and implementing programs to assist students in reaching their full potential.

### **Cultural Diversity**

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

### **School Colors and School Mascot**

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

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

2019				Teacher Days	Para Days
<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			



## William Henry Middle School 2019-2020 Calendar

<b>Date</b>	<b>Time</b>	<b>Event</b>
08/20/2019	2:30-4:30 followed by BBQ till 5:30	Back to School Event with BTW
9/25/2019	6pm	5th Grade Open House
9/26/2019	6pm	6th Grade Open House
10/10/2019	10-2	Super Senator Day
10/14-10/18/2019	All day	Senator Spirit Week
11/8/2019		Super Science Night
11/26/2019	5:30-7:00	Annual Thanksgiving Feast
12/20/2019	6pm	Winter Concert
2/13/2020	2:30-4:00	Valentine's Social
5/08/2019	7:30am	Muffins for Moms
5/15/2019	6pm	Spring Concert
5/29/2019	7:30am	Donuts for Dads
6/3/2019	1:30	Yearbook Signing Party
6/4/2019		Field Day
6/5/19		Early Dismissal/Last Day of School

**\*All Dates and Times are subject to change.**

## STUDENT REGISTRATION AND RECORDS

### Student Registration

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

### Student Records

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

### Withdrawals

A student who withdraws from school must do so through the principal's office so that necessary paper work can be completed to ensure his/her entry into the next school. Please notify the office as soon as you are aware that you plan to withdraw your child. Check to see that all textbooks, library books, and other school materials have been returned to the school. The school will complete a transfer form for the parent/guardian to give to the next school.

### School Choice

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

## HEALTH

In the event that your child becomes ill at school and must go home, it is very important that you or your designee be available to pick up your child. Your child must be vomit and fever free for 24 hours without the assistance of medication before being permitted to return to school. In cases of extreme emergency, 911 will be called, parents will be notified, and the child will be taken to Bayhealth/Medical Center. A note is required each day a child is absent. **Any absence from school for 3 or more days due to illness requires a doctor's excuse upon return to school.**

### Emergency Treatment and Contact Information Card

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

**If your phone number or residence changes during the school year, please notify the school office with the current information.**

### Medications

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

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

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

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

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

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

### **Screening Program**

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

## **STUDENT ARRIVAL AND DISMISSAL**

### **Arrival at School**

Teachers arrive at 7:25 a.m. to prepare materials for the day.

The instructional day begins at 7:40 a.m. and ends at 2:22 p.m. All students, car riders and bus riders, may enter the school at 7:30 a.m. each day.

Students arriving late, after 7:40 a.m., **must** report to the office **accompanied** by a guardian before going to their classroom. Late slips are given to students when parent signs them in to school.

### **Release/Early Dismissal**

In order to provide for the safety of our students, we will not release your child/children to **any** adult without prior **written authorization and verbal confirmation** from you, the parent or legal guardian.

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

### **Tardiness**

It is very important that students be on time for school every day. A student is tardy after 7:40 a.m. Students must report to the office when arriving late. Parents are expected to sign their children into school in the office when reporting late. In accordance with the Capital School District Attendance Policy, the district computer will generate letters that will be sent to you when your child has missed more than five days, ten days, fifteen days, and twenty days of school so that parents are informed. Regular attendance is critical for student success. More than ten days of unexcused absences could result in the district filing truancy charges. Frequent unexcused absences and tardiness will be addressed in accordance with the Capital School District Attendance Regulations.

## **Retrieval from School**

According to district policy, and for the safety of our students, all parents entering the building **must** report to the office. If you bring your child to school or pick him/her up after school, please do not go to the classroom. Please pick the child up or drop him/her off at the front drop off loop at the front of our school. Due to congestion in the halls at dismissal time, we are requesting all parents adhere to this policy, and not wait at the office doors for students to be dismissed. **Please wait for students on the sidewalk, after parking your car in a designated parking space, or in your car in the circle of the drop off loop.** In order to assist with afternoon processes, please notify the office in writing or by phone by 2pm of any special requests for your child. This would include change in transportation or if you are picking them up. Please help us to protect all of our students by reporting to the office.

## **Early Dismissal/Appointments**

Check-out procedures:

1. If a student leaves during the school day, parents must check him/her out through the office.
2. Please do not go directly to the classroom. Students will be called to the office by the school secretary upon your arrival.
3. Parents are encouraged to make dental and medical appointments after school hours.

