

Odyssey Charter School Code of Conduct 2022 - 2023



Nurturing a Lifelong Love of Learning

STUDENT CODE OF CONDUCT

Notification of Rights under the Family Education Rights and Privacy Act (FERPA)

Student Rights and Responsibilities Grades Kindergarten through 12th School Year 2022-2023.

This document is not all-inclusive nor does it restrict Odyssey Charter School (herein referred to as 'district' or 'OCS') and/or the OCS Board's authority to take actions that are appropriate to maintain a safe and orderly educational environment.

Odyssey Charter School does not discriminate on the basis of race, color, gender, religion, age, disability, marital status, national origin, or other legally protected categories in its educational programs, activities, employment, or student admissions policies or practices. Inquiries regarding compliance with the above can be directed to:

Section 504: Contact Dr. DeMayo, Supervisor of Student Services, Odyssey Charter School, 4319 Lancaster Pike, Wilmington, DE 19805. Telephone (302) 516-8000 ext. 444

Section 504 Coordinator's Responsibilities: To coordinate Odyssey Charter School's efforts to comply with the disability discrimination laws

Title IX: Contact Renee Beamer, Director of Human Resources, Odyssey Charter School, 4319 Lancaster School, Wilmington, DE 19805. Telephone: (302)516 8000 ext.477

Title IX Coordinator's Responsibilities: To coordinate Odyssey Charter School's efforts to comply with and carry out the District's responsibilities under Title IX, including any investigation of any complaint alleging noncompliance with Title IX or alleging actions which would be prohibited by Title IX.

Odyssey Charter School

4319 Lancaster Pike
Wilmington, DE 19805

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Erric Stewart, Student Advisor of High School

ACKNOWLEDGEMENT: STUDENT CODE OF CONDUCT

This Student Code of Conduct is a document designed to provide expectations, and consequences for student behavior. We ask that you review the Student Code of Conduct with your child and have a discussion regarding school expectations. In addition, Appendix IV is a copy of the Odyssey Charter School District's Educational Technology – Acceptable Use Policy. In order for your child to use educational technology, this policy must be reviewed, and the parent/ guardian must sign below.

PLEASE SIGN BELOW and have your child sign to acknowledge that you have received a copy of the Student Code of Conduct, the Acceptable Use Policy, and the Notification of Rights under the Family Education Rights and Privacy Act (FERPA). Return the signed sheet to your child's homeroom teacher by December 16th, 2022. It is mandatory that all students turn in this sheet as it is an article of enrollment to the school. Students are not considered fully enrolled unless the signed acknowledgement is received.

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SIGN AND RETURN

This is to confirm that I have received a copy of the Odyssey Charter School Student Code of Conduct, the School-Family-Student Compact (See Appendix III), the Odyssey Charter School's Educational Technology Acceptable Use Policy (See Appendix X), and the Notification of Rights under the Family Education Rights and Privacy Act (FERPA) (See Appendix XV).

Student Name (Please Print) _____

Student Signature _____

Date _____

Parent/Guardian Signature _____

Date _____

Return the signed sheet to your child's homeroom teacher by December 16th, 2022.

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Chapter I: Introduction

Message from the President of the Board and the Head of School

Dear Odyssey Charter School Students, Staff, and Parent/Guardian,

We welcome you to another year at Odyssey Charter School. We look forward to a productive year with enriching educational experiences, rigorous curriculum that fosters critical thinking skills and promotes world citizenship. We encourage you to read this booklet and become familiar with its contents. The Code of Conduct outlines the responsibilities, expectations, and collective commitments the school has for all students and provides information about the rights and resources available to all students and families. We continue to involve students, parent/guardian, staff, administrators, and members of the public in developing the Student Code of Conduct since it serves as our collective commitment. The online version of the Student Code of Conduct is accessible directly from the Odyssey website. The electronic version allows you to access individual sections of the Code of Conduct through direct links and it is also searchable.

Our goal is to continue to make Odyssey Charter School a place where students and their parents/guardians feel welcome and safe. We know that we have a group of students with unlimited potential for success in a rapidly changing and complex global society. We know that we have an incredible resource in our teachers, who are committed to student achievement. We also know that we have caring parents/ guardians who are passionate advocates for their children. We have a community that understands the power of education. With all of these factors working for us, we know that Odyssey Charter School will achieve great things and empower all students to achieve at high levels so they can lead in their local and global community.

Thank you for entrusting us with your children. We wish you much personal growth and success this school year.

Our Mission and Goals

The Mission of Odyssey Charter School is to prepare students for a lifelong enthusiasm for learning, develop a keen awareness of world citizenship and culture and establish critical thinking and problem-solving proficiency through the added learning of the Modern Greek language and Mathematics focus.

The Goals of Odyssey Charter School are to provide students with an enriched learning environment that will:

- Enable students to excel academically by providing a structured dual language program integrated with a rigorous core curriculum, while encouraging the development of effective critical thinking and problem-solving skills.
- Enhance each student's understanding of Mathematics, English, Science, and other Western languages by utilizing the Modern Greek language, with a Mathematics focus, as a vehicle to explore the roots of vocabulary, mathematical concepts, and scientific theories.
- Prepare students to demonstrate exceptional understanding and academic achievement through standardized testing and other credentialing methods.
- Assist students in the development of a broader world view through exposure to other World cultures.
- Teach students the value of respectful and responsible citizenship as a critical component to the development of an appreciation for democracy and diversity.
- Nurture and value the special qualities and abilities of each student in a way that will foster a desire to become academically and educationally successful.
- Encourage the involvement and engagement of parents in the education process to enhance and enrich learning opportunities for students.

Our Mantra: The Filotimo School

Filotimo, a word with no English translation, ties in the notions of duty, honor, courage, personal sacrifice, higher calling, taking pride in your work, passion, generosity, a desire to do the right thing, equity, ability to rise above pettiness and trivialities, human kindness and empathy, humility and pride at the same time, love for family and country, advocacy for those less

fortunate, and so much more. It means leading with the heart and placing one's humanity first. It permeates in everything we do as a school. It is our driver for success.

Our Three Grounding Pillars of Success

Odyssey Charter School ascribes to three main pillars of success:



All activities and learning are centered around achieving our mission and vision while striving for success through our three grounding pillars.

A Positive Learning Environment

Odyssey Charter School has adopted research based programs and best practices to ensure a positive learning environment and a culture promoting academic achievement. We believe in using restorative practices, supporting social-emotional wellness, accommodating the needs of all learners, encouraging intrinsic motivation in students, assisting students throughout every aspect of their development, and communicating high expectations and appropriate consequences.

KEY COMPONENTS:

- High expectations for behavior of all students and staff

- Clear, consistent, culturally responsive district-wide discipline policies and processes
- A proactive Cultural Committee that communicates high expectations and implements universal, evidence-based instructional and behavioral strategies
- Multi-tiered systems of support for all students that begin in the classroom and build upon a foundation of social-emotional learning (SEL) competencies

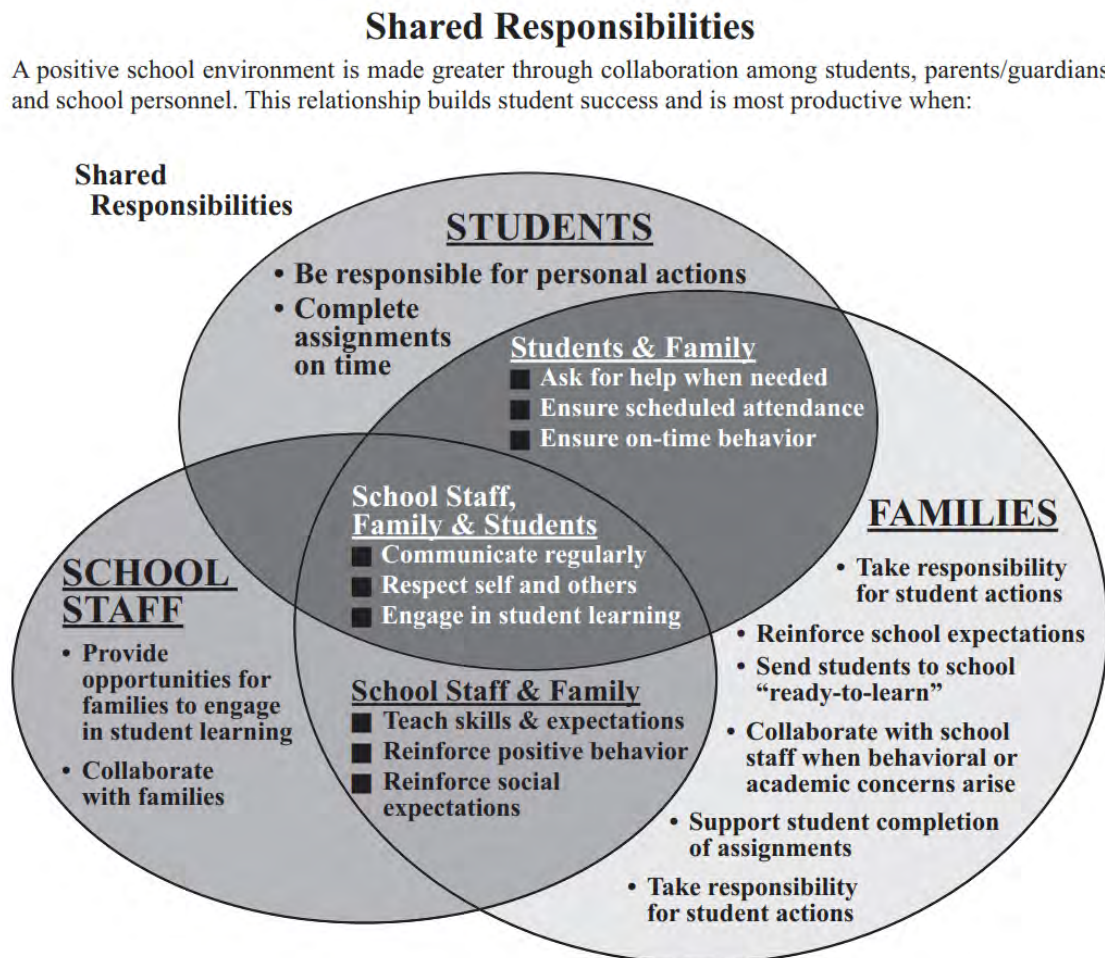
A POSITIVE LEARNING ENVIRONMENT

The Code of Conduct is a set of collective commitments that includes support to ensure that all students experience a positive equitable learning environment. A positive learning environment requires that all students feel safe, welcomed, respected, and ready to learn. Utilizing restorative processes and best practices such as positive behavior supports (PBS) , all students understand common expectations which are reinforced throughout the schools to support positive behaviors for successful learning. Odyssey Charter School recognizes students for following expectations and demonstrating positive behavior which:

- Provides a range of educational opportunities tailored to the unique needs of individual students
 - Makes prevention, teaching, and restoration of student behavior the primary goal of disciplinary action
- Protects students from behavior which threatens their health, safety, or welfare, or interferes with learning
- Minimizes distractions and disturbances
- Is free of drugs, weapons, and harassment

Shared Responsibilities

A positive school environment is made greater through collaboration among students, parents/guardians and school personnel. This relationship builds student success and is most productive when:



STUDENT, PARENT/GUARDIAN, AND SCHOOL PERSONNEL COMMITMENTS

▪ The Student Code of Conduct recognizes the need for a working, cooperative relationship among students, parent/guardian, and school personnel. Families are to encourage their child to abide by the expectations set forth in the OCS Code of Conduct. Our Family Engagement Policy and Plan and the School-Family-Student Compact have identified the following expectations for each of the stakeholders. Both of these documents can also be found as Appendix II and Appendix III at the end of the Code of Conduct:

Family Engagement Policy and Plan for Shared Student Success School Year 2022 - 2023

Overview:

Odyssey is identified as a Title I school as part of Every Student Succeeds Act (ESSA). Title I is designed to support State and local school reform efforts tied to challenging State academic standards to improve teaching and learning for all students. Title I programs must be based on effective means of improving student achievement and include strategies to support family engagement. All Title I schools must jointly develop with families in developing a written family engagement policy.

School Plan for Shared Student Achievement:

What is it?

This is a plan that describes how Odyssey will provide opportunities to improve family engagement in support of student learning. Odyssey values the contributions and involvement of families. With the common goal of improving student achievement, Odyssey will continue to foster and strengthen the partnership with our families. This plan describes the different ways that OCS will support family engagement and how families can help plan and participate in activities and events in order to promote student learning at school and at home.

Who is it for?

All students participating in the Title I, Part A program, and their families are encouraged and invited to fully participate in the opportunities described in this plan.

Odyssey Charter School Academic Goals:

Through the collaboration of stakeholders, OCS will focus on the following reform strategies to meet the state proficiency levels in the 2022 - 2023 school year.

- Immersion
 - Double second grade cohort for immersion, expand immersion to 6th grade weaving in honors classes for a more seamless transition.
- Intervention
 - Mitigate instructional loss through the implementation of reinforcement blocks across all schools, with integrated SEL pieces, implementation of academic research-based interventions and strategies, and setting the stage for the inception of advisory periods.
- Special Education
 - Shift Special Education model to a more inclusion model reflecting the collaborative teaching model, reallocate resources based on the needs of students, and build more support into the budget where required.
- Meet SBAC and SAT targets across all grade levels.

School-Family-Student Compact:

As part of this plan, OCS will share our school-family-student compact, which is an agreement that explains how families, students and staff will work together to make sure all our students reach grade-level standards. The compact will be continuously reviewed for improvement and

seek input sought from stakeholders. Access to the School-Family-Student Compact can be found [here](#).

Family Engagement:

Odyssey believes that family engagement means participation of family members through regular two-way meaningful communication. This communication centers around and focuses upon student academic learning and other school activities including ensuring:

- That families play an integral role in assisting their student's learning.
- That families are encouraged to be actively involved in their student's education at school.
- That families are full partners in the education of their child and are included, as appropriate, in decision-making.
- That families support OCS through fundraising and/or contributing time, talent and treasure.

To help achieve more family involvement in the 2022-2023 school year, OCS will offer the following:

- Lunch visitors
- Family night at the book fair
- Continued involvement in developing School-Family-Student Compact
- School-calendar of academic and non-academic events
- Graduation
- Families supporting extra-curricular activities through advisement and/or coaching
- Scheduled Family surveys
- Family-Mingling Nights
- Councils
- Parent Camp
- State regulated parent councils for students with disabilities

Community Activities:

OCS consistently sponsors events to build the capacity for strong family engagement. This is designed to support a partnership among the school, parents and the community to improve student academic achievement. Below is a list of events that support this endeavor.

- Academic Events
- Athletic Events
- Back to School Nights
- Beautification Opportunities
- Board Meetings
- Extracurricular Events
- Graduation Ceremonies
- Open House
- Parent-Teacher Conferences
- Special Education Meetings
- Subcommittee Meetings
- Title I Meetings
- Parent Camp

Outreach:

Odyssey will take the following measures to promote and support the relationship with our families:

- Ensure that all information related to school and family programs are available in a timely manner
- Provide staff training to improve family engagement
- Partner with community stakeholders and programs to help support families and their children for relevant developmental, cultural and educational needs
- Actively promoting opportunities for the greater community to appreciate the different athletic and extracurricular programming OCS offers
- Share academic standards and assessments for families to monitor and interpret student progress
- Offer opportunities for families to support and engage with the academic programming outside of the traditional school day
- Use our Parent Teacher Organization to improve awareness of activities and events and ways to give back to the school
- Provide translation services as needed
- Collect feedback from stakeholders

Conclusion:

Through the efforts of all stakeholders, we will continue to work together to support and promote success for all Odyssey Charter School students.

Odyssey Charter School School-Family-Student 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 families, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership that will help children achieve the State's high standards. This school-family-student compact is in effect during the 2022-2023 school year.

Odyssey Charter School Responsibilities

We, as Odyssey Charter School, will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards as follows:
 - Hold multiple conferences throughout the school year between teachers and families.
 - Provide parents/guardians with frequent reports on their student's progress.
 - Promote collaboration between families and staff.
- Provide families opportunities to volunteer and participate in the student's learning both at Odyssey and at home.
- Communicate opportunities to enhance collaboration and knowledge between stakeholders.

Family Responsibilities

We, as families, will support our student's learning, by:

- Monitoring attendance by actively working to ensure students are present at school.
- Making sure work is completed as assigned.

- Supporting enriching activities outside the classroom that benefit the whole-child development.
 - Engaging with my student's learning through active discussions related to academic content.
 - Participating, as appropriate, in decisions relating to my student's education.
 - Promoting positive dialogue about the school and Odyssey Charter School's mission.
 - Staying informed about my student's education and communicating with the school by promptly reading all notices from the school either received by my student or by mail.
 - Responding to feedback, as requested, by the school for stakeholder input regarding community contributions.

Student Responsibilities

I, as the student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

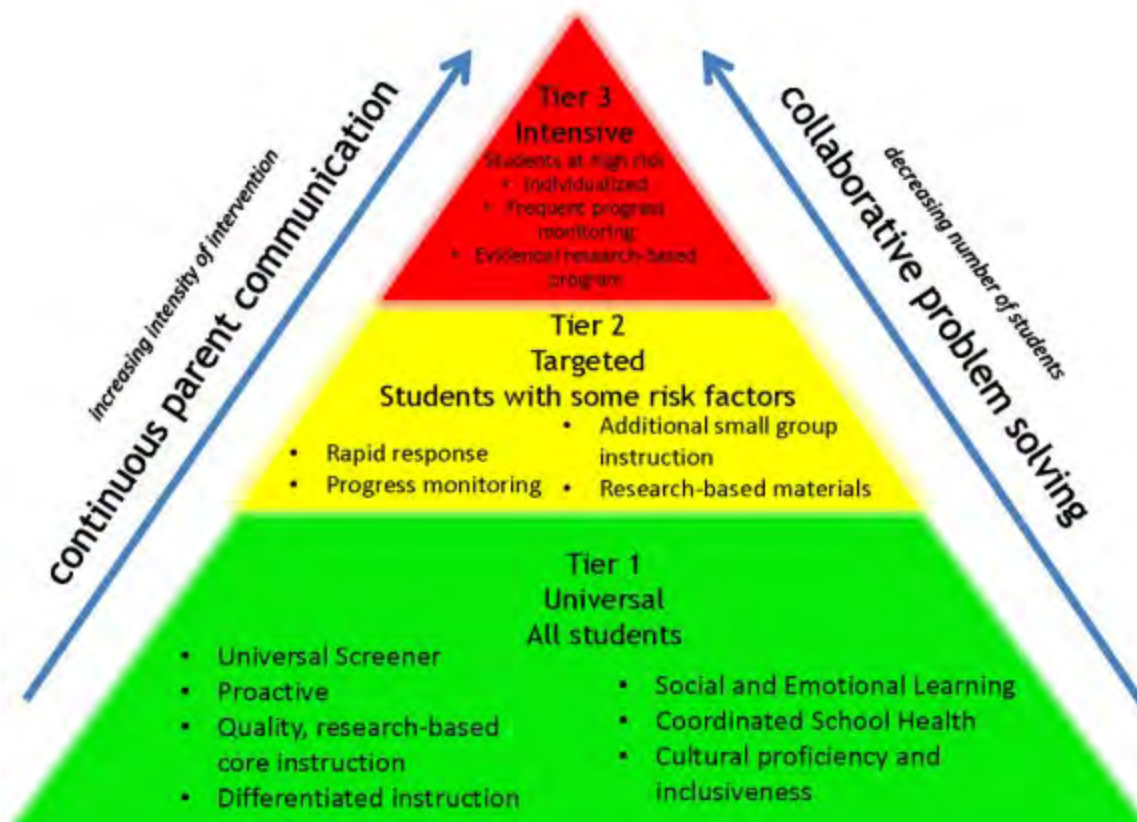
- Complete assignments and activities assigned by my teachers.
- Be an active advocate for my own learning.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from school every day.

