

ODYSSEY CHARTER SCHOOL

Σχολείο Οδύσσεια

Student Code of Conduct

& Parent Information



2016-2017

**Code of Conduct
Sign-Off Form
2016-2017**

I/We have read and understand the Odyssey Charter School Code of Conduct, Parent Information Addendum, Parent Involvement Policy, School-Parent Compact, Parent Right to Know Notification, and Bullying and Cyberbullying Prevention Policy. I/We fully understand that by attending Odyssey Charter School that our child/children agree with all terms of this agreement, as well as school, and state policies.

Our signatures further acknowledge our understanding that Odyssey Charter School policies will be utilized, applied, and enforced by the school to ensure the efficient operation of the school.

1. Student Name (Please Print) _____
Grade _____ Teacher _____
Student Signature _____

2. Student Name (Please Print) _____
Grade _____ Teacher _____
Student Signature _____

3. Student Name (Please Print) _____
Grade _____ Teacher _____
Student Signature _____

4. Student Name (Please Print) _____
Grade _____ Teacher _____
Student Signature _____

Parent/Guardian Signature _____
Please Print Name Above _____

Parent/Guardian Signature _____
Please Print Name Above _____

Please sign and return to OCS by September 9, 2016

OCS Administration

Dr. Nick Manolakos, Headmaster
Denise Parks, Supervisor of Schools and Instruction
Christian Holler, Student Advisor
Erric Stewart, Student Advisor
Evan Winokur, Dean
Maryann Yarram, Student Advisor

Administrative Assistants

Courtney Saxton – Lower School
Tracie Principe – Upper School
Jo-el Fetizanan – High School

Board Members

Dimitri Dandolos, President
Josiah Wolcott, Vice President
George Hzandrious, Treasurer
Laura Thompson, Secretary
Dr. Mike Kirifidis
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PTO

Shamekia Martin, President
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Nina Broome, Vice President of Membership
Jennifer McBride, Correspondence Secretary
Cathy Hatton, Secretary
Mary Huntington, Treasurer

Odyssey Charter School does not discriminate on the basis of race, color, gender, religion, age, disability, marital status, sexual orientation/preference, national origin, or other legally protected categories.

This document is not all-inclusive nor does it restrict Odyssey Charter School’s authority to take actions necessary to maintain a safe and orderly educational environment.

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CHAPTER I

INTRODUCTION

The successful operation of a school requires the cooperation of many people. By enrolling at Odyssey Charter School, we expect that our students and their families will abide by our philosophy and policies.

The professional staff and Board have established rules and guidelines for maintaining high standards for student conduct which in turn leads to a safe, orderly and inviting school in which to teach and learn. The Odyssey Charter School will abide by all state and federal regulations related to code of conduct issues. Regulations also pertain to special education students. Due process will always be followed in the event that the student's infraction is related to the disability. The school will also establish behavioral guidelines to maintain an environment that is conducive to education without stifling expression and appropriate social interaction.

The School Board and/or administration may suggest alterations to the code. Major changes will be brought before the parent/guardians before being adopted. Major policy decisions will then be forwarded to the Board for final approval.

Upon entering Odyssey Charter School, the student is responsible for his or her actions both in and out of school. Any serious violations of school policy and/or any illegal or immoral behavior could result in serious disciplinary action. This is especially true in cases where the good reputation of the school with the neighboring community is compromised or jeopardized.

The authority and responsibility for directing the activities of our school have been given to the professional staff as determined by the administration and Board.

WHAT IS THE CODE OF STUDENT CONDUCT?

The Code is an official document of the Odyssey Charter School of Education which

- Describes a positive and safe school environment;
- Specifies the rights and responsibilities of students;
- Defines attendance responsibilities;
- Safeguards the rights of students;
- Defines conduct that disrupts a positive and productive learning environment;
- Standardizes procedures for disciplinary action; and
- Incorporates the State Board of Education Policy for school charters on possession, use, and distribution of drugs and alcohol, etc.

Provisions in the Code of Conduct apply to all students in Grades K-12. Differences in age and maturity are considered in determining the type of disciplinary action to be taken. All students have a greater responsibility for their actions, as they increase in age. This Code does not restrict the Board's legal/statutory authority to protect the health, safety, and welfare of students and staff.

A copy of the Student Code of Conduct is available to students on school entry or online, as indicated on the "Acknowledgement of Receipt" form. Orientation to the code is held in each school at the beginning of the school year. Questions by students or by parent/guardians/guardians concerning the Code should be directed to the Head Master/Administrator of the school. Additionally, a copy of the Student Code of Conduct is posted on our website: odysseycharterschooldel.com

WHEN IS THE CODE IN FORCE?

The Code is in force:

- On school property prior to, during, and following regular school hours
- While students are on a school bus or in a Charter vehicle for any purpose
- At all school-sponsored events and other activities at which school administrators/staff have jurisdiction over students

OUT OF SCHOOL CONDUCT

The Code of Conduct shall also apply to out-of-school conduct by a student if the Charter believes that the nature of such conduct indicates that the student presents a threat to the health, safety, and welfare of other students, or to the reputation of a school or the Charter.

Such out-of-school conduct shall include, but is not limited to:

- Acts of violence which are punishable by law
- Sexual offenses which are punishable by law
- The sale, transfer, or possession of drugs which would constitute an offense punishable by law
- Felony charges

Additionally, the Head Master/Administrator is authorized to take administrative action when a student's misconduct to and from school has a harmful effect on other students, the community, or the orderly conduct of school business.

Days as used in this document is defined as days in which school is in session. When school is out of session, such as during the winter, spring, or summer breaks, the time limits shall be used as guidelines but not requirements.

WHAT IS A GOOD SCHOOL ENVIRONMENT?

A good school environment is best described as

- SAFE and POSITIVE
- Providing a range of educational opportunities
- Making improvement of student behavior the primary goal of disciplinary action

It is also the presence of a friendly, yet businesslike atmosphere in which students and school personnel work cooperatively toward recognized and acceptable goals. A good school environment is free from distractions, friction, and disturbances.

CONFLICT RESOLUTION/MEDIATION

It is the philosophy of the Odyssey Charter School that students and staff should be proactive in their approach to behavior management. Therefore, conflict resolution and mediation strategies should be employed in a proactive manner to assist students and staff in addressing conflict and discipline issues.

WHO ESTABLISHES A GOOD SCHOOL ENVIRONMENT?

The Code recognizes the need for a working, cooperative relationship among students, parent/guardians, and school personnel. This relationship is most productive when:

STUDENTS:

- Attend all classes daily and on time;
- Are prepared for class assignments and activities;
- Come to class with appropriate working materials;
- Respect all persons and property;
- Refrain from using profanity, abusive language, or inflammatory actions in personal interactions;
- Conduct themselves in a safe and responsible manner;
- Are healthy, clean, and neat;
- Are responsible for their own work and behavior;
- Abide by the rules and regulations set forth by the school and individual classroom teachers; and
- Seek changes in an orderly and approved manner

PARENT/GUARDIANS/GUARDIANS:

- Keep in contact with the school concerning their children's progress and conduct;
- Ensure that their children attend school each day and promptly report and explain an absence or tardiness to the school;
- Provide their child with resources needed to complete classwork and homework;
- Assist their children in being healthy, neat, and clean;
- Refrain from using profanity, abusive language, or inflammatory actions in personal interactions, with all school personnel, and any member of the learning community;
- Bring to the attention of school authorities any problem or condition which affects their children or other children of the school community;
- Discuss report cards and work assignments with their children;
- Attend Parent/guardian/Teacher conferences;
- Maintain up-to-date home, work, emergency and numbers at the school; and
- Seek changes in an orderly and approved manner.

SCHOOL PERSONNEL:

- Are in regular attendance and on time;
- Are prepared to perform their duties with appropriate working materials;
- Respect all persons and property;
- Refrain from using profanity, abusive language, or inflammatory actions in personal interactions;
- Conduct themselves in a safe and responsible manner;
- Are healthy, clean, and neat;
- Abide by the rules and regulations set forth by the school;
- Seek changes in an orderly and approved manner;
- Maintain an atmosphere which encourages good behavior and active learning;
- Plan flexible and differentiated lessons to meet the needs of all students;
- Develop a good working relationship among staff and with students;

- Encourage the school staff, parent/guardians, and students to use the services of community agencies;
- Utilize good guidance procedures and practices;
- Encourage parent/guardians to maintain regular communication with the school;
- Provide opportunities for parent/guardian participation in affairs of the school;
- Encourage and maintain the involvement of students in the operation of the school; i.e. student government;
- Involve the community in order to improve the quality of life within the school and the charter; and
- Dialogue with parent/guardians, students, and other employees in a manner that reflects professionalism and caring.

CHAPTER II

STUDENT AND PARENT/GUARDIAN RESPONSIBILITIES AND RIGHTS

Within every school, the Head Master/Administrator has the primary responsibility and authority for maintaining an orderly educational environment. The Odyssey Charter School Board of Education guarantees students the freedoms allowed by law, provided these freedoms do not endanger the health, safety, and welfare of the students or staff.

Students of majority age; i.e. 18 or older, are responsible for their own actions. All students 18 years of age or older will be treated as adults for purposes of reporting violations of this policy and the law to the police. Students 18 years of age or older shall also be on notice that their parent/guardians and/or guardians will be notified (if their address and/or telephone number is known to the school) of the student's actions in accordance with this policy.

The School Board recognizes and supports students' and parent/guardians' rights and corresponding responsibilities. In this section, any reference to rights and responsibilities of parent/guardians also apply to students at or over the age of 18.

The Charter is compliant with Title IX. Title IX complaints are to be directed to the Head Master/Administrator.

CURRICULUM

Philosophical Basis

The degree of student involvement in curriculum development depends upon the age, grade, and level of maturity of the student. Since curriculum is designed for students, as well as for the present and near-future community, student opinion is important and deserves consideration.

Responsibilities

Students have the responsibility:

1. To seek curriculum clarification, if necessary, from informed persons in the school;
2. To strive for mastery of academic skills by participating in available learning activities and programs;
3. To contribute toward the development of a positive climate in the school that will lead to wholesome learning and living;
4. To respect the rights of other individuals who have different viewpoints and to become informed about issues being studied;
5. To involve themselves in school charter-approved communities and to enrich the classes in which they are enrolled through participation in planning and evaluation; and
6. To explore and participate in any extra-curricular activity that corresponds to their abilities, interests, and eligibility.

Rights

Students have the right

1. To have access to clear and precise course descriptions help them make informed selections;
2. To participate in courses and programs appropriate to their individual needs at all grade levels;
3. To study all subjects in an atmosphere free from bias and prejudice;
4. To study any issue which relates to their course and which is within their level of maturity and within the scope of the course and to have access to all available information that relates to course objectives;
5. To participate when offered, on committees and in curriculum planning at the school and charter levels; this right is restricted to secondary students who are selected according to guidelines established by the charter; and
6. To equal access to any extracurricular activity corresponding to their interests and abilities (and for which they are eligible according to the Charter Policy for Student Participation in Extracurricular Activities)

GRADES

Philosophical Basis

Grades are one indicator of the student's learned knowledge or skill proficiency at a particular time. A student's grades should reflect the teacher's best assessment of the student's achievement, based upon the course requirements for a given class.

Responsibilities

Students have the responsibility

1. To ask for an explanation of a grading system which they do not understand;
2. To attain standards of academic performance according to their abilities;
3. To share all notices of unsatisfactory progress with their parent/guardians/guardians and to make every effort to improve their performance;
4. To conduct themselves in a manner which fosters a good learning environment; and
5. To present assignments when due.

Rights

Students have the right

1. To receive a written copy of a teacher's grading system at the beginning of each course;
2. To receive an academic grade that is based on the teacher's grading system and reflects the student's academic achievement;
3. To request and receive written notification of unsatisfactory progress at any time during the marking period.
4. To have grades used positively and not as a disciplinary tool; and
5. To be given appropriate notice of assignment due dates.

Grading Scale: Grades 4-12

Mark:	Description:
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Grading Scale: Grades K -3

Mark:	Description:
4	Exceeds Grade Level Expectation
3	Meets Grade Level Expectation
2	Approaching Grade Level Expectation
1	Below Grade Level Expectation

Progress Key:

Mark:	Description:
X	Not yet introduced
N	Needs improvement
S	Satisfactory- demonstrates understanding of skill or concept
O	Outstanding- consistently applies skill or concept independently in a variety of situations

Promotion, Assignment, and Retention

Grades K-3

To be considered for retention/assignment, at least three of the following criteria needed to be identified:

- Pattern of 1s (with occasional 2s) on report cards
- Well below benchmark on norm-referenced assessments (below 33rd percentile)
- Lowest performance levels on summative assessments/not meeting growth targets
- Numerous Ns on Socio/emotional development criteria on report cards.

Teachers, parent/guardians, and administrators will meet together to review data to determine promotion/assignment/retention. Administration will set such a meeting and make the final determination regarding a student's placement.

Grades 4 and above

In order to advance to the next grade level, a student must successfully pass all core subjects during the school year. Core subjects include English Language Arts, Math, Science, and Social Studies. Students will not be permitted to repeat a course or repeat a grade at Odyssey Charter School. Failure of any three core subjects or a total of any four subjects in one year will result in dismissal from the school.

CONSULTATION

Philosophical Basis

Personal needs or concerns can seriously threaten and interfere with the educational development of students. Schools have the responsibility to provide counseling services for students and to inform students of services provided by other agencies.

Responsibilities

Students have the responsibility

1. To identify and/or report personnel or school-related problems, concerns, or issues to appropriate staff, counselors/advisors;
2. To use counseling services for their educational and personal development, where appropriate;
3. To schedule appointments in advance unless the problems or concerns are of an emergency nature. Parent/guardians and students have the responsibility of providing information that may be useful in making intelligent educational decisions; and
4. To use counselors'/advisors' services for personal or school-related problems, concerns, or issues.

Rights

Students have the right

1. To be accurately informed as to the nature, kind, or type of guidance services available in their school and community;
2. To receive appropriate counseling for personal and educational problems within a reasonable amount of time; and
3. To have access to counselors/advisors on the staff.

ATTENDANCE

Philosophical Basis

School administrators have an obligation under State Law to enforce compulsory school attendance laws. Students have an obligation to take advantage of the opportunity for a public school education.

Responsibilities

Students have the responsibility

1. To take advantage of their educational opportunities by attending all classes daily and on time;
2. To provide the school with a note explaining the reason for an absence; and
3. To initiate contact with teachers to request and receive make-up work after an approved EXCUSED absence and to complete all make-up work within the length of time specified in Charter attendance regulations and procedures (See Chapter III – School Attendance).

Rights

Students have the right

1. To receive school policies that clearly define excused absences, unexcused absences, or tardiness;
2. To appeal a decision concerning an absence (excused or unexcused). Participation in a school-approved activity shall be considered an excused absence; and
3. To make up assignments, projects, and tests missed during an approved excused absence, according to school Charter regulations and procedures

DRESS CODE

Odyssey Charter School believes all students should be considered equal. Since the school stresses professionalism and decorum, this philosophy should be reflected in the style of dress for students, teachers, and administrators. To abide by this, we have adopted a uniform that includes school shirts, pants/skirts/skortts, dresses/jumpers and sweaters with embroidered school logos. All of the above-referenced uniform clothing must be purchased through the school's clothing vendors, Flynn and O'Hara or Lands' End, with NO EXCEPTIONS. (Gym uniform bottoms ONLY may be purchased elsewhere, but must be navy blue and the style offered by our vendors.) Permitted uniform items for each grade level can be found on Lands' End and Flynn & O'Hara websites. Not all uniform items are approved for Odyssey Charter School.

You may try on uniforms at Sears, but please purchase online or via telephone from Flynn & O'Hara or Lands' End sites specific to Odyssey Charter School. Sears stores often give incorrect information. Clothing items sold through the PTO school store are NOT part of the school uniform. Only uniform items purchased through Lands' End or Flynn & O'Hara may be worn during the school day. (Warmer non-uniform items may be worn during outdoor recess.)

REQUIRED GYM UNIFORMS are new for 2016-2017 school year.

Students must wear the gym uniform and sneakers on gym days. The approved gym t-shirt (gray with navy logo) and/or sweatshirt (navy with white logo) must be purchased at Flynn and O'Hara or Lands' End. Plain navy blue mesh shorts and/or plain navy blue sweatpants may be purchased anywhere, but must be of the same color and style as offered on the Flynn & O'Hara or Lands' End Odyssey uniform websites.

Shirts

Uniform shirts may be long or short sleeve polo-style shirts that are **purchased through Flynn and O'Hara and/or Lands' End**. Shirts may be either navy blue or white in color (Lower, Middle, and High School) or light blue (Middle School and High School), or gray (High School only) but must be embroidered with the school name. Middle and High School students may also wear Lands' End white or light blue oxford shirt in short or long sleeve with the OCS embroidery. The solid navy blue Lands' End tie is optional with the oxford shirt. Shirts must be tucked in at all times. No more than the top two buttons of the shirt may be left open. The school logo must be visible at all times. Altering of required school shirts and/or logo is not permissible. Long sleeve garments may not be worn underneath school shirts that have short sleeves. An acceptable alternative is to wear long sleeve school shirts or school sweaters. White "Peter Pan" blouses (NOT POLOS), which are worn under the girls' plaid jumper, are acceptable only under the jumper and are not to be worn at any other time.

Pants/shorts

Acceptable school uniforms consist of a pair of khaki pants or shorts (grades K through 9) or navy blue pants or shorts (Middle and High School only), or gray pants (High School only) that are **purchased from Flynn and O'Hara or Lands' End**. *Bottoms no longer need to be embroidered with the OCS logo.* Jeans, cargo pants, capris, non-uniform skirts, and sweatpants are NOT permitted. Pants should fit appropriately, being neither too tight nor too loose. Additionally, pants should not be too long; they should not drag on the ground. Pants should be worn at the natural waist with a blue, black, or brown belt (*Kindergarten is exempt from wearing belts*).

Skirts, skorts, shorts, and jumpers

In addition to pants and shorts, girls may wear khaki skorts or box pleat skirts (grades K through 9) or navy blue skorts or box pleat skirts (Middle and High School only) or navy blue plaid jumpers or skirts (grades K through 8) or gray skirts (High School only.) All girls may also wear the Lands' End navy blue polo dress embroidered with the school name. Skirts, dresses, skorts, and shorts may not be shorter than four inches above the knee. Skirts must reach the knee when standing. Jumpers must be worn with the white "Peter Pan collar" blouses underneath (Peter Pan collar polos are not permitted.) Acceptable skirts, dresses, skorts, shorts, and jumpers must be purchased through either Flynn and O'Hara or Lands' End. *Please note, the box pleat skirts are only available at Lands' End. Any bottoms purchased through Lands' End no longer need to be embroidered by Lands' End with "OCS."*

Shoes

Shoes are to be solid in color and must be either tan, brown, navy blue, or black. Shoes can be lace-up, slip-on, or Velcro. Boys may wear shoes such as Dirty Bucs, Penny Loafers, Merrill-type moccasins, or Top-Siders. Girls may wear shoes such as Dirty Bucs, Loafers, or Mary Janes. Sneakers, sandals, flip-flops, clogs, boots, and hikers are NOT permitted. You are not required to purchase shoes through our clothing vendor. Students may wear sneakers **ONLY ON GYM DAYS**.

Stockings/Socks

Girls may only wear plain black, white, or navy blue stocking tights or form fitting full length leggings. Any other colors or any patterned stockings are NOT permitted. All leggings must be footed or sit below the ankle. Boys and girls may only wear black, white, tan, or navy blue socks.