## **Doctor and Dentist Appointments**

Please make every effort to schedule doctor and dentist appointments outside of school hours. However, when that is not possible, students will be excused for these special appointments. If picking up or dropping off a student from an appointment please sign the child in/out from the main office.

## **Changes in Dismissal**

**ANY TIME YOU NEED TO CHANGE YOUR CHILD'S DISMISSAL ROUTINE, YOU MUST NOTIFY US.** If you make any changes in his/her normal procedure, your **written permission is required.** Please send us a note when this is to occur. We cannot allow a child to go anywhere without your permission. According to Title 14, Section 8.5 of the Delaware Code pertaining to transportation regulations, busing changes *may* be granted by district administration. Please contact Capital School District's Transportation Director, Mr. Ashby, at 857-4220 or 857-4221 for any busing changes.

## **Arrival/Dismissal**

There is one road entering the school from Carver Road. Buses and cars will enter that drive. Bus parking is in the large open parking lot on the left side of the building as you face the school. No cars may enter or park in this lot except during evening events. Parents dropping off or picking students up from school are required to use the parking area on the front ride side of the school. A circular drive is accessible at the front right of the school for student pick-up and drop-off. All cars should proceed towards Booker T. Washington School and loop back around when dropping-off and picking-up students. Please stay in the line, there will be no double parking in this area. Cars should never be left unattended or parked in the designated fire lane.

## **Walkers**

The walking routes and crossing areas near the school are supervised during morning arrival and afternoon dismissal. Students are expected to use sidewalks and cross at designated crossing locations. Crossing Forest Avenue is supervised with a crossing guard at entry and dismissal times.

## **Bicycle**

Bicycles are permitted as a means of transportation to William Henry Middle School. Students should use safety while riding, and dismount their bikes when they reach the sidewalks. Bike racks are located on the property at the front of the building. The school is not responsible for the security of bikes. It is recommended that students lock their bikes to the bike rack.

## **Emergency School Openings and Closings**

When it is necessary to open late or close school early due to inclement weather or any other reason, the announcement will be made over local television (WBOC) and radio stations (WRJE 1600 AM, WDOV 1410 AM, TOM 92.9 FM or Eagle 97.7 FM). The announcement will be posted on the Capital School District Web site, [www.capital.k12.de.us](http://www.capital.k12.de.us) and on the school answering machine by 7:00 a.m. Just dial 672- 1620. Please do not call the stations in the case of emergency. Watch the TV or listen to your radio. Families will also be contacted using the *Blackboard Connect* calling system. Please be sure contact information is kept current.

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

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

## **ATTENDANCE**

The district believes that regular school attendance is essential to learning. A habit of regular attendance and promptness to class is basic to good performance in school. Successful students are seldom absent or tardy. The attendance laws of the State of Delaware say every parent or guardian of a child between the ages of 5 and 16 is required to send that child to school every day of the 180-day school term.

### **Excused and Unexcused Absences**

Please call the nurse (672- 1620) on the first day of illness to report that your child is ill, if the illness will be more than one day. **Upon returning from an absence, a pupil is to bring a note, either from a doctor, dentist, or parent stating the reason for being absent. A telephone call to (672-1620) or email to [whmsattendance@capital.k12.de.us](mailto:whmsattendance@capital.k12.de.us) by the child's parent/guardian is also acceptable. However, a written note is preferred.** Students who are absent will be given the opportunity to make up work or tests missed within a reasonable amount of time.

Family vacations are not a valid reason for absence. We encourage all parents to try to schedule vacations when school is not in session. Students who have more than 3 unexcused absences will be referred to the visiting teacher who may ultimately refer the student to Truancy Court.

## **CURRICULUM and RELATED AREAS**

Our curriculum is determined by the Delaware Standards/Common Core State Standards (CCSS) and Next Generation Science Standards. Information about both standards are available for review in the principal's office or through the Department of Education website.

### **ELA**

Key features of the curriculum include reading (literature, informational text, and foundational skills), writing, speaking/listening, and language. A strong emphasis on higher-level comprehension skills provides opportunities for students to analyze and integrate information from multiple texts, noting similarities and differences in points of view presented. Students read an abundance of different types of complex texts and engage in discussions that focus on information from the text. Small group differentiated instruction is provided. Students will express their thinking verbally and in writing for various purposes and audiences. In addition, students will write opinions or explanations that group related information and independently conduct short research projects that build knowledge about various topics.