Systems of Support

Odyssey Charter School utilizes a Multi-Tiered System of Supports (MTSS) to meet student needs. This system is used for students' academic, social, emotional, and behavioral growth. These Tiers are a fluid process grounded in data that supports the needs of the student

- The first tier of support is the use of research based and best practices that support all students across a school to support positive behavior and academic success.
- The next tier is for students where data supports additional strategies that target their area of need at a more intense level either through a specific intervention or best practices.
- The highest tier is for students where data supports the need for a specific intensive intervention or strategies that directly addresses the area of need.

The diagram below shows an example of how the strategies & interventions available to support students in both Academic and Behavioral areas of need work together. Tier lowest or universal tier represents ALL students, The next Tier represents 10-15% of students for whom Tier I does not provide enough support and the last Tier represents the 5-10% of students who need the most intensive support and interventions for success.



Tier I – Strategies for All Students	Tier II – Focused Interventions & Strategies	Tier III – Intensive Interventions
This is the basic level of support that all students access. These strategies support academic, social, emotional, and behavioral learning. Tier I supports student success by providing clearly stated expectations, universal academic and behavioral support strategies, and recognition of academic success and positive behaviors within the schools.	This is the intermediate level of support where more focused strategies and interventions are in place. These supports are available to build student success in academic, social, emotional, and behavioral learning. Tier II interventions are used when the universal strategies of Tier I are not effective and students need more or different support within schools.	This is the highest level of support with individualized interventions. These interventions are created for students who do not respond to other universal or focused approaches. Tier III interventions are designed to remove barriers interfering with students' abilities to make academic, social, emotional, and behavioral progress.

For social, emotional, and behavioral needs, the following supports are in place:

Tier I Strategies are universal strategies and supports that build positive learning environments in all schools for all learners. These strategies include teaching expected

behaviors and rewarding positive behaviors. They use opportunities for teachable moments before problems occur. They also include positive responses to unexpected or unwanted behavior. Some examples of these universal supports include:

- Advisory/Guidance Lessons
- School-wide Positive Behavior Support (PBS) Incentives
- Restorative practices
 - Self-reflection Consistent, organized, and respectful learning environment
 - Constructive feedback
 - Clear and concise classroom and school expectations

Focused Strategies & Interventions address the needs of students who require additional support. These supports interrupt problematic behavior, teach appropriate alternatives, and promote positive behavior choices. These supports may involve staff outside of the classroom. They address specific student needs, using an intentional process to modify behavior based on data. To determine the best strategy or intervention, staff consider potential root causes of the behavior through various data sources. They also consider the role of the school, classroom, and interaction of others on the learner.

Some examples of Focus Strategies & Interventions include:

- Restorative Practices
- Check-in/Check-out
- Small group counseling for specific area of need
- Mentoring
- Positive Behavior Plan
 - Cash out system
 - Break card or designated schedule breaks
 - Daily/ Weekly incentive plan

Intensive Interventions are designed for students who need the most intensive support based on data. When students have not responded to the interventions from the tiers above based on the data they need more intensive and individualized interventions and supports. These supports may involve time out of the classroom with a peer or adult in an intensive intervention or strategy. A student at this level will receive personalized attention in focused, targeted and supplemental supports. Some examples of Intensive Interventions include:

- Restorative Practices
- Individual Counseling
- Positive Behavior Plan
- Positive Behavior Contract
 - Individualized point card
 - Break with a staff member or designated area
 - Individualized positive reinforcement system

THE STUDENT CODE OF CONDUCT IS IN FORCE:

On school property prior to, during, and following regular school hours, including the virtual/hybrid environment, or when any school activities are in operation

- While students are on the school bus, or in a district vehicle, at the designated bus stop
- When a student's conduct to and from school and/or at the bus stop has a harmful effect on the other students, the community, or on the orderly educational process
- At all school and district sponsored events and other activities where school administrators have jurisdiction over students off campus. The school has the authority to suspend or expel students for activities occurring off school premises when a student's out-of-school conduct indicates that the student presents a threat to the health, safety, or welfare of other students and/or staff. The receipt of an Attorney General's notice that a student has been arrested for a crime that may jeopardize the health, safety, or welfare of other students and staff is sufficient evidence to warrant the initiation of disciplinary action.
- If an act interferes with the educational rights of another student or causes a substantial or material disruption of the school environment, district action may be taken. The Student Code of Conduct is not all-inclusive and a student committing an act of misconduct not listed may be subject to the discretionary authority of the Dean, designee, or Head of Schools. This may include a recommendation for expulsion. Any student who hinders an investigation or any student who aids, is involved with the planning, or helps another student in any way in an act which violates the Student Code of Conduct may be subject to the same disciplinary action as the individual who committed the violation.

PROCEDURES FOR MAKING DISCIPLINARY REFERRALS

All teachers are expected to use universal best practices for behavior management, including but not limited to classroom intervention, and behavioral support strategies in the classroom prior to referring a student to a building administrator for disciplinary action. Many infractions prior to grade 6 require an initial response at the classroom level prior to referral to an administrator. When an infraction or misbehavior reaches a level that warrants the involvement of an administrator or designee, identifying the specific Student Code of Conduct violation and corresponding disciplinary action is the responsibility of the administrator or designee. The decision of the administrator or designee is final subject only to an appeal as per the grievance procedures outlined in Chapter IV.

POSSESSION OF ITEMS IN A LOCKER, MOTOR VEHICLE, OR BOOKBAG/PURSE

The District presumes a student possesses, and is responsible for, all items found in the student's locker, motor vehicle, or bookbag/purse. Students should regularly check the contents of their locker, car, and bags. If students fail to lock their locker or car, or provide access to others, they remain responsible for items found. A lock will be issued to all students and it is the responsibility of the student to lock their locker. The school cannot be held responsible for items lost in unlocked lockers. 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. The responsibility of the student for the contents of the

motor vehicle applies to any car a student drives to school without regard to who owns the car. Before you bring a car to school, or a school activity, carefully inspect the car.

CONFLICT PREVENTION/RESOLUTION/ MEDIATION

It is the philosophy of the school that students and staff should be proactive as well as restorative in their approach to behavior management. Therefore, conflict resolution and mediation strategies should be employed in a restorative manner to assist students and staff in addressing conflict and discipline issues, repairing any harm that has been caused, and promoting social-emotional learning from the experience. The school supports implementation of a Multi Tiered System of Supports (MTSS) which may include Culturally Responsive Practices, Restorative Practices (RP), Trauma Informed Care (TIC), and Positive Behavior Support (PBS). These best practices promote healthy character development for all students as well as proactive strategies at the building, classroom, and individual level to promote positive behaviors . Staff have been trained in Restorative Practices that focuses on how to prevent behavioral challenges, encourage positive behaviors, and de-escalate early and manage behaviors safely. Restorative Practices are consistent with our goal to maintain a positive and safe learning environment.

PROMOTION, ASSIGNMENT, and RETENTION

The goal of Odyssey Charter School is to create a nurturing learning environment where all students feel safe and empowered to utilize their unique skills and talents to gain mastery of grade-level material. Therefore, Odyssey Charter School strives to have 100% of our students promoted to the next grade level. Our philosophy recognizes the uniqueness and individual development and attainment of developmental milestones of all students. Our approach mirrors this philosophy by offering ongoing opportunities to demonstrate proficiency in the necessary skills for academic and non-academic success in the subsequent grade levels. The expectation is for all our students to succeed in all content areas on an annual basis with best practices and supports.

Odyssey Charter School utilizes a preventative approach through Multi-Tiered Systems of Supports in academic and nonacademic area to support the success and acquisition of skills for all students regardless of disability, race, gender, or socioeconomic statuses

Grades K-12 Problem Solving Team (PST)

In cases where student is non responsive to interventions implemented as measured by student data which may include intervention data, school benchmarks and state standards, educators or parents may recommend to the school problem solving team:

Each school K-12 will have a problem solving team that includes but not limited to input from the classroom teacher, an administrator, and may include, reading interventionist, math interventionist, counselor, family crisis interventionist, Occupational Therapist, Speech therapist,

or physical therapist. The team will review student data to identify the needs of the student and make decisions based on the data. The problem-solving team will work collaboratively with the educator to review all students' data to create and support the implementation of an intervention plan in the areas of need. This plan will be communicated with the family. If the family has question or would like to meet the problem-solving team will set up time to meet with the family to go over any questions or concerns on the plan.

The team will support in the collection of data based on the intervention got progress monitoring, and data will be reviewed by the full team every 6-8 weeks to determine if the student is making sufficient progress towards in the current intervention or if other steps need to be taken.

Grades 9-12 Added Supports

At the end of each marking period, a gradebook audit is completed and students who do not pass classes needed to receive the state and school required credits for graduation are noted. Students who fail a required course may be required to complete credit recovery coursework, including but not limited to supplementary work in the units that were not mastered. If students do not complete the online coursework or additional supplementary work provided, they will be rescheduled into the course as soon as possible. Students who have failed two or more graduation requirements will be required to attend an academic conference with a member of the school administration, where their options will be detailed in order to allow for an on-time graduation.

CONTINUED ENROLLMENT POLICY

Under Delaware State Law, Odyssey Charter School can establish reasonable academic and disciplinary standards related to its mission, goals, educational objectives for students to continue enrollment. As a choice school, Odyssey Charter may discontinue enrollment for students who do not meet reasonable behavioral expectations. Students' enrollment may be discontinued if they are expelled, alternatively placed, or have committed multiple violations of the code of conduct, including, but not limited to one or more Step 5 and above disciplinary offenses in a single school year.

CULTURE COMMITTEE

It is in the best interest of the school that a committee is established to promote best practices in instruction and discipline. The culture committee will consist of members from each school building, administrators, and members of the OCS community. They will:

- Coordinate the school wide Bully Prevention Program
- Coordinate and collaborate to support the implementation of best instructional practices
- Ensure that the overall culture of the school is a positive and safe learning environment for everyone.

- This is a proactive committee designed to help and maintain universal best practices to support positive behavior and implementation of strategies.

Chapter II: Student Rights, Responsibilities, and Commitments

Within every school, the Dean has the responsibility and authority for maintaining an orderly educational process and a positive learning environment. The District guarantees students' rights as allowed by state and federal regulations, as well as the policies approved by the District Board.

ATTENDANCE

Satisfactory attendance at school is required for those between the ages of 5 and 16. The district shall comply with all attendance laws and regulations of the state. Students must attend school each day it is in session regardless of the learning format. The following conditions are considered excused absence:

- Illness of the student
- Medical diagnosis and/or treatment
- Death in the immediate family; funerals of other relatives or close friends, not to exceed five days
- Contagious disease in the home of the child subject to regulations of the Division of Public Health, Department of Health and Social Services.
- Legal business requiring the student's presence
- Suspension or expulsion from school
- Observance of religious holidays
- Approved college visits during the junior or senior year
- Authorized school-sponsored activities

- Extenuating circumstances approved by an administrator

If a student is absent for more than 50% of his or her total day's classes, the student cannot participate in any after-school sponsored activities (except when excused by a building administrator or designee based on official documentation of a medical appointment, court date, or other excused obligation). Absences without a valid excuse shall be considered unexcused. Students who have unexcused absences parents will be A building administrator will follow up with the family. Following an absence, a note of explanation must be provided on or before the fifth day of the student's return to school in order for the absence to be considered excused.

No student under the age of 18 may withdraw from school unless his/her parent/guardian signs a formal withdrawal request. The social worker shall use whatever resources are available to assist and encourage the student to complete his/her education.

The building administrative team shall develop specific procedures for tracking attendance and for referral and intervention in cases of violation of school attendance law.

Lateness to Class: Students are expected to have arrived in class ready to learn before the bell rings. Lateness to class may have a detrimental effect on student learning and can result in disciplinary action.

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 day of or the next 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 are absent for more than fifteen (15) minutes of a class may 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 Dean. The absence should be prearranged in writing. Approval for such absences should be sought, where practicable, at least two (2) weeks 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 Dean may then define the

absence as excused. Prearranged absences will not be approved during the state testing, PSAT, AP exams, midterm exams, and final exams.

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

Extended Leave Policy: For students who relocate out of state or take a vacation, the parent/ guardian must apply for extended leave at least one week in advance. For any time longer than 10 school days, the student must be withdrawn. See extended leave policy and application [here](#). See appendix XIII on page 141 for the extended leave policy and the OCS application for extended leave. Attendance is an important part of a child's learning. For students who do not follow the attendance procedures especially in the beginning of the school year, they may be subjected to being withdrawn from the school.

If readmitting after 4 weeks (20 school days):

- Parent/guardian will have to provide new proof of residency
- Parent/guardian will need to provide a new emergency card
- If the student is out of the country for 30 calendar days, a negative TB test is required.
- It is possible the student may be required to be tested back into grade level depending on how much time was missed overall.

Deployment Related Absences: Odyssey Charter School will grant up to five days excused absences for military-connected students whose immediate family member is experiencing a deployment. The conditions under which the school may approve excused absences are:

- the absence is pre-approved
- the student is in good standing
- the student has a prior record of good attendance
- missed work is completed and turned in within the allotted time period and
- the absence is not during standardized testing dates.

The District is responsible for reporting violations of the attendance laws of the State of Delaware. In compliance with Delaware Code (Title 14, Chapter 27) the following will occur:

Compulsory Attendance Requirements:

For children in grades K through 12: The following provisions shall be applicable regarding statewide minimum mandatory attendance requirements in each school year. As stated earlier, students who are absent for more than three days without a legal excuse shall be considered truant.

According to Delaware Law, school districts must file truancy charges after a student has reached 20 unexcused absences. Parents of a child under the age of 18 years can be charged with truancy. A truancy charge for a parent (failure to send a child to school) is a criminal charge. A truancy charge for a child 12 years or over is a civil charge.

1. Following the 10th day of unexcused absence by a student, the school shall immediately notify the parent/guardian and

a visiting teacher for the district shall visit the student's home.

2. Following the 15th day of unexcused absence by a student, the student's parent/guardian shall be notified by certified mail to appear at the school within 10 days of notification for a conference and counseling.

3. Following the 20th day of unexcused absence by a student, the school shall refer the case for prosecution.

4. Following the completion of prosecution of the case and the subsequent failure of the student to return to school within 5 school days thereof, the school shall immediately notify the Department of Services for Children, Youth and Their Families requesting intervention services by the Department. The Department shall contact the family within 10 business days. Following the tenth unexcused day of attendance by a student in grades 6 through 12 inclusive, the building Dean shall notify a visiting teacher of such unexcused days. If contacted by the school, each parent/guardian of a student shall sign a contract with the school agreeing they will make every reasonable effort to:

1. Have their child or children abide by the school code of conduct

2. Make certain their child attends school regularly

3. Provide written documentation for the reasons for any absence

To the extent possible the fine shall be commensurate with the number of days the

student was absent from school without valid excuse. The court may order the parent/guardian to perform unpaid community service in lieu of a fine. The court may require that all or part of the service may be performed for a public school district.

Student: If the Court determines the student has violated § 2702 of this title, it shall adjudicate the student as truant and may order restorative practices/ remedial dispositions

BUS PRIVILEGES

The Student Code of Conduct will apply to all violations to and from school, at the bus stop, and while boarding, riding, or exiting buses. The following rules can be enforced only with the cooperation of every person concerned with transportation. Following the Bus Safety Rules and Regulations will ensure safety, prompt arrivals and departures of buses, and positive attitudes on the part of students. Violations of these rules may result in the suspension of bus privileges. The Bus Rules can also be found as Appendix V.

- a. The driver is in full charge of the bus and pupils and has the authority of a classroom teacher. Pupils must obey the driver promptly and be courteous to him/her and to fellow pupils.
- b. The Odyssey Charter School Code of Conduct applies on the bus and will be enforced.
- c. Pupils must be on time; the bus must run on schedule and cannot wait for those who are tardy.
- d. Before boarding the bus, pupils must keep a safe distance from it while it is in motion.

- e. Pupils must enter the bus without crowding or disturbing others and occupy their seats immediately
- f. Pupils must keep out of the driver's seat and remember that unnecessary conversation with the driver is prohibited while the bus is in motion.
- g. Pupils must not call out to passers-by. They should not open the bus windows without permission from the driver or extend head or arms out of the window.
- h. Pupils shall not leave the bus without the driver's consent, except on arrival at their regular bus stop or at school.
- i. Pupils should help to keep the bus clean, sanitary, and orderly. They must not damage or abuse the equipment.
- j. Pupils must not throw articles of any kind out of or around the bus.
- k. Pupils are not to eat or drink while on the bus.
- l. Pupils may use electronic devices in accordance with the electronic device policy and the acceptable use policy but must obey the driver requests regarding electronic devices.
- m. Pupils may bring sports bags if all equipment is covered and zipped or concealed inside. Projects must be brought to and from school in a bag big enough to be concealed in its entirety. Sports bags, extra baggage, and instruments must be able to be sat on pupil's lap while riding bus. Parents may have to transport their child to school.

COMPUTER USAGE

Students must adhere to the school's Educational Technology Acceptable Use Agreement, which incorporates the State policy, before they may make use of district

technology, including Internet access. (See appendix IV).

Anything that is searched on the school issued device can be seen by a school administrator. The school is alerted if a student searches topics that could be a life threatening situation

COUNSELING

Philosophical Basis

The social emotional and behavioral well being of students is a top priority. Schools provide focused counseling support for students and also support families with contacting wrap-around services and resources including long term therapy, provided by other agencies, as needed.

Collective Commitments

Students have the responsibility:

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

Students have the right:

1. To be accurately informed as to the nature, kind, or type of counseling services available in their school and community

2. To confidential communication unless there is direct harm to themselves or other students.

3. To receive/be referred to appropriate counseling resources for personal and educational problems within a reasonable amount of time

4. To have access to counselors/advisors on the staff

CURRICULUM

Philosophical Basis

Highly qualified professionals collaborate to produce curricula that are consistent with established standards and best practices in a given subject area. Physical materials and learning platforms are selected based on the extent to which they support an established curriculum. For self-selected reading, the district believes that it is every parent/guardian right to make decisions based upon their personal values. Therefore, it is up to the parent/guardian to monitor the material that their minor child voluntarily withdrawals from school/district collections.

Rights

Students have the right:

1. To have access to clear and precise course descriptions
2. To participate in courses and programs appropriate to their individual needs at all grade levels

EVALUATION AND GRADING POLICY

Philosophical Basis

A grade is a measure of student achievement relative to the understanding of state standards which are taught using curricular goals and objectives. Grades serve to inform students, parent/guardian, teachers and administrators of the degree in which mastery has been attained and to help teachers adjust instruction to meet the individual needs of all students. It shall be the responsibility of the Deans to establish a process to develop, monitor and revise as needed, a fair, comprehensive procedure for teachers to follow when grading students.

The middle school grading policy can be found [here](#). The high school grading policy can be found [here](#).

Collective Commitments

Students have the responsibility:

1. To ask for an explanation of a grading system which they do not understand
- 2.To have access to and attain standards of academic performance through universal approaches to learning according to their individual need.
- 3.To share all notices of unsatisfactory progress with their parent/guardians and to make every effort in collaboration with their educator or administrator to improve their performance
- 4.To conduct themselves in a manner which fosters a positive learning environment
- 5.To complete assignments when due

Students have the right:

1. To receive a written copy of the school's grading system at the beginning of each course.
- 2.To receive an academic grade that is based on the school's standardized record keeping 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
- 5.To be given appropriate notice of assignment due dates

EXPRESSION

Philosophical Basis

Students have the right to express themselves through direct and symbolic means as long as such expression does not mock, demean, or ridicule other persons or groups; interfere with school activities or disrupt the learning environment; contain obscene, vulgar, inflammatory statements; or in any way interfere with the welfare of other students.