Sweaters/Fleece

School sweaters or the school fleece with the embroidered school logo from Flynn & O'Hara or Lands' End are the only permissible outer garments to be worn in class. School sweaters are available in a cardigan style, cable hooded style, and crew and V-neck pullover styles. The

sweater or fleece must be worn with a school shirt underneath. Blazers, coats, non-uniform fleeces, jackets, sweatshirts, etc. **may not** be worn in class or during school hours. (9th grade students may wear the navy blue blazer offered at Lands' End. The oxford shirt and tie must be worn with the optional blazer.) Outer garments (other than sweaters) must be stored in the student's locker/cubbies. OCS hoodies/sweatshirts are not to be worn in class.

Hats

Hats are NOT permitted to be worn in school. During colder months, warm hats are allowed and encouraged for outdoor play only.

Jewelry, Hairstyles, and Accessories

Excessive jewelry, make-up, or hairstyles that are deemed by the school administration to be distracting or distasteful will not be permitted.

Hairstyles and hair lengths should reflect the atmosphere of decorum desired by the school. Mohawks, shaved designs, unnatural color dyes, and spiked hair are examples of hairstyles that would not be acceptable. Individual cases will be addressed by the administration.

The only permissible body piercing are earrings. Earrings must be of modest size, no larger than a nickel in size and of "stud" fashion only, to minimize distraction. Students are not prohibited from wearing jewelry, however Odyssey Charter School discourages wearing any type of valuable articles that could present hardship if lost or stolen. Expensive articles are worn at your own risk. Odyssey Charter School does not assume responsibility for articles lost or stolen.

Hats, bandanas, and sunglasses are all considered inappropriate for regular school wear. Headbands should be purchased through Flynn and O'Hara or Lands' End or be plain black/brown/blue/white plastic or fabric (no jewelry, feathers, dangling articles on headbands or barrettes). Writing on your body is not appropriate and is not allowed.

CONSEQUENCES FOR VIOLATING DRESS CODE

The administration reserves the right to determine whether a student is in compliance with the dress code and specify consequences for non-compliance. Any inappropriate or distracting appearance will be addressed by the administration on an individual basis.

Minor dress violations such as un-tucked shirts or inappropriate shoes will result in verbal warnings, issuance of demerits (k-4), and more severe penalties. Failure to follow repeated warnings will be considered insubordination.

Upon receiving a third demerit/warning for dress code violations, students will not be permitted to attend school. Parent/guardians will be called to pick up the student from school. A student having incurred three dress code violations may only return to school upon correction of the violation.

Students who are not in dress code may not attend classes until correction is made. If correction is not practical, parent/guardians will be contacted and will have to provide appropriate clothing for their child before he/she is permitted to attend classes. If parent/guardians cannot be contacted, the student will remain in the school office for the remainder of the day.

Repeated failure to conform to dress code may result in more severe penalties. Dress code violations will not be in the Violation section of the Code of Conduct.

The following are examples that will result in restriction from classes:

1. Non-school shirt
2. Non-conforming pants, shorts, skirts
3. Shorts or skirts that are more than four inches above the knee
4. Clothing that is overly tight or baggy
5. Defiance to adhere to dress code (ex. refusing to tuck shirt in)
6. Unacceptable piercing, hairstyles, hair colors, or hair lengths
7. Any major inappropriate or distracting appearance as deemed by the administration

Please note: Light blue tops, oxford shirts, neckties, and navy blue bottoms will only be allowed for MIDDLE and HIGH SCHOOL - **grades 6, 7, 8 and 9.** Navy blazers (worn with oxford shirt and navy tie), and gray tops and bottoms are only allowed for HIGH SCHOOL – grades 9 through 12.

DRESS DOWN DAYS/SCHOOL SPONSORED EVENTS

Students are only permitted to "dress down" on designated days with teacher and/or administrator approval. Student clothing on all dress down days, as well as clothing worn to afterschool, evening or other school sponsored events, must appropriate according to Odyssey Charter guidelines. Excessively torn or ripped clothing will not be permitted, in particular jeans with holes above the knees. Students are permitted to wear dark colored tights under their jeans. Slogans and logos on t-shirts must be school appropriate. Hats are NOT permitted to be worn in school on dress down days. During colder winter months, warm hats are allowed and encouraged for outdoor play only. Dress code regulations with regards to jewelry, hairstyles and accessories also apply on dress down days.

Female students wearing skirts or shorts must have clothing of appropriate length; the bottom of the garment must touch the tip of the student's fingertips while standing. Tank tops and/or sleeveless shirts are not permitted for male or female students on dress down days. High heeled shoes exceeding 1.5 inches are not permitted, except at school sponsored dances.

Any student found to be wearing inappropriate clothing on a dress down day, at an afterschool, evening or other school sponsored event **will be** required to change the clothing and/or parent/guardians and guardians **will be** contacted to bring a change of clothing to school. Subsequent infractions may result in demerit(s) and/or other disciplinary action on the part of an administrator.

LOST AND FOUND

We urge students to label all belongings. Students are encouraged not to bring large sums of money or items of great value to school. School officials are not responsible for the loss of any item. Any found article will be sent to the main office. If an item is not in the lost and found, a student or parent should report the missing item to a staff member in the office. Periodically, unclaimed items will be donated to the PTO for uniform resale or a charitable organization.

SCHOOL AND PERSONAL PROPERTY

Students are responsible for the proper care of books, calculators, computers, supplies, and all other school property. Students are responsible for the replacement cost of any school property that may be damaged, lost, or stolen. Students should not bring expensive clothing (such as leather jackets), valuables, or large amounts of money to school. Keep in mind that Odyssey Charter School is not responsible for damaged, lost, or stolen personal property including communication devices and other personal technology items.

EXTRA-CURRICULAR PROGRAM

Extra-Curricular Program Mission Statement

Odyssey Charter School extracurricular programs are created to provide all students with an opportunity to participate in extracurricular activities. The mission of these programs is to develop student participants who value and promote teamwork and community pride within the school while developing their knowledge and skills through practice, performance and competition to be successful in their endeavor to become role models for and with others.

The mission of the OCS extra-curricular programs (of which athletics is a part) is divided into three components. The first component is that all OCS students should have opportunities to participate in extracurricular activities. When a student considers all that is offered in our extra-curricular programs, the student should be able to find an extracurricular activity that can meet his unique needs.

The second component is the development of student participants who value and promote teamwork and community pride while developing the minds, hearts, souls and character of the student-athlete. OCS coaches are expected to teach, enforce and model the character traits of respect, responsibility, caring, fairness, trustworthiness and citizenship.

The third component is development of skills and techniques so that OCS students and teams can be competitive in their endeavors. OCS coaches will provide your child and your child's team with quality instruction and teaching.

A Note to Parent/Guardians

The rewards and responsibilities of parent/guardian are often complicated when a student participates in a demanding extra-curricular activity. Hopefully this section will assist your understanding of the OCS extracurricular offerings, objectives, policies, procedures and guidelines, and insight into some of the responsibilities of student participants and parent/guardians. Please take the time to review the information in this handbook with your son.

Every school year, a large percentage of our students participate in an extra-curricular programs, club sports or DIAA teams. The administration and coaching staff are proud of the life experiences and life lessons that can be taught to our students through participating on club or athletic teams. As the OCS extra-curricular program has grown, the need to communicate the following information; 1) mission and objectives of the OCS program, 2) the role of the administration, coaches, players and parent/guardians and 3) OCS policies, procedures and guidelines to the parent/guardians of participants has become very important to the success of our extra-curricular programs. The goal of this section is to effectively communicate the role of the administration, coaches, participants and parent/guardians in administering a successful extra-curricular program.

Objectives of Participation for Students

Athletics and clubs are an extension of the extra-curricular programs. Student-athletes participating in the OCS athletic program should receive the following benefits from participation.

1. To be taught and role modeled Respect, Responsibility, Trustworthiness, Fairness, Concern for Others and Citizenship by the coaching staff, while being taught the fundamentals of the sport and part of a competitive interscholastic athletic team.

2. To provide opportunities that will allow the program to serve as a forum where students may cope with problems and handle situations similar to those encountered under conditions prevailing in the contemporary world. The experience should provide adequate and natural opportunities to:
 - A. Grow physically, mentally emotionally and socially.
 - B. Acquire and develop special skills in activities of each student's choice.
 - C. Be taught that team success is more important than individual success.
 - D. Learn self-discipline, self-motivation, excellence, and the ideals of good sportsmanship which teach winning and losing with honor.
 - E. Participate in an activity that will generate interest and a feeling of unity for the student body, faculty and community.
 - F. Develop high levels of fitness.
3. To provide opportunity for a student to experience team and individual success.
4. To create a desire to succeed and excel in all areas of the student-athletes' life.
5. To provide for the student's worthy use of leisure time now and in the future.

Relationships

The Parent/guardian-Player Relationship

The attitude of the parent/guardian is a very influential factor in determining if a student has a rewarding or a disappointing interscholastic athletic experience. The attitude of the parent/guardian can be more influential than the talent level of the student, the amount of playing time, the attitude of the coach, the attitude of the players or the team's win-loss record.

Many student-athletes describe the "worst 15 minutes of the day" as the ride home in the car after the practice or competition, if a parent/guardian displays a negative attitude toward the student-athlete, the coach or the teammates.

What student-athletes need most is, unconditional love and support from their parent/guardians/guardian no matter what happens during practices or games.

The Player-Coach Relationship

Many parents/guardians believe they have a degree of expertise from playing or coaching experience. While this knowledge may heighten your appreciation of the sport, as a parent/guardian, you are not the coach.

The player-coach relationship is perhaps the most critical relationship in athletics. A parent/guardian can have a pronounced effect on this very important and delicate relationship. While you may not agree with all decisions of a coach, how and when you express your feelings can have a profound effect upon your child. If you express a negative opinion in front of your child, you need to remember that he/she may return to practice the next day and carry with them, your convictions. Your child will then have to interact with his/her coach. You, as a parent/guardian, can greatly affect this relationship.

The Parent/guardian-Coach Relationship

In your role as a parent/guardian, you obviously are concerned about your child's welfare and success. You want the best for your child. But, the athlete can have only one coach. Allowing the coach to instruct and guide the team is crucial to the success of the team.

Should you have questions or concerns, do not approach the coach at the conclusion of a contest or during a practice. At this time, coaches have other responsibilities. Call and make an appointment for a later time and approach the meeting in a calm and respectful manner.

Parent/guardian-Official Relationship

The age-old question often used by irate fans to coaches and athletic directors is "Where did you find these officials?" Most sports have an "officials' assignor" who assigns officials for every game in that sport. Officials agree to and follow a code of ethics. They do not choose sides or have an interest in which team wins the contest. It is important to know that a game cannot be played without a DIAA certified official.

As in any vocation, there are great, good, and average officials. However, each official is doing his or her best to provide a safe, unbiased and structured environment for the student-athletes.

As a parent/guardian, nothing positive will result in yelling at the officials. In fact, many negative actions can occur by a parent/guardian yelling at the officials. They are 1) you will appear foolish, 2) you will embarrass your child, 3) you will set a poor example that others may follow, escalating a negative environment, 4) you may be removed from the competition.

Parent/guardian-Athletic Director Relationship

The athletic director supervises the administering of all athletic teams. Prior to approaching the athletic director regarding the management of an athletic team, a parent/guardian should first speak to the coach. If the parent/guardian is not satisfied with the discussion with the coach, the parent/guardian may request a meeting with the athletic director and the coach. However, the issues of playing time, techniques and strategies are not appropriate topics of discussion with the coach or athletic director.

PARENT/GUARDIAN/COACH COMMUNICATION PLAN

Raising children and coaching can be difficult vocations. By better understanding each other, we are better able to accept the actions of the other and provide greater benefit to student-athletes. As parent/guardians, when your child becomes involved on OCS interscholastic athletic teams, you have the right to understand what expectations are placed on you and your child. This begins with clear communication from the coach of your child's athletic team or club activity.

Communication Parent/guardians should expect from OCS Athletic Coaches

1. Philosophy of the coach.
2. Expectations the coach has for student-athletes.
3. Locations and times of all practices and contests.
4. Team and school requirements – behavioral and academic.
5. Procedure if student-athletes are injured during participation and insurance information.
6. Actions that could lead to discipline, which may result in the denial of student-athlete participation.

How to Handle an Athletic Team Concern

1. Encourage your child to speak directly to the coach. Many concerns can be resolved through this process.
2. Contact the coach to schedule an appointment.
3. If a coach cannot be reached, contact the athletic director.
4. Do not present your concerns to a coach before contest, after a contest, or during a practice.
5. If the meeting with the coach does not provide a resolution, contact the athletic director to discuss the situation further.

Appropriate Concerns to Discuss With Coaches

1. Treatment of your child.
2. Ways to help your child improve.
3. Concerns about your child's behavior or academic performance.

It is difficult to accept your child not playing as much as you would hope. Coaches are professionals and they make judgments based on what they believe to be best for the team. As you have seen from the above list, certain topics can be and should be discussed with a coach. Other topics, such as playing time, coaching strategies, and concerns about other student-athletes must be left to the discretion of the coach.

Requirements for OCS students to participate on extra-curricular teams/clubs.

It is important to understand that participation on an OCS extra-curricular team/club is a privilege not a right. Being on and maintaining one's membership on the team means accepting all the responsibilities of a student athlete. However, unlike intramural teams, equal or guaranteed playing time does not exist. In an effort to be competitive, a coach will use players best suited to the conditions or demands of the contest at that time.

Below is a list of requirements for students to participate on OCS athletic teams.

1. The student must have an athletic physical dated for the upcoming school year. Physical forms are available on our school website.
2. The student must meet academic eligibility requirements. OCS academic requirements supersede all other eligibility requirements.
3. A student must exhibit good behavior in the classroom and on the athletic team. A coach/athletic director or administrator has the authority to deny any student-athlete from trying-out or participating on an athletic team if the student-athlete has exhibited behavior that is detrimental to the learning environment and/or cohesion of the team.

Transportation of Student-Athletes

All OCS student-athletes should ride school transportation to away games where it is provided. Exception is written permission regarding a family emergency. The head coach/ and administration must be given notice prior to the date of the contest and the coach must approve the request.

FREE SPEECH/EXPRESSION

Philosophical Basis

One of the purposes of the schools is to prepare students for responsible self-expression in our society. Students may inquire, question, and exchange ideas with neither real nor implied penalty. While self-expression is permitted under the First Amendment to the Constitution, it must not interrupt the orderly educational process of the school or be in violation of the Code of Conduct. Free expression must not be obscene, false statements, disruptive, or abusive.

Responsibilities

Students have the responsibility

1. To act in a quiet, dignified manner during patriotic activities;
2. To inform the school of activities which are in conflict with their religious beliefs;
3. To make reasonable requests to conduct surveys and petitions. The results obtained must be reported accurately;
4. To be well informed about issues and to express their opinions in a reasonable place and time; and
5. To plan, get approval, and hold activities which are based upon educational objectives.

Rights

Students have the right

1. To participate in activities. Students also have the right to be excused from any patriotic act that is against their religious beliefs or deep personal conviction;
2. To be excused from any activity which is against their religious beliefs (as confirmed with the appropriate religious officials);
3. To petition and survey other students' opinions by following established school and Charter approval procedures.
4. To respectfully express their own opinions on issues;
5. To assemble peaceably on school property at a time and place designated by the Head Master/Administrator. This right will be denied if it endangers the health or safety of others, damages property, or disrupts the activities of others; and
6. To seek medical help.

LOCKERS

Each student in grades 5-9 will be assigned a locker. Students are responsible for keeping their lockers neat and orderly. Students are required to use an OCS-purchased lock loaned to each student at the beginning of the school year. Assigned locks must be returned at the end of each school year. Lockers and locks are property of Odyssey Charter School and may be subjected to search.

TELEPHONE CALLS FOR INSTRUCTIONAL STAFF & STUDENTS

Communication between parents and teachers is encouraged at OCS. However, due to teaching responsibilities, teachers will not be called to the phone during instructional hours (8:15a.m. – 3:45 p.m.). If you would like to talk with a teacher about your child, we will connect you to their voicemail, and you will receive a call back from the teacher within 24 hours. Parents may also utilize email communications to connect with teachers.

Students will only be allowed to call home for forgotten lunches or for an emergency, as determined by school personnel. Students will not be permitted to call home for forgotten homework, projects, etc. The phones must be kept free for school business.

SEARCH AND SEIZURE

Philosophical Basis

Students shall be free from unreasonable search and seizure of property as guaranteed by the Fourth Amendment to the U.S. Constitution. This individual right is balanced by the school's responsibility to protect the health, safety, and welfare of others. Student lockers are the property of the school and may be subject to search by an administrator at any time with or without reasonable suspicion to protect the health, safety, and welfare of others. Search of individual students shall be based upon reasonable suspicion that the student's person, property, or personal automobile contains illegal substances, items, or material detrimental to the safety and welfare of other students or staff or in violation of the law or rules of the Student Code. Students are responsible and accountable for the contents of all items found in their lockers, automobiles, book bags, purses, and any bags or containers used to carry personal property.

All alcohol, drugs, drug-like substances, look-alike substances and/or drug paraphernalia found in a student's possession shall be turned over to the Head Master/Administrator or designee and be made available, in the case of a medical emergency, for identification. All substances shall be sealed and documented and, in the case of substances covered by 16 Del. C., Ch. 47, turned over to police as potential evidence. A request for analysis shall be made where appropriate. (In case of medical emergency, substance should be made available for identification purposes.)

Responsibilities

Students have the responsibility

1. To refrain from possessing or concealing any substance or objects which are illegal or which may disrupt the educational process and/or school-sponsored activities/events; and
2. To monitor and control access to their lockers, motor vehicles, purses, book bags, or similar containers and to check regularly their contents.

Rights

Students have the right

1. To privacy in their personal possessions unless the Head Master/Administrator or designee has reasonable suspicion to believe that illegal substances/objects are possessed of being concealed by the student; and
2. To be notified that a seized substance is believed to be an illegal drug. The student and student's parent/guardian/guardian have 3 days from the date of notification to dispute, in writing, that a seized material or substance is a drug.

STUDENT RECORDS

Philosophical Basis

Student records are defined as any materials concerning individual students kept in any form by the School Board or its employees, except for personal notes of teachers and other school personnel intended for their use only. Student records are maintained to provide information which can be used to develop the best possible educational program for each student. Care must be exercised by the school staff to make sure that student records are treated confidentially and that the information contained therein is accurate and appropriate. Student Code of Conduct violations and disciplinary actions will normally be recorded and maintained annually. Expulsion will be recorded on the student's cumulative record folder.

Responsibilities

Students have the responsibility

1. To give school personnel ample notice that they want to inspect and review their records. Eligible students and parent/guardians have the responsibility to meet their financial obligations for school fees or fines. Transcripts and records may not be released until all student financial obligations are met; and
2. To release information to those individuals or agencies who are working in a positive manner for the benefit of the student. The permission to release information, where required, must be in writing.

Rights

Students have the right

1. To release, inspect, review, and challenge the information contained in their school records within the charter guidelines and legal age requirements. School personnel shall provide assistance to students and parent/guardians to help them understand information in student records;
2. To sign for a release of the information contained in their records to authorized agencies. The student must be fourteen years of age or older to sign this release; and
3. To be protected from the release of personally identifiable information to unauthorized persons.