## **Math**

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

## **Science**

The Science curriculum emphasizes a hands-on discovery approach through the use of prepared science kits. Components include inquiry science, physical science, earth science and life science. Curriculum is designed around Next Generation Science Standards.

## **Social Studies**

The Social Studies curriculum is designed to increase student knowledge in the areas of geography, economics, civics and history. Students are exposed to differentiated instruction to cover topics and to make connections to current times.

## **Meeting Students' Individual Needs**

If a parent is concerned about his/her child's progress in school or about a social or health problem, he or she is encouraged to bring the concern to the attention of the classroom teacher or the building principal. Professionals such as the nurse, school psychologist, educational diagnostician, counselor, and behavior interventionist are available to determine a child's special needs as well as to help provide services to assist in resolving the problem or concern. Support Services include: Nurse, Counselor, Behavior Intervention Specialist, School Psychologist, Educational Diagnostician, and Child Mental Health provider.

## **Special Programs**

### **GATE - Gifted and Talented Services**

Students in the fifth and sixth grades who need a faster pace and additional challenge to reach their full academic potential are recommended for participation in Capital School District's GATE services. Placement in these services is based on screening to determine the student's current academic achievement, higher-order thinking ability, and previous classroom performance. Students are provided differentiated instruction that addresses the academic needs of the gifted learner.

### **Special Education**

William Henry Middle School provides special education services for children who have identified learning needs. A school-based team consisting of an educational diagnostician, psychologist, nurse, teacher, consulting teacher, principal, counselor and family members, work together utilizing educational, psychological, and social data to develop an individualized education program to improve the student's achievement and social adaptation.

Special Education services are provided in a variety of settings-regular class, resource room, and small group-based on the individual student's needs.

### **English Language Learners (ELL)**

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

## Speech and Language Therapy

A speech therapist visits the school each week. Students who have identified needs based on their IEPs may work with the therapist as noted on their IEPs. If any parent feels his/her child may need help in the area of speech development, they should contact the child's teacher to inquire about obtaining an evaluation from the therapist.

## Homebound Tutoring

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

## Homework Policy

### Purpose:

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

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

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

## Frequency and Quality of Homework Assignments

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

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

### Homework not completed or late work:

1. Students will be given a reasonable amount of time to complete their homework. Schools will be responsible to come up with a plan to aid students to accomplish this.
2. When late work is completed in the given time, there will be a maximum reduction of one letter grade below what the student would have received had the assignment been completed on time.
3. Parents should be notified if a student demonstrates a pattern of incomplete and/or late work.

## Library Multimedia Policy

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

### **Field Trips**

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

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

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

### **Responsibility for Books and Materials**

Throughout the school year, your child will be issued books and materials. There is no charge for the normal use of these books and materials. We do expect each child to exercise reasonable care in handling books, materials, and other school property. If property and material assigned to or used by your child is lost or damaged, you will be responsible for replacing or paying for the item. We encourage students to use the library as often as possible. The student is responsible for the item borrowed, and must return the book/magazine on library day. If a book or magazine is lost or damaged, the student will be expected to pay for that item.

### **REPORTING STUDENT PROGRESS**

#### **Report Cards and Progress Reports**

Report cards are issued at the end of each marking period in grades 5 - 6. In addition to the report card, a progress report is sent home to parents a minimum of once between each report card. Teachers are required to contact parents either by telephone or in writing anytime a child's work becomes unsatisfactory.

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

Parents are also invited to attend a parent/teacher conference during conference days in November. Parents may request a conference at any time during the school year. A conference may be arranged by calling the school office (672-1620).

Progress Reports Out:	Report Cards Out:
09/24/2019	11/07/2019
12/04/2019	01/30/2020
02/24/2020	04/09/2020
05/07/2020	Mailed at the end of the school year



## **Marking Codes**

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

### ***Grades 2 – 12***

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 0 - 59 Well Below the Standard – Failure  
(Parent Conference Required)

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

### **Promotion Retention Guidelines – Capital School District**

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

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

### **PROMOTION REQUIREMENTS**

**The current Promotion Policy for Capital School District can be found on the Capital website under board policies.** Capital School District Accountability Policy outlines the requirements for promotion and retention of students.