Collective Commitments Students have the responsibility:

1. To act in a respectful, meaning a quiet, dignified manner during patriotic activities. Students also have the right to be excused from any patriotic act that is against their religious beliefs or deeply held personal convictions.
- 2.To inform the school in writing of activities/policies which are in conflict with

their religious beliefs and request alternative accommodations.

Students have the right:

1. To respectfully express their own opinions on issues
2. To assemble peacefully on school property at a time and place designated by the Dean (This right will be denied if it endangers the health or safety of others, damages property, or disrupts the activities of others.)

HARASSMENT

Philosophical Basis

The school's intent is to foster human dignity and mutual respect in our schools. Harassment of any type contradicts that ideal. In addition, harassment can be a form of unlawful discrimination. No student shall be subject to any type of harassment or bullying whether by fellow students or staff members. The school's Board has issued an Anti-Harassment Policy (See Appendix VIII) which includes an anti-harassment section regarding sexual violence. The Policy prohibits and defines harassment including harassment based on race, color, religion (creed), national origin, sex, disability or sexual violence. Under this Policy, all employees, students, parent/guardian, and anyone associated with the school have the responsibility for ensuring that schools are free from all forms of prohibited harassment or violence. This includes conduct that creates a hostile environment including harassment or sexual violence that takes place in connection with all academic, educational, extracurricular, athletic, and other programs of the school

whether these programs or activities take place in a school facility, a school bus, at a class or training program sponsored by the school. This includes programs or activities on our school premises, at another location or elsewhere such as a class field trip or any sponsored and approved school program or activity regardless of location.

The District shall act to promptly to investigate any and all complaints of harassment or sexual violence and to take appropriate action against any individual/s found to be in violation of our Policy. An investigation after the complaint is filed will take no longer than 60 calendar days.

As used herein, harassment means verbal or physical conduct at a location, place, or time where this Student Code of Conduct is in force, based on a person's race, color, religion (creed), national origin, sex, disability, or any other basis prohibited by State or Federal law, and which substantially interferes with a student's educational performance or creates an intimidating, hostile, or offensive educational environment.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to that conduct is made, either explicitly or implicitly, a term or condition of a student's education.
- Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting the student.
- The conduct has the purpose or effect of substantially interfering with a student's educational performance, or creating an

intimidating, hostile, or offensive educational environment.

Sexual Violence is a form of sexual harassment and refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to an intellectual or other disability. Such acts of sexual violence includes, but is not limited to, rape, sexual assault, sexual battery and sexual coercion. These are examples of sexual harassment in violation of School Policy.

REPORTING HARASSMENT

Any individual who believes that School Policy against harassment or sexual violence of a student has occurred or is occurring shall make a complaint of harassment. If a school representative knows or reasonably should suspect that a violation may be occurring, then immediate steps to investigate can begin without a complaint being filed. Allegations of harassment or sexual violence are not subject to the grievance procedures in Chapter IV of this booklet. Instead, all allegations of harassment or sexual violence should be made directly to the Dean or any other person listed in the complaint procedure provided in our Anti-Harassment Policy at Appendix VII.

The following is the school's designated harassment complaint official: Renee Beamer 302 516 8000 ext. 477
renee.beamer@odyssey.k12.de.us

If one of the harassment complaint officials is the person identified in the complaint of harassment, or if the reporting person is

otherwise uncomfortable, for any reason, with reporting the unlawful harassment to the designated harassment complaint officials, or is otherwise not satisfied after bringing the matter to the attention of one or more of these individuals and/or the Dean, then the reporting person may bypass these individuals and instead report the matter promptly to the Head of School, (302) 516 8000 ext. 478
elias.pappas@odyssey.k12.de.us

The school will investigate allegations of harassment or sexual violence in a prompt manner typically concluding within a 60 calendar day period. The school will notify the parent/guardian of any student who is under the age of 18 who may be investigated regarding confidentiality of the investigation. Any employee or student who is found, as a result of such investigation, to have engaged in harassment in violation of this policy, will be subject to appropriate disciplinary action, up to and including termination of employment of an employee or expulsion of a student. Furthermore, retaliation in any form against a person making a complaint of harassment under this policy, or who conducts, or cooperates in, the investigation of any such complaint, is strictly prohibited, and will itself be cause for appropriate disciplinary action.

Any questions regarding this policy should be addressed to one or more of the designated harassment complaint officials.

Collective Commitments

Students have the responsibility:

1. Where the harasser is a student
 - a. To communicate directly to the person that their behavior is unacceptable and they want him/her to stop;

b. To inform and seek the advice of a teacher, counselor, or school administrator; and

c. To report the information to the Dean if the situation is not resolved, or if the person informed pursuant to (b), supra, fails to take action to investigate and/or stop the alleged harassment or bullying.

2. Where the harasser is an employee or adult

a. To immediately inform the Dean of the objectionable behavior and/or actions of the employee or adult, as well as the person's identity; or

b. If the Dean is the person identified in the complaint, or if the student and/or the student's parent/guardian are uncomfortable communicating the complaint to the Dean, for any reason, then to one, or more, of the designated harassment complaint officials.

Students have the right:

1. To learn in an environment free from harassment, including sexual harassment, sexual violence, or bullying. These forms of harassment are all defined in our policies.

2. To a prompt and fair investigation as possible.

3. To appropriate corrective or disciplinary action where warranted.

4. To not fear any retaliation for making a complaint under any of our policies.

5. To receive an education and participate in the activities and programs of the District free from harassment or sexual violence as defined by our Policy.

MARRIED/PREGNANT STUDENTS

Philosophical Basis

The right to an education shall not be abrogated for a particular student because of marriage or pregnancy. If a different school placement is found to be necessary for a pregnant or married student, the educational program shall be equivalent to that of the current school.

Collective Commitments

Students have the responsibility:

1. To attend school regularly or to take advantage of special programs designed to meet their needs even though they are married, expectant parents, or parent/guardian (Students who are pregnant should seek professional medical advice regarding school attendance.)

2. To be referred to a marriage, pregnancy, or parenthood agency for counseling if they request it

Students have the right:

1. To remain in the regular school program or to attend a special program designed to meet their educational needs

2. To request counseling for marriage, pregnancy, or parenthood

PRIVACY AND PROPERTY

Philosophical Basis

Students have the right to privacy for themselves and their property. When school authorities have reasonable suspicion to believe that a student possesses an illegal item or an item determined to threaten safety and security, the school administration may search a student and his/her property. A student's cell phone is subject to a search if there is reasonable

suspicion to believe it is being used in connection with a violation of the Student Code of Conduct. Items deemed to disrupt or interfere with the educational process may be temporarily removed from student possession. Any electronic device with child pornography will be reported to the police, may be seized by the police, and destroyed or kept as evidence. The District prohibits anyone delivering any obscene materials, or publishing, exhibiting or making available any obscene materials. Student lockers, desks, cubbies, etc. are the property of the school and may be searched at any time. The school district shall not be responsible for lost or stolen personal property that is brought to school. Returning to school after leaving without permission may be considered reasonable suspicion to conduct a search. If students are found with an illegal item or an item determined to threaten safety and security, the law enforcement may be notified.

Collective Commitments

Students have the responsibility:

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

Students have the right:

1. To privacy in their personal possessions unless the Dean or designee has reasonable suspicion to believe that prohibited or illegal substances/objects are possessed or being concealed by the student

PUBLISHING AND DISTRIBUTING MATERIALS

Philosophical Basis

One of the important roles of the school is to provide effective ways in which students may express themselves on a wide range of subjects. Official school publications such as newspapers should reflect the policy and judgment of the student editors and should include viewpoints representative of the entire school community.

Collective Commitments

Students have the responsibility:

1. For designating the person(s) who wrote and published the material; adhering to acceptable standards of journalism including literary value, newsworthiness, and property; distributing material before and after regular school hours; distributing during regular school hours only with administrative permission; displaying materials on bulletin boards provided for student use; accepting any legal consequences for student expression and publication; and to confirm that the information published is factual.

Students have the right: 1. To publish and distribute materials as long as such action does not endanger the health and safety of others, threaten to disrupt the educational process, reflect a libelous nature, indicate a commercial purpose, or contain obscene or inflammatory statements.

RESTORATIVE PRACTICES

Philosophical Basis

Restorative Practices are deliberate and intentional tools and strategies that facilitate

the building of healthy relationships. When the learning and school environment reflects healthy relationships with others, students can show personal growth, capacity for character building, and high-level achievement. We believe it is important for all students and staff to build positive relationships with one another, to support the best academic, social, and emotional outcomes. When harm occurs in the community, healing is a process essential to restoring healthy relationships. Students should be held accountable for their actions and supported in taking an active role in repairing the relationship. This occurs through honest dialogue and collaborative problem-solving, while addressing the root cause and the needs of those impacted. Following an incident, staff shall work with the student and others involved to determine how to repair the harm caused and provide restitution whenever possible. To the extent possible, consequences will be given that match the function of the infraction and support learning and growth for the individual's consequences. For example, if an infraction involves destruction of school property, a consequence including a measure to restore the damage shall be considered. Similarly, if an infraction involves an incident with a social relationship, a consequence could include a measure to restore the relationship, a loss of a social privilege, and/or another activity that strengthens a pro social skill may be considered.

SAFETY

Philosophical Basis

All students who attend the Odyssey Charter have the right to safe and orderly environment where they are encouraged to learn.

Responsibilities

Students have the responsibility:

1. To show respect for other people's ideas, values, and heritage
2. To resolve conflicts in an appropriate manner
3. To notify school personnel if they have knowledge of any weapon(s) on school property

Rights

Students have the right:

1. To learn in an environment free from the threat or act of psychological or physical violence

STUDENT GOVERNMENT

Philosophical Basis

Students have the right to participate effectively in the decision-making processes necessary for developing responsible and productive citizens. They have the right to organize and conduct student council or government association activities which contribute toward the understanding and functioning of the objectives of the school.

- The organization, operation, and scope of student government shall be defined in a written constitution developed through effective student participation and approved at least once every three years by a majority of the students.
- Student government shall function in accordance with its constitution and by-laws.
- The school administration shall ensure that all students have the right to vote and hold office.

- Students shall have the right to select officers and representatives from within the student body in accordance with the constitution.
- Provisions concerning the qualifications of candidates should be as broad as possible, however, grade and disciplinary standards may disqualify some.
- The decisions of the student government shall not be influenced by faculty and may not be arbitrarily vetoed by the school administration.
- The student government organization shall be responsive to the needs and interests of all students and shall conduct open meetings to ensure maximum involvement of students.
- Students shall have the right to recommend to the administration a faculty advisor selected by the members.
- Faculty advisors shall assist the students in ensuring that student government operates independently within the framework of its constitution and the school's philosophy.

STUDENT MOTOR VEHICLES

Philosophical Basis

Since Odyssey Charter provides free transportation to all students; students do not have the right to drive personal vehicles to school. This privilege is granted by school administration.

Responsibilities

Students have the responsibility:

1. To operate their motor vehicles in a safe and prudent manner at all times while driving on school or district property
2. To refrain from carrying or concealing any substance or objects in a motor vehicle which may disrupt the educational process or which are forbidden by the Student Code of Conduct or State law

Rights

Students have the right:

1. To privacy of the contents of their motor vehicles unless the Dean or designee has reasonable suspicion to believe that the student is concealing a prohibited substance or objects and other items that may be disruptive to the educational process.

STUDENT RECORDS

Philosophical Basis

Student records are records that directly relate to a student, and are maintained by the Charter or its employees. Student records do not include records kept in the sole possession of an employee, used only as personal memory aide, and not shared with any other person except a substitute. 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. The school abides by all FERPA guidelines.

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/guardian 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.)

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 must be obtained in order to release to anyone other than the legal guardian)

Rights

Students have the right:

1. To release, inspect, review, and challenge the information contained in their school records within the District guidelines and legal age requirements (School personnel shall provide assistance to students and parent/guardian to help them understand information in student records. This access may not be denied because of failure to pay fines or fees.)

2.To sign for a release of information contained in their records to authorized agencies (The student must be eighteen years of age or older to sign this release.)

3.To be protected from the release of personally identifiable information to unauthorized persons.

USE OF SURVEILLANCE EQUIPMENT FOR SAFETY AND SECURITY

To help assure the safety and security of the students and staff of Odyssey Charter School, the school may use cameras and audio devices to monitor public areas or access to restricted areas in schools or on school property. Recordings from devices installed for safety and security may be used as the basis of disciplinary actions, or, if appropriate, criminal prosecutions against

persons committing violations on school property. This section does not preclude the installation of recording or monitoring devices as part of a criminal or administrative investigation in compliance with pertinent authorities, laws, and procedures for the conduct of such investigations. Notice of presence of surveillance equipment will be posted to the extent required by law. The use of video cameras is subject to pre-approval by the Head of School.

DISCLOSURE OF CERTAIN STUDENT INFORMATION

The school may disclose certain information, known as directory information, in its discretion without consent. Parent/guardian, or students eighteen years of age or over, may refuse to permit the release of any or all directory information. If a parent/guardian or emancipated student does not want directory information released, he or she must send written notice annually to the Head of School of the District at the address listed in the front of this Student Code of Conduct. Such notice must be received within 30 days of student receipt of this Student Code of Conduct. The following student information is directory information: name, address, telephone number, date and place of birth, major field of study, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school attended by the student, and photographs of students in school or school activities provided the photographs do not reveal information concerning academic placement.

FERPA RIGHTS

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

Inspection and Review

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

AMENDMENT OF RECORDS

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

DISCLOSURE WITHOUT CONSENT

Disclosure of personally identifiable information contained in students' education records requires parent/guardian consent with the following exceptions:

1. Such records may be disclosed to school officials with legitimate educational interests. School officials include District employees; the OCS Board members; a person or company retained by the District to perform a special task (for example, an attorney, auditor, medical consultant, or therapist). A school official has a legitimate educational interest if the official needs to

review an education record in order to fulfill a professional responsibility.

2. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

3. Please see Appendix VII for OCS' FERPA notice of directory information.

Complaint

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

Family Policy Compliance Office

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

RIGHTS UNDER PPRA

The Protection of Pupil Rights Amendment (PPRA) affords parent/guardian, students who are 18, and emancipated minors the following rights regarding the district's conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations.

PROTECTED INFORMATION SURVEYS

The District is required to obtain consent permitting a child to participate in certain school activities, or parent/guardian may elect to opt out of such activities. These activities, known as protected information surveys, include a student survey, analysis, or evaluation concerning one or more of the following:

1. Political affiliations or beliefs of the student or student's parent/guardian
2. Mental or psychological problems of the student or student's family
3. Sexual behavior or attitudes
4. Illegal, anti-social, self-incrimination, or demeaning behavior
5. Critical appraisals of others with whom respondents have close family relationships
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
7. Religious practices, affiliations, or beliefs of the student or parent/guardian
8. Income, other than as required by law to determine program eligibility.

NOTICE AND OPPORTUNITY TO OPT OUT

The school will notify parent/guardian of the dates of the following activities and provide an opportunity to opt a student out of participating in such activities:

1. Any protected information survey, regardless of funding source
2. Any non-emergency invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical examination or screening permitted or required under State law

3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing, to sell or otherwise distribute the information to others.

Inspection

Parent/guardian may, upon request, inspect the following:

- Protected information surveys of students
- Instruments used to collect personal information from students for marketing, sales, or other distribution purposes

Instructional materials used as part of the educational curriculum

CODE OF CONDUCT QUESTIONS

If you have any questions or concerns regarding elements of Odyssey Charter School's Code of Conduct, please contact the building Student Advisor or Dean.

Complaint

If parent/guardian believe their rights have been violated, they may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SE
Washington, DC 20202-4605

CHROMETABLET/CHROMEBOOK INSURANCE INFORMATION

Odyssey Charter School understands that an electronic device can be broken and in an effort to keep costs down, have instituted an insurance policy to assist parent/guardian with repair and replacement expenses. All families are required to participate in the insurance plan as part of the iPad/Chromebook One-to-One Initiative in order to take the device home.

See Appendix XI for the Chrome Device
Policy and Insurance Agreement.

Chapter III: OCS Steps: Administrative Strategies, Approaches, and Responses

Progressive Administrative Strategies, Approaches, and Responses for Odyssey Charter School Students

STEP 1

CLASSROOM INTERVENTIONS, RESTORATIVE PRACTICES, AND SEL STRATEGIES/ SUPPORTS

All staff are encouraged to use evidence based, culturally responsive, restorative practices, and/or best practices to support classroom management.

Establish positive relationships and rapport with students

- Teach appropriate behaviors
- Model appropriate procedures /routines
- Teach and encourage an empathy driven culture
- Adopt a “relationships first” motto
- Hold regular proactive circles and utilize connection before content activities to establish a community and culture of restorative practices
- Establish positive communication between home and school
- Mentoring
- Teacher/student conference outside of class time
- Check in emotionally with students during the class period or day
- Provide students frequent corrective feedback to establish trust and ensure students believe you are invested in their success

Utilize calm down and coping strategies as needed

- Encourage mindfulness in all students and staff

Emphasize teaching of positive social, emotional learning replacement strategies

- Reminders, redirection, role plays
- Teach and encourage growth mindset thinking

Prevent negative behaviors from occurring and set students up for success

- Use restorative language throughout the building
- Create clear and consistent expectations
- Engage in reflective problem solving. Consider which lessons students are struggling with, when students are commonly going off-task, etc.
- Utilize flexible grouping
- Provide students with choices in their learning when possible

- Utilize the Universally Designed support for learning to encourage student success

Establish meaningful and restorative responses to negative behavior

- Hold restorative meditations on a regular basis
- Allow students to participate in decision making and repair the harm
- Restitution (for loss or damage, if applicable)
- Establish buddy teacher system
- Loss of classroom privileges
- Relationship Repair

- Teach replacement behavior strategies

Ongoing communication between home and school for both positive and negative behavior

- Document Parent/guardian contact and notification
- Commit to a schedule of communicating with at least one parent/guardian a day for both positive and negative behaviors
- Discuss the positive and negative patterns of behavior that have been observed based on the data collected and analyzed
- Parent/guardian/Teacher conference using a solution focused approach

STEP 2

INTERVENTIONS INVOLVING SCHOOL SUPPORT STAFF AND/OR ADMINISTRATION

Consider using when appropriate Step 1 Classroom Level Strategies have been ineffective or do not apply.

These interventions involve the school administration and aim to correct behavior by stressing the seriousness of the behavior, while keeping the student in school.

A referral to the school administrator is necessary

Student conference with emphasis on use of restorative practice

- Determine if there are skill gaps in social emotional learning (SEL) skills to target for intervention
- Include restorative questioning including discussion on how the behavior has impacted others and what can be done to restore the harm

- Develop and utilize a student behavior plan.
- Engage student in self-reflection activity with adult follow-up
- Administer detention with age-appropriate reflection

Student Due Process required

Document Mandatory Parent/guardian contact and notification

STEP 3

SHORT-TERM REMOVAL WITH RESTORATIVE PRACTICES

Consider using when referred to by matrix or when appropriate Step 1: Classroom Level Strategies and Step 2: Interventions involving School Support Staff and/or Administration have been ineffective.

These interventions may involve the short-term removal of a student from the classroom environment. The duration of any short-term removal is to be limited as much as possible while adequately addressing the behavior.