COMPUTER USAGE

Students must sign and adhere to the Charter's acceptable use of technology policy, which incorporates the State policy, before they may make use of Charter technology, including Internet access (**See Misuse of Technology**)

CHAPTER III
SCHOOL ATTENDANCE

Every parent/guardian, guardian, or other person having control of a child between the ages of 5 and 16 is required to send such child to school. School attendance is mandated by statute and by laws and regulations of the State Board of Education. The Student Attendance Policy of the Odyssey Charter School Board of Education establishes specific regulations related to attendance.

LATE FOR SCHOOL/EARLY DISMISSAL

Coming to school on time and remaining in school for a full day is imperative for a successful educational career. Tardies and early dismissals are counterproductive to the educational process. Every effort should be made to assure that students arrive at school on time and stay in school until dismissal.

For the safety of the students, as per our standard dismissal procedures, phone calls, emails, or faxes to the school are NOT accepted as notification of a change in dismissal.

Dismissal changes must be received, in writing, when the child arrives at school. Changing a student's standard dismissal plan on a given day is strongly discouraged, but must be in writing and sent to school with your child(ren).

High School/ Upper School (Grades 4 – 9) Students are expected to arrive in school between 7:45-8:03 AM. Students arriving after 8:05 AM are considered tardy. Tardy students must be accompanied by a parent to the main office to be signed in. High School/Upper School students being signed out for an early dismissal must be picked up at the main office no later than 3:00pm. After 3:00pm, all parents must go through carline in order to pick up their child.

Lower School (Grades K-3) Students are expected to arrive to school between 7:55-8:15 AM. Students arriving after 8:15 AM are considered tardy. A parent must accompany tardy students to the main office to be signed in. Lower School students being signed out for an early dismissal must be picked up at the main office no later than 3:10pm. After 3:10pm, all parents must park at the Lower School Parking lot and wait for the Lower School to be dismissed.

For safety reasons and accountability, a parent/guardian must accompany the child into school and sign the child in at the main office. If the lateness is excused (doctor's appointment, family emergency, medical illness, etc.), the student will not be penalized.

A parental note of explanation does not necessarily excuse a lateness or early dismissal. Reasons such as car trouble, personal business, heavy traffic, needed at home, etc., while understandable, will be marked as unexcused. Reasons such as personal illness, medical or healthcare appointments, and appearances in court will be considered as excused when verified by a note from the applicable source (doctor's note, etc.). If a student is late to school or has an early dismissal, he or she must present a note stating the reason for lateness or early dismissal.

The Administration is responsible for enforcing the attendance laws of the state and is the person who may excuse a child for necessary and legal absence, subject to the provisions of the Delaware Code (Title 14).

The following are considered necessary and legal excused absences and may not be used to file truancy charges:

1. Illness of the student
2. Medical diagnosis and/or treatment
3. Death in the immediate family; funerals of other relatives or close friends, not to exceed one day if in the locality or three days if outside the state
4. Contagious disease in the home of the child subject to regulations of the Division of Public Health, Department of Health and Social Services
5. Legal business requiring the student's presence
6. Suspension or expulsion from school
7. Observance of religious holidays
8. Approved college visits
9. Authorized school-sponsored activities
10. In addition, the Head Master or designee shall have the authority to approve other absences.

Absences for other reasons are classified as "unexcused."

A student enrolled in grades K through 12 inclusive is considered truant if such a student has been absent from school without valid excuse, as defined in Rules and Regulations of the State Board of Education, for more than three (3) days or the equivalent thereof during a given school year. Schools will take action regarding unexcused absences including, but not limited to, written communications, home visits, required parent/guardian/guardian conferences, and referral of the parent/guardian for prosecution.

Parent/guardians/guardians who allow their children to be truant are subject to the following penalties as described by State Law:

Parent/guardians

- First offense: fine of \$25 to \$300 or imprisonment for up to 10 days or both
- Second offense: fine of \$50 to \$500 or imprisonment for up to 20 days or both

- Third offense: fine of \$230 to \$1,150 or imprisonment for up to 30 days or both

A parent/guardian may be ordered to perform unpaid community service in lieu of a fine. If imprisoned, the court may impose conditions of release.

Students

Penalties may include community service, counseling, curfew, suspension or revocation of driver's permit or hunting license, prohibition of participation in extracurricular activities or school social events or recommendation that the student enroll in an alternative school.

ANY PUPIL 16 YEARS OF AGE OR OLDER WHO IS TRUANT ON MORE THAN THREE SEPARATE OCCASIONS DURING ONE SCHOOL YEAR MAY BE EXPELLED FROM SCHOOL BY THE BOARD OF EDUCATION.

THE SCHOOL, IN ADMINISTERING THE STATE POLICY, DEFINES THE MOST COMMONLY USED ATTENDANCE TERMS AS FOLLOWS:

EXCUSED ABSENCE

An excused absence from school or class is an absence for one of the reasons listed above and for which the required parent/guardian note of explanation has been presented on the first or second day of the student's return to school or class. Following a valid excused absence, the student will be allowed to make up all work missed, to take tests which were missed, and to submit any assignments which became due during the absence. Following an excused absence from school or class, the time allowance for taking tests or turning in assignments shall be equal to the number of school days or number of class meetings missed due to the absence. A teacher may extend the time allowance for making up work missed if the specific circumstances of the situation merit such action. The responsibility for initiating make-up work and turning in assignments rests with the student.

UNEXCUSED ABSENCE

An unexcused absence from school or class is an absence

1. Which is for a reason not listed as excused;
2. About which the parent/guardian has no knowledge;
3. For which the parent/guardian note of explanation was not provided on the student's first or second day of return to school following the absence; and
4. Suspension in excess of 5 school days or expulsion.

Students suspended for periods of one to five (1-5) school days are permitted to make up missed school work in the length of time equal to the number of days absent. Teachers are not required, but are permitted, to provide make up work to students whose suspension exceeds five (5) school days (i.e., suspension days 6 and above).

A student whose absence is unexcused shall receive no credit for assignments missed or tests given during the period of the unexcused absence unless otherwise permitted by the teacher.

While an unexcused absence may result in no credit for assignments or tests missed, students may request assignments from their teacher at the initiation of the student. If the teacher provides assignments after an unexcused absence, the time allowance for requesting the instructional materials or assignments from the teacher shall be equal to the number of school days or number of class meetings missed due to the absence. A teacher may extend this time allowance if the specific circumstances of the situation merit such action.

LATENESS TO CLASS

At the beginning of each term, the teacher shall define guidelines regarding lateness to class. When, in the judgment of the teacher, lateness becomes excessive, the student will be reported to an appropriate staff member for administrative action. Lateness to class may have a detrimental effect on student learning.

TARDINESS TO SCHOOL

All students are expected to be punctual to school. Students who arrive at their first class assignment after the start of school are tardy. A student who is late to school should present a written explanation for the tardiness on the first or second day following the tardiness.

Students should recognize that a written explanation from home does not automatically cause the tardiness to be excused. Such reasons as car trouble, personal business, heavy traffic, home obligations, etc., while understandable, are not acceptable excuses and will be listed as unexcused. Reasons such as personal illness, medical appointments, and appearances in court will be considered as excused tardiness when verified by a note from home.

Students who do not attend at least half of the class periods on a given day will be marked absent for that day. Students who do not attend at least half of a given class period will be considered absent from the class unless excused by proper authority.

PREARRANGED ABSENCE

A prearranged absence is a student's absence from school for one or more days to visit a college or university or for other educational activities approved by the Head Master/Administrator. The absence should be prearranged by writing the Head Master/Administrator, giving the full particulars of the absence. Approval for such absences should be sought, where practicable, at least one (1) week prior to the date on which the absence is to occur. Upon the development of a plan by student and teacher for making up the assignments to be missed, the Head Master/Administrator may then define the absence as excused.

Students who must leave the building due to an emergency or some other reason which did not permit a prearranged absence must receive approval from the Head Master/Administrator or his/her designee. The student is then responsible for completing the sign-out procedure before leaving the building and must present the required parent/guardian note of explanation upon his/her return to school.

ADULT STUDENT

State law provides that a student reaches legal majority at age eighteen. The attainment of adult status provides that the student may assume responsibility for signing attendance notes and other matters pertaining to school activities.

LEAVING SCHOOL

Odyssey Charter School is a closed campus. Students are not permitted to leave campus during school without parent permission and administrative approval. The "campus" refers to the school building, and outside areas utilized regularly during recess and physical education. This closed-campus policy is also in effect during half-days and other abbreviated school days. Students arriving by bus or other means of transportation are to proceed directly to the school. Students are not permitted to loiter in non-school areas (including the parking lot) either before or after school. Students who leave campus without parental and administrative permission or who are in unauthorized areas will serve two one-hour detentions for the first offense and will be suspended for subsequent offenses.

CHAPTER IV

SAFEGUARDS THAT PROTECT THE RIGHTS OF STUDENTS

Students, and their parent/guardians as their representatives, have all the rights given to every citizen by the Fifth and Fourteenth Amendments to the U.S. Constitution. Many of these rights which pertain specifically to education are defined in this document. This chapter defines the due process procedures for suspension, assignments to alternative programs, and for expulsion.

Students and their parent/guardians are encouraged to become familiar with these due process procedures.

In addition to the due process procedures contained herein, the Charter has specific procedures for reporting and responding to complaints of discrimination and harassment by students, or employees (including approved volunteers), and members of the community on the basis of race, color, national origin, sex, gender, creed, religion, veteran status, sexual orientation, marital status, national origin, citizenship status, pregnancy, age, ancestry, disability, gender identity, genetic information, military status, or any other characteristic protected by law. Please see our website for step-by-step procedures for reporting harassment by students and employees (or approved volunteers). This policy does not address bullying; please refer to the School Bully Prevention Policy on our website.

SUSPENSION FROM SCHOOL

A suspension is the temporary removal of a pupil from regular school attendance for a period not to exceed five (5) school days. The Head Master or designee, however, may extend a suspension past the five (5)-day period pending a decision on a Head Master/Administrator's recommendation to expel or for Code violations determined to be serious.

While serving an out-of-school suspension, a student is forbidden from being on the property of Odyssey Charter School for any reason unless accompanied to a prearranged appointment in writing from an administrator by a parent/guardian or guardian.

Prior to a suspension from school, the student shall:

1. Be given oral or written notice of the charges, and if the charges are denied, be given an explanation of the evidence known to school authorities;
2. Be given a fair and impartial hearing conference and have the opportunity to present his/her side of the story;
3. Have had prior opportunity to know that the alleged actions were in violation of established rules and regulations; and
4. Be advised that the suspension may be appealed to the next administrative level.

Generally, the notice and hearing should precede the student's removal from school. However, if this is not feasible or if the immediate removal of the student from school is necessary to protect the safety of individuals, property, and/or the educational process, the necessary notice and hearing will follow as soon as practicable.

In all cases of suspension, an attempt shall be made to notify the parent/guardians by telephone and, if necessary, to request that the student be picked up from school. Students whose parent/guardians/emergency contacts cannot be reached by telephone will be retained at school until the end of the school day.

When a student is suspended, notification of the suspension will be sent to the parent/guardians within twenty-four (24) - seventy two (72) hours. The notification shall state the cause and duration of the suspension. If suspension is for more than three days, a definite time and date for a hearing on the suspension shall be scheduled at a place designated by the Head Master/Administrator. Every effort will be made by the school and the parent/guardian/ to conduct a conference prior to the return of a student to school following a suspension.

Following the fourth (4th), or before as determined by school administration, out-of-school suspension in any one school year, the student will be placed on a Behavior Contract.

A Behavior Contract is a written agreement of conditions to be met by the student which, if broken, may result in a recommendation for expulsion. Such agreement is made by the student and parent/guardian(s) with the administration of the school in which the student is enrolled.

In the case of students with disabilities (as that phrase is defined under Federal regulations promulgated under the Handicapped Act [20 U.S.C. S1401 et seq.]), the regulations and procedures as stated in the State of Delaware Administrative Manual for Exceptional Children shall be followed.

IN-SCHOOL SUSPENSION is the temporary placement of a student in a supervised area other than the area indicated by the regularly assigned schedule.

SUSPENSION OF BUS PRIVILEGES

Riding a school bus is a privilege. Suspension of bus privileges is the temporary removal of the opportunity to ride the school bus. Such suspensions are for a period not to exceed five (5) school days. The Head Master/Administrator may, however, suspend bus privileges for a period to exceed five (5) days for repeated and/or serious misbehavior. Suspension for longer than five (5) days must have the approval of the Head Master. Suspension of bus riding privileges does **NOT** mean suspension from school.

Prior to the suspension of bus privileges, the student shall

1. Be given oral or written notice of the charges and be told who is making these charges or complaint
2. Be given a fair and impartial hearing and have the opportunity to present his/her side of the story
3. Have had prior opportunity to know that the alleged actions were in violation of established rules and regulations
4. Be advised that suspension of bus privileges may be appealed to the next higher authority

In all cases of suspension of bus privileges, an attempt shall be made to notify the parent/guardians by telephone with a written notification of the suspension sent to the parent/guardians within twenty-four (24) hours.

During the suspension of bus riding privileges, it shall be the parent/guardian's responsibility to provide the student's transportation to and from school.

Suspension of bus privileges shall not be used as a disciplinary action for non-bus related violations.

ASSIGNMENT TO ALTERNATIVE PROGRAM

Assignment to alternative programs is the removal of a student from the regular school program with placement in a program designed to meet the student's particular needs. Alternative programs may be located at the student's home school, another charter school, or an approved site outside the charter.

Assignment to an available alternative program will be made according to procedures established for the program.

EXPULSION

State regulations define expulsion as "...the exclusion of a pupil from school."

By state law, students expelled from any public (in Delaware or any other state) are not permitted to attend any public school in Delaware during the period of expulsion.

CHAPTER V

VIOLATIONS OF THE CODE OF STUDENT CONDUCT

The Code of Student Conduct defines specific acts which are considered violations of expected student behavior. School rules come from many sources including State Law and Charter.

Guidelines and Regulations. These violations are examples of those acts which disrupt the school environment and the instructional process.

The aim of this chapter is to provide school personnel, parent/guardians/guardians, students, and the community clear understanding of code violations and resulting disciplinary actions.

A major consideration of the Code of Student Conduct is to identify appropriate disciplinary actions to bring about positive student behavior. The severity and frequency of the misbehavior and the age and maturity of the student are considered in defining appropriate disciplinary action. It is understood that the severity of a violation of the Code necessitates disciplinary action that is appropriately severe. While administrative personnel bear the major responsibility for effectively carrying out the discipline policies, the total staff plays a vital role in resolving problems and influencing student behavior.

The Code of Conduct shall also apply to out-of-school conduct by a student if the Charter believes that the nature of such conduct indicates that the student presents a threat to the health, safety, or welfare of other students or staff.

Such out-of-school conduct shall include, but not be limited to

- acts of violence which are punishable by law;
- sexual offenses which are punishable by law;
- the sale, transfer, or possession of drugs, which would constitute an offense punishable by law; and felony charges.

Nothing in this section dealing with out-of-school conduct will have any effect on or alter in any way the application of the Code for in-school conduct.

The following pages list and define violations and disciplinary actions. The Code permits administrators and teachers to select from a list of recommended actions for certain violations. Specific disciplinary actions are required for other violations.

The Head Master/Administrator or designee shall conduct such an investigation as is reasonable under the circumstances to confirm that the charges offense has in fact been committed.

Participation in School Activities

Students participating in extracurricular programs and activities are expected to maintain Charter standards of behavior in their school and community as defined by the Student Code of Conduct.

Any student placed on a Charter probationary agreement or behavior contract will be ineligible to participate in any school-sponsored extracurricular activity or program for 90 school days.

Any student who violates Charter-approved team or group pledges or rules may become ineligible to participate in school-sponsored extracurricular activities or programs for 45 school days if recommended by the school administration.

The Charter administration may also declare a student ineligible to participate in any or all school-sponsored extracurricular activities and programs for a set period of time when that student's behavior results in a threat of harm to the health, safety, or welfare of staff or students or to the reputation of the Charter.

Furthermore, the students do not have a right to participate in extracurricular activities in order to secure financial assistance to attend college.

In order for a student participant to receive season recognition, such as awarding of a letter or plaque or certificate, nominations for conference and state recognition, and participation in end-of-year team banquets and other such events, an individual must have completed the entire season and be in good standing throughout that season, as determined by the Charter.

Participation is a privilege which may be forfeited due to misconduct or failure to attain and maintain required GPA, which varies by grade configuration

Under certain limited circumstances, students who become the victims of a violent act perpetrated by another student may make use of the Choice process to change schools.

Additionally, any students who are suspended for violations of the Student Code of Conduct or suspended from the team or activity for inappropriate conduct that violates the team or activity rules will not be permitted to attend any school events during that period whether these events are conducted at the school or any other location.

Demerits (K-4)

Demerits are issued for minor offenses and are similar to warning tickets. This permits the school to deal with discipline matters in a progressive fashion. The school will keep track of demerits issued, detentions, and notify parent/guardians as certain levels are reached. The purpose of demerits is to detect any developing patterns of behavior that require corrections. This process is often referred to in schools as a “ladder of discipline”.

The following is a list of minor offenses where a demerit(s) may be issued. This list is not exhaustive, and the administration and OCS staff reserves the right to issue a demerit based on professional judgment.

Demerit Offenses	Littering
Defiance	Loitering
Disruption (classroom, hallway)	Lying
Dress Code infraction	Name Calling
Excluding Food/gum/drink in Classroom/hallway	Physical Contact
Inappropriate language or gesture	Teasing/Taunting

Behavioral infractions resulting in suspension will be assigned two to five demerits, depending on the seriousness of the offense as determined by the school administration.

It is the determination of the school administrator to assign the number of demerits for an infraction.

Demerits will not be named under the violations section as a consequence.

Detention

Detentions are scheduled by the administration and may occur before school hours, after school or on Saturdays. Students will be provided with a minimum of 24-hour notice before the detention must be served, and detention must be served on the assigned date. The only acceptable excuses for missing a detention are medical emergencies, excused absence from school, medical or dental appointments (must be verifiable and on doctor’s letterhead), or extreme unforeseen circumstances. Unacceptable excuses for missing detention include, but are not limited to forgetting, lack of transportation, and athletic or other extracurricular events. A student who misses a detention due to an unacceptable excuse will be considered to be in defiance of school regulations and be required to serve an additional detention for the first offense and will be suspended for subsequent offenses. The student is responsible for rescheduling the detention with administration on the first day of return.

There is no such thing as lateness to detention. If the student shows up after the designated start of detention without a valid excuse for the lateness, he or she will not be permitted to serve detention on that day. The student will then be subjected to serve two detentions. Proper conduct is expected during detention and all school rules are in effect during detention. Students must be in dress code and must be on time. Students may only do school work during detention but may also be required to do a written assignment that relates to the misbehavior. Students are not permitted to sleep, read magazines, bring food or drink, talk, play cards or other amusements, use electronic devices or otherwise disturb the detention proctor or other students serving detention. Students who misbehave during detention will be removed and will be required to serve two detentions. Subsequent misbehavior during detention may result in external suspension.

An accumulation of demerits will result in detentions and other additional penalties being issued at the discretion of the headmaster. Detentions may also be administered based on inappropriate student conduct in the school or on the bus. After three demerits, a letter will be sent to a student’s parents. After five demerits, the student will serve a one-hour after-school detention at a day/time determined by the administrator. After eight demerits, a parent conference will be scheduled with the school administrator and the student will serve two one-hour detentions at a day/time determined by the administrator. After 12 demerits, the student will serve a suspension. After 15 demerits, the student will appear in front of the Review Board where other action (suspension, probation, expulsion) will be considered. (See also Review Board section in this handbook for further information).