General Requirements for Promotion In order for a student to be promoted from one grade to the next, the student must: 1. Receive a passing grade in 50% of their instructional program. One of the subject areas that must be passed is Reading/English Language Arts or its equivalent. 2. Successfully complete local requirements as determined by teacher assessment of student performance on instructional outcomes and on the judgment of the teacher(s) in consultation with the principal. Note exception for students receiving special education under Title 14 of the Delaware Code, Chapter 31, and the individuals with Disabilities Education Improvement Act (the "IDEA"), the principal will make the decision to retain or promote the student based upon the requirements set forth above. For students receiving special education under Chapter 31 and the IDEA, promotion and retention decisions shall be made by an IEP team.

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

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

Core courses are defined as follows: Grades 5-6 – Reading, ELA, Math, Science, and Social Studies

Students must be in attendance to receive instruction for at least 90% of the time established by the district-wide calendar in a given school year. For any student who is not in attendance to receive instruction for 90% of the

time established by the district-wide calendar in any given school year, the principal must review indicators of academic success to determine whether the student should be retained or assigned the following school year.

## **PARENTAL INVOLVEMENT**

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

### **Visits and Classroom Observations**

In compliance with Delaware State Law, all parents and/or visitors are **required** to report to the main office for permission to go anywhere in the building. All messages and information will be relayed from the office to the appropriate person/class. If you wish to meet with your child's teacher, please see the school secretary to arrange an appointment. For the safety and security of our students, we require all visitors to check in at the office and obtain a visitor's pass.

Classroom observations are encouraged. Parents are invited to learn about the education program and to observe their child in the classroom setting. Parents are asked to call the office to schedule a visit. Parents are not permitted to bring children with them to classroom observations. Please do not ask teachers to stop and discuss your child during the observation. Observations should not interfere with instruction.

### **Volunteer Program**

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

## **DISCIPLINE**

### **Philosophy**

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

At the same time a school, as any other institution, cannot function without reasonable rules that are consistently and effectively enforced. It becomes obvious that not all individuals choose to, or are able to, behave within the boundaries of individual responsibility and freedom. It is, therefore, necessary to set up a Student Success Guide and a procedure for dealing with individuals who exceed social, legal and conduct boundaries. Disciplinary actions thus become necessary when an act, among other things: 1) disrupts the education process; 2) violates the personal and/or educational rights of an individual; or 3) violates State and/or Federal laws.

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

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

**Every child will respectfully obey any request made by any adult in our school.** The principal, secretary, teachers, paraprofessionals, custodians, parent volunteers, and other adults, may at times need to make a request

of your child. The adults, who must assume responsibility for making our school program work, do reserve the right to tell children what to do, when necessary. It is expected that once told, the child will do as he/she is instructed.

Capital School District provides all students and families with a copy of the Student Success Guide. Please refer to this document for further clarity on discipline. If you have questions feel free to reach out to administration.

## **GENERAL INFORMATION**

### **Home-School Communication**

Parent-teacher communication is a partnership requiring each to fully inform the other of the child's progress. This partnership has a significant influence on student success. Therefore, we encourage on-going communication to meet all student needs. The forms of communication which teachers use may include newsletters, notes, flyers, assignment sheet/pads, weekly or daily folders, conferences, phone calls, progress reports, emails, and report cards. Additional information is available through our web site. Teacher emails are accessible through the school's website. The school utilizes Thursday Folders that are sent containing important information related to the school and/or team on Thursday.

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

At all grade levels, conferences may be requested by the parent, teacher, school counselor, case manager, or the principal. We strongly encourage our parents to visit William Henry Middle School early in the school year. You may arrange for classroom observations by calling the office or contacting the classroom teacher to determine the time and date of the observation.

### **Breakfast and Lunch Program**

Breakfast and lunch will be provided for all students at no cost through Capital School District's participation in the Community Eligibility Provision (CEP). If students wish to purchase snacks or buy additional lunches, a check, cash, or PayPAMS may be used. The check must be written, payable to "**Child Nutrition**" and include the student's name and "access code" (a four digit number assigned to each student at the beginning of the school year) or you may visit PayPAMS.com to prepay on your student's meal account. Pupils who participate in the breakfast program will go directly to the cafeteria or classroom after getting off the bus. School staff will supervise and dismiss students from the cafeteria.