A referral to the school administrator is necessary

Student conference with emphasis on use of restorative practice

- Elementary (KN-2 and 3-5): Age Appropriate de-escalation, therapeutic calming supports, and refocusing
- Secondary (6-12): Saturday Restoration (class period, Saturday)
- Determine if there are skill gaps in social emotional learning (SEL) skills to target for intervention
- Determine if a relationship building strategy is appropriate
 - Check-in/Check-out
 - Mentoring
- Include restorative questioning including discussion on how the behavior has impacted others and what can be done to restore the harm
 - Restitution (for loss or damage, if applicable)
 - Relationship Repair
 - Loss of privileges
 - Participation in extracurricular activities/special events
 - Student privileges

Student Due Process required

Document Mandatory Parent/guardian contact and written notification

STEP 4

LONGER-TERM REMOVAL (1 DAY ISS or OSS) WITH RESTORATIVE PRACTICES

Consider using when referred to by matrix or when appropriate Step 1: Classroom Level Strategies, Step 2: Interventions involving School Support Staff and/or Administration, and Step 3: Short-term Removal with Restorative Practices have been ineffective.

These interventions may involve the removal of a student from the classroom environment for a whole day. The duration of any removal is to be limited as much as possible while adequately addressing the behavior.

A referral to the school administrator is necessary

One day of Out-of-School Suspension (OSS)

Student conference with emphasis on use of restorative practice

- Determine if there are skill gaps in social emotional learning (SEL) skills to target for intervention
- Determine if a relationship building strategy is appropriate
 - Check-in/Check-out
 - Mentoring
- Include restorative questioning including discussion on how the behavior has impacted

others and what can be done to restore the harm

- Restitution (for loss or damage, if applicable)
- Relationship Repair
- Loss of privileges

Student Due Process required

Document Mandatory Parent/guardian contact and written notification

Plan for student's return to school plan and supports (determine who will greet and ensure a smooth start and transition back to the school environment)

Referral to Problem Solving Team

STEP 5

LONGER-TERM REMOVAL (2 DAYS ISS or OSS) WITH RESTORATIVE PRACTICES

Consider using when referred to by matrix or when appropriate Step 1: Classroom Level Strategies, Step 2: Interventions involving School Support Staff and/or Administration, and Step 3 and 4: Short-term/Longer-term Removals with Restorative Practices have been ineffective.

These interventions may involve the removal of a student from the classroom environment for two whole days. The duration of any removal is to be limited as much as possible while adequately addressing the behavior.

A referral to the school administrator is necessary

Two day of In-School Suspension (ISS) or Out-of-School Suspension (OSS)

Student conference with emphasis on use of restorative practice

- Determine if there are skill gaps in social emotional learning (SEL) skills to target for intervention
- Determine if a relationship building strategy is appropriate
 - Check-in/Check-out
 - Mentoring
- Include restorative questioning including discussion on how the behavior has impacted others and what can be done to restore the harm

◦ Restitution (for loss or damage, if applicable)

- Relationship Repair
- Loss of privileges

Consider student agreement to document proactive plan

Student Due Process required

Document Mandatory Parent/guardian contact and written notification

Plan for student's return to school plan and supports (determine who will greet and ensure a smooth start and transition back to the school environment)

Referral to Problem Solving Team

STEP 6

LONGER-TERM REMOVAL (3 DAYS ISS or OSS) WITH RESTORATIVE PRACTICES

Consider using when referred to by matrix or when appropriate Step 1: Classroom Level Strategies, Step 2: Interventions involving School Support Staff and/or Administration, and Step 3-5: Short-term/Longer-term Removals with Restorative Practices have been ineffective.

These interventions may involve the removal of a student from the classroom environment for three whole days. The duration of any removal is to be limited as much as possible while adequately addressing the behavior.

A referral to the school administrator is necessary

Three days In-School Suspension (ISS) or Out-of-School Suspension (OSS)

Student Conference with emphasis on use of restorative practice

- Determine if there are skill gaps in social emotional learning (SEL) skills to target for intervention

- Determine if a relationship building strategy is appropriate
 - Check-in/Check-out
 - Mentoring
- Include restorative questioning including discussion on how the behavior has impacted others and what can be done to restore harm
 - Restitution (for loss or damage, if applicable)
 - Relationship Repair

- Loss of privileges

Consider student agreement to document proactive plan

Student Due Process required

Document Mandatory Parent/guardian contact and written notification

Plan for student's return to school plan and supports (determine who will greet and ensure a smooth start and transition back to the school environment)

Referral to Problem Solving Team

STEP 7

LONGER-TERM REMOVAL (5-10 DAYS OSS) WITH RESTORATIVE PRACTICES AND/OR ALTERNATIVE PLACEMENT (AP)

Consider using when referred to by matrix or when appropriate Step 1: Classroom Level Strategies, Step 2: Interventions involving School Support Staff and/or Administration, and Step 3-5: Short-term/Longer-term Removals with Restorative Practices have been ineffective.

These interventions may involve the removal of a student from the classroom environment for five to ten whole days, and/or consideration of Alternative Placement. The duration of any removal is to be limited as much as possible while adequately addressing the behavior.

A referral to the school administrator is necessary

Five to ten days Out-of-School Suspension (OSS)

Suspension may extend for up to 10 days

Possible recommendation for Out-of-School Alternative Placement (AP)

Hearing with Student Services Supervisor, Dean/Administrator, Student, and Parent/guardian

Student behavior contract will include supports provided as a school district, expectations of the student, and consequences for failure to comply with expectations

Student Due Process required

Document Mandatory Parent/guardian contact and written notification

If applicable, plan for student's return to school plan and supports (determine who will greet and ensure a smooth start and transition back to the school environment)

Student Conference with emphasis on use of restorative practice

- Determine if there are skill gaps in social emotional learning (SEL) skills to target for intervention
- Determine if a relationship building strategy is appropriate
 - Check-in/Check-out
 - Mentoring
- Include restorative questioning including discussion on how the behavior has impacted others and what can be done to restore harm
 - Restitution (for loss or damage, if applicable)
 - Relationship Repair
 - Loss of privileges

Consider student agreement to document proactive plan

Referral to Problem Solving Team

STEP 8

LONGER-TERM REMOVAL (5-10 DAYS OSS) WITH RESTORATIVE PRACTICES AND/OR ALTERNATIVE PLACEMENT (AP)

Consider using when referred to by matrix or when appropriate Step 1: Classroom Level Strategies, Step 2: Interventions involving School Support Staff and/or Administration, and Step 3-7: Short-term/Longer-term Removals with Restorative Practices have been ineffective.

These interventions may involve the removal of a student from the classroom environment for five to ten whole days, and/or consideration of Alternative Placement, and/or consideration of Expulsion. The duration of any removal is to be limited as much as possible while adequately addressing the behavior.

All Step 8 behaviors and interventions should be documented

A referral to the school administrator is necessary

Five to ten days Out-of-School Suspension (OSS)

Possible recommendation for Out-of-School Alternative Placement (AP)

Possible recommendation for expulsion

Hearing with Student Services Supervisor, Dean/Administrator, Student, and Parent/guardian

Student behavior contract will include supports provided as a school district, expectations of the student, and consequences for failure to comply with expectations

Student Due Process required

Document Mandatory Parent/guardian contact and written notification

If applicable, plan for student's return to school plan and supports (determine who will greet and ensure and smooth start and transition back to the school environment)

Student Conference with emphasis on use of restorative practice

- Determine if there are skill gaps in social emotional learning (SEL) skills to target for intervention
- Determine if a relationship building strategy is appropriate
 - Check-in/Check-out
 - Mentoring
- Include restorative questioning including discussion on how the behavior has impacted others and what can be done to restore harm
 - Restitution (for loss or damage, if applicable)
 - Relationship Repair
 - Loss of privileges

Consider student agreement to document proactive plan

Referral to Problem Solving Team

Code of Conduct Infractions

ABUSIVE LANGUAGE STUDENT TO STAFF (S0301):

Written or spoken language or gestures, directed toward an individual, that are considered offensive, obscene, or vulgar.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5			x	x				
6-8			x	x				
9-12				x	x			

ABUSIVE LANGUAGE- STUDENT TO STUDENT (S0301):

Written or spoken language or gestures, directed toward an individual, that are considered offensive, obscene, threatening, or vulgar.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5		x	x	x				
6-8		x	x	x				
9-12		x	x	x				

ARSON I AND II (C0133 OR C0134):

Arson I: The person intentionally damages a building by starting a fire or causing an explosion and when: (1) The person knows that another person not an accomplice is present in the building at the time; or (2) The person knows of circumstances which render the presence of another person not an accomplice therein a reasonable possibility. Arson in the first degree is a class C felony. 11 Del.C 1953, § 803. Arson II: A person intentionally damages a building by starting a fire or causing an explosion. In any prosecution under this section it is an affirmative defense that: (1) No person other than the accused had a possessory or proprietary interest in the building, or if other persons had such interests, all of them consented to the accused's conduct; and (2) The accused's sole intent was to destroy or damage the building for a lawful purpose; and (3) The accused had no reasonable ground to believe that the conduct.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5							x	x
6-8								x
9-12								x

ASSAULT I OR II ON STUDENT OR STAFF (C0106 OR C0107):

(1) A 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 a dangerous instrument.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5							x	x
6-8								x
9-12								x

ASSAULT III ON STAFF MEMBER (C0201):

Shall mean: (1) A person intentionally or recklessly causes physical injury to a staff member; or (2) With criminal negligence the person causes physical injury to a staff member by means of a deadly weapon or a dangerous instrument.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5							x	x
6-8								x
9-12								x

ASSAULT III ON STUDENT (C0201):

Shall mean: (1) A 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 a dangerous instrument. A physical injury is defined as an impairment of physical condition or substantial pain.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5						x	x	x
6-8							x	x
9-12							x	x

BULLYING AND CYBERBULLYING (D0701):

Bullying is 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; 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) or 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 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 district 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 district materials.

Explanation: Bullying is usually defined as involving **repeated** acts of aggression that aim to dominate another person by causing pain, fear or embarrassment.

(An act is intentional if it is the person's conscious objective to engage in conduct of that nature.) The Student Code of Conduct will be enforced for any verified act of bullying, as defined above, committed out of school against an Odyssey Charter School student if the building administrator determines that the act of bullying interferes with the educational rights of another student and/or causes a substantial or material disruption of the school environment.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5			x	x	x	x		
6-8				x	x	x	x	
9-12				x	x	x	x	

CARELESS OR RECKLESS BEHAVIOR (S0107):

Unintentional behavior that threatens to or causes injury or property damage or intentional behavior that causes or may cause unintentional injury or property damage.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5	x	x	x	x				
6-8	x	x	x	x				

9-12	x	x	x	x				
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CELL PHONES - MISUSE OF CELL PHONES AND ALL OTHER ELECTRONIC DEVICES

(S0312 OR SO311): Cell phones can be brought to school but they must remain on silent mode and out of view during the instructional day unless it is under the direction of a staff member or the student has permission to use it. They may be used before school, after school, and on the bus. The school will employ a color coded zone system wherein students are permitted to use phones in the green zones (ex: bus); in yellow zones (ex: designated areas like a main office); but cannot use or display phones in red zones at any time (ex: hallways). Cell Phones or any other electronic devices are not to be used to record, video tape, play or broadcast music and/or videos unless it is for reasons validated and allowed by a member of the OCS admin team.

The staff at Odyssey Charter School recognize that many students have a cell phone in their possession. We understand the need for students to have the opportunity to communicate with parents in the event of an emergency. However, cell phones should not interfere with the educational opportunities of others nor impact the ability of your teacher to teach their daily lessons. Phones should not be a distraction for you, your peers or your teachers. OCS also recognizes that students utilize their cell phones to access and listen to music. To access music, students should use either headphones or earbuds. Students may keep their cell phones and headphones in their pockets or bookbags, but these electronic devices are not to be seen during any part of the academic day (unless as mentioned in the above paragraph).

1. Students are prohibited from using cell phones or headphones in ANY classroom, the gymnasium, bathrooms, hallways, or the cafeteria - unless directed by a staff member. This includes entering the building and dismissal.
2. Students must TURN OFF their cell phones and remove them from sight prior to their period class.
3. Students must ACCEPT RESPONSIBILITY for their actions. If a student is asked to turn over their cell phone to any staff member, they should do so immediately. All students that turn over their phones when directed will receive their phone back at the end of the academic day by school administration. Failure to do so could result in a parent conference to have their phone returned.

The school shall not be responsible for lost, stolen, or damaged electronic devices.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5	x	x	x	x				

6-8	x	x	x	x				
9-12	x	x	x	x				

CHEATING/PLAGIARISM (S0141):

Fraudulent deception in preparing, or presenting course work or class assignments as a student's own work when it is not. This includes, but is not limited to: (1) copying another student's work, (2) unauthorized use of notes or sharing answers during a test, (3) presenting another person's work as one's own, or (4) presenting quotations, words or ideas without proper references or credit (plagiarism).

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5	x	x						
6-8	x	x						
9-12	x	x						

CLASS CUT (S0041):

All students are expected to arrive at their classes on time and to remain there until the teacher dismisses class. A student is considered to have cut a class any time the student is present in school but does not attend class. Any unexcused absence for more than ten (10) minutes of a class may be considered a cut.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5	x	x	x					
6-8		x	x	x				
9-12		x	x	x				

CRIMINAL MISCHIEF (VANDALISM) (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.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5		x	x	x				
6-8			x	x	x	x		
9-12			x	x	x	x		

DANGEROUS INSTRUMENT(S) POSSESSION/CONCEALMENT/SALE (C0601 - C0626):

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 or

DEADLY WEAPON(S) POSSESSION/CONCEALMENT/SALE: Shall mean the possession, concealment, or sale of a deadly weapon in the school environment.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5							x	x
6-8								x
9-12								x

DEFIANCE (S0081):

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.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5	x	x	x	x				
6-8		x	x	x	x			
9-12			x	x	x			

DISRUPTIVE BEHAVIOR (S0091):

Language, gestures or actions that produce distractions, frictions or disturbances that interfere with effective functioning of the teacher, another student, a class, or any school activity.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5	x	x	x					
6-8	x	x	x					
9-12	x	x	x					

DISTRIBUTION OF DRUGS AND/OR ALCOHOL AND/OR DRUG PARAPHERNALIA (C0701 – C0713, D0501, D1201, D1301):

The sale, transfer, or distribution of drugs or alcohol in school, on school property, or on a school field trip.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5						x	x	x

6-8							x	x
9-12							x	x

EXTORTION (C0141):

To obtain or attempt to obtain money, goods, services, or information from another by force or the threat of force.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5			x	x	x	x		
6-8				x	x	x		
9-12					x	x		

FAILURE TO SERVE DETENTION (S0221):

Detentions are assigned by a building administrator. The student is obligated to serve unless properly excused by the person who assigned the detention.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5	x							
6-8		x	x					
9-12			x					

FIGHTING (D1101):

Any aggressive physical altercation between two or more equal combatants. If a physical injury is sustained, it shall be recorded as an assault III.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5				x	x	x		
6-8					x	x	x	
9-12						x	x	x

FORGERY (S0321 (VERBAL) OR S0322 (WRITTEN)):

Falsely or fraudulently signing or altering a document such as hall pass, early dismissal note, progress report, absence excuse, etc. Forgery shall also include impersonating another student or falsely identifying oneself or others.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5	x	x	x					

6-8		x	x	x				
9-12		x	x	x				

GAMBLING (S0241):

Participation in games of chance for money or other items of value

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5	x	x	x					
6-8		x	x	x				
9-12		x	x	x				

HARASSMENT (S0104 (STAFF) OR S0105 (STUDENT)):

Any actions or statements made with the intent to disrespect, 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 offender knows is likely to provoke a violent or disorderly response or cause a reasonable person to suffer fear, alarm, or distress.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5			x	x	x	x		
6-8			x	x	x	x		
9-12			x	x	x	x		

INAPPROPRIATE LANGUAGE (S0011):

Any profane language or derogatory, disrespectful comments.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5	x	x	x					
6-8	x	x	x					
9-12	x	x	x					

INSTIGATION (S0302):

Behavior which is likely to incite or produce aggressive or physical conflict between two or more individuals.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5		x	x	x				

6-8		x	x	x	x			
9-12			x	x	x	x		

LEAVING SCHOOL WITHOUT AUTHORIZATION (S0051):

Once a student arrives at the school campus he/she may not leave unless authorized to do so, until the end of the student's scheduled day. The parking lot is off limits during school hours. Returning to school after leaving without permission may be considered reasonable suspicion to conduct a search.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5		x	x	x				
6-8			x	x				
9-12			x	x				

LOITERING (S0071):

A student's unauthorized presence in any school area.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5	x	x	x					
6-8	x	x	x					
9-12	x	x	x					

NON-SCHOOL ITEMS: POSSESSION OF NON-SCHOOL ITEMS (S0131):

Any item or device that may be deemed by building staff as disruptive or having the potential for causing disruption (not used to threaten or as a weapon).

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5	x	x	x	x				
6-8		x	x	x				
9-12		x	x	x				

OFFENSIVE TOUCHING OF A STAFF MEMBER (D0802):

Intentionally touching staff 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.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
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K-5				x	x	x	x	
6-8						x	x	
9-12							x	x

OFFENSIVE TOUCHING – STUDENT ON STUDENT (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.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5				x	x	x		
6-8					x	x	x	
9-12						x	x	x

RAPE OR ATTEMPTED RAPE OR SEXUAL ASSAULT (C0120 – C0128): Sexual intercourse and attempted sexual intercourse without consent of the victim in both cases or 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.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5								x
6-8								x
9-12								x

RECKLESS BURNING (S0152):

When a person intentionally or recklessly starts a fire or causes an explosion and recklessly places a building or property in danger of destruction or damage or places another person in danger of physical injury.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5					x	x	x	
6-8						x	x	x

9-12						x	x	x
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RECKLESS DRIVING (S0121 OR S0122):

Driving any vehicle on school property or in a school zone in willful disregard for the safety of persons or property.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5								
6-8				x	x	x		
9-12				x	x	x		

SCHOOL CUT/TRUANCY (S0021):

Any unexcused absence from school (see attendance under Chapter II for a list of excused absences). Repeated offenses may result in legal action and could be considered defiance and treated as such.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5	x	x	x					
6-8	x	x	x					
9-12	x	x	x					

SEXUAL HARASSMENT (D1001):

Actions or statements that are sexual in nature, which offend or defame the dignity or self-esteem of an individual. Examples include but are not limited to unwelcome sexual advances, sexual remarks or jokes, requests for sexual favors, and other offensive verbal or physical conduct directed at an individual. Also, included in this definition is the display of pictures, drawings or other items that are sexual in nature.