Referrals

Referrals are issued for more significant offenses, classroom disruptions, and continual classroom misbehavior. Referrals are written up by the classroom teacher and submitted to the administration. Depending on the severity of the violation, the administration will determine the appropriate consequence including but not limited to: detention, in-school suspension, out-of-school suspension, and referral to the Review Board.

REVIEW BOARD

The Review Board is an advisory group of the Headmaster, consisting of three teachers selected by the faculty. One or two alternates will be selected in the event that a Review Board member is absent or has a conflict of interest. The Review Board convenes within 24 to 48 hours with

parents and the student whenever a serious offense has been or may have been committed by the student, after a student reaches 15 or more demerits, or when referred by the administration for repeated classroom misbehavior and/or violations of school regulations. A serious offense is one that can result in a dismissal (examples would be: involvement with drugs, alcohol, or weapons at school or at school sponsored events; vandalism; stealing; false alarms; etc.) A student is suspended from school from the date of administrative action until the date of the Review Board hearing. The Review Board determines the facts, reviews the student's cumulative performance, and recommends specific action to the Headmaster.

Any dismissal action taken by the Headmaster may be appealed to the school's Board of Directors. While an appeal is pending, the Headmaster's expulsion action is not considered to be final, however, the student remains suspended until final determination of the appeal. The appeal must be made in writing to the Headmaster within (5) five business days of the hearing. It must include the grounds for the appeal. Within 10 days, a committee of no less than three members of the Board selected by the Chairman of the Board will meet with the parents, student, and school officials. After the hearing, the committee, by majority vote, will determine whether or not to affirm the dismissal.

STUDENT BEHAVIOR

Faculty and staff members should always be addressed in a polite and respectful manner. The student is expected to comply with whatever regulations or discipline measure that the teacher may impose. Arguing with a teacher in the presence of other students in the class is unacceptable. A student who is asked to leave a class by the teacher for disruptive behavior must report to the Administrators Office immediately. A student who is removed from his class may be required to serve detention and may be suspended at the discretion of the Administrator. Students who fail to report to the Administrator's office when asked to leave class will be suspended.

Students are to show respect to each other and to faculty and staff and are to refrain from the following:

- Using derogatory names and epithets which are intended to or tend to inflame;
- Pushing, shoving or fighting (including play fighting);
- Disrupting class;
- Stealing another student's property or the property of the school;
- Bullying, cyber bullying and any form of harassment in or out of school.
- Any other behavior deemed to impede the learning and social environment off Odyssey Charter School.

CHAPTER VI

VIOLATIONS AND DISCIPLINARY ACTIONS

THE LIST IS NOT ALL INCLUSIVE, AND A STUDENT COMMITTING AN ACT OF MISCONDUCT NOT LISTED WILL STILL BE SUBJECT TO THE AUTHORITY OF THE HEAD MASTER/ADMINISTRATOR OR DESIGNEE. SERIOUS OR EXCESSIVE BEHAVIOR WHICH NECESSITATES A MORE SEVERE DISCIPLINARY ACTION THAN THAT REQUIRED OR OPTIONAL UNDER THE FOLLOWING DISCIPLINARY ACTIONS SHALL BE SUBJECT TO THE DISCRETIONARY AUTHORITY OF THE HEAD MASTER/ADMINISTRATOR UP TO AND INCLUDING A RECOMMENDATION FOR EXPULSION.

When establishing disciplinary action to be taken, the first priority shall be those that are required action(s).

When selecting appropriate disciplinary actions from among those listed under "Optional," the administrator or designee may select one or more of the actions listed in addition to implementing those which are required. Multiple offenses may be treated under the more severe penalties listed under subsequent violations.

<i>ABUSIVE LANGUAGE: (S0301 OR S0011) - Written or spoken language that is offensive, obscene, or vulgar and that is observed or heard by students, staff, or patrons.</i>	
<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference • Removal from class • Detention • Disciplinary Agreement • Restitution/Restoration • In-School Suspension • Out-of-School Suspension • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference • Reprimand <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Removal from class • Detention • Disciplinary Agreement • Detention • Restitution/Restoration • In-School Suspension • Out-of-School Suspension In-School • Behavior Contract

<i>ACADEMIC CHEATING: (S0141) - The act or instance of fraudulent deception in preparing or presenting course work or class assignments as a student's own authentic work when it is not. This includes, but is not limited to (1) copying another student's paper, (2) unauthorized use of notes or sharing answers during a test or examination, (3) presenting another person's work as one's own, (4) presenting quotations, words, or ideas without proper references or credit (plagiarism).</i>	
<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration • Grade Penalty for Specific Incident or Act • Referral to Counselor <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • In-School Suspension • Out-of-School Suspension • Detention • Behavior Contract 	<p><u>SUBSEQUENT VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration • Grade Penalty for Specific Incident or Act • Referral to Counselor <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Out of School Suspension • Recommendation to Alternative Program • Recommendation for Review Board • Behavior Contract • In-School Suspension

<p><u>ARSON/RECKLESS BURNING:</u> (C0133, C0134, S0152) - <i>Recklessly or intentionally damages a building by intentionally starting a fire or causing an explosion and recklessly places a building or property in danger of destruction or damage or places another person in danger of physical injury. It includes attempts to burn on school property, Charter buildings or their contents, or personal property.</i></p>	
<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Out-of-School Suspension • Referral to Police/Fire Agency and/or the Courts • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Referral to Social Services Agencies • Behavior Contract • Referral to Alternative Programs • Recommendation for Review Board 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration • Out-of-School Suspension • Referral to Police/Fire Agency and/or the Courts • Recommendation for Review Board

<p><u>ASSAULT III/AGGRAVATED ASSAULT:</u> (C0201, C0106, or C0107) - <i>(1) Any person intentionally or recklessly causes physical injury to another person; or (2) With criminal negligence the person causes physical injury to another person by means of a Deadly Weapon or Dangerous Instrument.</i></p>	
<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Out-of-School Suspension • Referral to Police Agency and/or the Courts (grades 4-12) • Restitution/Restoration <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Behavior Contract • Referral to Social Services Agencies • Referral to Alternative programs • Recommendation for Review Board 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • Restitution/Restoration • Out of School Suspension • Referral to Police Agency and/or the Courts (grades 4-12) <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Behavior Contract • Referral to Social Services Agencies • Referral to Alternative Programs • Recommendation for Review Board

ASSAULT OF AN EMPLOYEE BY A STUDENT: (C0201, C0106, or C0107) A deliberate or spontaneous physical attack on an employee by a student resulting in an assault charge.

<p><u>ANY VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Out of School Suspension • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration • Behavior Contract • Referral to Police Agency and/or the Courts • Recommendation for Review Board 	
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ATTEMPTED RAPE OR RAPE: (C0301, C0120-C0128) – Forced sexual contact without consent of the victim. It includes sexual intercourse and attempted sexual intercourse without the consent of the victim in both cases.

<p><u>ANY VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Out of School Suspension • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration • Referral to Police Agency and/or the Courts • Recommendation for Review Board 	
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ATTORNEY GENERAL'S REPORT AND/OR OUT-OF-SCHOOL CONDUCT: (S0161) – The Department of Justice's report of out-of-school criminal conduct, regardless of jurisdiction, which shows disregard for the health safety, and welfare of others, including, but not limited to, acts of violence, weapons, offenses, and drug offenses.

The Code of Conduct shall also apply to out-of-school conduct by a student if the Charter believes that the nature of such conduct indicates that the student presents a threat the health, safety, or welfare of other students and/or staff. Such out-of-school conduct shall include, but is not limited to:

- acts of violence which are punishable by law.
- sexual offenses which are punishable by law.
- felony charges; and
- the sale, transfer, or possession of drugs which would constitute an offense punishable by law

(A student who is found to possess drugs out of school for personal use **ONLY** and who enters and successfully finishes a drug counseling/treatment program will not be disciplined under the code of conduct.)

BREAKING AND ENTERING: (S0272) – Unauthorized entry of any locked area the school environment during or after school, including, but not limited to rooms, classrooms, auditorium, gym, shops, offices, lockers, cabinets, and vehicles.

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian/Legal Guardian Contact/Conference • Referral to Police Agency and/or the Courts • Contact/Conference • Restitution/Restoration • Out-of-School Suspension • Referral to Social Services Agencies <p><u>OPTIONAL</u></p> <ul style="list-style-type: none"> • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian/Legal Guardian Contact/Conference • Referral to Police Agency and/or the Courts • Contact/Conference • Restitution/Restoration • Out-of-School Suspension • Referral to Social Services Agencies • Behavior Contract • Recommendation to Alternative Programs • Recommendation for Review Board
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BULLYING/CYBERBULLYING: (D0701)

Bullying – Any intentional written, electronic, verbal or physical act or actions against another student, school volunteer, or school employee that a reasonable person under the circumstances should know will have the effect of: (1) Placing a student, school volunteer or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property; or (2) creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; or (3) interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or (4) perpetuating bullying by inciting, soliciting, or coercing an individual or group to demean, dehumanize, embarrass, or cause emotional, psychological or physical harm to another student, school volunteer or school employee.

Cyberbullying – The use of uninvited and unwelcome electronic communication directed at an identifiable student or group of students, through means other than face-to-face interaction, which (1) interferes with a student’s physical well-being; or (2) is threatening or intimidating; or (3) is so severe, persistent, or pervasive that it is reasonably likely to limit a student’s ability to participate in or benefit from the educational programs of the school charter or charter school. Communication shall be considered to be directed at an identifiable student or group of students if it is sent directly to that student or group, or posted in a medium that the speaker knows is likely to be available to a broad audience within the school community

See Sections 4112D, 4123A, SB193 of Title 14 or the Delaware Code, DEDOE. Regulations 624

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none">• Parent/guardian/Legal Guardian• Contact/Conference• Referral to Counselor• Document in E-school <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none">• In-School Penalty• Removal from Class• Disciplinary Agreement• In-School Suspension• Out-of-School Suspension• Behavior Contract	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none">• Parent/guardian/Legal Guardian Contact Conference• Out of School Suspension• Document in E-school <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none">• Removal from Class• Behavior Contract• Referral Alternative Program• Out-of-School Suspension• Recommendation for Review Board
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DANGEROUS INSTRUMENT(S) POSSESSION/CONCEALMENT/SALE: The unauthorized possession/concealment/sale by a student in the school environment of any instrument, article or substance which is readily capable of causing serious physical injury or death. It includes possessing or concealing articles commonly used or designated to inflict bodily harm or to intimidate other persons (look-alike and non-functional weapons are included) or using in an aggressive manner articles commonly designated for other purposes. For example, razor blades or knives of any size are strictly prohibited. The presence of a weapon in a student’s locker, automobile, purse, book bag, or similar container is considered to be possession by the student.

DEADLY WEAPON(S) POSSESSION/CONCEALMENT/SALE: The possession, concealment, or sale of a deadly weapon in the school environment. It includes possessing or concealing articles commonly used or designated to inflict bodily harm or to intimidate other persons (look-alike and non-functional weapons are included) or using in an aggressive manner articles commonly designated for other purposes. For example, razor blades or knives of any size are strictly prohibited. The presence of a weapon in a student’s locker, automobile, purse, book bag, or similar container is considered to be possession by that student.

GUN FREE SCHOOLS VIOLATION: The prohibited bringing to school, or possession while in school of a firearm by a student.
(C0601-C0616, C0618-C0621, C0623-C0626)

The state law prohibiting possession of a deadly weapon in a safe school zone requires that a student who violates this statute shall be expelled, with the length of the Review Board being determined by the local School Board.

<p><u>ANY VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Confiscation/Locker Search • Out-of-School Suspension • Parent/guardian/Legal Guardian Contact/Conference • Referral to Police Agency and/or the • Restitution/Restoration <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Denial of Bus Transportation • Behavior Contract • Referral to Alternative programs • Recommendation for Review Board 	
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DEFIANCE OF SCHOOL PERSONNEL'S AUTHORITY: (S0081 or S0082) - (1) A verbal or non-verbal refusal to immediately comply with a reasonable request from school personnel, or refusal to identify oneself at the request of school personnel, and/or refusal to comply with disciplinary action; or (2) a verbal or non-verbal display of disrespect and/or uncivil behavior toward school personnel which either causes a substantial disruption or material interference with school activities

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference • Demerit (k-4) <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • In School Penalty • Removal From Class • Disciplinary Agreement • Work Assignment • In-School Suspension • Out-of-School Suspension • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian • Contact Conference • Reprimand <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Removal From Class • Work Assignment • Behavior Contract • Referral to Alternative Program • Recommendation for Review Board • Out-of-School Suspension Grades K-12
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DISORDERLY CONDUCT AND/OR GENERAL DISRUPTION OF THE ORDERLY EDUCATIONAL PROCESS: (S0091) - Conduct in the school environment which causes public inconvenience, annoyance or alarm or creates a risk thereof by: engaging in fighting or violent tumultuous or threatening behavior or making an unreasonable noise or an offensively coarse utterance or gesture or display or addressing, abusive language to any person present. It includes behavior which disrupts any school activity or the orderly operation of the school, e.g. boycotts, sit-ins, walk-outs, property damage, etc. In addition, State law requires that any person who disturbs a school in session or willfully destroys school property shall be fined \$20 or imprisoned not more than 30 days or both

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration • Demerit (k-4) <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • In-School Suspension • In-School Penalty • Out-of-School Suspension • Referral to Police Agency and/or the Courts • Disciplinary Agreement • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Out of School Suspension <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Referral to Police Agency and/or the Courts • Behavior Contract • Referral to Alternative Programs • Recommendation for Review Board
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<p>DISRUPTION ON THE SCHOOL BUS: (S0171) - Any misconduct on the school bus, disrespect to the driver, or vandalism to the bus (SEE BUS REGULATIONS: APPENDIX C</p>	
<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration • Reprimand <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Detention • Disciplinary Agreement • Denial of Bus Transportation • Referral to Police Agency and/or the Courts • Out-of-School Suspension • In-School Suspension • In-School Penalty • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian • Contact Conference • Restitution/Restoration • Reprimand <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Denial of Bus Transportation • Detention • Disciplinary Agreement • In-school Suspension • Out-of-School Suspension • Recommendation for Review Board • Referral to Police Agency and/or the Courts • Behavior Contract

<p>DISTRIBUTION OF DRUGS AND/OR ALCOHOL AND/OR DRUG PARAPHERNALIA; USE AND/OR POSSESSION OF A DRUG AND/OR ALCOHOL AND/OR DRUG PARAPHERNALIA; INCLUDING INHALANT; MEDICATIONS: INAPPROPRIATE USE OR POSSESSION: (C0701-C0713, D0501, D1201, D1301) <i>The sale, transfer, or distribution in school, on school property, or on school field trip events, functions of drugs or alcohol or possesses, uses, or is under the influence of alcohol, a drug, drug paraphernalia, or any substance or paraphernalia consistent with the definitions of these substances or paraphernalia. Possessing or using nonprescription drugs of any type in the School environment in violation of 14 DE Admin. Code 612.</i> <i>It includes the possession, use and/or distribution of or intent to possess, sell, transfer, or purchase alcohol, a drug, a drug-like substance, a look-alike substance and/or drug paraphernalia. Being under the influence of alcohol, drugs, or illegal substances is considered possession. The presence of alcohol, drugs, or any illegal substance in a student's locker, automobile, purse, book bag, or similar container is considered to be possession by that student.</i></p>	
<p><u>ANY VIOLATION REQUIRED (ALL INCIDENTS)</u></p> <ul style="list-style-type: none"> • Confiscation/Locker Search • Reprimand • Parent/guardians/Legal Guardian Contact/Conference • Out-of-School Suspension • Referral to Police Agency and/or the Courts • Recommendation to Social Service Agencies to involve student and parent/guardians in approved intervention or Recovery Program(s) • Recommendation to Alternative Program • Recommendation for Review Board 	<p><u>OPTIONAL</u></p> <ul style="list-style-type: none"> • Behavior Contract

EXPLOSIVES: (C0622) - Possession or detonation of incendiary devices, explosives, or any other items which may result in fire, burns, explosions or noxious fumes and odors or have the potential of causing injury, harm, damage or disruption (examples: firecrackers, poppers, smoke bombs, caps, flares, flash paper, fireworks, sparklers, ammunition/bullets/blanks and/or look alike, etc.)

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Confiscation • Parent/guardian/Legal Guardian Contact/Conference • Referral to Police and or Court (if item is illegal or used to cause harm) • Out-of-School Suspension • Restitution/Restoration <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • In-School Penalty • In-School Suspension • Out-of-School Suspension • Referral to Police and/or Court (if item is illegal or used to cause harm) • Recommendation to Alternative Program • Recommendation for Review Board • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • Restitution/Restoration • Out of School Suspension • Referral to Police Agency and/or the Courts (if item is illegal or used to cause harm) <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Referral to Alternative Program • Recommendation for Review Board
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EXTORTION: (C0141) - To obtain or attempt to obtain money, goods, services, or information from another by force or threat of force.

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration • Out-of-School Suspension (Grades 6-12) • Referral to Police Agency and/or Courts (Grades 4-12) <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Out-of-School suspension (Grades 4-12) • In-School Penalty • Recommendation for Review Board • Referral to Police Agency and/or the Courts (Grades 4-12) • Referral to Social Agencies • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration • Out-of-School Suspension • Refer to Police Agency and/or the Courts (Grades 4-12) <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Referral to Social Services Agencies • Behavior Contract • Recommendation to Alternative Programs • Recommendation for Review Board
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FALSE FIRE ALARM (S0151)/BOMB THREAT/TAMPERING WITH FIRE/OTHER SAFETY DEVICES: *Making a “Bomb Threat,” activating a fire alarm or initiating any false alarm which disrupts school activity or the orderly operation of the school or classroom. Students are strictly prohibited from tampering with or using any fire or other life safety devices such as fire extinguishers, external casing that triggers the local warning alarm, emergency lights, fire drill instructions, fire alarm cover, building exit signs, etc. In addition, State law requires that any person convicted of making a false statement knowing the statement is likely to cause evacuation of a school or place of assembly or cause serious inconvenience shall, in addition to a possible prison sentence of up to 3 years for those 18 or older, and up to 1 year for those 17 or younger, be fined \$1,000 to \$2,500 and be required to perform a minimum of 100 hours of community service.*

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration • Referral to Police and/or Fire Marshal • State Report Form Completed • Out-of-School Suspension (K-12) <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • In-School Suspension • In-School Penalty • Recommendation Alternative Program • Recommendation for Review Board • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian • Contact Conference • Referral to Police or Fire Marshal • State Report Form Completed • Out-of-School Suspension <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Recommendation Alternative Programs • Recommendation for Review Board • Behavior Contract
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FELONY THEFT (\$1,500 OR MORE): (D0601) - (a) When a person takes, exercises control over, or obtains property of another person intending to deprive that person of it or appropriate it; or (b) when a person, in any capacity, legally receives, takes, exercises control over, or obtains property of another which is the subject of Theft, and fraudulently converts the property to the person’s own use. The Theft is considered a felony when the value of the property received, retained, or disposed of is \$1,500 or more or the victim is 62 years of age or older, or an “adult who is impaired” as defined in §3902(2) of Title 31, or a “person with a disability” as defined in §3901(a)(2) of Title 12.