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

Food and drinks are not to be carried throughout the school. They are restricted to the cafeteria. The presence of food and drink in the classroom is very disruptive and interferes with learning. Items requiring refrigeration are not to be sent to school as part of a school lunch.

### **Dress Code**

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

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

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

Again, dress should be appropriate.

### **Valuables**

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

### **Lost and Found**

Children often lose their personal belongings. Lost and found items are placed in a box outside the auditorium. Please label all outer clothing, lunch boxes and bags, book bags, and items brought to school. Expensive items or items with great sentimental value to a child or the family should not be sent to school with a child.

## **Emergency, Outreach, and Attendance Calls**

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

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

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

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

## **Media Release Procedures**

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

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

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

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

# **CAPITAL SCHOOL DISTRICT**

## **Accountability Policy: Assessment**

### **Promotion Retention Guidelines – Capital School District**

#### **Purpose:**

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

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

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

## FORMAL PROCEDURE

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

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

# Parent Notification of Rights

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

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

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

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

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



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

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

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

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

# **The Family Education Rights and Privacy Act (FERPA)**

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

## ***Inspection and Review***

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

## ***Amendment of Records***

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

## ***Disclosure without Consent***

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

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

## ***Complaint***

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

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

# **Children’s Online Privacy Protection Act (COPPA)**

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

# APPENDIX

# Grading and Reporting of Student Progress



## Capital School District Board of Education Policy

Section: Instruction
Title: Grading and Reporting Student Progress
Policy #: 600-10
Date Approved: 05/11/16
Date Revised: 05/05/16

### Purpose:

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

### Definitions:

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

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

### Goals:

Grading will help the teacher to:

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

Grading will help the parents/guardians to:

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

Grading will help the student to:

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

## Grading Guidelines:

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

	<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%.

# Promotion/Retention Policy



## Capital School District Board of Education Policy

Section: Instruction
Title: Promotion/Retention Policy
Policy #: 600-12
Date Approved: 7/19/16
Date: June 8, 2016

### **Purpose:**

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

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

### **General Requirements for Promotion**

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

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

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



### **Specific Requirements for Promotion**

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

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

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

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

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

Grades 7-8: English/Language Arts & Math

Core courses are defined as follows:

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

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

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

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

### **Other Factors**

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

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

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

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

### **Failure to Meet Promotion Requirements**

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

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

### **Promotion or Retention Procedures**

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

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

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

### **Appeals**

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

### **Summer School Attendance, Procedures, etc.**

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

# School Choice Policy



## Capital School District Board of Education Policy

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

### I. ESTABLISHMENT AND STATEMENT OF PURPOSE

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

### II. APPLICATION PROCEDURE FOR CHOICE WITHIN THE DISTRICT

- A.** Any parent of a school age child may apply to enroll in a school or program in the District by submitting a Delaware Standard Application for Educational Options. Applications may be obtained from the District Office, District website, District Choice Office, or the main office of any school in the District.
- B.** School Choice Applications must be submitted to the receiving district and to the district of residence after the first Monday in November and on or before the 2<sup>nd</sup> Wednesday in January for enrollment during the following school year for grades 1-12 or on or before the first day of the school year for enrollment in a kindergarten program during that school year.
- C.** If a parent of a school age child fails to file an application by the established deadlines and Good Cause exists for the failure to meet the deadline, the receiving district and the district of residence shall accept and consider the application in the same manner as if the deadline had been met.
- D.** A separate application must be submitted for each student; one application for each student and for each district.
- E.** Only one application may be submitted for each student, and must be limited to three (3) choice schools or programs.
- F.** An application must be submitted for the sibling of a student already enrolled in a District school. A sibling is not granted automatic approval to attend a choice school.
- G.** Non-resident students currently attending Capital School District schools by special permission must also submit an application.
- H.** Parent, guardian or Relative Caregiver acceptance of an invitation to enroll in a school of your choice commits the student to remain in that school for two years or until the program or grade level configuration is completed, unless released by the district, or earlier terminated pursuant to the provisions of Title 14, §407.
- I.** A new Choice Application must be submitted prior to the completion of grades 4, 6, and 8 for Out of District students wishing to continue his/her education in the Capital School District.