Sexual Harassment “Severe Clause”: Situations in which the sexual harassment is directed toward a staff member.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5			x	x	x	x	x	
6-8				x	x	x	x	
9-12				x	x	x	x	x

SEXUAL MISCONDUCT (S0108):

Consensual sexual act(s) intimacy and or affection between two individuals within the school environment.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5			x	x	x	x		
6-8					x	x	x	
9-12					x	x	x	

SMOKING (D1401):

Using, possessing, or dispensing of any tobacco product or tobacco like products.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5		x	x	x				
6-8			x	x				
9-12			x	x				

STEALING (S0111 OR D0601):

The taking, exercising control over or obtaining property of another person intending to deprive that person of it or appropriate it. **STEALING “SEVERE CLAUSE”:** Situations in which the stolen item is valued over \$50.00 or if the stolen item is the property of a staff member.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5		x	x	x	x	x		
6-8			x	x	x	x		
9-12				x	x	x		

SUBSTANCES: MISUSE/ABUSE OF SUBSTANCES (S0131):

Using any substance for a purpose for which it was not intended.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5		x	x	x				
6-8		x	x	x				
9-12		x	x	x				

TECHNOLOGY: MISUSE OF TECHNOLOGY (S0181):

The use of school technology equipment in: (1) Soliciting, using, receiving or sending violent, pornographic, obscene, and/or inappropriate material; or (2) as part of violating or in violation of any federal, state or local law, ordinance, or regulation, or as part of any illegal activity. (For purposes of this section, “inappropriate material” shall be deemed to be any material which is

disruptive of the educational process, as well as any material which may be deemed or constitute cyber-bullying) or Accessing unauthorized email; or The unauthorized downloading and/or installing of files; or Intentionally damaging technology equipment in the School Environment. **SEVERE CLAUSE:** A situation in which a student deliberately: Tamper 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's technology infrastructure.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5	x	x	x	x	x			
6-8	x	x	x	x	x	x		
9-12	x	x	x	x	x	x		

TERRORISTIC THREATENING AND/OR BEHAVIOR (STUDENT: D0901 OR STAFF: 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.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5				x	x	x	x	
6-8				x	x	x	x	x
9-12					x	x	x	x

TERRORISTIC THREATENING - SECURITY/SAFETY THREAT (STUDENT: D0901 OR

STAFF: 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; (3) In reckless disregard of the risk of causing terror or serious inconvenience in the school environment; or (4) A person threatens to commit any crime likely to result in death or in serious injury to person or property.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5						x	x	x
6-8							x	x
9-12								x

UNEXCUSED TARDY (S0031 OR S0032):

Three (3) unexcused tardies to school or to a class without authorization or approved reason

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5	x	x	x					
6-8		x	x	x				
9-12		x	x	x				

UNLAWFUL SEXUAL CONTACT III (C0301):

When a student has 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.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5						x	x	x
6-8							x	x
9-12							x	x

USE AND/OR POSSESSION OF A DRUG AND/OR ALCOHOL AND/OR DRUG PARAPHERNALIA (C0701 – C0713, D0501, D0502, D1201, D1301):

A student unlawfully 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.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5						x	x	x
6-8						x	x	x
9-12						x	x	x

VIOLATION OF MEDICATION POLICY (D1601):

Students are not permitted to take medication of any kind in school unless that medication is given by the nurse. Prescription and non-prescription medication may be administered by the school nurse during school hours, utilizing the instructions outlined in the board policy.

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
K-5			x	x				
6-8			x	x				
9-12			x	x				

State Codes:

S= School

D= Department of Education/ State Reportable

C= Criminal/Police Reportable

Progressive Discipline Matrix

Offense <u>Initial</u> Step Placement										
Offense	State Code	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Mandatory Reporting
Academic Cheating/Plagiarism	S0141	K-12								
Arson	C0133-34							K-5	6-12	Police, DOE
Reckless Burning	S0152					K-5	6_12			
Assault										
1st and 2nd degree	C0106-07							K-5	6- 12	Police, DOE
3rd degree	C0201						K-5	6-12		DOE if <12 years old; Police if >12 years old
Bullying	D0701			K-5	6-12					DOE
Class cut	S0041	K-5	6-12							
Criminal Mischief (Vandalism)	D0301		K-5	6-12						DOE
Defiance/Ins ubordination	S0081-82	K-5	6-8	9-12						
Dress code Violation	S0291	K-12								
Drug/Alcohol Possession or Use										
Alcohol possession and/or use	D0501						K-5	6-12		DOE
Tobacco	D1401		K-5	6-12						DOE

possession and/or use										
Medications: Inappropriate Possession/ Use	D1601			K-12						DOE
Unlawful Possession of Controlled Substances or Look-Alike Substances	C0701-04						K-12			Police, DOE
Under the Influence of unlawful Controlled Substances	D0502						K-12			DOE
Distribution of Alcohol, Drugs and Look Alike Drugs	C0710							K-12		Police, DOE
Extortion	C0141			K-5	6-8	9-12				
Failure to Report for Detention	S0221	K-5	6-8	9-12						
Forgery (Verbal)	S0321	K-5	6-12							
Forgery (Written)	S0322	K-5	6-12							
Fighting	D1101				K-5	6-8	9-12			DOE
Instigation (of fight)	S0302		K-8	9-12						
Instigation (other than fight)	S0302		K-12							
Gambling	S0241	K-5	6-12							
Hate Crimes	C0151						K-5	6-12		Police, DOE
Inappropriate Behavior										

Careless and Reckless Behavior	S0107	K-12								
Consensual Sexual Misconduct	S0108			K-5		6-12				
Disrespect toward a student	S0105			K-12						
Disrespect toward a staff member	S0104			K-12						
Disruption of the Education Process	S0091	K-12								
Plan to violate the Code of Conduct	S0106	K-12								
Safety Violation	S0102							K-12		
Inappropriate Language										
Abusive Language	S0301		K-12	K-12						
Use of Profanity	S0011	K-12								
Leaving school grounds without permission	S0051		K-5	6-12						
Loitering	S0071	K-12								
Offensive Touching										
Staff victim	D0802				K-5		6-8	9-12		DOE

Student victim	D0801				K-5	6-8	9-12			DOE
Out-of-School Conduct										
Pornography	D0101		K-12							DOE
Rape	C0122-25								K-12	Police, DOE
Unlawful Sexual Contact III	C0301						K-5	6-12		Police, DOE
Under 12: Unlawful sexual contact III										
Staff victim	D1802						K-5			DOE
Student victim	D1801						K-5			DOE
Repeated Code of Conduct Violations	S0333				K-12					
Sexual Harrassment	D1001			K-5	6-12					DOE
Skipping Class	S0041	K-5	6-12							
Leaving assigned area without permission	S0052	K-12								
Tardiness: Late to class	S0032	K-5	6-12							
Technology										
Misuse of Technology	S0181	K-12								
Misuse of cell phones and electronic devices	S0311 or S0312	K-12								
Terroristic	D0901				K-8	9-12				DOE

Threatening										
Security threat	D0902						K-5	6-8	9-12	DOE. Police if bomb threat
Theft										
Felony theft> \$1500	D0601		K-5	6-8	9-12					DOE
Stealing	S0111		K-5	6-8	9-12					
Trespassing	S0271		K-12							
Truancy	S0021	K-12								
Unexcused Tardy	S0031 or S0032	K-8	9-12							
Unsafe Driving	S0121				6-12					
Unsafe Item	S0131	K-5	6-12							
Weapon Possession										
Possession of a Dangerous Instrument	C0621								K-12	Police, DOE
Possession of a Deadly Weapon	C0601 - 20; C0622 -26							K-5	6-12	Police, DOE

REPORTING SCHOOL CRIME
- DELAWARE CODE TITLE 14 DEL. C §4112

Delaware Code requires mandatory reporting of the offenses listed in 14 Del. C §4112. School employees who have reliable information that would lead a reasonable person to believe that one of the following has occurred on school property or at a school function must immediately report the incident to the Dean or designee:

- Student, school volunteer, or school employee has been the victim of violent felony, assault III, unlawful sexual contact III; or
- Student under 18 has been victim of sexual harassment; or
- Person on school property has drugs or weapon or bomb.

The Dean or designee will make every effort to notify the parent/guardian and will conduct a thorough investigation and/or if warranted by statute will report to the police authorities. In addition, the Dean will make every effort to notify the parent/guardian of any juvenile victim. The following list is not all-inclusive, but, at a minimum, the following shall be reported to the appropriate law enforcement agency.

1. Evidence that suggests the commission of the crimes of assault and extortion against pupil, or an assault or extortion against a school employee
2. Evidence that suggests the commission of a felony, for example: reckless endangering; assault offenses; homicide; arson; criminal mischief; bombs; robbery; rape; extortion; fraud; forgery; weapons; etc.
3. Evidence that suggests violations of the laws concerning controlled substances and alcohol
4. Evidence that suggests incest, sexual abuse or the neglect or other abuse of children
5. Evidence that suggests the use, possession, or sale of dangerous instruments or deadly weapons, (e.g. knives, firearms, ammunition, explosives or blasting caps)
6. Evidence that suggests morals offense (e.g. pornography, exhibitionism, peeping, etc.)
7. Evidence that suggests organized gambling
8. Evidence of offenses involving school property, e.g. false fire alarms, telephone threats, computer crimes, vandalism and criminal mischief, trespass, burglary and theft, reckless driving and safety hazards
9. Reports of suspicious persons or unauthorized persons on or near school grounds or property, or rumors, information or observations of gang rivalries or activities (These activities need not be reported to the State the OCS Board.

Chapter IV: Due Process Procedures for Alternative Placement Meetings and Expulsion Hearings and Grievance Procedures

PRELIMINARY INVESTIGATION & REPORTING REQUIREMENTS FOR VIOLATIONS OF THE STUDENT CODE OF CONDUCT

Investigatory Procedures & Timeline

The Odyssey Charter School's investigation and reporting requirements for violations of the student code of conduct are in accordance with the Delaware Code - **14 Del. Admin. Code § 616**. It states the following:

Section 616-1.0 - Purpose

Pursuant to 14 Del.C. § 122 (b)(26), this regulation, which applies to all public school districts and charter schools, provides uniform procedures for the following situations: referral of students who warrant consideration for placement outside the Regular School Program into an Alternative Program; placement of students into an Alternative Program; monitoring student progress while in Alternative Placement; return of students back into the Regular School Program from an Alternative Program; Suspensions; and Expulsion hearings.

Section 616-2.0 - Terms and Definitions

In this regulation, the following terms and words shall have the following meaning unless the context clearly indicates otherwise:

"Administration" means administrative staff from a district, school, or charter school.

"Alternative Placement" means the removal of a student from his/her school on a temporary basis for a period of time as determined by the Alternative Placement Team and assignment to an Alternative Program.

"Alternative Placement Packet" means the documents submitted to the Alternative Placement Team including, but not limited to and as applicable, a student's academic information, behavioral information including reason for referral to Alternative Placement, attendance information, Individualized Education Plan (IEP), 504 plan, and immunization records.

"Alternative Placement Team (APT)" means a committee composed of the following: a representative of the Alternative Program staff; a district level coordinator who will be designated by the superintendent; the building level principal, assistant principal or other person as appropriate; the student's Parent; guidance counselor or school social worker; and, if appropriate, a representative from the Department of Services for Children Youth and Their Families (DSCYF) with knowledge of the student's and family's needs. Other individuals may be invited as determined by the APT. The APT reviews and prescribes the appropriate placement for students being considered for Alternative Placement.

"Alternative Placement Team Meeting" means a meeting held by the district/charter school Alternative Placement Team to determine the appropriate educational setting for a student whose behavior is within the defined conduct under 14 DE Admin. Code 614 and who has been recommended for Assignment to an Alternative Program.

"Alternative Program" means a school discipline improvement program that provides Appropriate Educational Services that has been created for students whose behavior(s) is within the defined conduct under 14 DE Admin. Code 614. This includes any programs managed by a school district/charter or the Consortium Discipline Alternative Program.

"Appropriate Educational Services" means instruction and assessment provided by the district/charter and includes access to instructional materials, graded homework and communication with educators so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting a level of proficiency in that curriculum.

"Assignment to an Alternative Program" means student Assignment to an Alternative Program, including Consortium Discipline Alternative Program and any Alternative Program maintained by a district/charter school, until the student has fulfilled the requirements to return to the Regular School Program.

"Attorney General's Report (Juvenile Arrest Warrant and Complaint)" means the Department of Justice's report of alleged 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.

"Board of Education" means the Board of Education of a reorganized school district or the Board of Directors of a charter school.

"Building Level Conference" means a meeting which is held by phone or in person between the Principal, other appropriate school staff members as determined by the Principal, a student and a student's Parent to discuss the student's misconduct relative to a recommendation for Suspension, Alternative Placement, or Expulsion.

"Consortium Discipline Alternative Program" means a school discipline improvement program which serves an organized consortium of school districts and/or charter schools as provided for in 14 Del.C. Ch. 16.

"Disciplinary Action" means the student identified for Short or Long-Term Suspension, Expulsion, or Alternative Placement who may be excluded from all school activities, including but not limited to, extracurricular sports/programs, field trips, and ceremonies; is not allowed on School Property unless placed in an Alternative Placement on School Property.

"Discipline Record" means all information about Disciplinary Action taken against a specific student as a result of any infraction of the school's/district's Student Code of Conduct or other rules.

"Expulsion" means Disciplinary Action approved by the Board of Education resulting in a student being removed from the Regular School Program for a duration not to exceed the total number of student days in a school year. A student expelled without Appropriate Educational Services shall be unenrolled from the district/charter during the term of the expulsion. Regardless of whether without or with services, including Alternative Placement, the expelled student is not eligible to enroll in any other Delaware public school during the period of the Expulsion and until any reasonable terms of the Expulsion are fulfilled.

"Grievance" means a formal complaint, filed per specific district/charter procedures, to school Administration regarding a student's rights or liberty interests having been denied or impaired. At a minimum, the procedures shall be similar to the Grievance Guidelines applicable to this regulation, as posted on the Department of Education website.

"Hearing Officer" means an official appointed by the district/charter to conduct a formal due process hearing for a student recommended for Disciplinary Action which requires a formal due process hearing. The Hearing Officer may be an employee of the district or charter school, but shall not have been involved in any review of the student incident at the building or district level.

"In-School Alternative Program" means a School-Based Intervention Program (SBI) as described in 14 DE Admin. Code 609. Placement is determined by the school's Student Intervention Team as described in 14 DE Admin. Code 609. The program design includes the student's regular curriculum, as well as character education, social skills development, conflict resolution, access to counseling services and behavior modification strategies.

"Intake Form" means the checklist used during the student Intake Meeting which ensures the inclusion of behavioral, academic, and other necessary information to facilitate the placement of a student at a Consortium Discipline Alternative Program.

"Intake Meeting" means the meeting at an Alternative Program site which includes the student, the Parent, district/charter school representative, program administrator and other appropriate Alternative Program staff. At this meeting the program's rules and expectations are reviewed, paperwork that requires student and Parent signatures is completed, and the district's/charter school's individualized goals and expectations for the alternatively-placed student are reviewed.

"Outside Agency" means any agency from which a student has received services, but does not include an Alternative Program. Examples include, but are not limited to: judicial placement, youth detention facility, substance abuse facility, and mental health facility.

"Parent" means a biological or adoptive parent of a child; a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State); an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives and for whom a Relative Caregiver's School Authorization executed in compliance with 14 Del.C. § 202 (f)(1) is on file; an individual or entity who is otherwise legally responsible for the child's welfare; a surrogate parent who has been appointed in accordance with 14 DE Admin. Code 926.19; or a student who has reached the age of majority as defined in 1 Del.C. § 701.

"Principal" means the building principal, or the equivalent of the building principal, of any district or charter school, or the principal's designee.

"Regular School Program" means student enrollment in a public school, not including specially assigned non-special education or student behavioral intervention programs within or outside the enrolled school, in which the student's classroom or course placement is based primarily on age, grade level and cognitive abilities as assigned by the school Administration or an IEP team and the student's participation in daily course instruction and activities within the assigned classroom or course.

"Repeated Violations of Student Code of Conduct" means five or more violations of the school's Student Code of Conduct within a school year, excluding chronic infractions for tardiness or unexcused absences to school/class.

"School Discipline Committee" means a school-level committee consisting of appropriate school personnel, similar to those identified in 14 Del.C. Ch. 16, which meets to decide on student Disciplinary Action recommendations made by the Principal.

"School Environment" means within or on School Property, and at school sponsored or supervised activities, including, for example, on school grounds, on school buses, at functions held on school grounds, at school sponsored extracurricular activities held on and off school grounds, on field trips and at functions held at the school in the evening.

"School Property" means any building, structure, athletic field, sports stadium or real property that is owned, operated, leased or rented by any public school district 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.

"Student Code of Conduct" means the district/charter school approved document which specifies the rights and responsibilities of students, defines conduct that disrupts/threatens a positive/safe School Environment, standardizes procedures for consequences and Disciplinary Action, and defines due process and Grievance procedures.

"Student Review" means a formal meeting that takes place at the Alternative Program with the district/charter school representative, the Alternative Program Administrator, and other appropriate Alternative Program staff to determine to what degree the student currently placed in the Alternative Program is progressing toward their behavioral and academic goals as determined during the student's Intake Meeting. The student and Parent shall be invited to attend this meeting.

"Superintendent" means the chief school officer of any public school district or charter school, or the equivalent of a superintendent, or the superintendent's designee.

"Suspension, Long-term (Long-term Suspension)" means Disciplinary Action approved by the Superintendent upon recommendation of the Principal or District Alternative Placement Team resulting in the student being removed from the Regular School Program for eleven (11) consecutive school days or more and not to exceed the total number of school days in a school year. Student chooses to waive his right to a formalized due process hearing as outlined in Section 10.0 of this regulation, maintains enrollment in the district/charter, and is provided Appropriate Educational Services during the term of the suspension, but is excluded from all school activities including, but not limited to, extracurricular sports/programs, field trips, and ceremonies. Student is not allowed on School Property when suspension is out-of-school. A Long-term Suspension requires initial due process procedures as outlined in Section 4.0 of this regulation and the student choosing to waive his right to a formalized due process hearing as outlined in Section 10.0 of this regulation.

"Suspension, Short-term (Short-term Suspension)" means Disciplinary Action approved by the Principal or School Discipline Committee resulting in the student being removed from his Regular School Program for at least one (1) school day and not more than ten (10) consecutive school days. Student maintains enrollment in district/charter, but is excluded from all school activities including, but not limited to extracurricular sports/programs, field trips, and ceremonies. Student is not allowed on School Property when Short-term Suspension is out-of-school. A Short-term Suspension requires initial due process procedures as outlined in subsection 5.1 of this regulation.

"Transition Meeting" means a meeting to discuss the student's return to the Regular School Program which takes place at the school in which the student is enrolled, with the Alternative Program representative, the district/charter school representative, the

student, the Parent, a school administrator, a teacher, a school counselor, a student advisor or disciplinarian if assigned, or other representative.

"Violent Felony" means a crime designated in 11 Del.C. § 4201 (c).

Section 616-3.0 - Preliminary Discipline Investigation & Reporting Requirements

3.1 Investigatory Procedures & Timeline

3.1.1 In any instance when student Disciplinary Action which may result in removal of the student out of the Regular School Program for one day or more is contemplated, a member of the building level admin team shall conduct a preliminary investigation to determine if there is reasonable basis to pursue Disciplinary Action.

3.1.1.1 The Dean or a designee may remove the allegedly offending student from the general student population while conducting the preliminary investigation if the student's presence in the School Environment poses a threat to the health, safety, or welfare to persons or property within the School Environment, as determined by the Dean or a designee. Initial due process in accordance with subsection 4.2 .1 of this regulation shall be provided.

3.1.1.2 When obtaining written statements from witnesses, reasonable efforts may be made to notify the parent of each witness.

3.1.1.3 Reasonable efforts shall be made to include the allegedly offending student or parent in the preliminary investigation.

3.1.2 The investigation shall be completed within three (3) school days of the date the incident in question was reported.

3.1.3 The Dean or a designee shall confiscate any contraband as defined in the Student's Code of Conduct or under the School's policy or state or federal law, which may be used for criminal/juvenile delinquency proceedings. Such contraband shall be labeled and secured in a locked area. Any confiscated contraband, or that reasonably understood to be illegal contraband, which may be used for criminal/juvenile

proceedings shall be turned over to the appropriate police agency as soon as practicable.

3.2 Reporting Requirements
3.2.1 If the investigation reveals that there is reliable information that would lead a reasonable person to believe that a mandatorily reportable crime under 14 Del.C. § 4112 has been committed, the Dean or designee shall immediately notify the appropriate law enforcement agency of the incident.

3.2.1.1 All reports to the appropriate law enforcement agency must be made immediately by telephone or in person and shall be followed by a written report of the investigation within three (3) business days.

3.2.2 The Dean or the designee shall report all offenses listed as a mandatory report to the Department of Education under 14 Del.C. § 4112 and 14 DE Admin. Code 601 within five (5) business days of the incident by completing the information in the eSchoolPlus discipline center or successor Delaware Department of Education approved student database management application.