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian/Legal Guardian Contact/Conference • Out-of-School Suspension • Referral to Police Agency and/or the Courts (grades 4-12) • Restitution/Restoration <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Behavior Contract • Recommendation Alternative Programs • Recommendation for Review Board • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian • Contact Conference • Restitution/Restoration • Out of School Suspension • Referral to Police Agency • Recommendation Alternative Programs • Recommendation for Review Board
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FIGHTING: (D1101) - Aggressive physical altercation between two or more individuals.	
<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian Legal Guardian Contact/Conference • Restitution/Restoration <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • In-School Penalty • Disciplinary Agreement • In-School Suspension • Denial of Bus Transportation • Out-of-School Suspension • Behavior Contract • Recommendation Alternative Programs • Recommendation for Review Board 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • Restitution/Restoration • Out of School Suspension <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Denial of Bus Transportation • Behavior Contract • Referral to Social Services Agencies • Recommendation Alternative Programs • Recommendation for Review Board

FORGERY: (S0321 or S0322) - Falsely or fraudulently signing or altering a document such as Hall Passes, Early Dismissal Notes, Progress Reports, Absence Excuse, etc. Forgery shall also include impersonating another student or falsely identifying oneself to others.	
<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference • Reprimand <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Behavior Contract • In-School Suspension • In-School Penalty • Out-of-School Suspension • Referral to Police and/or Courts 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • Out-of-School Suspension • Behavior Contract <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Referral Alternative Program • Referral to Police • Recommendation for Review Board

GAMBLING: (S0241) - Participation in games of chance for money and/or other things of value.	
<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian/Legal Guardian Contact/Conference <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Removal from Class • Detention • Disciplinary Agreement • In-School Suspension • Out-of-School Suspension • Referral to Police Agency and/or the Court • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • Out of School Suspension <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Referral to Police Agency and/or the Courts • Behavior Contract • Referral to Alternative Programs • Recommendation for Review Board

GENERAL SCHOOL/CLASSROOM DISRUPTION: (S0091) - Behavior which produces distractions, frictions, or disturbances which seriously or repeatedly interfere with the effective functioning of the teacher, student, class, or school.

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference • Removal from Class • In-School Penalty • Detention • Work Assignment • Restitution/Restoration • In-School Suspension • Out-of-School Suspension • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • Work Assignment <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Disciplinary Agreement • In-School Suspension • Out-of-School Suspension • Detention • Disciplinary Agreement • Behavior Contract
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HARASSMENT: (S0104, S0105, D1001) - Any actions or statements made with the intent to harass, annoy, or alarm another person which: a) insults, taunts, or challenges the other person; or b) is a cause of alarming or distressing conduct which serves no legitimate purpose and is done in a manner which the actor knows is likely to provoke a violent or disorderly response or cause a reasonable person to suffer fear, alarm, or distress. It includes actions or statements (spoken or written) which intimidates, offends, or defames the dignity or self-esteem of individuals or groups, including bullying. Sexual harassment is also included in this prohibition and includes unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature. Harassment may include, but is not limited to, displaying pictures or other items of a sexually explicit nature, verbal harassment or abuse, pressure for sexual activity, hazing, repeated remarks or jokes with demeaning implications, negative comments/behavior against another's sexual orientation/preference, or other inappropriate/offensive behavior.

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration • Reprimand <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Behavior Contract • In-School Suspension • In-School Penalty • Out-of-School Suspension • Recommendation for Review Board 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • Restitution/Restoration • Reprimand • Out of School Suspension • Behavior Contract <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Recommendation Alternative Programs • Recommendation for Review Board
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INFLAMMATORY ACTIONS: Language, gestures, or actions which create or which might create a disturbance.

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference • Removal from Class • In-School Penalty • Detention • Disciplinary Agreement • Restitution/Restoration • In-School Suspension • Out-of-School Suspension • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • Reprimand <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Removal from Class • In-School Penalty • Detention • Disciplinary Agreement • Restitution/Restoration • In-School Suspension • Out-of-School Suspension • Recommendation for Review Board • Behavior Contract
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LOITERING: (S0071) A student's unauthorized presence in any school area.	
<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference • In-School Penalty • Detention • Disciplinary Agreement • In-School Suspension • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian/Legal Guardian Contact Conference <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Detention • In-School Penalty • In-School Suspension • Out-of-School Suspension • Disciplinary Agreement • Behavior Contract

MISUSE OF TECHNOLOGY: (S0181) - Any use of school technology for unauthorized purposes such as, but not limited to, copying software; inappropriate internet or email usage; loading unauthorized software on a hard drive; tampering with databases, passwords, or configurations; or any unauthorized alteration or deletion of files. Also includes the use of school technology equipment in: soliciting, using, receiving or sending pornographic or obscene material; or accessing unauthorized email; or the authorized downloading and/or installing of files; or intentionally damaging technology equipment in the school environment; or a situation in which a student deliberately tampers with, damages, alters, accesses, crashes, or corrupts the computer/communications system in the school environment resulting in the loss or corruption of information or the ability of the system to operate; or in any way disrupts or degrades the school or Charter's technology infrastructure.	
<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration • Demerit (k-4) <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Detention • Behavior Contract • In-School Suspension • In-School Penalty • Out-of-School suspension • Recommendation for Review Board 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian/Legal Guardian Contact Conference • Restitution/Restoration • Loss of Computer Use Privileges • Detention <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Behavior Contract • In-School Suspension • Out-of-School Suspension • Recommendation for Review Board

OFFENSIVE TOUCHING: (D0801) - Intentionally touching another person either with a member of his or her body or with any instrument, knowing that the person is thereby likely to cause offense or alarm to such other person; or intentionally striking another person with saliva, urine, feces, or any other bodily fluid, knowing that the person is thereby likely to cause offense or alarm to such other person.	
<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian/Legal Guardian Contact/Conference <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Out-of-School Suspension • Referral to Police Agency and/or the Courts • Disciplinary Agreement • In-School Suspension • In-School Penalty • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • Out-of-School Suspension <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Behavior Contract • Referral to Alternative Programs • Referral to Police Agency and/or the Courts • Recommendation for Review Board

OFFENSIVE TOUCHING OF AN EMPLOYEE BY A STUDENT: (D0802) - A deliberate or spontaneous physical touching, bumping, or hitting of an employee by a student done in an intimidating, provoking, abusive, alarming, or endangering manner.

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Out-of-School Suspension • Parent/guardian/Legal Guardian Contact/Conference • Referral to Police Agency and/or the Courts • Behavior Contract • Restitution/Restoration <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Referral to Alternative programs • Recommendation for Review Board 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • Restitution/Restoration • Out of School Suspension • Referral to Police Agency and/or the Courts • Referral to Alternative Program • Recommendation for Review Board
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PERSONAL INTIMACY ACTS: Hugging, kissing, or other acts of affection or intimacy inappropriate to an educational setting. This includes the possession, display, or use of pornographic material.

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian/Legal Guardian Contact/Conferences • Demerit (k-4) <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • In-School Penalty • In-School Suspension • Out-of-School Suspension • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • In-School Suspension <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Out-of-School Suspension • Behavior Contract
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PORNOGRAPHY: (D0101) - The possession, sharing, or production of any known obscene material in the school environment. (See "Sexual Assault," "Unlawful Sexual Contact III" and "Indecent Proposition/Exposure")

POSSESSION OF/UNAUTHORIZED USE OF COMMUNICATION DEVICES/CELL PHONES: (S0312 or S0311) - The use of communications devices such as, but not limited to, cell phones and electronic pagers, tablets, IPad, are generally prohibited in certain areas of the school environment. The unauthorized possession, and/or use of such communication devices and other devices that may be disruptive to the educational process are prohibited. Possession is defined as the display or use of such a device in an unauthorized area or during an unauthorized time in the school setting.

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian/Legal Guardian Contact/Conference • Confiscation (until the end of school the day) <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • In-School Suspension • Out-of-School Suspension • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • Out of School Suspension • Confiscation (parent pick up) <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Behavior Contract • Referral to Alternative Programs • Recommendation for Review Board
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RECKLESS DRIVING: (S0121 or S0122) - Driving any vehicle on school property or while under the jurisdiction of school authority with disregard for the safety of persons and/or property.

***Parents of a student who are driving reckless on campus at any time will be reported to a police agency and or the courts immediately.**

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration • Denial of Driving Privileges <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Disciplinary Agreement • In-School Suspension • Out-of-School Suspension • Referral to Police Agency • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian • Contact Conference • Restitution/Restoration • Out of School Suspension • Referral to Police Agency and/or the Courts <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Behavior Contract • Referral to Alternative Programs • Recommendation for Review Board
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SEXUAL ASSAULT, UNLAWFUL SEXUAL CONTACT III, INDECENT PROPOSITION/EXPOSURE , SEXUAL MISCONDUCT (S0105, C0301, C0120C0128)

Sexual Assault – Any unwanted sexual behavior committed by a perpetrator who is a stranger to the victim or by a perpetrator who is known by the victim or related to the victim by blood, marriage, or civil union. Behaviors that fall under this definition include but are not limited to: sexual harassment as defined in §763 of Title 11; sexual contact as defined in §761(f) of Title 11; sexual intercourse as defined in §761(g) of Title 11; sexual penetration as defined in §761(i) of Title 11; and child sexual abuse as defined in §901 of Title 10.

Unlawful Sexual Contact III – Sexual contact with another person or causes the victim to have sexual contact with the student or a third person and the student knows that the contact is either offensive to the victim or occurs without the victim’s consent.

Indecent Proposition/Exposure - It includes any solicited or unsolicited sexual behavior and/or proposal. Sexual Misconduct: Consensual sexual act(s) between two individuals within the school environment.

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian/Legal Guardian Contact/Conference • Out-of-School Suspension (5-12) • Referral to Police Agency and/or the Courts (grades 5-12) <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Out-of-School Suspension K-4 • Referral to Police Agency and/or the Courts (k-4) • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian • Contact Conference • Out of School Suspension • Referral to Police Agency and/or the Courts <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Behavior Contract • Referral to Social Services Agencies • Referral to Alternative Programs • Recommendation for Review Board
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STEALING/ROBBERY: (S0111, C0137, C0138) - Taking, exercising control over, or obtaining property of another person intending to deprive that person of it or appropriate it. It includes the act of taking, possessing, or transferring the property of another without consent of the owner, or the taking of personal property in the possession of another against his/her will, accompanied by means of force or fear.

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Confiscation/locker Search • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration • Out-of-School Suspension (Grades 5-12) <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Out-of-School Suspension Grades K – 4 • Behavior Contract • Referral to Alternative Programs • Recommendation for Review Board • Referral to Police Agency and/or Courts 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Confiscation/Locker Search • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration • Out-of-School Suspension <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Referral to Police Agency and/or the Courts • Behavior Contract • Recommendation for Review Board
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TEEN DATING VIOLENCE: (D2011) - Assaultive, threatening, or controlling behavior, including stalking as defined in 11 Del.C. §1312 that one person uses against another person in order to gain or maintain power or control in a current or past relationship. The behavior can occur in both heterosexual and same sex relationships, and in serious or casual relationships. (See “Harassment”)

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Parent/guardian Legal Contact/Conference • Restitution/Restoration • Reprimand <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Behavior Contract • In-School Suspension • In-School Penalty • Out-of-School Suspension • Recommendation for Review Board 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian • Contact Conference • Restitution/Restoration • Reprimand • Out of School Suspension • Behavior Contract <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Referral to Alternative Programs • Recommendation for Review Board
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TERRORISTIC THREATENING: (D0901 or D0902) - (1) A person threatens to commit any crime likely to result in death or in serious injury to person or property; or (2) a person commits an act with intent of causing an individual to believe that the individual has been exposed to a substance that will cause the individual death or serious injury.

TERRORISTIC THREATENING – SECURITY THREAT: (D0901 or D0902) - When a person makes a false statement or statements: (1) Knowing that the statement or statements are likely to cause evacuation in the school environment; (2) knowing that the statement or statements are likely to cause serious inconvenience in the school environment; or (3) in reckless disregard of the risk of causing terror or serious inconvenience in the school environment.

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Out-of-School Suspension • Behavior Contract • In-School Suspension • Detention • In-School Penalty • Recommendation for Review Board 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian/Legal Guardian Contact Conference • Restitution/Restoration <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Out-of-School Suspension • Behavior Contract • In-School Suspension • Referral to Alternative Programs • Recommendation for Review Board
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TERRORISTIC THREATENING OF EMPLOYEE BY A STUDENT: (D0901) - A threat or attempt to injure or do bodily harm to a charter employee with or without physical contact.

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Parent/guardian/legal Guardian Contact/Conference • Out-of-school suspension • Restitution/Restoration • Referral to Police Agency <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Referral to Alternative Program • Behavior Contract • Recommendation for Review Board 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • Restitution/Restoration • Out of School Suspension • Referral to Police Agency and/or the Courts • Behavior Contract <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Referral to Alternative Programs • Recommendation for Review Board
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TOBACCO/TOBACCO PRODUCTS: (D1401) - To possess, use, dispense, transfer, or sell tobacco or tobacco products, including e-cigarette products (i.e., hookah pens, vaped cigs, and an look alike)

<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Confiscation/Locker Search • Parent/guardian/Legal Guardian Contact/Conference • Reprimand <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • In-School Suspension • Out-of-School Suspension • Detention • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Confiscation/Locker Search • Parent/guardian/Legal Guardian Contact Conference • Reprimand • Out of School Suspension <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Recommendation for Review Board • Behavior Contract
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TRESPASSING: (S0271) - The action by a student, including suspended or expelled students, of being inside or on the

<i>property of a public school, not having a legitimate reason for being there, and not having written permission from anyone authorized to grant such permission.</i>	
<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/Guardian/Legal Guardian Contact/Conference <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Out-of-School Suspension • Out of School Suspension <u>Extension</u> • Referral to Police Agency and/or Courts • Written Reprimand and Warning • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • Out of School Suspension • Referral to Police Agency and/or the Courts <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Referral to Alternative Programs • Behavior Contract

TRUANCY AND CLASS CUTTING: (S0021) - Absence without authorization or approved reason from school or class. Schools will follow the state law (Delaware Code, Title 14, §§2702-2733 Delaware Department of Education Administrative Regulation 615), and House Bill 24.	
<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Referral to counselor <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference • Detention • Disciplinary Agreement • In-School Suspension • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • Disciplinary Agreement • Reprimand <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Removal from Class • Detention • In-School Suspension • Out-of-School Suspension • Referral to Courts • Referral to Alternative Program • Recommendation for Review Board • Behavior Contract

VANDALISM/CRIMINAL MISCHIEF: (D0301) - A student, in the school environment, intentionally or recklessly: (1) damages tangible property of another person or entity; or (2) tampers with tangible property of another person so as to endanger person or property. It includes the willful or malicious destruction or defacing of school/Charter property or the property of others. In addition, State law requires that any person who disturbs a school in session or willfully destroys school property shall be fined \$20 or imprisoned not more than 30 days or both.	
<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Reprimand • Parent/guardian/Legal Guardian Contact/Conference • Restitution/Restoration <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Disciplinary Agreement • Work Assignment • In-School Suspension • Denial of Bus Transportation • Out-of-School Suspension • Referral to Police Agency • Behavior Contract 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • Restitution/Restoration • Out-of-School Suspension • Referral to Police Agency <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Work Assignment • Denial of Bus Transportation • Behavior Contract • Referral to Alternative Program • Recommendation for Review Board

<p><i>VIOLATION OF BEHAVIOR CONTRACT: (S0103) - The failure of a student to comply with the provisions of any behavior contract between the student, his/her legal guardian, and the school.</i></p> <p><i>REPEATED VIOLATIONS OF THE STUDENT CODE OF CONDUCT: (S0333) -The failure of a student to comply with the provisions of any behavior contract between the student, his/her legal guardian, and the school.</i></p> <p><i>CONSPIRACY TO VIOLATE THE STUDENT CODE OF CONDUCT: When two or more persons (students or non-students) conspire together to commit an offense which violates the law or Student Code of Conduct. This violation applies even if a student does not actually commit an offense but simply conspires or participates in planning/plotting the violation of the law or Code of Conduct.</i></p>	
<p><u>FIRST VIOLATION REQUIRED:</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact/Conference <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Reprimand • Restitution/Restoration • Referral to Counselor • In-School Penalty • In-School Suspension • Out-of-School Suspension • Referral to Alternative Program • Recommendation for Review Board 	<p><u>SUBSEQUENT VIOLATIONS REQUIRED</u></p> <ul style="list-style-type: none"> • Parent/guardian/Legal Guardian Contact Conference • Reprimand <p><u>OPTIONAL:</u></p> <ul style="list-style-type: none"> • Restitution/Restoration • In-School Suspension • Out-of-School Suspension • Referral to Alternative Program • Recommendation for Review Board •

Following the fourth (4th) out-of-school suspension in any one school year, the student will be placed on a Behavior Contract. A Behavior Contract is a written agreement of conditions to be met by the student which, if broken, may result in a recommendation for Expulsion. Such agreement is made by the student and parent/guardian(s) with the administration of the school in which the student is enrolled.

Prior to declaring a Behavior Contract violated, the building administration may ask for a review by the Head Master or designee to determine the appropriate course of action for the student. The Board of Education shall be notified of all recommendations for Expulsion.

PARENT INFORMATION

CHILD ABUSE AND NEGLECT

Delaware law requires all school employees to report immediately any suspected physical or sexual abuse of children, or any instance of neglect or improper care. Such reports are made directly to state authorities.

FEDERAL PROGRAMS

Odyssey Charter School receives state and federal funds through various grants. These monies fund supplemental programs in High Quality Professional Development, reading and mathematics, drug and alcohol abuse prevention, and special education. The largest federal program is Title I, which provides supplemental educational services to students who are one year or more below grade level in achievement.

FOOD ALLERGY POLICY

Odyssey Charter School recognizes the growing number of students who attend our schools with a potentially life-threatening food allergy. We are committed to providing a safe environment for all students and to minimizing the risk of accidental exposure in the school setting.

Managing food allergies is a shared responsibility among families, schools, students, and healthcare providers. Our policy represents our commitment to managing students with food allergies, with a focus on promoting awareness education, prevention, communication, preparedness, responsibility and emergency response. The complete OCS Food Allergy Policy can be located on the school's website.

OCS Allergy/Wellness Policy

-Our wellness initiatives are an essential element of our school curriculum and impact every child every day during classroom instruction, physical education classes, and recess. We know there is a strong correlation between healthy eating/living and academic performance.

-Odyssey Charter School has adopted a Food Allergy Policy which states that all food sent in to share with students must be pre-packaged and contain a commercial ingredient label, no homemade food items are allowed. Odyssey Charter School has also adopted a "no latex" policy. Latex bandages and gloves are no longer used in the Nurses' offices and latex balloons are not allowed in school.

-School-Wide Celebrations: If you are asked to send in a treat for a classroom celebration, i.e. 100th day of school, holiday celebrations aligned to the curriculum, etc., we are asking you to work with your child's teacher to assure compliance with the "Odyssey's Guidelines for Managing Students with Food Allergies" and other related nutrition mandates.

-Birthdays: In keeping with our wellness initiatives and Odyssey's commitment to providing a safe learning environment for all students, **individual student birthdays will not be celebrated with food. Please do not send food items, i.e. cupcakes, cookies, rice crispy treats, etc. in with your child as they will not be distributed.** Goody bags may be sent in for your child's classmates to take home but must not contain any food items. Examples of accepted goody items are pencils, stickers, erasers, and a small toy/party favor. Grade levels will determine how birthdays will be acknowledged and will share this information with you.