### III. WITHDRAWAL OF APPLICATION

The parent of a school age child may withdraw their choice application at any time prior to action on the

application by the Board of Education, by giving written notice to the Board of Education and the Board of Education of the District of Residence.

#### IV. PROCEDURES FOR PROCESSING AN APPLICATION

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

##### B. Grade 1-12 Applications:

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

##### C. Kindergarten Applications:

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

#### V. CRITERIA FOR CONSIDERATION AND APPROVAL OF APPLICATIONS,

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

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

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

#### **VI. CRITERIA FOR DISAPPROVAL OF APPLICATION**

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

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

#### **VII. CAPACITY AND DISTRICT CHOICE OPPORTUNITIES**

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

#### **VIII. DURATION OF ENROLLMENT IN THE CAPITAL SCHOOL DISTRICT**

- A.** A pupil accepted for enrollment in a school or program pursuant shall be entitled to remain enrolled therein until graduation from the school or completion of the program provided that the pupil continues to meet the requirements for such school or program, provided however, that upon the concurrence of the boards of both the district of residence and the receiving district, a pupil's right to remain enrolled may be terminated prior to graduation from or completion of the program where such termination is based upon the pupil's:
  - 1.** Failure to continue to comply with the receiving district's requirements for attending school or class, or
  - 2.** Multiple violations of, or one or more serious violations of, the receiving district's student success guide.
- B.** A student accepted for enrollment in a District school or program may remain enrolled for a minimum of two (2) years unless, during the two-year period, the student graduates from the school or completes the program, the student's parent(s) cease to be residents of the student's original District of Residence, at the conclusion of any academic year during the two-year period, the student ceases to meet the academic requirements of the school or program, daycare was indicated on the relevant choice application as a reason for seeking enrollment, daycare was a reason for granting priority to

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

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

#### IX. TERMINATION OF ENROLLMENT

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

#### X. TRANSPORTATION

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

#### XI. INTERSCHOLASTIC SPORTS

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

#### XII. CREDITS/GRADUATION

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

#### XIII. ELIGIBILITY OF NON-RESIDENT STUDENTS

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

**B. Residents of Children’s Homes**

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

**C. Other Non-Resident Students/Relative Caregiver**

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

**D. Student Foreign Exchange Programs**

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

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

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

**XIV. DEFINITIONS**

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

- A. “District of Residence” shall mean any reorganized school district in which the Parent of a student resides.
- B. “Parent” shall mean parent, legal guardian or relative caregiver of a child.
- C. “Receiving District” shall mean any reorganized school district other than the district of residence in which a student seeks to enroll. Where the district of residence includes more than one school or more than one program within any school providing instruction at a given grade level, and a parent of a child entering such grade level applies to enroll that parent’s child in a public school program within the district of residence other than the program in which the child would normally be enrolled based on a child’s place of residence, the district of residence shall also be considered to be the receiving district for all purposes of this chapter, except for the purposes of §408 of this title.
- D. “Good Cause” shall mean a change in a child’s residence due to a change in family residence, a change in the state in which the family residence is located, a change in child’s parent’s marital status, a change caused by guardianship proceeding, placement of a child in foster care, adoption, participation by a child in a foreign exchange program, or participation by a child in substance abuse or mental health treatment program, or a set of circumstances consistent with this definition of “Good Cause”.
- E. “Working days” shall mean working days as determined by a school District’s administrative calendar.
- F. “Enrolled students” unless the context indicates otherwise, means all students included in the Delaware Student Information System (DELSIS) report for the year of the data collection.
- G. “Fiscal year” means the period of July 1 through June 30.
- H. “School” means any public school including charter schools.
- I. “Receiving Local Education Agency” is defined in 14 Del. Code, §402(5) and includes all Delaware public school districts, charter schools, and career and technical education schools. All defined RLEA shall adhere to the requirements outlined in HB90 with HA1 (i.e. standard written application, deadlines, and notifications).
- J. “Capacity” means the maximum number the students that a program or school can contain as determined solely by considerations of physical space, physical resources, and class size for

each grade level.

- K. “Lack of Capacity” means that the school or program calculates projected enrollment for the following academic year to be at least 85% of its capacity.
- L. “Projected Enrollment” means the total number of returning students and new attendance zone (resident school) students the receiving district anticipates will enroll for the following academic year.