Section 616-4.0 - Initial Due Process

4.1 A student shall be afforded initial due process rights for discipline procedures which result in the removal of the student for one day or more from the Regular School Program due to a violation of the school's Student Code of Conduct.

4.1.1 Prior to any removal of one day or more from the Regular School Program due to a violation of the school's Student Code of Conduct:

4.1.1.1 The student had prior opportunity to be informed in accordance with the established Student Code of Conduct rules and/or regulations.

4.1.1.2 The administrator/designee shall inform, orally or in writing, the student of the allegation(s) against him/her, the conduct which forms the basis of the allegation(s), and the policy, rule, or regulation violated.

4.1.1.3 The student shall be given an explanation of the evidence supporting the allegation(s) and an opportunity to present his/her side of the story including any evidence.

4.2 Due Process Delay Provision

4.2.1 A student whose presence in the School Environment poses a threat to the health, safety, or welfare to persons or property within the School Environment, as determined by the Dean or a designee, may be immediately removed from school provided that, as soon as practicable thereafter, the initial due process procedures outlined in subsection 4.1 of this regulation are followed.

4.3 In addition to the initial due process rights, a student who is recommended for Alternative Placement or Expulsion shall receive applicable additional due process rights as outlined in Sections 7.0, 10.0, and 11.0 of this regulation.

Section 616-5.0 - Suspensions

5.1 Short-term Suspension

5.1.1 The Dean or the designee, in accordance with the rules of the district/charter school, shall have the right to impose a Short-term Suspension on any student in the school who has violated the school's Student Code of Conduct. The duration of the Short-term Suspension shall not be more than ten (10) consecutive school days for any single conduct violation or combination of violations which occurred during a single disciplinary incident.

5.1.2 The Head of School, in accordance with the rules of the district/charter school, shall have the right to temporarily extend a student's Short-term Suspension beyond the ten school day limit pending a district/charter Alternative Placement Meeting decision or the district/charter's Board of Education decision regarding an Expulsion hearing or other formalized Disciplinary Action hearing for the student.

5.1.2.1 A student whose Short-term Suspension has been temporarily extended beyond ten (10) consecutive school days shall receive Appropriate Educational Services beginning on the first day of the extension. Educational

services shall continue until the student's district/charter Alternative Placement Meeting decision has been rendered or the district/charter's Board of Education decision regarding the student's Expulsion hearing or other formalized Disciplinary Action hearing has concluded. This does not preclude a district/charter from providing Appropriate Educational Services during a Short-term Suspension prior to the extension.

5.2 Long-term Suspension

5.2.1 The Head of School, in accordance with the rules of the district/charter school, shall have the right to impose a Long-term Suspension on any student in the school who has violated the school's Student Code of Conduct's listed acts of misconduct as defined in 14 DE Admin. Code 614.3. The duration of the Long-term Suspension shall not exceed the number of school days in a school year for any single conduct violation or combination of violations which occurred during a single disciplinary incident.

5.3 Prior to any Suspension from school, the initial due process procedures outlined in subsection 4.1 of this regulation shall be followed unless temporarily delayed as allowed in subsection 4.2 of this regulation.

5.4 When a student receives a suspension from school (in or out-of-school), reasonable attempts to provide verbal notification to the parent shall be made by the Dean or a designee prior to the suspension being served. Written notification of the suspension and information regarding the districts/charters appeal or Grievance process shall be given or sent to the parent as soon as practicable, but no later than three business days. The notification shall state the cause and duration of the suspension.

5.4.1 The parent or student may appeal the suspension to the next administrative level in accordance with the district/charter's appeal or Grievance process.

5.5 Prior to the student's return from an out-of-school suspension of three (3) school days or more, the Dean or the designee shall hold an in-person or phone conference with the parent and student. A definite time, date, and place for the conference shall be designated by the Dean or the designee. The Dean may waive this conference requirement.

Section 616-6.0 - Requirement of Grievance Process

6.1 Each district/charter school shall have a written Grievance procedure. The district/charter school shall have the written Grievance procedures available for Parent review.

6.2 Grievance procedures, shall, at a minimum, be similar to the Grievance guidelines applicable to this regulation as posted on the Department of Education's website.

A grievance is another name for a complaint. A student grievance exists when it is alleged that a student has been treated unfairly or has not been afforded due process.

The following persons or groups of persons may use the grievance procedures:

1. Students or groups of students
2. Parent/guardian of a student
3. Groups of parent/guardian of students

The grievance procedure may be used as follows:

1. Where it is alleged that any student or group of students:
 - a. Is being denied access to an appropriate educational opportunity;
 - b. Is being denied participation in any school activity for which the student is eligible;
 - c. Is being denied the opportunity to compete for a position in an activity where the selection is limited;
 - d. Is being subjected to an arbitrary or unreasonable regulation, procedure or standard of conduct.
2. Where it is alleged that the rights of an individual student and/or group of students are being denied or abridged

GRIEVANCE PROCEDURES

The grievance procedure shall be followed in the following levels. NOTE: Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on actual or perceived characteristics, or the school's failure to comply with the prohibition against requiring students to pay fees, deposits or other charges for participation in educational activities, or complaints relating to accommodations for lactating students do not fall under this policy, and should instead be addressed in level 3 by the Dean of the building.

The grievance forms can be found in Appendix X:

Level 1:

1. The grievant shall request, within three (3) school days of the action that is the subject of the complaint, a conference with the person(s) who allegedly treated the student unfairly. If requested, the guidance counselor and/or the Student Advisor should attend this conference.
2. A conference shall be held within one (1) to four (4) school days after the request.

Level 2:

3. If the conference does not resolve the complaint, the grievant may file a written grievance utilizing the [Odyssey Charter Schools' Level 2 form](#) with the Dean or the administrator overseeing the program, specifying what decision/action is being grieved and why within three (3) school days following the conference.
4. The Dean or the program administrator shall resolve the appeal by investigating the situation, reviewing the grievance and relevant records or documentation, and will schedule a conference with the grievant to address the grievance no later than (5) school days following the receipt of the notice of appeal and shall issue a written determination within five (5) school days following the investigation/conference. If the discipline will result in a consequence that is less than an out-of-school suspension, the Dean or the program administrator's decision is final.

Level 3:

5. If the grievance decision at the Dean's level is not acceptable and the consequence will result in out-of-school suspension, alternative placement, or expulsion, then the Dean's decision may be appealed to the Head of School. A grievant wishing to appeal the Dean's decision must file a written appeal using the [Odyssey Charter School's Level Three Form](#) with the Head of School specifying the decision that is being appealed and why within three (3) school days of the date of the Dean or a program head's written decision.
6. The Head of School shall resolve the appeal by investigating the situation, reviewing the written appeal/records, and scheduling a conference with the grievant to hear the grievance within five (5) school days following the receipt of the notice of appeal and shall issue a written determination within five (5) school days following the conference. If the discipline will result in a consequence that is an out-of-school suspension, an alternative placement, or less, the Head of School's decision is the final decision.

Level 4:

7. If the grievance decision at the Head of School level is not acceptable and the consequence will result in a possible expulsion, the Head of School's decision may be appealed to the OCS Board. This appeal must be submitted, in writing using the [Level Four form](#) specifying what decision is being appealed and why within three (3) school days of the date of the Head of School's written decision.
8. The OCS Board/designee shall resolve the grievance by investigating the situation, reviewing the written appeal/records, and scheduling a conference with the grievant to address the grievance within five (5) school days of its receipt and shall issue a written determination within five (5) school days following the conference. The decision of the OCS Board shall be the final decision of the school system.

Please click below for the forms. Copies of the forms can also be found in Appendix X:

[Level Two Grievance Form \(Dean or Program Director\)](#)

[Level Three \(Head of Schools\)](#)

[Level Four \(Board of Directors\)](#)

Section 616-7.0 - Assignment to an Alternative Program

7.1 Procedures for Student Referral

7.1.1 Criteria for student referral to an Alternative Placement.

7.1.1.1 A Dean may refer a student for Alternative Placement for any severe disciplinary violation for which Alternative Placement may be a consequence as specified in the district/charter school Student Code of Conduct and the student's behavior is within the defined conduct under 14 DE Admin. Code 614.

7.1.1.2 A Dean may refer a student for Alternative Placement for any offense listed in 14 Del.C. § 4112. Students ineligible as a result of an offense listed in 14 DE Admin. Code 611 shall not be referred to a Consortium Discipline Alternative Program.

7.1.1.3 A Dean may refer a student for Alternative Placement in conjunction with an Attorney General's Report or court disposition that indicates that the student has been charged with a Violent Felony and/or is a threat to the health, safety, and welfare of others within the School Environment. Students ineligible as a result of an offense listed in 14 DE Admin Code 611 shall not be referred to a Consortium Discipline Alternative Program.

7.1.1.4 A Dean may refer a student for Alternative Placement in conjunction with chronic disruptive behaviors which result in Repeated Violations of the Student Code of Conduct after all school-based best practice interventions have been put into place for said student. This may include, but is not limited to, counseling services, the development and implementation of a behavior support or modification plan, mentoring, referral to mediation, and participation in an available In-School Alternative Program.

7.1.1.5 Referral to a state funded Consortium Discipline Alternative Program must also meet the criteria set forth in 14 DE Admin. Code 611.7.1.1.5.1

A referral of a charter school student to a Consortium Discipline Alternative Program shall also comply with the provisions of 14 Del.C. § 504A (8).

7.2 Responsibilities for Student Referral Which May Lead to Alternative Program Placement

7.2.1 When it is alleged that a student committed a violation of the Student Code of Conduct and may be subject to a recommendation for Alternative Placement, the following procedures shall occur:

7.2.1.1 The Dean or a designee shall conduct a preliminary investigation pursuant to Section 3.0 of this regulation to determine if there is reasonable basis to pursue Disciplinary Action.

7.2.1.2 If the preliminary investigation verifies that Disciplinary Action may be warranted, initial due process procedures outlined in Section 4.0 of this regulation shall be followed.

7.2.1.3 After the student has been afforded initial due process procedures, and if the Dean or the designee decides that Disciplinary Action will be taken, the student and parent shall be notified.

7.2.1.4 The Dean or the designee may impose a Short-term Suspension. If the student is suspended, the student and the parent shall be provided a copy of a Suspension form that includes a written notice of the Student Code of Conduct violation(s).

7.2.1.5 If the Dean or the designee decides that the Disciplinary Action should be a referral for an Alternative Placement, the Dean or the designee shall compile an Alternative Placement Packet for the student. The Alternative Placement Packet may also include other relevant information at the discretion of the Dean.

7.2.1.5.1 Schools/charters which utilize a site-based School Discipline Committee may have the committee meet to discuss the incident and make a recommendation to the Dean for the student to remain in the current school setting, or for referral to an Alternative Program.

7.2.1.6 A charter school Dean shall verify that the Alternative Placement referral meets the conditions set forth in 14 Del.C. § 504A (8).

7.2.1.7 For all referrals for Alternative Placement for a general education or special education student, the Dean shall hold a Building Level Conference with the parent and the student.

7.2.1.7.1 The Dean shall explain to the parent and the student that the purpose of the meeting is to inform them: 1) of the referral for Alternative Placement; 2) that the student may be suspended pending the outcome of the district/charter school Alternative Placement Team Meeting

and; 3) of the procedures that will take place as follow-up to the referral for Alternative Placement.

7.2.1.7.2 The conference shall be held by phone or in person.

7.2.1.7.3 The Dean shall have at least one other person present to take notes during the conference or shall have the conference audio recorded.

7.2.1.8 Notice of the Alternative Placement Meeting shall be mailed to the Parent and the student via regular U.S. and certified mail at least five business days before the meeting is to occur.

7.3 Alternative Placement Meeting for Districts/Charter Schools

7.3.1 A district/charter school Alternative Placement Meeting shall take place to determine if an alternative setting is appropriate for a referred student.

7.3.1.1 The parent and student shall receive verbal and written notification of the district/charter school's Alternative Placement Meeting. Parents and student may, but are not required to, attend the meeting.

7.3.1.2 The parent and student shall be informed of the district/charter school Alternative Placement Team's decision for placement within one (1) business day of the meeting.

7.3.1.2.1 If the decision is to assign to an Alternative Placement, the Dean or the Head of School shall send follow-up written notice within three (3) business days to the Parent describing the circumstances which led to the placement, identifying the Alternative Program to which the student is being assigned, and the conditions which must be met in order for the student to return to the Regular School Program.

7.4 Student Assignment to an Alternative Program

7.4.1 The district/charter school representative shall contact the selected Alternative Program to set up a date and time for an Intake Meeting.

7.4.1.1 The Intake Meeting shall not occur unless all required participants are present, unless excused by the Head of School, and documentation from the Alternative Placement Packet is provided.

7.4.1.1.1 Participants required to be present at the Intake Meeting include, but are not limited to, the student, the parent, a district/charter school representative, the Alternative Program administrator, and other appropriate Alternative Program staff.

7.4.1.2 A student assigned to a Consortium Discipline Alternative Program must be registered in a district/charter school before the Intake Meeting is held.

7.4.1.3 The Intake Meeting will include the completion of necessary forms, including the Intake Form, which requires student and parent signatures.

7.4.1.4 During the Intake Meeting, the district/charter school representative shall communicate, to all in attendance, the district/charter school's individualized goals and expectations for the alternatively placed student, including the Individualized Service Plan (ISP) under 14 DE Admin. Code 611, if applicable. The individualized goals and expectations shall be recorded on the Intake Form.

7.4.1.4.1 The Intake Form shall be signed by all parties, copied and distributed to the student and Parent, Alternative Program administrator, and district/charter school representative and shall become part of the student's educational record as defined by 14 DE Admin. Code 252.

7.4.2 The district/charter school shall maintain all alternatively placed students' enrollment status in Delaware Student Identification System (DELSIS) and eSchool PLUS database systems or successor Delaware Department of Education approved student database management system. A student placed in a Consortium Discipline Alternative Program shall have both an "active" and "service" status designation in DELSIS.

Section 616-8.0 - Procedures for Student Monitoring while in Alternative Placement

8.1 A Student Review for each student in the Alternative Program shall be completed. Quarterly reviews are recommended. Semi-annual reviews are required.

8.1.1 The Student Review shall include an examination of student attendance, grades and Discipline Records, including the student's strengths and weaknesses in connection with their individualized goals and expectations at the time of the Student Review.

8.1.2 The Student Review shall also include recommendations for continued progress and/or return (or recommendation not to return) to the Regular School Program.

Section 616-9.0 - Procedures for Student Return to the Regular School Program

When a Student Review results in a recommendation for return to the comprehensive school setting, a Transitional Meeting at the student's comprehensive school will be held between the Alternative Program representative, the district/charter school representative, the student, the Parent, the school administrator, a teacher, a school counselor, a student advisor or disciplinarian, if assigned. Other individuals may be invited as determined by the members of the Transitional Meeting team. This meeting shall take place prior to a student's return to that comprehensive school and shall result in a document setting forth the terms of the return.

Section 616-10.0 - Procedures for the Expulsion of Students

10.1 When it is alleged that a student committed a violation of the Student Code of Conduct and may be subject to a recommendation for Expulsion, the following procedures shall be followed.

10.1.1 The Dean or a designee shall conduct a preliminary investigation pursuant to Section 3.0 of this regulation to determine if there is reasonable basis to pursue Disciplinary Action.

10.1.2 If the investigation verifies that Disciplinary Action may be warranted, initial due process procedures outlined in Section 4.0 of this regulation shall be followed.

10.2 After the student has been afforded initial due process procedures, if the Dean decides that Disciplinary Action in the form of a recommendation for Expulsion will be made, the following procedures shall be followed:

10.2.1 Student will be given written notice of charges and the parent shall be notified verbally and in writing as soon as practicable thereafter.

10.2.2 The student shall be given a Short-term Suspension pursuant to the criteria outlined in Section 6.0 of this regulation. The Parent shall be provided a copy of a Suspension form that includes a written notice of the Student Code of Conduct violation(s).

10.2.3 The Dean shall hold a Building Level Conference with the parent and the student. The Dean shall explain to the parent and the student the purpose of the meeting is to inform them:1) of the recommendation for Expulsion;2) that the student will be serving a Short-term Suspension pending the outcome of the Expulsion hearing and;3) of the procedures that will take place as follow-up to the recommendation for Expulsion.

10.2.3.1 The conference shall be held by phone or in person.

10.2.3.2 The Dean shall have at least one other person present to take notes during the conference or shall have the conference audio recorded.

10.2.4 All documentation related to the recommendation for Expulsion shall be delivered to the Head of School within two (2) business days of the Building Level Conference or seven (7) business days of the incident, whichever is sooner.

10.3 Expulsion Hearings

10.3.1 Upon receipt of a recommendation following the Building Level Conference, the Head of School shall review documentation to affirm that appropriate discipline procedures were followed. The Head of School shall, within ten (10) business days of the date of the incident, notify the student and the Parent by letter that a district-level Expulsion hearing will be held to consider the recommendation.

10.3.1.1 The Head of School shall not have been a participant in the disciplinary investigation or Building Level Conference resulting in the recommendation for Expulsion.

10.3.2 Written notice shall, at a minimum, be sent by regular U.S. and certified mail to the Parent describing the circumstances which led to the recommendation for Expulsion and shall give the date, time, and location of the hearing.

10.3.3 The hearing shall be held not less than seven (7) business days or more than twenty (20) business days after receipt of written notice. The written notice shall be deemed to be received on the fourth business day following the day of mailing. This time period may be waived by agreement of the parties. A copy of the documentation shall be made available, upon request, to the student and Parent at the district/charter school office prior to the mailing.

10.3.4 If requested, the student and Parent will also be given a copy of the following:

10.3.4.1 The reason(s) for the recommendation;

10.3.4.2 The name(s) of witnesses who may appear; and

10.3.4.3 Copies of information that may be submitted as evidence.

10.3.5 The district/charter shall receive written Parent permission for any witness who is a minor.

10.3.6 The hearing shall be conducted by the OCS Board or Hearing Officer.

10.3.7 The Board or Hearing Officer shall have full authority to admit or exclude evidence.

10.3.7.1 Evidence presented at the Expulsion hearing may include, but is not limited to, witness statements, police or Attorney General's Reports, and photocopies of evidence.

10.3.7.2 The OCS Board or Hearing Officer is not bound by common law or statutory rules of evidence or by technical or formal rules of procedure except as herein stated.

10.3.7.3 The OCS Board or Hearing Officer may exclude plainly irrelevant, immaterial, insubstantial, cumulative and privileged evidence.

10.3.7.4 The OCS Board or Hearing Officer may limit unduly repetitive proof, rebuttal and cross examination.

10.3.8 In conducting the hearing, OCS shall submit evidence first followed by the response of the student, if any.

10.3.8.1 Further evidence by either party may be presented at the hearing if the OCS Board or Hearing Officer determines such evidence is necessary.

10.3.9 The Head of School presenting the case on the part of the school shall not testify.

10.3.10 The hearing shall be recorded in a manner that will permit transcription.

10.3.11 The student shall have the following rights:

- 10.3.11.1 To be represented by legal counsel at the student's expense;
- 10.3.11.2 To cross-examine witnesses;
- 10.3.11.3 To testify and produce witnesses on his/her behalf; and
- 10.3.11.4 To obtain, at the student's expense, a copy of the transcript of the hearing.

10.3.12 In lieu of a formal Expulsion hearing, a student may elect to waive the hearing and admit to the student's violation charge(s). The student and Parent shall submit a signed written hearing waiver which indicates that the student is knowingly and voluntarily waiving their right to the hearing. Such election may be exercised until the commencement of the hearing. This waiver does not absolve the student from required consequences under Federal or State Law or the Student Code of Conduct.

10.4 Expulsion Decision by the OCS Board

10.4.1 Decision after Hearing Officer Presides over Hearing

10.4.1.1 Within five (5) business days following the conclusion of an Expulsion hearing conducted by a Hearing Officer, a written report shall be prepared by the Hearing Officer for the Head of School.