-Snack: We know that students perform better when they feed their brains and are well hydrated. When sending in a snack/lunch for your child, please be mindful of students in the class who may have allergies to peanuts, nuts, fish, shellfish, etc. Please reinforce with your child that snacks and lunch items are not meant to be shared with friends unless it is a classroom celebration. Students are encouraged to bring water bottles daily so they remain hydrated throughout the day.

Parental Involvement Policy

PART I GENERAL EXPECTATIONS

Odyssey Charter School agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with section 1118, the school will work to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school will incorporate this charter wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits a plan to the State Department of Education.

The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the school.

The school will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) That parents play an integral role in assisting their child's learning;*
- (B) That parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) The carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Odyssey Charter School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

Each parent will receive a copy of the charter Parent Involvement Policy. Odyssey Charter staff meets regularly with parents during monthly PTO and Board meetings. At these meetings, we ask for parental involvement in planning, designing, and incorporating parental ideas into school improvement decisions. We ask parents to discuss issues and concerns with us so that we can make improvements as well as celebrate our successes together.

2. Odyssey Charter School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Numerous parents have been effectively involved in Odyssey Charter School events, activities, and programs, including fundraisers, mentoring, Positive Behavior Support (PBS) celebrations, Book Fairs and Field Day. We provide as many opportunities for parental involvement as possible since research shows that a large degree of involved parents enables more students to achieve success. Review is ongoing and we speak about the planning process at all PTO meetings.

3. Odyssey Charter School will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by: newsletters, alert now phone calls, and emails. Meetings will be held for: Back to School Night (Initial welcome and information that we are a Title I School) and parent teacher conferences.

Through these morning and evening meetings, Odyssey Charter School will offer flexible times to meet the needs of its parents. In addition, Odyssey Charter School may provide child care and home visits during these meetings to accommodate parent needs.

4. Odyssey Charter School will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by holding grade level open house evenings, and providing the parents with report cards that explain proficiency levels, etc.
5. Odyssey Charter School will, at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by: meeting with parents, telephone conference calls, or arranging meetings with all involved. There are scheduled parent conferences held throughout the year, however parents are encouraged to visit the school whenever necessary.
6. Odyssey Charter School will provide each parent with individual student information regarding the performance of their child on the State assessment in math and reading during parent/teacher conferences or by providing a print out of their scores. Parents receive a copy of their child's DCAS/Smarter Balanced scores after spring testing results are available. Parents also receive information about their child's MAP scores at parent conferences.

Odyssey Charter School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- *Parents as Teachers*
- *Consultation with HeadStart*
- *Reading Assist partnership, offering literacy classes to parents*
- *Read Aloud activities to support parents*

7. Odyssey Charter School will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002). All of Odyssey Charter School's teachers are currently highly qualified. Parents would receive written notification of this circumstance via a letter informing them if a teacher is not highly qualified.

8. Odyssey Charter School will provide assistance to parents of children served by the school, as appropriate, in understanding the following topics:

- The state's academic content standards,
- The state's student academic achievement standards,
- The state and local academic assessments including alternate assessments,
- The requirements of Part A,
- How to monitor their child's progress, and
- How to work with educators

This will be accomplished by providing Back to School Nights (Curriculum is discussed for each grade level and grade level expectations are given; State Standards are discussed as they pertain to each grade level) and individual parent conferences.

9. Odyssey Charter School, with the assistance of its parents, educates its teachers, service personnel, administration, and other staff in how to;

- Communicate with and work with parents as partners
- Value the contributions of parents
- Implement and coordinate parent ideas in the classroom and build ties between parents and schools

This will be done by:

- Encouraging and accepting parent ideas
- Providing parents with information they need to make good decisions about and for their children
- Using language that is friendly and understandable for parents
- Encouraging teachers to involve parents in their classrooms and in the education of their children

10. Odyssey Charter School will take the following actions to conduct an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

If parents do not find the schoolwide program plan satisfactory and provide comments on the parent involvement policy when it is made available, Odyssey Charter School will submit such comments to the administrative team for consideration and integration.

Odyssey Charter School

School-Parent Compact

The Odyssey Charter School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during the 2014-2015 school year.

The Odyssey Charter School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in the child's class, and to observe classroom activities.

Parents/Guardians Responsibilities

We, as parents/guardians, will support our children's learning, such as:

- Monitoring attendance.
- Making sure homework is completed.

- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school charter either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the Charter wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 20 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Parent Right to Know Notification

The Federal No Child Left behind Act of 2001 requires school charters and schools that receive federal Title I Funding to notify parents of their right to know the professional qualifications of the classroom teachers who instruct their child.

As a recipient of these funds, Odyssey Charter School will provide you with this information in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's classroom teachers:

- Whether the teacher meets Delaware qualifications and licensing criteria for the grades and subject's he/she teaches.
- Whether the teacher is under emergency or provisional status through which Delaware licensing criteria have been waived.
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree.

Odyssey Charter School is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach each student in the classroom. If you would like to receive any of the information listed above for your child's teacher, please contact the office where your child attends school.

If you believe that your child is not receiving the proper services, you have the right to contact the Delaware Department of Education.

Bullying & Cyberbullying Prevention Policy

Odyssey Charter School recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. Odyssey Charter School strives to provide safe learning environments for all students and all employees.

I. Prohibition of Bullying Which Includes Cyberbullying

To further these goals and as required by 14 Del. C. 4112D, Odyssey Charter School hereby prohibits the bullying of any person on school property or at school functions or by use of data or computer software that is accessed through a computer, computer system, computer network or other electronic technology of a school charter or charter school from grades kindergarten through grade twelve. In addition, cyberbullying (as defined herein) is prohibited by students directed at other students. Incidents of cyberbullying shall be treated by each school charter and charter school in the same manner as incidents of bullying. Odyssey Charter School further prohibits reprisal, retaliation or false accusation against a target, witness or one with reliable information about an act of bullying.

"School function" includes any field trip or any officially sponsored public or charter school event.

"School property" means any building, structure, athletic field, sports stadium or real property that is owned, operated, leased or rented by any public school charter or charter school including, but not limited to, any kindergarten, elementary, secondary, or vocational-technical school or charter school, or any motor vehicle owned, operated, leased, rented or subcontracted by any public school or charter school.

II. Definition of Bullying & Cyberbullying

A. As used in this policy, bullying means any intentional written, electronic, verbal or physical act or actions against a student, school volunteer or school employee that a reasonable person, under the circumstances should know will have the effect of:

1. Placing a student, school volunteer or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property;
2. Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; or
3. Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or
4. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee.

B. As used in this policy, cyberbullying means the use of uninvited and unwelcome electronic communication directed at an identifiable student or group of students, through means other than face-to-face interaction which (1) interferes with a student's physical well-being; or (2) is threatening or intimidating; or (3) is so severe, persistent, or pervasive that it is reasonably likely to limit a student's ability to participate in or benefit from the educational programs of the school charter or charter school. Communication shall be considered to be directed at an identifiable student or group of students if it is sent directly to that student or group, or posted in a medium that the speaker knows is likely to be available to a broad audience within the school community.

1. Whether speech constitutes cyberbullying will be determined from the standpoint of a reasonable student of the same grade and other circumstances as the victim.
2. The place of origin of speech otherwise constituting cyberbullying is not material to whether it is considered cyberbullying under this policy, nor is the use of school or charter materials.

Explanation: Bullying is usually defined as involving **repeated** acts of aggression that aim to dominate another person by causing pain, fear or embarrassment. However, one act alone may constitute bullying if the requisite intent and effect set forth in the definition are met. Bullying may be perpetrated by an individual or a group. It may be direct or indirect. Although a person may be repeatedly bullied, a different person might be doing the bullying each time, which may make it difficult to recognize that bullying is occurring. An act is intentional if it is the person's conscious objective to engage in conduct of that nature. The actions listed below are some examples of intentional actions which may become bullying depending on their reasonably foreseeable effect:

Physical bullying: Pushing, shoving, kicking, destroying of property, tripping, punching, tearing clothes, pushing books from someone's hands, shooting/throwing objects at someone, gesturing, etc.

Verbal bullying: Name calling, insulting, making offensive comments, using offensive language, mimicking, imitating, teasing, laughing at someone's mistakes, using unwelcome nicknames, threatening

Relational Bullying: Isolation of an individual from his or her peer group, spreading rumors.

Cyberbullying: Bullying by using information and communication technologies. Cyberbullying may include but is not limited to:

1. Denigration: spreading information or pictures to embarrass,
2. Flaming: heated unequal argument online that includes making rude, insulting or vulgar remarks,
3. Exclusion: isolating an individual from his or her peer group,
4. Impersonation: Using someone else's screen name and pretending to be them
5. Outing or Trickery: forwarding information or pictures meant to be private.

Sexual Bullying: Unwanted touch of a sexual nature, unwanted talking about private parts, unwanted comments about target's sexuality or sexual activities.

This list should be used by way of example only, and is by no means exhaustive. These actions become bullying if they meet the definition with regard to intent and reasonably foreseeable effect. This policy is not intended to prohibit expression of religious, philosophical or political views, provided that the expression does not substantially disrupt the education environment. Similar behaviors that do not rise to the level of bullying may still be prohibited by other charter/charter school policies or building, classroom or program rules.

III. School-wide Bully Prevention Program

Odyssey Charter School is committed to support each school in their adoption of a schoolwide bully prevention Program. Each school is directed to develop or adopt a school-wide bully prevention program that is research-based.

A. Each school will strive to meet these goals:

1. Reduce existing bullying problems among students
2. Prevent development of new bullying problems
3. Achieve better peer relations and staff-student connections at school

B. In order to be a school-wide program, the program must contain:

1. School-level components
 - a. All school staff will strive to:
 - i. Treat others with warmth, positive interest and involvement
 - ii. Set firm limits for unacceptable behavior
 - iii. Apply nonphysical, non-hostile negative consequences when rules are broken.
 - iv. Act as authorities and positive role models
 - v. Solve bullying problems in a consistent manner across all grade levels and all school locations.
 - b. A Coordinating Committee will be created, as described in Section IV of this policy.
 - c. The school's supervisory system in non-classroom areas will be reviewed as set forth in Section IV of this policy.
 - d. The following principles will apply to everyone on school property or at a school function:
 - i. I will not bully others
 - ii. I will try to help anyone that I suspect is being bullied
 - iii. I will try to include students who are left out.
 - iv. If someone is being bullied, I will tell an adult

e. School-wide programs may also include a school kick-off event, committee and staff trainings, school-wide questionnaires, staff discussion group meetings, and programs to involve parents, as determined by the Coordinating Committee.

2. Classroom level components

- a. Post and enforce principles against bullying
- b. Regular, ongoing class meetings, discussions, or role playing activities
- c. Involve parents in bullying prevention
- d. Find creative ways to incorporate issues involving bullying into the regular curriculum.

3. Individual Level Components

- a. Supervise students' activities
- b. Ensure that all staff intervenes appropriately on the spot when suspected bullying occurs
- c. Discuss bullying behavior with students who bully and (separately) with targets of bullying, and with their parents.
- d. Develop Behavioral Intervention Plans for involved students, with a graduated response.
- f. Address bystander involvement.

4. Community Level Components

- a. Develop partnerships with community members to support your school's program
- b. Help spread anti-bullying message in the community
- c. Involve community members in the Bully Prevention Coordinating Committee.

C. Resources and Curricula

A list of recommended supplemental materials and resources is attached hereto as

Exhibit A. Odyssey Charter School encourages staff to find or create appropriate bullying prevention resources that can be used within the overall structure set forth above without compromising the fidelity of the school-wide program. Classroom curricula may be used as one part of the implementation of the school-wide program, but must not be the sole component of the program.

D. When setting up their school wide bully prevention program, each school should avoid the following:

1. Relying on quick fixes. A one-time speaker may be one component of the program but by itself does not meet the requirements of a school wide program.
2. Providing group treatment or self-esteem programs for students who bully is inappropriate as research shows that these methods are counterproductive.
3. Focusing on anger control management for those who bully. Bullying is not a result of uncontrolled anger toward the target, but rather proactive aggressive behavior. Anger management may be more appropriate for participants in mutual conflicts or for those who are being bullied.
4. Providing Mediation/Conflict Resolution for bullying. The power imbalance involved in bullying may make the process intimidating for the victim and therefore inappropriate. These methods are useful only where the peers involved in conflict were formerly friends, or in situations of normal peer conflict that is not based on a power imbalance.
5. Exposing a specific victim's feelings to the bully or class.

IV. Coordinating Committee

Each School shall establish a site-based committee that is responsible for coordinating the school's bully prevention program including the design, approval and monitoring of the program. A majority of the members of the site-based committee shall be members of the school professional staff, of which a majority shall be instructional staff. The committee also shall contain representatives of the administrative staff, support staff, student body (for school enrolling students in grades 7 through 12), parents and staff from the before- or after-school program(s). These representatives shall be chosen by members of each respective group except that representatives of the non-employee groups shall be appointed by the school principal. The committee shall operate on a 1-person, 1-vote principle. In the event a site-based school discipline committee has been established pursuant to § 1605(7)(a) and (b) a and b, of Title 14 of the Delaware Code, that committee shall vote whether or not to accept the aforementioned responsibilities.

A. When setting up the Committee the principal may wish to consider including other persons in addition to those required, such as a school counselor, school psychologist or other school-based mental health professional, a school resource officer, a nurse, a librarian, or a representative from the medical, business or faith-based community who might have a stake in the results of the program. The principal should also decide on an appropriate award system for the committee, within available resources.

B. The Committee shall:

1. Hold regular meetings
2. Select a coordinator of the program
3. Consider, decide upon and coordinate any staff training sessions (beyond the 1 hour gang and bully prevention training required in 11 14 Del. C. 4123A), as needed.
4. Create and maintain a training log (either paper or electronic) to keep a record of the school staff which have been trained, and what training they have received. Decide upon the need for and provide short, concise training updates in writing or at staff meetings.
5. Consider, decide upon and oversee formal or informal evaluation techniques and materials (such as questionnaires), as needed

6. Consider, decide upon and order materials, as needed
7. Consider, decide upon and lead staff discussion groups as needed
8. Consider and decide upon additional guidelines for consistent positive consequences for those who follow the rules and consistent negative consequences for students who break them.
9. Review and refine the school supervisory system.
10. Plan a school kick-off event
11. Establish subcommittees, as needed
12. Decide upon and implement methods of notification to students, parents and the community concerning the school-wide program.

V. Reporting Requirements

Bullying is unacceptable and a culture of openness is the best way to counter such behavior. It is the responsibility of each member of the school community: pupils, staff and parents to report instances of bullying or suspicions of bullying, with the understanding that all such reports will be listened to and taken seriously.

A. Any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying shall immediately report it to the administration.

1. Initial Concerns

- a. Staff members are encouraged to watch for early signs of bullying and stop them before they worsen.
- b. Even though there has been no report of bullying to a staff member, each staff member is encouraged to be vigilant and look for students who appear to be isolated from other students, about whom inappropriate comments are made by other students, or who show signs of peer victimization.
- c. To confirm their concerns the staff member may choose to take the following steps:
 - i. Intensify observations of student in question
 - ii. Confer with colleagues about that student
 - iii. Consult the school's bullying database.
 - iv. Take an informal survey of students about class climate
 - v. Engage in short personal interviews with some students
 - vi. Conduct a brief sociometric survey
 - vii. Contact the parent to see how student likes school
 - viii. Speak privately with the victim

2. Written Report

- a. If measures confirm the staff member's concerns that a student is being bullied, if a staff member receives a report of a bullying matter, or if a staff member observes a bullying incident, they must inform the administrator principal or designated person immediately and in writing within 24 hours. The written report shall be reasonably specific as to actions giving rise to the suspicion of bullying and shall include:
 - i. Persons involved, designating bully, target, and bystanders roles.
 - ii. Time and place of the conduct and alleged, number of incidents.
 - iii. Potential student or staff witnesses.
 - iv. Any actions taken.
- b. Short, easy to use forms can be obtained from the principal school administration or charter/charter school office.

VI. Investigative Procedures

A. Each school is required to have a procedure for the administration to promptly investigate in a timely manner and determine whether bullying has occurred and that such procedure include investigation of such instances, including a determination of whether the target of the bullying was targeted or reports being targeted wholly or in part due to the target's race, age, marital status, creed, religion, color, sex, disability, sexual orientation, gender identity or expression, or national origin. This does not preclude schools from identifying other reasons or criteria why a person is a target of bullying.

1. All complaints must be appropriately investigated and handled consistent with due process requirements.
2. Each principal will may designate a person or persons to be responsible for responding to bullying complaints.
3. Neither complainant nor witnesses should be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. However, efforts should be made to increase the confidence and trust of the person making the complaint. Whenever practical, the investigating person will make efforts to document the bullying from several sources. This prevents the bully, when confronted, from assuming that the victim is the complainant. Student victims may have a parent or trusted adult with them, if requested, during any investigatory activities.
4. After receiving notice of the suspected bullying, either through a short form, an incident report, or an anonymous or other written complaint, the designated person will review the complaint in conjunction with any other related complaints. Reasonable steps will then be taken by the designated person to verify the information and to determine whether the information would lead a reasonable person to suspect that a person has been a victim of bullying.
5. Once the administrator principal or designated person has confirmed that a person has been the victim of bullying, the administrator principal or designated person will take prompt investigatory steps to determine who committed the acts of bullying and whether others played a role in perpetuating the bullying. The administrator principal or designated person will avoid forewarning the student suspects, and will interview suspects separately and in rapid succession.

6. After identifying those who committed the act or acts of bullying, the administrator principal or designated person will apply disciplinary action, consistent with due process rights, and the range of consequences identified herein. The bully will be informed that graduating consequences will occur if the bullying continues

7. The administrator principal or designated person will keep a written record of the bullying incident, and any disciplinary actions taken. The administrator principal or designated person will keep any written statements of those committing the bullying, victims and witnesses. Discussions with all parties should be documented as soon as possible after the events. The school will not destroy or discard any material records or evidence while a criminal investigation into or prosecution relating to the incident is ongoing.

8. A follow-up will be completed two weeks later to determine whether the bullying has continued, and whether additional consequences are needed. An additional follow-up will occur in two months, regardless of whether new incidents have been reported.

9. Each confirmed incident must be recorded in the School Register of Bullying Incidents.

B. All reported incidents of bullying, regardless of whether the school could substantiate the incident, must be reported to the Department of Education by the principal or his designee within five (5) working days pursuant to Department of Education regulations.

C. The school administration administrator should be aware that some acts of bullying may also be crimes which under the School Crime Reporting Law (14 Del. C.

4112) are required to be reported to the police and /or the Department of Education.

VII. Non-Classroom Supervision

To the extent that funding is available, each school must develop a plan for a system of supervision in non-classroom areas. The plan shall provide for the review and exchange of information regarding non-classroom areas.

A. The Coordinating Committee will review and refine the supervisory system specifically to make bullying less likely to happen using the following techniques:

1. Determine the “hot spots” for bullying in the building, and why those hot spots exist.
2. Consider ways of either keeping certain groups apart during transition, or building positive collaborations between older and younger students.
3. Consider adult density in hot spots, if necessary.
4. Consider the attitude and behaviors of supervising adults in hot spots, and determine a way to increase their competence in recognizing and intervening in bullying situations.
5. Determine and disseminate a consistent graduated method by which all staff will recognize and respond to bullying.
6. Develop and provide a method for communication of staff so that staff who observe bullying can intervene and notify other staff involved in supervising the same students during the day.
7. Develop a consistent and user-friendly school-wide method of logging bullying incidents or observations about students at risk for bullying or being bullied.
8. Develop or review the policy for hallway supervision before and after school and during the time when students are moving between classes.

VIII. Consequences for Bullying

Consequences for bullying should be immediately and consistently applied and must be delivered in a non-hostile manner. Consequences should be disagreeable or uncomfortable but should not involve revenge or hostile punishment.

A. Consequences should take into account:

1. Nature and severity of the behaviors
2. Degrees of harm
3. Student’s age, size and personality (including development and maturity levels of the parties involved)
4. Surrounding circumstances and context in which the incidents occurred
5. Prior disciplinary history and incidences of past or continuing patterns of behavior
6. Relationships between the parties involved (including any imbalance of power between the perpetrator and victim)
7. Ease of use for staff (within available resources and time constraints)

B. The appropriate range of consequences for bullying is as follows:

1. Removal of positive reinforcements:
 - a. Time-out.
 - b. Loss of a privilege.
2. Use of negative or unpleasant stimuli:
 - a. Rebuke or verbal reprimand clearly specifying what is not acceptable and consequences if repeated.
 - b. Notice to parent (required by law)
 - c. Serious talk with school staff member.
 - d. Serious talk with school staff member with parents present.
 - e. Supervised break times.
 - f. Behavioral report cards sent home.
 - g. Creation of a behavior contract.
 - h. In-school suspension.
 - i. Detention.
 - j. A period of inclusion in the Learning Support Unit.
 - k. Reassignment of seats in class, lunch or on bus.
 - l. Forbidden to enter certain areas of school.
 - m. Reassignment of classes.
 - n. A referral to an external agency
 - o. Reassignment to another school, or another mode of transportation.
 - p. Expulsion.
 - q. Report to Law Enforcement officials
3. In addition, but never as replacement for disciplinary action, formative activities should be given, which may include:
 - a. Reparation to victim in the form of payment for or repair of damage to possessions out of bullies own money.
 - b. Cooperation with assessment of problems.
 - c. Education about what bullying is and why it is not acceptable.
 - d. Documentation on books or films about bullying.
 - e. Completion of bully related workbooks.
 - f. Completion of Letter of acknowledgement of actions to victim (only after reviewed by staff and never in cases of sexual bullying).
 - g. Completion of psychological assessment or evaluation.
 - h. Completion of counseling (In house or referral to an outside agency, individual or family).
 - i. Cooperation with a behavioral management program developed in consultation with a mental health professional.
 - j. Submission to a psychological, psychiatric or neuropsychiatric evaluation before bully can return to school.
 - k. Completion of community service.

C. Odyssey Charter School believes that positive consequences should be given when students are obeying the rules about bullying. These consequences may include:

1. Enthusiastic, concrete, behavior-specific praise
2. Creative consequences that are truly positive for your students considering their age, sex, and maturity level.

D. Odyssey Charter School believes that victims should be given support. If bullying is suspected, staff members will make an effort to:

1. Find a private opportunity for discussion with victim.
2. Discuss with victim what support they need.
3. Ensure their safety.
4. Record the event and follow through with actions.
5. Provide the victim with opportunities to gain peer support.
6. Refer the victim to available help in-school.
7. Provide the victim with an opportunity to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face to face, if the victim chooses to do so.
8. Make referrals to external agencies if necessary.
9. Provide the victim with information for mental health or medical treatment needs.

IX. Training

A. Odyssey Charter School will provide a combined training each year totaling at least one (1) hour in the identification and reporting of criminal youth gang activity pursuant to § 617, Title 11 of the Delaware Code and bullying prevention pursuant to § 4112D, Title 14 of the Delaware Code. The training materials shall be prepared by the Department of Justice and the Department of Education in collaboration with law enforcement agencies, the Delaware State Education Association, the Delaware School Boards Association and the Delaware Association of School Administrators. Any in-service training required by this section shall be provided within the contracted school year as provided in 14 Del. C. § 1305(e).

B. All school employees must either attend the provided training session live or watch the official training materials provided by Odyssey Charter School in lieu of attendance, with written proof in the form of signing in an out of the live session, or signing the film in and out, and providing adequate written answers to questions about the training materials.

X. Reporting Procedures

A. The procedures for a student and parent, guardian or relative caregiver pursuant to § 202(f) of this Title 14 Del. C. § 202(f) or legal guardian to provide information on bullying activity will be as follows:

1. If a child complains of bullying while it is happening, the staff member will respond quickly and firmly to intervene, if safety permits, if the situation appears to that staff member to involve bullying or real fighting.
2. If a child expresses a desire to discuss a personal incidence of bullying with a staff-member, the staff-member will make an effort to provide the child with a practical, safe, private and age-appropriate method of doing so.
3. A letter box will be placed in a place or places selected by the committee, so that students who feel unable to talk to any staff can have a point of contact. Information found in the box must be treated with care and a staff-member or members will be designated to be responsible for this information. Blank "Bullying –request for support forms" will be available to all students, but are not required for a report.
4. Written complaints shall be reasonably specific as to actions giving rise to the complaint and should include information as to:
 - a. Conduct involved
 - b. Persons involved, designated bully, target, and bystanders' roles
 - c. Time and place of the conduct alleged, number of incidents
 - d. Names of potential student or staff witnesses.
 - e. Any actions taken in response
5. Short, easy to use complaint forms can be obtained from the principal school administration or charter/charter school office.
6. An electronic system will be established whereby students a person can email anonymous complaints of bullying that only designated persons will have access to.
7. Anyone may report bullying. A report may be made to any staff member. Reports should be made in writing.
8. Each principal will designate a person or persons responsible for responding to bullying complaints.
9. Every identified complainant who files a written complaint with a staff member will receive a written explanation of results to the extent that it is legally allowed and be given an opportunity to inform the designated person as to whether or not the outcome was satisfactory. Easy to use follow-up forms will be made available.
10. Every confirmed bullying incident will be recorded in the School Register of Bullying incidents, which will be a central record for designated staff to read. This will give an indication of patterns which may emerge of both bullies and victims.

XI. Anonymous Reports

Formal disciplinary action solely based on an anonymous report is not permitted. Independent verification of the anonymous report is necessary in order for any disciplinary action to be applied.

XII. Notification of Parents, Guardian or Relative Caregiver

A parent, guardian or relative caregiver pursuant to 14 Del. C § 202(f) or legal guardian of any target of bullying or person who bullies another must be notified.

XIII. Retaliation

Retaliation following a report of bullying is prohibited. The consequences and appropriate remedial action for a person who engages in retaliation shall be determined by the school administration after consideration of the nature, severity, and circumstances of the act.

XIV. Procedure to Communicate with Medical and Mental Health Professionals.

A. The following procedures for communication between school staff members and medical professionals who are involved in treating students for bullying issues must be followed:

1. Pediatricians/Primary Care Physicians and Mental Health Professionals are important links in the overall wellness of the whole child. The ability to communicate appropriately to identify the optimal health care needs of the child is necessary when issues at school impact the physical and emotional health of the child. This is especially true in bullying due to the social nature of the problem. Release of information forms must be signed by the parent, guardian or relative caregiver pursuant to 14 Del. C. § 202(f) or legal guardian in order for the primary care physician or mental health professional to communicate with school personnel regarding any treatment of a child. Releases should be signed both at school and at the physician or mental health. Professional's office before communication may take place according to HIPAA and FERPA guidelines.
2. If a parent refuses to sign a release form at school the school will review this policy with them, explaining the reasons the release would be advantageous to their child.
3. After confirmation that a child has been involved in a bullying incident, if the administrator principal or designated person designee recommends a mental health evaluation be completed, the school may:
 - a. Require that return to school will be contingent upon the clinical evaluation providing recommendations and treatment plan if identified as appropriate.
 - b. Require that student remain in in-school suspension and that return to regular class schedule will be contingent upon the clinical evaluation providing recommendations and treatment plan if identified as appropriate.

4. Summary of this evaluation shall be shared at a meeting with student, parent/guardian and school administrator principal or designated person prior to return to school or the general population.

B. Emergency evaluations can be obtained through Christiana Care Health Services Emergency Center at Christiana or Wilmington Hospital (302)-733-1000, the Rockford Center (866)-847-4357. Crisis services are also available through Child Mental Health Prevention and Behavioral Health Services, State of Delaware 24 hour hot line (302)-633-5128. Non-emergent Services can be obtained through Children and Families First (800)-734-2388, Catholic Charities (302)-655-9624, and Delaware Guidance (302)-652-3948 in New Castle County or by contacting your medical insurance company for recommended providers in your area.

XV. Implementation

The school bullying prevention program must be implemented throughout the year, and integrated with the school's discipline policies and 14 Del. C. § 4112.

XVI. Accountability

Each school shall notify Odyssey Charter School Board in writing of their compliance with this policy and submit a copy of the procedures they have adopted under this policy by December January 1, of each school year. Each school shall verify for Odyssey Charter School Board the method and date that the policy has been distributed, to all students, parents, faculty and staff.

XVII. Awards

In any year when the Delaware Department of Education provides an awards system for exemplary bullying prevention programs, Odyssey Charter School shall submit a nomination of exemplary school and the reasons why it believes that school should receive an award for its Bully Prevention Program, with supporting documentation.

XVIII. Immunity

A school employee, school volunteer or student is individually immune from a cause of action for damages arising from reporting bullying in good faith and to the appropriate person or persons using the procedures specified in the school charter or charter schools' bullying prevention policy, but there shall be no such immunity if the act of reporting constituted gross negligence and/or reckless, willful, or intentional conduct.

XIX. Other Defenses

A. The physical location or time of access of a technology-related incident is not a valid defense in any disciplinary action by the school charter or charter school initiated under this policy provided there is sufficient school nexus.

B. This section does not apply to any person who uses data or computer software that is accessed through a computer, computer system, computer network or other electronic technology when acting within the scope of his or her lawful employment or investigation of a violation of this policy in accordance with school charter or charter school policy.

XX. Relationship to School Crime Reporting Law

An incident may meet the definition of bullying and also the definition of a particular crime under State or federal law. Nothing in this policy shall prevent school officials from fulfilling all of the reporting requirements of § 4112, Title 14 of the Delaware Code, or from reporting probable crimes that occur on school property or at a school function which are not required to be reported under that section. Nothing in this section shall abrogate the reporting requirements for child abuse or sexual abuse set forth in Chapter 9 of Title 16 of the Delaware Code, or any other reporting requirement under State or federal law

XXI. School Ombudsperson Information

The telephone number of the Department of Justice School Ombudsman shall be provided in writing to parents, students, faculty and staff; and shall be on the website of the school charter and each school. The contact information shall also be prominently displayed in each school.

XXII. Informing Students of Electronic Mediums

Upon implementation of this policy, and again at the beginning of each academic year, each school charter and charter school shall inform students in writing of mediums where posting of speech will be presumed to be available to a broad audience within the school community, regardless of privacy settings or other limitations on those postings. From implementation of this policy through the end of the school year, postings on Facebook, Twitter, Myspace, YouTube, Snapchat, and Pinterest shall, at minimum, be included in each charter's and charter's school list of mediums where posting of speech will be presumed to be available to a broad audience within the school community, regardless of privacy settings or other limitations on those postings.

XXIII. Policy Notification

The policy shall appear in the student and staff handbook and if no handbook is available, or it is not practical to reprint new handbooks, a copy of the policy will be distributed annually to all students, parents, faculty and staff.

XXIV. Rules and Regulations

Implementation of this policy shall comply with all rules and regulations the Delaware Department of Education may promulgate to implement Title 14 Section 4112D of the Delaware Code.

**TITLE 14 EDUCATION
DELAWARE ADMINISTRATIVE CODE 1
200 Administration and Operations
258 Federal Programs General Complaint Procedures***

1.0 Programs Covered by the Complaint Process

This complaint process shall apply to the following programs: Title I Part A Improving Basic Programs Operated by Local Education Agencies; Title I Part B-1 Reading First; Title I Part B-2 Early Reading First; Title I Part B-3 William F. Goodling Even Start Family Literacy Program; Title I Part C Education of Migratory Children; Title I Part D Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or at Risk; Title I Part F Comprehensive School Reform; Title I Part G Advanced Placement; Title II Part A Teacher and Principal Training and Recruiting Fund, Grants to States; Title II Part A-5-2151(B) School Leadership; Title II Part D 1 and 2 Enhancing Education Through Technology; Title III Language Instruction for Limited English Proficient and Immigrant Students; Title IV Part A Safe and Drug Free Schools and Communities; Title IV Part B 21st Century Community Learning Centers; Title V Part A Innovative Programs and Title V Part B-1 Public Charter Schools.

2 DE Reg. 217 (8/1/98)

7 De Reg. 161 (8/1/03)

2.0 Right to File a Complaint

An organization or an individual may file a complaint regarding an alleged violation of Federal Program Statutes or regulations by the Delaware Department of Education or the Local Education Agency. For purposes of this regulation, a Local Education Agency shall also include charter schools. A written and signed complaint shall be filed with the Delaware Department of Education.

2.1 The complaint shall include a statement specifying the alleged violation by the State Education Agency or a Local Education Agency. Such statement shall include facts and documentation of the alleged violation.

2.2 The Delaware Department of Education shall investigate the complaint and issue a written report including findings of fact and a decision to the parties included in the complaint within sixty (60) working days of the receipt of the complaint. An extension of the time limit may be made by the Delaware Department of Education only if exceptional circumstances exist with respect to a particular complaint.

2.3 The Delaware Department of Education may conduct an independent onsite investigation of the complaint, if it is determined that an on site investigation is necessary.

2.4 The complaint shall allege a violation that occurred not more than one (1) year prior to the date that the complaint is received.

2 DE Reg. 217 (8/1/98)

7 De Reg. 161 (8/1/03)

12 DE Reg. 208 (08/01/08)

3.0 Complaint Made to the Local Education Agency

An organization or an individual is encouraged to file a written, signed complaint with the Local Education Agency, prior to submission of the complaint to the Delaware Department of Education, concerning an alleged violation by the Local Education Agency of a Federal statute or regulation that applies to the Local Education Agency's program.

3.1 The complaint shall include a statement specifying the alleged violation by the Local Education Agency. Such statement shall include facts and documentation of the alleged violation.

3.2 The superintendent or the agency head of the Local Education Agency shall investigate the complaint and issue a written report including findings of fact and a decision to the parties involved in the complaint within sixty (60) working days of the receipt of the complaint.

3.3 An appeal of the Local Education Agency decision may be made by the complainant to the Delaware Department of Education. The appeal shall be in writing and signed by the individual or by an individual representative of the organization making the appeal. The Delaware Department of Education shall resolve the appeal in the same manner as a complaint, as indicated in 2.0.

2 DE Reg. 217 (8/1/98)

7 De Reg. 161 (8/1/03)

12 DE Reg. 208 (08/01/08)

4.0 Review of Final Decision by the U.S. Department of Education

Any party to the complaint has the right to request that the Secretary, U. S. Department of Education, review the final decision of the Delaware Department of Education. The request for an appeal of the decision to the Secretary, U. S. Department of Education, shall be made in writing to the Delaware Department of Education within sixty days of the receipt of the decision.

2 DE Reg. 217 (8/1/98)

5.0 Complaints and appeals to the Delaware Department of Education shall be mailed to the following address:

Secretary of Education
Delaware Department of Education
401 Federal Street
Suite 2
Dover, Delaware 19901-3639

*IDEA Part B, as amended, has other specific remedies and procedural safeguards specified under Section 615 of the Act to protect students with disabilities. See 14 **DE Admin. Code** 923 Children with Disabilities Subpart B General Duties and Eligibility of Agencies.

2 DE Reg. 217 (8/1/98)

7 De Reg. 161 (8/1/03)

12 DE Reg. 208 (08/01/08)

Internet Safety Policy

For Odyssey Charter School and Library

Introduction

It is the policy of Odyssey Charter School and Library to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub.L.No. 106-554 and 47 USC 254 (h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet Filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Odyssey Charter School and Library online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision, and Monitoring

It shall be the responsibility of all members of the Odyssey Charter School and Library staff to educate, supervise, and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the administration or designated representatives.

The administration or designated representatives will provide age appropriate training for students who use Odyssey Charter School Internet facilities. The training provided will be designed to promote the Odyssey Charter School's commitment to:

- a. The standards and acceptable use of Internet services as set forth in the Odyssey Charter School's Internet Policy;
- b. Student safety with regard to:
 - i. Safety on the Internet
 - ii. Appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - iii. Cyber-bullying awareness and response.
- c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Parents and students will acknowledge the charters AUP by signing off on the school Code of Conduct.

Adoption

This Internet Safety Policy was adopted by the Board of Odyssey Charter School and Library at a public meeting, following normal public notice, on June 18, 2012.

CIPA Definitions of Terms:

MINOR: The term "minor" means any individual who has not attained the age of 17 years.

TECHNOLOGY PROTECTION MEASURE: The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. OBSCENE, as that term is defined in section 1460 of title 18, United States Code;
2. CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

HARMFUL TO MINORS: the term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as minors.
- SEXUAL ACT; SEXUAL CONTACT: The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

Confidentiality

School Counselors, Mental Health & Medical Professionals: These professions are bound by their professional licensure and code of ethics and as such they are required to maintain confidentiality. HIPAA (the Health Insurance Portability and Accountability Act of 1996) provides for confidentiality. However, certain information can be released in particular circumstances such as; law enforcement investigations, mandatory reporting (such as child abuse) and in the course of certain judicial or administrative proceedings. Additionally, students may give informed consent to release their information. Mental health and medical professionals are required to maintain confidentiality of all information acquired from clients in a professional capacity (including information regarding teen dating violence) except in the following situations: a student communicates an explicit and imminent threat to kill or seriously injure a clearly identified victim or victims (including themselves), or any suspicion of child abuse, or in a case when the student presents with serious burns or respiratory tract burns, non-accidental poisoning, stab wounds, bullet wounds, gunshot wounds, powder burns, or other injury caused by the discharge of a gun, pistol, or other firearm.

Other School Employees, Including Teachers & Administrators: These professions are not bound by confidentiality. However, once a school employee knows or reasonably should know of possible sexual violence of a minor and/or any sexual violence that could have occurred in the school environment, the school employee must take immediate and an appropriate action to explore the incident and keep the student victim safe.

What must be Reported and To Whom

School Crimes Pursuant to 14 Del.C. § 4112, an immediate report shall be made by the Headmaster or designee to the appropriate police jurisdiction when a school employee has a reasonable suspicion that one of the following offenses occurred to a student in the school environment: a violent felony offense, unlawful sexual contact or assault. Violent felonies are designated in § 4201(c) of Title 11.

A mandatory report to law enforcement is also required if a school employee commits a violent felony offense, assault or any sexual offense against a student regardless of where the incident takes place. This offense also requires an immediate report to the DFS Child Abuse and Neglect Report Line at 1-800-292-9582. Any school employee who witnessed or who has first-hand knowledge of the incident shall report.

Sexual Violence Any abusive sexual behavior that is committed against a minor by another minor or adult, regardless of where the incident takes place, by statute must be immediately reported to DFS. However, if a student, 18 years of age or older, is a victim of sexual violence that occurs outside of the school environment, then the incident does not require a mandatory report (unless the perpetrator is a school employee). In cases of sexual violence, in addition to calling DFS, law enforcement should also be contacted. This report must be made by any school employee who witnessed or was given information about the incident. It is important to note that a report to DFS is not mandated for Sexual Harassment Reports of this nature shall be reported to the Headmaster.