10.4.1.1.1 The report shall frame the issues, summarize the evidence, state conclusions of fact, and make a recommendation as to whether the student should be expelled.

10.4.1.2 The OCS Board shall make its decision at the next scheduled public Board Meeting or additional scheduled public board meeting for the sole purpose of deciding on the student disciplinary matter in question.

10.4.1.2.1 The Board shall conduct a review of the Hearing Officer's recommendation. The Board may accept, reject, or modify the recommendation of the Hearing Officer. The Board's decision shall be in writing in accordance with subsection 10.4 .5 of this regulation and shall be based solely upon the report from the Hearing Officer and the record of the Expulsion hearing, if any.

10.4.2 Decision after the OCS Board presides over Hearing

10.4.2.1 Following the conclusion of an Expulsion hearing conducted by the Board, the Board shall frame the issues, summarize the evidence, state conclusions of fact and render its decision.

10.4.2.2 The Board's decision shall be in writing in accordance with subsection 10.4 .5 and shall be based solely upon the record of the Expulsion hearing of which it presided over.

10.4.3 Decision After Waiving of Hearing Rights and Admission to Violation Charges

10.4.3.1 Within five (5) business days following the waiving of hearing rights and admission of violation charges, the Head of School shall prepare a report for the Board's action at its next public board meeting or an additional scheduled public board meeting for the sole purpose of deciding on the student disciplinary matter in question.

10.4.4 Eligible expelled students shall be placed in a Consortium Discipline

Alternative Program in accordance with 14 Del.C. § 1604 and 14 DE Admin. Code 611. The Board shall determine if the students not eligible for placement in a Consortium Discipline Alternative Program shall be expelled with or without Appropriate Educational Services.

10.4.5 Any decision to expel a student shall be reported to the Delaware

Department of Education within five (5) business days of the Board's decision to expel. When a Board expels a student, but determines the student shall not be placed at a Consortium Discipline Alternative Program, the written decision shall address with specificity the reason for non-placement and the evidence in support thereof. Such decisions shall be submitted to the Delaware Department of Education's Office of School Climate and Discipline within five business days of such decision, with a copy to the student's Parent.

10.4.6 Except as is otherwise provided herein, within ten (10) business days of the decision by the Board, the Board, through its designee, shall submit its decision to the Head of School and Parent and student in writing. The written decision shall include notice of the right to appeal to the State Board of Education.

10.5 Calculation of Time

10.5.1 In calculating the period of time for the term of the Expulsion, school days will be used. Students receiving residential services from a Department of Services for Children, Youth and Their Families (DSCYF) program shall have the amount of school days served in such program counted as part of the calculation of time for an Expulsion. This does not preclude a district/charter from transitioning a student from a YRS program to the Regular School Program through an Alternative Program. However, transition through an Alternative Program is not required.

Section 616-11.0 - Students with Disabilities

11.1 Nothing in this regulation shall alter a district/charter school's duties under the Individual with Disabilities Act (IDEA) or 14 DE Admin. Code 922 through 929. Nothing in this regulation shall prevent a district/charter school from providing supportive instruction to children with disabilities in a manner consistent with the Individuals with Disabilities Education Act (IDEA) and Delaware Department of Education regulations.

11.2 Nothing in this regulation shall alter a district/charter school's duties under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act to students who are qualified individuals with disabilities. Nothing in this regulation shall prevent a district/charter School from providing supportive instruction to such students.

UNSAFE SCHOOL CHOICE

Under limited circumstances, a student who becomes the victim of a violent felony perpetrated by another student may make use of the choice process to change schools.

Appendix I: Odyssey Charter School Glossary

Some of the definitions that are used in the Student Code of Conduct reference Delaware Code. A complete listing of uniform definitions can be found at: <http://regulations.delaware.gov/AdminCode/title14/600/614.shtml#TopOfPage>

Administration includes both District Office and building administrative staff.

Alcohol shall mean 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.

Assignment to Alternative Program is the placement of the student in a special program until the student has satisfied the requirements to return to the regular program.

Behavior Contract is a written agreement among a student, the student's parent/ guardian, and an administrator which specifically states the conditions that must be met; failure to do so will result in further specific disciplinary action. A behavior contract may be used in addition to specified actions.

Conflict Resolution/Mediation is the District-wide comprehensive and formalized program, which includes the use of mediation (conciliation) techniques to assist in resolution of student disputes and discipline issues.

Dangerous Instrument(s) Possession/ Concealment/Sale shall mean 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.

Deadly Weapon(s) Possession/ Concealment/Sale shall mean the Possession, concealment, or sale of a Deadly Weapon in the School Environment.

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/guardian 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.

Restoration/Reflection Time is an established time outside the regular instructional time when a student is engaged in a supervised area.

Distribute, distributing, or distribution shall mean the transfer or attempted transfer of alcohol, a drug, a look-alike substance, a drug-like substance, or drug paraphernalia to any other person with or without the exchange of money or other valuable consideration.

Drug shall mean any controlled substance or counterfeit controlled substance as defined in 16 Del.C. §4701 (6) and (7) including, for example, narcotic drugs such as heroin or cocaine, amphetamines, anabolic steroids, and marijuana, and shall include any prescription substance which has been given to or prescribed for a person other than the student in whose possession it is found.

Drug-like substance shall mean 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 and diet pills. The definition of Drug Like Substance does not include tobacco or tobacco products which are governed by 14 DE Admin. Code 877 Tobacco Policy.

Drug paraphernalia shall mean 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.

Expulsion shall mean the exclusion from the regular school setting for a period determined by the local District board. The duration of an Expulsion shall not exceed the total number of student days in a school year.

Felony is any very serious offense, which is considered above the misdemeanor level as defined in State law. 11 Del. C. 4201(c) Title 11, Section Crime.

Hate Crime is any crime committed for the purpose of interfering with the victim's free exercise or enjoyment of any right, privilege, or immunity protected by the First Amendment to the United States Constitution, or any crime committed when the victim is selected because of the victim's race, religion, color, disability, sexual orientation, national origin or ancestry. In compliance with 11 Del.C. 5 §1304.

Instigation shall mean hindering an investigation, or aiding, involved in the planning, or helps others in any act that violates the Student Code of Conduct.

Look alike substance shall mean any noncontrolled substance which is packaged so as to appear to be, or about which a student makes an express or implied representation that the substance is, a drug or a non-controlled substance capable of producing a change in behavior or altering a state of mind or feeling. See Title 16 Delaware Code Sec. 4752A.

Non-prescription medication shall mean any over-the-counter medication; some of these medications may be a "drug-like substance."

Paraphernalia is all equipment, products, and materials as defined in Section 4701 of Title 16 of the Delaware Code, including, but not limited to, roach clips, miniature cocaine spoons, and containers for packaging drugs.

Parent/guardian means a biological or adoptive parent/guardian of a child; a guardian generally authorized to act as the child's parent/guardian, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State); an individual acting in the place of a biological or adoptive parent/guardian (including a grandparent, stepparent, or other relative) with whom the child lives and for whom a Relative Caregiver's School Authorization executed in compliance with 14 Del.C. §202(f) (1) is on file; an individual or entity who is otherwise legally responsible for the child's welfare; a surrogate parent who has been appointed in accordance with 14 DE Admin. Code 926.19; or a student who has reached the age of majority as defined in 1 Del.C. §701.

Parent/Guardian Contact/Conference is a contact by telephone, via video conference, or in person with a parent/guardian.

Parent/Guardian Notification is contact with a parent/guardian by phone, letter, or meeting.

Police Notification is the reporting of an alleged illegal act to a law enforcement agency.

“Possess”, Possessing”, or “Possession” means that a student has on the student's person, in the student's belongings, or under the student's reasonable control prohibited items or substances. Prescription drugs shall mean any substance obtained directly from, or pursuant to, a valid prescription or order of a practitioner, as defined in Title 16 Delaware Code Section 4701(31), 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.

Dean means the building Dean, or the equivalent of the building Dean, of any district or charter school, or the Dean's designee.

Recommendation to Counseling or Appropriate Social Service Agencies is a recommendation that the student seek help from a public or private social agency.

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.

Regular School Program means student enrollment in a public school, not including specially assigned non-special education or student behavioral intervention programs within or outside the enrolled school, in which the student's classroom or course placement is based primarily on

age, grade level and cognitive abilities as assigned by the school Administration or an IEP team and the student's participation in daily course instruction and activities within the assigned classroom or course.

Removal from Class

- **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 impracticable. Exclusion may not exceed one class period. The student must be escorted to a supervised area designated by the Dean.

- **Administrator** - An administrator 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.

Repeat Violations means five or more violations of the school's Student Code of Conduct within a school year, excluding chronic infractions for tardiness or unexcused absences to school/class.

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

Restorative Practice is a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Saturday Reflection is a program used in lieu of suspension. Students take accountability by restoring the community and repairing the damage done as restorative action.

School environment shall mean 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 school sponsored extracurricular activities held on and off school grounds, on field trips and at functions held at the school in the evening.

Suspensions can be designated by the school administration as In-School or Out-of-School.

- **In-School Suspension** Students assigned to in-school suspension will remain in school, but will be assigned to a designated, supervised area within the school. Students assigned to in-school suspension are not permitted to participate in any extra- curricular activities during the length of their suspension.

- **Out-of-School Suspension** Students assigned to out-of-school suspension are not to be permitted on school property during the length of their suspension and it is the parent/ guardian responsibility to arrange for their care. Students assigned to out-of-school suspension are not permitted to participate in any extra- curricular activities during the length of their suspension. Students may request to receive their assignments during the time of their suspension if the time period exceeds 3 days.

Use shall mean that a student is reasonably known to have voluntarily 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.

Violation of Behavior Contract shall mean the failure of a student to comply with the provisions of any behavior contract between the student, his/her legal guardian, and the school.

Violent Felony means a crime designated in 11 Del.C. §4201(c).

Appendix II: Family Engagement Policy and Plan for Shared Student Success School Year 2022 - 2023

Overview:

Odyssey is identified as a Title I school as part of the Every Student Succeeds Act (ESSA). Title I is designed to support State and local school reform efforts tied to challenging State academic standards to improve teaching and learning for all students. Title I programs must be based on effective means of improving student achievement and include strategies to support family engagement. All Title I schools must jointly develop with families in developing a written family engagement policy.

School Plan for Shared Student Achievement:

What is it?

This is a plan that describes how Odyssey will provide opportunities to improve family engagement in support of student learning. Odyssey values the contributions and involvement of families. With the common goal of improving student achievement, Odyssey will continue to foster and strengthen the partnership with our families. This plan describes the different ways that OCS will support family engagement and how families can help plan and participate in activities and events in order to promote student learning at school and at home.

Who is it for?

All students participating in the Title I, Part A program, and their families are encouraged and invited to fully participate in the opportunities described in this plan.

Odyssey Charter School Academic Goals:

Through the collaboration of stakeholders, OCS will focus on the following reform strategies to meet the state proficiency levels in the 2022 - 2023 school year.

- Immersion
 - Double second grade cohort for immersion, expand immersion to 6th grade weaving in honors classes for a more seamless transition.
- Intervention
 - Mitigate instructional loss through the implementation of reinforcement blocks across all schools, with integrated SEL pieces, implementation of academic research-based interventions and strategies, and setting the stage for the inception of advisory periods.
- Special Education

- Shift Special Education model to a more inclusion model reflecting the collaborative teaching model, reallocate resources based on the needs of students, and build more support into the budget where required.
- Meet SBAC and SAT targets across all grade levels.

School-Family-Student Compact:

As part of this plan, OCS will share our school-family-student compact, which is an agreement that explains how families, students and staff will work together to make sure all our students reach grade-level standards. The compact will be continuously reviewed for improvement and seek input sought from stakeholders. Access to the School-Family-Student Compact can be found [here](#).

Family Engagement:

Odyssey believes that family engagement means participation of family members through regular two-way meaningful communication. This communication centers around and focuses upon student academic learning and other school activities including ensuring:

- That families play an integral role in assisting their student's learning.
- That families are encouraged to be actively involved in their student's education at school.
- That families are full partners in the education of their child and are included, as appropriate, in decision-making.
- That families support OCS through fundraising and/or contributing time, talent and treasure.

To help achieve more family involvement in the 2022-2023 school year, OCS will offer the following:

- Lunch visitors
- Family night at the book fair
- Continued involvement in developing School-Family-Student Compact
- School-calendar of academic and non-academic events
- Graduation
- Families supporting extra-curricular activities through advisement and/or coaching
- Scheduled Family surveys
- Family-Mingling Nights
- Councils
- Parent Camp
- State regulated parent councils for students with disabilities

Community Activities:

OCS consistently sponsors events to build the capacity for strong family engagement. This is designed to support a partnership among the school, parents and the community to improve student academic achievement. Below is a list of events that support this endeavor.

- Academic Events
- Athletic Events
- Back to School Nights
- Beautification Opportunities
- Board Meetings
- Extracurricular Events
- Graduation Ceremonies
- Open House

- Parent-Teacher Conferences
- Special Education Meetings
- Subcommittee Meetings
- Title I Meetings
- Parent Camp

Outreach:

Odyssey will take the following measures to promote and support the relationship with our families:

- Ensure that all information related to school and family programs are available in a timely manner
- Provide staff training to improve family engagement
- Partner with community stakeholders and programs to help support families and their children for relevant developmental, cultural and educational needs
- Actively promoting opportunities for the greater community to appreciate the different athletic and extracurricular programming OCS offers
- Share academic standards and assessments for families to monitor and interpret student progress
- Offer opportunities for families to support and engage with the academic programming outside of the traditional school day
- Use our Parent Teacher Organization to improve awareness of activities and events and ways to give back to the school
- Provide translation services as needed
- Collect feedback from stakeholders

Conclusion:

Through the efforts of all stakeholders, we will continue to work together to support and promote success for all Odyssey Charter School students.

Appendix III: School-Family-Student 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 families, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership that will help children achieve the State's high standards. This school-family-student compact is in effect during the 2022-2023 school year.

Odyssey Charter School Responsibilities

We, as Odyssey Charter School, will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards as follows:
 - Hold multiple conferences throughout the school year between teachers and families.
 - Provide parents/guardians with frequent reports on their student's progress.

- Promote collaboration between families and staff.
- Provide families opportunities to volunteer and participate in the student's learning both at Odyssey and at home.
- Communicate opportunities to enhance collaboration and knowledge between stakeholders.

Family Responsibilities

We, as families, will support our student's learning, by:

- Monitoring attendance by actively working to ensure students are present at school.
- Making sure work is completed as assigned.
- Supporting enriching activities outside the classroom that benefit the whole-child development.
 - Engaging with my student's learning through active discussions related to academic content.
 - Participating, as appropriate, in decisions relating to my student's education.
 - Promoting positive dialogue about the school and Odyssey Charter School's mission.
 - Staying informed about my student's education and communicating with the school by promptly reading all notices from the school either received by my student or by mail.
 - Responding to feedback, as requested, by the school for stakeholder input regarding community contributions.

Student Responsibilities

I, as the student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Complete assignments and activities assigned by my teachers.
- Be an active advocate for my own learning.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from school every day.

Appendix IV: Extended Leave Policy

Below you will find the Extended Leave of Absence Policy for Odyssey Charter School. If your child will be missing 5 or more days of school, we may use this policy.

An extended leave for students is defined by Odyssey Charter School as five to ten or more days (grades K through 8) or five or more days (grades 9 through 12) away from school, where the student is in good standing (as defined below) and is temporarily residing out of state. Both the parent(s) and the school administration must agree that the period of leave is for good cause, and the following provisions apply.

Odyssey Charter School discourages extended leaves of absence for students. Parent requests for students to be out of school for an extended period of time (for example, a parent's work requiring a temporary transfer or sabbatical out of state, a family emergency in another country, etc.) will only be considered if the following conditions are met:

1. The total time of the extended leave is not for more than 30 school days.

2. The leave must not take place during September, or any of the first 30 school days of the year.
3. If the leave extends through the end of the school year, the student must be residing in Delaware by August 1st of that year.
4. The leave must not take place during more than one school year.
5. The student's past academic performance must be very good.
6. The student's past behavioral performance must be very good.
7. The student's past attendance history must be very good.
8. If an extended leave is granted it may not be granted in subsequent years.
9. If the absence takes place during the state mandatory assessment window, all assessments must be completed prior to the student departure or immediately following the student's return, if the return date is still within the testing window. The date of the make-up assessment will be determined by OCS faculty.
10. The parent must agree to the school's conditions regarding withdrawing from the school and subsequent re-admittance.

Teachers are not expected to provide students with work in advance prior to the period of leave, nor are they expected to provide make-up work for students when they return. However, when the student returns essential assessments, projects, etc., may be required to be completed. These essentials will be determined by the teacher.

Any extended leaves of absence not meeting the above conditions will result in the student's withdrawal from Odyssey Charter School.



Extended Leave of Absence Application

Student's name: _____

Student's date of birth: _____ / _____ / _____
Month Day Year

First date of requested leave: _____ / _____ / _____
Month Day Year

Expected return to school date: _____ / _____ / _____
Month Day Year

Reason for the extended period of leave:

I have read, understand, and will abide by the Extended Leave of Absence Policy for Odyssey Charter School.

Parent's Signature: _____ Date: _____

Please email completed form to tracie.principe@odyssey.k12.de.us

*Office Use Only

Approved? _____

Approver's Signature: _____ Date: _____

Appendix V: Bus Rules 2022-2023

Students should be at the bus stop ten (10) minutes before the listed time of the bus pickup in the morning. In the afternoon all students must be received at the BUS DOOR by a parent or authorized guardian or will be driven back to OCS and dropped off in Aftercare.

STUDENTS MUST RIDE THEIR ASSIGNED BUS TO AND FROM THEIR ASSIGNED STOP. SWITCHING BUSES FOR ANY REASON IS STRICTLY PROHIBITED.

BUS SAFETY RULES / CONDUCT OF STUDENTS

The following rules can be enforced only with the cooperation of every person concerned with transportation. Following the Bus Safety Rules and Regulations will ensure safety, prompt arrivals and departures of buses, and positive attitudes on the part of students. Violations of these rules may result in the suspension of bus privileges.

- a. The driver is in full charge of the bus and pupils and has the authority of a classroom teacher.
Pupils must obey the driver promptly and be courteous to him/her and to fellow pupils.
- b. The Odyssey Charter School Code of Conduct applies on the bus and will be enforced.
- c. Pupils must be on time; the bus must run on schedule and cannot wait for those who are tardy.
- d. Before boarding the bus, pupils must keep a safe distance from it while it is in motion.
- e. Pupils must enter the bus without crowding or disturbing others and occupy their seats immediately
- f. Pupils must keep out of the driver's seat and remember that unnecessary conversation with the driver is prohibited while the bus is in motion.
- g. Pupils must not call out to passers-by. They should not open the bus windows without permission from the driver or extend head or arms out of the window.
- h. Pupils shall not leave the bus without the driver's consent, except on arrival at their regular bus stop or at school.
- i. Pupils should help to keep the bus clean, sanitary, and orderly. They must not damage or abuse the equipment.
- j. Pupils must not throw articles of any kind out of or around the bus.
- k. Pupils are not to eat or drink while on the bus.
- l. Pupils may use electronic devices in accordance with the electronic device policy and the acceptable use policy but must obey the driver requests regarding electronic devices.
- m. Pupils may bring sports bags if all equipment is covered and zipped or concealed inside. Projects must be brought to and from school in a bag big enough to be concealed in its entirety. Sports bags, extra baggage, and instruments must be able to be sat on pupil's lap while riding bus. Parents may have to transport their child to school.

Appendix VI: Grading Protocol for Grades 6–8

Beginning in the 2022-2023 school year, ALL assignments and grades must be entered in Schoology.