Teen Dating Violence In general, teen dating violence is not a mandatory report except under certain circumstances. These circumstances include:

- Violent Felony in the school environment : (includes Assault in the First and Second Degree, Unlawful Sexual Contact in the First and Second Degree and Stalking); An immediate report shall be made by the Headmaster or designee to the appropriate police jurisdiction.
- Assault III in the school environment: An immediate report shall be made by the Headmaster or designee to the appropriate police jurisdiction. (Name of our police contact).
- Unlawful Sexual Contact III in the school environment: An immediate report shall be made by the Headmaster or designee to the appropriate police jurisdiction.
- Abusive Sexual Behaviors Against a Minor regardless of where the incident occurs: An immediate report shall be made to DFS. Law enforcement should also be contacted.
- Threats of Harm to Others (Mental Health providers only): An immediate report shall be made to the appropriate police jurisdiction.
-

Throughout this document, teen dating violence refers to the behaviors that occur between minors and/or students. However, if the alleged perpetrator is a school employee, then please refer to the section on School Crimes. Once a school employee has knowledge of an incident of teen dating violence requiring a mandatory report, the incident shall be reported to the school administrator/designee or counselor in the school. See Section V: How to Respond to Teen Dating and Sexual Violence for more clarification. Sexual Harassment can occur in a teen dating relationship, but does not require a mandatory report. In cases that do not require a mandatory report, an effort should be made to offer resources

to the student, such as a counselor in the school and referrals to community-based advocates. Threats of Harm to Others (Mental Health Providers only) An immediate report shall be made to the appropriate police jurisdiction if a student communicates an explicit and imminent threat to: kill or seriously injure a clearly identified victim or victims; or commit a specific violent act or to destroy property under circumstances which could easily lead to serious personal injury or death (e.g., setting fire to a residence); and the student has an apparent intent and ability to carry out the threat.

Child Abuse and Neglect An immediate report shall be made by any and all persons who have reason to suspect child physical, sexual abuse and neglect to the 24 Hour Division of Family

Services (DFS) Child Abuse & Neglect Report Line at 1-800-292-9582. Online Reporting is also available at Iseethesigns.org A report should be made by the school employee who has first-hand knowledge of the abuse or neglect (i.e. child discloses to the employee or employee witnesses it), and this person must provide the names and contact information for every person at that entity who has information regarding the report/incident in order to fulfill the organization's mandate to report child abuse. Police may also be contacted but not in lieu of contacting DFS.

How to Respond to Teen Dating & Sexual Violence

Protocol for Responding to Teen Dating Violence – Mandatory Report Not Required. In and of itself, teen dating violence does not require a mandatory report to DFS or law enforcement. Please refer to the circumstances outlined in Section IV. C. above for situations that do require such mandatory reports. However, this protocol is intended for teen dating violence situations that occur (in the school environment or outside the school environment) and do not require a mandatory report to DFS or law enforcement.

Any school employee who learns that a student may be a victim of teen dating violence not requiring a mandatory report shall take the following steps:

- Separate the victim from the alleged perpetrator. Do not, under any circumstances, meet with the victim and alleged perpetrator together.
- Refer to the school code of conduct based on the behavior but consider additional responses, such as providing outside resources to the student
- Refer the victim to the counselor in the school for services and safety planning.
- Any counselor in the school who learns from another school employee that a student may be a victim of teen dating violence not requiring a mandatory report shall take the following steps:
 1. Inform the victim of school and community resources as needed, including their right to access advocacy and counseling services, file charges or seek legal protection, such as a Protection from Abuse Order.
 2. Monitor the victim's safety as needed.
 3. Assist the victim with safety planning for the school day and for after-school activities (i.e., class scheduling and transportation considerations).

Protocol for Responding to Teen Dating Violence – Mandatory Report Required Any school employee who learns that a student may be a victim of teen dating violence requiring a mandatory report shall take the following steps:

1. Separate the victim from the alleged perpetrator. Do not, under any circumstances, meet with the victim and alleged perpetrator together.
2. Report incidents that fall under the mandatory reporting obligations to the appropriate police jurisdiction. DFS must also be notified if sexual violence occurs the teen dating relationship. The school resource officer may also be notified if applicable.
3. Refer to the school code of conduct based on the behavior but consider additional responses, such as providing outside resources to the student.

The School Administrators or Designee shall take the following steps:

4. Speak with the alleged victim and alleged perpetrator separately if approved by the investigating agency. The alleged perpetrator should be told that any statements made may be part of any future disciplinary, delinquency, PFA, civil, or criminal proceedings.
5. Speak with any bystanders who may have been present or involved. Encourage them to speak up directly on behalf of the victim if they should witness further incidents, or to get help from school personnel.
6. Administer disciplinary consequences to the alleged perpetrator per the charter's code of conduct regarding this type of behavior when appropriate, including but not limited to making a discipline referral and a counseling referral.
7. Inform the victim of her/his right to file a Protection from Abuse Order and/or school-based complaint of sexual harassment, dating violence, or sexual violence with any counselor or administrator. Support the victim in documenting the incident. Encourage the victim to seek medical attention. Develop a plan with the victim regarding how to increase safety, e.g. changes to class or lunch schedules, route to/from classes, etc. Monitor the victim's safety. Increase supervision of the alleged perpetrator as needed. Contact the parents/guardians of the victim to inform them that an incident of dating violence or sexual violence has occurred. The investigating agency will be responsible for contacting the parents/guardians of the alleged perpetrator.
8. Document actions taken and any follow up steps.

Protocol for Working with Victims In working with the victim, the safety and well-being of the victim is paramount. Administrators may consider adopting the following methods of intervention with the victim, as/when approved by the investigating law enforcement agency AND as long as the victim's emotional state enables him/her to participate in the process:

- School administrators shall conference with the victim.
- Identify immediate actions that can be taken to increase the victim's safety and ability to participate in school without fear or intimidation, including positive behavior support interventions. Include victim in determining safety precautions.
- Inform the victim and parent/guardian of school and community resources as needed, including their right to access advocacy and counseling services, file charges or seek legal protection, such as a Protection from Abuse Order.
- Encourage the victim to seek medical attention. The victim will not be responsible for out of pocket costs of obtaining a sexual assault exam.
- Encourage the victim to report further incidents.
- Inform the victim of his or her right to request an in-school Stay-Away Agreement or another school-based alternative to a protective order. If the victim declines, this should be documented.
- For situations also involving sexual harassment, inform the victim of his or her right to file a complaint alleging sexual harassment directly with the Title IX coordinator. A complaint may also be filed with the U.S. Department of Education's Office for Civil Rights.
- Monitor the victim's safety as needed. Assist the victim with safety planning for the school day and for after-school activities (i.e., class scheduling and transportation considerations).
- Document the meeting and any action plans as described in Section G: Documentation of Incidents Requiring a Mandatory Report.

Protocol for Working with Alleged Perpetrator In working with the alleged perpetrator, charters shall require schools to make every reasonable effort to protect the due process rights of the alleged perpetrator. Administrators may consider adopting the following methods of intervention with the alleged perpetrator, as/when approved by the investigating law enforcement agency: Conference with the alleged perpetrator and parent/guardian.

- The alleged perpetrator should be told that any statements made may be part of any future disciplinary, delinquency, PFA civil, or criminal proceedings.
- Emphasize expectations for positive behavior.
- Identify and implement disciplinary and other actions and consequences that will be taken to prevent further incidents.
- Discuss implications of Stay-Away Agreement, school-based alternative to a protective order, or Protection from Abuse Order Inform the alleged perpetrator and parent/guardian of help and support available at school or in the community as needed, e.g. domestic abuse intervention services.
- Address the seriousness of retaliation against the victim for reporting the incident or cooperating with the investigation. Inform the alleged perpetrator that retaliation or threats of retaliation in any form designed to intimidate the victim, or those who are witnesses, or those investigating an incident shall not be tolerated.
- Increase supervision of the alleged perpetrator as needed.
- Document the meeting and any action plans as described.

Protocol for Documentation of Incidents Requiring a Mandatory Report Charters shall develop and implement a system for documenting mandatory reports of teen dating violence and sexual violence. This will ensure that all victims and alleged perpetrators receive consistent, fair treatment. Each incident of teen dating or sexual violence shall be documented by a School Administrator or Designee.

School charters shall establish and prominently publicize to students, school employees, volunteers, school-based wellness centers, school resource officers, and parents, how an incident of teen dating or sexual violence in the school environment will be addressed. School charters should incorporate the following protocol to document teen dating violence and sexual violence into their policies. The School Administrator or Designee shall: Maintain teen dating and sexual violence complaints in a file separate from academic records. This practice is recommended to prevent inadvertent disclosure of confidential information.

The documentation of teen dating and sexual violence shall include the following: Obtain minimal facts about incident(s): who assaulted the victim, what is the nature of the incidents when the incident occurred, where the incident occurred, known witnesses or other victims;

- Victim and alleged perpetrator information, including class schedules, group and club memberships, and school activities;
- Disciplinary and accommodation recommendations, including
- changes to class schedules;
- Response actions taken, including safety planning, referrals for services and counseling, and
- disciplinary actions; and
- Incident updates, including response to disciplinary actions, alleged perpetrator compliance, utilization of referrals for services, reviews of safety plans, and status reports from the victim, including further referrals for services.

GLOSSARY OF DISCIPLINARY ACTIONS

BEHAVIOR CONTRACT is a written agreement of last resort among a student, the student's parent/guardian, and an administrator which specifically states the conditions that, unless met, may result in a recommendation for expulsion.

DENIAL OF BUS TRANSPORTATION is the temporary or permanent withholding of bus transportation for misconduct on the school bus, disrespect to the driver, or vandalism to the bus. Such action may be taken only by an administrator. During the period of denial of school bus transportation, parent/guardians are responsible for getting the student to and from school.

DENIAL OF DRIVING PRIVILEGES is the removal of permission to drive on school property for a specified time.

DETENTION is an established time outside the regular instructional time when a student is detained in a supervised area.

DISCIPLINARY AGREEMENT is an agreement under which a student must fulfill specific commitments or be denied certain privileges until behavior improves.

EXPULSION is the exclusion of a student from school on a permanent basis or for a period of time determined by the Board. Expulsion denies the student attendance in any and all regular school programs/activities of the Odyssey Charter School.

IN-SCHOOL SUSPENSION is the temporary placement of a student in a supervised area other than the area indicated by regularly assigned schedule.

IN-SCHOOL PENALTY is an appropriate disciplinary alternative within the resources of the school.

PARENT/GUARDIAN/GUARDIAN CONTACT/CONFERENCE is a contact by telephone, email or in person with a parent/guardian/guardian.

REFERRAL TO ALTERNATIVE PROGRAM is a short-term educational option for students whose behavior requires removal from the regular school program. Referral to an alternative program will be made according to procedures established for the program.

REFERRAL TO THE COURTS is the filing of a charge of an alleged illegal action with the court having jurisdiction.

REFERRAL TO POLICE AGENCIES is the reporting of an alleged illegal act to a law enforcement agency.

REFERRAL TO SOCIAL SERVICES AGENCIES is a recommendation that the student seek help from a public or private social agency.

REMOVAL FROM CLASS-Reference student behavior

A. Teacher

A teacher may remove a student from class for the remainder of the class period when the student's conduct is seriously disruptive and informal resolution is impractical. Exclusion may not exceed one class period. The student must be escorted to a supervised area designated by the administrator/designee.

B. Administrator

An administrator/designee may temporarily remove a student from class if the student's continued attendance in a particular class causes serious disruption of the educational process or presents immediate danger of physical harm to either the student or others. The student will be assigned to a supervised area. Removal from class by an administrator shall not exceed five (5) days. However, a student may be permanently removed from a particular class after repeated infractions.

REPRIMAND is a verbal or written warning that behavior is not acceptable.

RESTITUTION/RESTORATION is the payment for and/or restoring of school/charter property or articles which have been damaged, lost, or stolen.

OUT OF SCHOOL SUSPENSION is a student's temporary exclusion from regular school attendance and activities by an administrator. Head Master/Administrators and Assistant Head Master/Administrators may suspend a student for up to five (5) days. The Head Master or designee may extend the suspension for serious infractions or while a student awaits an expulsion hearing. While serving an out-of-school suspension a student is forbidden from being on the property of the Odyssey Charter School for any reason unless accompanied to a pre-arranged appointment by a parent/guardian or guardian. Suspended students are also prohibited from participating in any curricular or co-curricular activities held at the school or any other school.

WORK ASSIGNMENT is an assigned task which must be completed by the student.

The time required should not exceed five (5) hours and should be related to the severity of the offense.

GLOSSARY RELATED TO DRUGS AND ALCOHOL

- A. **ALCOHOL** means alcohol or any alcoholic liquor capable of being consumed by a human being, as defined in Section 101 of Title 4 of the Delaware Code, including alcohol, spirits, wine, and beer
- B. **DRUG** means any controlled substance or counterfeit substance as defined in Chapter 47 of Title 16 of the Delaware Code, including, for example, narcotic drugs such as heroin or cocaine, amphetamines, anabolic steroids, and marijuana, and any prescription substance which has been given to or prescribed for a person other than the student in whose possession it is found.
- C. **DRUG PARAPHERNALIA** means all equipment, products, and materials as defined in section 4701 of Title 16 of the Delaware Code, including, for example, roach clips, miniature cocaine spoons, and containers for packaging drugs.
- D. **PRESCRIPTION DRUGS** means any substance obtained directly from or pursuant to a valid prescription or order of a practitioner, as defined in 16 Delaware Code, sec. 4701 (24), while acting in the course of his or her professional practice and which is specifically intended for the student in whose possession it is found.
- E. **DRUG-LIKE SUBSTANCE** means any non-controlled and/or nonprescription substance capable of producing a change in behavior or altering a state of mind or feeling, including, for example, some over-the-counter cough medicines, certain types of glue, and caffeine pills.
- F. **NON-PRESCRIPTION MEDICATION** means any over-the-counter medication; some of these medications may be a “drug-like substance.”
- G. **LOOK-ALIKE SUBSTANCE** means any non-controlled substance which is packaged as to appear to be a drug, alcohol, or drug-like substance or about which a student makes an express or implied representation that the substance is a drug or non-controlled substance capable of producing a change in behavior or altering a state of mind or feeling. See Delaware Code, sec. 4752A.
- H. **POSSESS, POSSESSING, OR POSSESSION** means that a student has on his/her person, in his/her belongings, or under his/her reasonable control by placement of and knowledge of the whereabouts alcohol, a drug, a look-alike substance, a drug-like substance, or drug paraphernalia. Items found in a student’s locker, automobile, purse, book bag, or similar container used to carry books or personal property are considered in the possession of the owner of the vehicle or container or the student who is assigned that locker.
 - i. Electronic and cig (vaped) products are prohibited.
- I. **USE** means that a student is reasonably known to have ingested, smoked, or otherwise assimilated alcohol, a drug, or a drug-like substance or is reasonably found to be under the influence of such a substance.
- J. **DISTRIBUTE, DISTRIBUTING, OR DISTRIBUTION** means the transfer or attempted transfer of alcohol, a drug, a look-alike substance, a drug-like, or drug paraphernalia to any other person with or without the exchange of money or other valuable consideration.
- K. **SCHOOL ENVIRONMENT** means within or on school property and/or at school-sanctioned or supervised activities, including, for example, on school grounds, on school buses, at functions held on school grounds, at extracurricular activities held on/off school grounds, on field trips, and at functions held at the school in the evening.

Dating Violence Involves assaultive and controlling behaviors (often evolving into a pattern of behaviors) that one person uses against another in order to gain or maintain power in a current or past relationship. The abuser intentionally behaves in ways that can cause fear, degradation, humiliation, injury or harm or uses any other coercive behaviors to control the other person. Abuse can occur in both heterosexual and same-sex or serious and casual relationships and covers a wide range of behaviors that include harassment, verbal, emotional and economic abuse, sexual abuse, stalking and physical abuse.

Economic Abuse Involves behaviors that control one’s ability to acquire, use, and maintain economic resources, thus threatening one’s economic security and ability to be self-sufficient

Verbal Abuse Includes withholding, bullying, defaming, defining, trivializing, harassing, diverting, interrogating, accusing, blaming, blocking, countering, lying, berating, taunting, put downs, abuse disguised as a joke, discounting, threatening, name-calling and yelling.

Emotional Abuse Includes yelling, name-calling, making victim feel worthless, making victim feel crazy, telling victim they are stupid, embarrassing victim in front of others, making victim feel bad about himself or herself, using technology to stalk, harass, or embarrass the victim.

Physical Abuse Can include pushing or shoving, being held down, biting, kicking, slapping, punching, strangling (choking), hair pulling, being thrown against the wall or on the ground, being stabbed or shot, being tied up, throwing things at the victim, being kept from food/water/sleep, etc.

Sexual Violence Any unwanted sexual behavior, including actions committed by a perpetrator who is a stranger to the victim and by a perpetrator who is known or related by blood, marriage or civil union to the victim. Behaviors that fall under this definition include but are not limited to: incest, unlawful sexual contact, molestation, rape, and child sexual abuse.

Sexual Harassment Threatening a person to engage in behavior which would result in a sexual offense, or suggests or otherwise attempts to induce another person to have sexual contact with the perpetrator, knowing that the perpetrator is thereby likely to cause annoyance, offense or alarm to the other person.

Sexual Contact Any intentional touching by a person of the anus, breast, buttocks or genitalia of another person; or any intentional touching of another person with the person's anus, breast, buttocks or genitalia; or intentionally causing or allowing another person to touch the person's anus, breast, buttocks or genitalia which touching, under the circumstances as viewed by a reasonable person, is intended to be sexual in nature. Sexual contact shall also include touching when covered by clothing.

Sexual Intercourse Any act of physical union of the genitalia or anus of 1 person with the mouth, anus or genitalia of another person. It occurs upon any penetration, however slight. Ejaculation is not required. This offense encompasses the crimes commonly known as rape and sodomy; or any act of cunnilingus (oral contact with the female genitalia) or fellatio (oral contact with the male genitalia) regardless of whether penetration occurs. Ejaculation is not required.

Sexual Penetration The unlawful placement of an object (any item, device, instrument, substance or any part of the body) inside the anus or vagina of another person; or the unlawful placement of the genitalia or any sexual device inside the mouth of another person.

Child Sexual Abuse The deliberate exposure of a minor to sexual activity that the minor cannot comprehend or consent to. This means a minor is forced or coerced into sex or sexual activities by another person. This behavior includes acts such as inappropriate touching of a minor's breasts or genitalia, someone exposing their genitalia to a minor, fondling, oral-genital contact, genital and anal intercourse, as well as exhibitionism, voyeurism, and exposure to pornography.

Teen Pregnancy In and of itself, pregnancy that occurs in girls, ages 12 to 17, is not child abuse. However, teen pregnancy is a risk factor of abuse and in some instances, which will be described later in this document, may be the result of sexual abuse.

Youth-Produced Sexual Images Nude, sexually suggestive, or explicit images possessed and/or transmitted by way of cell phone, electronic device or online.

School Environment Shall mean within or on school property, and at school sanctioned or supervised activities, including, for example, on school grounds, on school buses, at functions held on school grounds, at extra-curricular activities held on and off school grounds, on field trips and at functions held at the school in the evening.

School Employee Includes all persons by a school charter, attendance zone or charter school; subcontractors such as bus drivers or security guards; substitute employees; and persons hired by or subcontracted by other state agencies to work on school property.

Student Any student enrolled in school grades preschool to 12.

Child Means an individual who has not reached his or her 18th birthday.

Minor Means an individual who has not attained the age of 18 year.