1. **Summative Grades (60%)** Students' grades can not be negatively affected by **summative** assessments scored below 60%. Scores should be entered as the score the student received with a comment of "retake offered" if they scored below 60%.
 1. If less than 75% of the class passes a summative assessment (only counting the students who took the test/project/Essay), the assessment will not be activated in the gradebook until reassessment with the 75% threshold is met.
 1. If fewer than 75% of the students in a class section have demonstrated mastery on the summative (earned a 60%), the teacher needs to go back and reteach the concepts that were being assessed to those that did not demonstrate mastery.
 2. Teachers must put a comment of "retake offered" in summative scores below 60% in Schoology.
 1. If students receive a "retake offered" on their summative assessment, a contact home (email) must be made and students will have 1 week from the release of the grade to retake the assessment (1 retake per summative).

Summative Retake Email Template:

Good Morning OCS **Math 7** Families,

If you are receiving this email, then your student scored below 60% on "**NAME OF ASSESSMENT**." You can see their score in their Schoology gradebook with the comment "retake offered." They will be provided the opportunity to retake this assessment to improve their grade.

If you have any questions or concerns regarding this assessment, please let me know.

Have a great day.

TEACHER NAME

- ii. Students who earn above a 60% can request a retake or test corrections (1 retake/correction per summative). *Example: Half credit can be earned back through a test correction process and/or reflection. Using metacognitive skills to identify what mistakes were made and how to correct the mistakes is a validated method to understanding.*

2. **Formative Grades (40%)** Missing **formative** work will receive an "M" valued at 50% the worth of the assignment if not attempted,

3. All spaces in Gradebooks should have scores entered.
4. Guidelines for the number of assessments have not changed. There should be one to two formative graded assessments in the gradebook per week, and one summative assessment every 3-4 weeks. Every marking period should have a minimum of 3 summative assessments, and there should be a maximum of 20 grades (formative and summative) in the gradebook per marking period and a **minimum of 9 grades**. Teachers must enter grades within 1 week of formative/summative being received.
5. Summative assessments should primarily consist of **free response/open-ended questions** to curb academic dishonesty and to promote rigor and critical writing/reading during virtual/hybrid learning. All open-ended assessments require a rubric (detailed with point values and categories describing the criteria for success) provided to students a minimum of one week before the assessment date.
6. **Midterm/Final (2022-2023 Pilot Year - Grade will be averaged into quarter 2 and quarter 4)**
 1. MidTerm Exam
 1. Cumulative Exam of MP1 and MP2
 2. Final exam of MP3 and MP4
 1. Non-Honors 6th & 7th and 8th Grade Finals
 1. Students who receive an "A" average for all four marking periods and Semester 1 will be exempt/excused.
 2. If students want to be considered for honors, they must take the Final regardless of marking period grades.
 1. If a student elects to take Final even though they have an "A" in all four marking periods, the grade will not impact their final grade.
 2. Not Optional for Honors 6th and 7th - Will be used as a data point to determine if they should remain in honors

Formative/Summative Guidelines

Formative/Process Grades

- Need to identify the learning objective for the activity
- Examples include:
 - Quizzes leading up to final product
 - Homework → can be completion but must be less than 10% of overall process grades
 - Independent classwork nothing that is done/reviewed as a whole class
 - Process checks as part of a larger project

Summative/Product Grades

- Tests:
 - Can have *some* multiple-choice questions - cannot equate for more than 50% of the total points on a test.
 - Tests should also include open-ended/short answer questions
 - Should have a component that demonstrates higher-order thinking and application of the student demonstrating skills and standards being assessed i.e. rhetorical analysis essay, speech, document-based question, a reflection of their learning for the unit, etc.

- Examples of Product grades include:
 - Test
 - Needs to have a rubric for extended responses on tests (rubric should be included on the test itself and shared with students to help prepare for the test, must include the categories and requirements for full/partial/no credit)
 - Essay
 - Need to have a rubric that is provided to students ahead of time
 - Should be specific to the type of essay being produced
 - Points and categories are detailed and specific describing the type of work being looked for
 - Should include at minimum 4 categories i.e. Thesis statement, grammar/writing conventions, supporting details, textual evidence, conclusion, etc.
 - Project
 - Need to have a rubric that is provided to students ahead of time
 - Should be specific to the type of project being produced
 - Points and categories are detailed and specific describing the type of work being looked for
 - Should include at minimum 4 categories i.e. creativity, group work/collaboration, sales pitch, content knowledge, etc.

End of Marking Period/Semester Policy

Interim/Report Card Grade Reporting

Formatives/Process Grades - 40% weight	Summative/Product Grades - 60% weight
Assignment over 50% - actual grade	Assignment over 60% - actual grade
Missing - 50% of the assignment. Add Schoology Comment of "M"	Low Score/Missing - 50% of assignment or higher grade, if applicable. Add Schoology Comment of "R" and follow up as specified below. ***
There should be no grades of "zero" or blanks in the gradebook. All grades below 50% at this point will need to be updated to reflect a 50%. All gradebooks will be audited every quarter to ensure compliance.	

***Students who have completed none of the summative assessments for the marking period should receive an "I" or Incomplete on the interim/ report card.

- If students did not get the opportunity to re-do an assignment for now you can give them the score that is reflective in the gradebook (min of 50), not an incomplete for the interim/report card.
- When you follow up with the student/family, share that they will be able to redo or complete the summative assignment and what date/time they should join office hours.

Students with IEP's/504's/ELL designations may have their end of semester grades revised based on guidance from Student Services Director, Educational Diagnosticians, ELL Lead, and Deans/Administration.

Appendix VII: Grading Protocol for Grades 9–12

Students at OCHS can earn grades in two categories, *summative* and *formative*. *Summative* grades include tests, projects, and essays - all which show mastery of the standards assessed. *Formative* grades include quizzes, homework, classwork, etc. that support student learning of the standards but may not yet show full mastery of the standard.

Summative Grades are worth 70% and should be completed roughly once every 2-3 weeks.

- If fewer than 75% of the students in a class section pass a **summative** assessment, the assessment will not be activated in the gradebook until a full reassessment of the class takes place where the 75% threshold is met.
 - If fewer than 75% of the students in a class section have demonstrated mastery on the summative (earned a 70%), the teacher needs to go back and reteach the concepts that were being assessed.
 - In Schoology, to keep the grade from calculating in the average, the assessment should be moved to the “ungraded” category until at least 75% of students have passed the assessment of the standards. Students will be able to see the assessment and their score, but it will not count against them if in the ungraded category.
- In order to create equitable gradation categories, Students cannot earn lower than a 50%. 10% is allocated to each letter grade, A-F. The full grading scale is seen at the bottom of this document.
- Students may retake up to 1 summative assessment per marking period. If requested retakes exceed 1 for an individual student, the potential adverse circumstances affecting student's performance should be taken into consideration prior to a decision being made. Any summative assessment that is retaken will indicate your current performance level and the retake grade will stand, even if lower.
 - The gradebook should reflect the actual score earned (or minimum 50%) until the student retakes the summative assessment. Teachers should include in their syllabi the process for retaking a summative assessment in their individual course.
 - Retakes must be completed and finalized before the end of the marking period where the original summative was taken.
- Summative assessments should primarily consist of **free response/open-ended questions** to prevent cheating and to promote rigor and critical writing/reading. All open-ended assessments require a rubric (detailed with point values and categories describing the criteria for success) provided to students a minimum of one week before the assessment date.

Formative Grades are worth 30% and should be completed at minimum, once weekly.

- Formative assessments should be from a variety of sources, including but not limited to classwork, homework, exit tickets, quizzes, rough drafts, etc, but should not be graded for completion.
- All work entered in the Gradebook will be graded for **mastery/correctness**.
 - a. No extra credit or points will be awarded for completion and participation.

- All spaces in Gradebooks should have scores entered, there should either be a 50% or the actual grade entered, unless it is excused at teacher discretion.

Number of Assessments There should be one formative graded assessment in the gradebook per week, and one summative assessment every 2-4 weeks. Every marking period should have a minimum of 3 summative assessments (one before the interim), and there should be a maximum of 18 grades (formative and summative) in the gradebook per marking period. Not all formative assessments need to be scored, but can be used as practice of skills and reflection for teachers in regards to reteaching.

Final Exams Final exam scores may not be below 50%, as is the case for all assignments. If a student's overall grade will move from passing to failing as the result of a failed final exam, a discussion with a member of the administration must be had to determine the official grade of the student.

Students with IEP's/504's/ELL Students with IEP's/504's/ELL designations may have their end-of-semester grades revised based on guidance from Student Services Director, Educational Diagnosticians, ELL Lead, and Deans/Administration.

Grading Scale

Grade Range	Letter Grade	Unweighted GPA	Honors GPA +0.5	AP/Dual Enrollment GPA +1.0
93-100	A	4.00	4.50	5.00
90-92	A-	3.67	4.17	4.67
87-89	B+	3.33	3.83	4.33
83-86	B	3.00	3.50	4.00
80-82	B-	2.67	3.17	3.67
77-79	C+	2.33	2.83	3.33
73-76	C	2.00	2.50	3.00
70-72	C-	1.67	2.17	2.67
67-69	D+	1.33	1.83	2.33

63-66	D	1.00	1.50	2.00
60-62	D-	0.67	1.17	1.67
50-59	F	0.00	0.00	0.00
0-49	Not a valid grade.			

Formative/Summative Guidelines

Formative/Process Grades

- Need to identify the learning objective for the activity
- Examples include:
 - Quizzes leading up to the final product
 - Homework
 - Independent classwork
 - Process checks as part of a larger project

Summative/Product Grades

- Tests:
 - Can have *some* multiple-choice questions - cannot equate for more than 50% of the total points on a test.
 - Tests should also include open-ended/short answer questions
 - Should have a component that demonstrates higher-order thinking and application of the student demonstrating skills and standards being assessed i.e. rhetorical analysis essay, speech, document-based question, a reflection of their learning for the unit, etc.
- Examples of Product grades include:
 - Test
 - Needs to have a rubric for extended responses on tests (rubric should be included on the test itself and shared with students to help prepare for the test, must include the categories and requirements for full/partial/no credit)
 - Essay
 - Need to have a rubric that is provided to students ahead of time
 - Should be specific to the type of essay being produced
 - Points and categories are detailed and specific describing the type of work being looked for
 - Should include at minimum 4 categories i.e. Thesis statement, grammar/writing conventions, supporting details, textual evidence, conclusion, etc.
 - Project
 - Need to have a rubric that is provided to students ahead of time
 - Should be specific to the type of project being produced

- Points and categories are detailed and specific describing the type of work being looked for
- Should include at minimum 4 categories i.e. creativity, group work/collaboration, sales pitch, content knowledge, etc.

Appendix VIII: Anti-Harassment Policy

The Odyssey Charter Board believes that every employee, student, contractor, parent/guardian, or other person having contact with OCS should be treated at all times with appropriate courtesy, respect, and consideration by all people employed, students attending, or associated with our District. It is our policy that all persons be treated with civility and fairness, and that all employees/students be provided with the opportunity to teach/learn in an environment conducive to effective teaching and learning, characterized by mutual respect and free from intimidation, discrimination, sexual misconduct and/or abuse, sexual violence, foul or abusive language, ridicule, insult, overt hostility, and harassment as defined by this Policy. Odyssey Charter School strongly disapproves of harassment on any basis prohibited by this Policy or our Equal Opportunity Policy. This Policy also protects our students in all educational programs and activities. This includes academic, educational, extracurricular, athletic, and other programs of the school, whether those programs or activities take place in our school facilities, on a school bus, field trip, at a class or training program sponsored by the school at another location, or elsewhere.

The term “harassment” as used in this Policy means:

- Discriminatory conduct that is prohibited by law, such as sexual harassment and harassment on the basis of a person’s race, color, national or ethnic origin, religion, creed, age, disability or handicapped status, veteran status, or other characteristic prohibited by Odyssey Charter School’s Equal Employment Opportunity Policy;
- Sexual violence is a form of harassment under this Policy. Sexual violence is defined as physical sexual acts perpetrated against a person’s will, or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. A person may also be unable to give consent due to their intellectual or other disability. Sexual violence can be, but is not limited to, such acts as rape, sexual assault, sexual battery, and sexual coercion. All such acts are forms of sexual harassment under District Policy.
- Other serious misconduct that the District prohibits because it interferes with a proper teaching, learning, or work environment even if it is not unlawful.

Of the conduct prohibited by law, sexual harassment needs to be defined because of its serious nature and consequences. Sexual harassment is any unwelcome conduct of a sexual nature. Sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitutes sexual harassment if:

- Submission to or cooperation with the conduct is either explicitly or implicitly made a term or condition of a person's employment or academic standing;
- Submission to or rejection of such conduct is used as the basis for employment decisions or academic standing affecting the person;
- The conduct would amount to sexual abuse of a minor; • The conduct or behavior is committed by a person in authority such as a teacher, coach, or administrator;
- The conduct involves a sexual relationship by an employee with a student regardless of the student's age or consent; or
- Such conduct has the purpose or effect of unreasonably interfering with a person's work performance, work/teaching environment, or learning environment - such conduct may include sexual jokes, posters, cartoons, and annoyances by undesired physical conduct, inappropriate physical contact, or sexual innuendos made to a person known to find them offensive.
- Such conduct creates a hostile environment if the conduct is sufficiently serious that it interferes with or limits a student's ability to participate in or benefit from the school's program.

Other conduct or comments constitute harassment prohibited by this Policy if a reasonable person would consider the behavior or comments to:

- Be unwelcome or offensive;
- Create an intimidating or hostile work, teaching or learning environment; or
- Ridicule or demean a person or group based on race, color, national or ethnic origin, religion, creed, sex, sexual orientation, age, disability or handicapped status, or other characteristic prohibited by Odyssey Charter School's Equal Employment Opportunity Policy.

Examples of behavior that may be considered harassment include:

- Written or verbal abuse or threats;
- Offensive or insulting comments, innuendos or actions;
 - Offensive or demeaning posters, graffiti, pictures, drawings, or cartoons;
- Cultural, racial, or ethnic slurs;
- Vandalism of personal property.

Examples of Sexual Violence:

- Rape;
- Sexual assault;
- Sexual battery;
- Sexual coercion;
- Inappropriate sexual conduct.

FILING/REPORTING A COMPLAINT UNDER THIS POLICY:

Harassment can come from many sources, including administrators, superiors, fellow employees, students, vendors, parent/guardian or other persons associated with the District. Any employee, student, or individual who believes that he or she has been the victim of harassment from any source in violation of this Policy, or if a staff member witnesses misconduct as described in this Policy should immediately inform one of the following persons: his or her teacher, supervisor, Dean, Director of Human Resources, or Assistant Head of School. If the complaint involves someone in the direct line of supervision or authority, or if the person is uncomfortable for any reason with discussing such matters with the designated people, or if the person is not satisfied after bringing the matter to the attention of these people, the employee should report the matter directly to the Head of School. The complaint can be verbal or written in reporting a violation of this Policy.

RESPONSIBILITY TO REPORT:

All Deans, supervisors and other management or administrative employees are required to report promptly to their immediate superior and to the Director of Human Resources all known or suspected violations of this Policy, including all employees, students, applicants, contractors, or other complaints of unlawful discrimination or harassment. This reporting should be done whether a complaint has been filed or not. All complaints must be reported even if the person making the complaint requests that no one else be told or that it be kept confidential. Any employee who suspects or hears rumors of sexual misconduct toward a student must report it to the building administration or the Director of Human Resources. Disciplinary action may be taken against a person who knowingly withholds information. A student making a complaint who is under 18 years of age, the District will contact their parent/guardian regarding the investigation and confidentiality of the student's name. The District will request authorization to start an investigation for student's younger than 18 years of age but shall also conduct an investigation if this authorization is not obtained. The District will seek full support from the parent/guardian of any student making a complaint who is younger than 18 years of age.

INVESTIGATION:

All complaints will be investigated promptly and concluded within 60 calendar days. If a complaint is determined to be valid, appropriate corrective action will be taken, including further inquiry as necessary to determine that the harassment has stopped. Discipline of Odyssey Charter School employees, students, or contractors will be based on the severity of the offense and may include termination of employment or suspension or expulsion from school. The District will also take appropriate action with vendors or others not directly employed by the District who engage in harassment.

Although OCS must disclose information about the complaint - sometimes including the identity of the complainant - to conduct a proper investigation, the District will keep complaints, related investigations, and the terms of their resolution as confidential as reasonably possible.

Retaliation against complainants, victims, or witnesses is strictly prohibited and is itself grounds for disciplinary action.

Employees, students, and others making complaints under this Policy are cautioned against making false accusations or providing false information in an investigation of possible harassment. Such accusations can have serious effects on the falsely accused. Disciplinary action may be taken against a person who knowingly gives false information in an investigation, who falsely accuses another person of harassment, or who refuses to cooperate in an investigation.

Any staff member/employee convicted of a sex act shall report it to their administrator or the Director of Human Resources immediately.

Harassment prohibited by this Policy does not include every minor annoyance, perceived lack of friendliness, personality conflict not accompanied by overt incivility, or other ordinary disagreements that occasionally arise in the school or workplace and may cause unhappiness. Still, some conduct that does not constitute harassment within the definition of this Policy may nevertheless interfere with an employee's productivity or enjoyment of work at Odyssey Charter School. If you are subjected to such conduct and are unable to resolve the matter with the other person or people involved, or are uncomfortable attempting to do so, please ask your supervisor, Dean or Human Resources for help or advice. While disciplinary action will probably not be appropriate, they can counsel the people involved and otherwise help resolve the problem.

RESPONSIBILITY FOR ENFORCEMENT:

All Odyssey Charter School administrators, managers, and supervisors are responsible for enforcing this Policy. All employees and students are responsible for respecting the rights of others and for maintaining a workplace and learning environment free of harassment as defined in this Policy.

This Policy will be reviewed annually with all District administrators. Building Deans will be required to review this Policy with their staff annually as well as with students including rights and responsibilities to report violations of the Policy and to whom to report.

Any questions regarding this Policy should be directed to the Director of Human Resources.

Appendix IX: Educational Technology Acceptable Use Agreement

Educational technology is rapidly expanding at OCS and is expected to continue. OCS School District believes that it is essential that all users of district technology understand both the benefits and the responsibilities associated with technology usage. Instructions for implementing the district's Acceptable Use Agreement will be provided by administrators, teachers, or library staff, whichever is applicable. OCS' School District educational technology is defined as any device which is capable of or necessary for the transmission, reception, or storage of data in the

form of text, pictures, video, or audio which is owned by the district for the purpose of instruction or the support of education. Examples of educational technology include but are not limited to computers, peripherals, (such as monitors, printers, scanners, tablets, etc.), networked devices, televisions, audio-visual devices, recorders, copiers, fax machines, display devices, software, assistive technology devices, and telephones. It also includes the use of the Internet, as well as all computers, networks, databases, information systems, and electronic instructional systems provided by OCS. This agreement encompasses all student, staff, and community use of technology systems provided by OCS. All students, staff, and community members who use OCS' educational technology in any form are required to sign the Acceptable Use Agreement and return it to the administrator in charge of technology in each building. The use of district technology is a privilege - not a right. Currently there are no user fees for these services. In the event a user fee is charged, users will be provided with notice of the charge prior to the imposition or collection of such.

I. GOALS

- A. To support OCS' curriculum
- B. To support educational research activities
- C. To enhance learning opportunities by using information technology
- D. To promote life-long learning

II. ACCEPTABLE USE

All systems are to be used in a responsible, ethical, and legal manner. In addition, usage must be in support of educational objectives and in accordance with the behavior guidelines of Odyssey Charter School.

III. UNACCEPTABLE USE

A. No software may be copied to or downloaded from any computer of the network except by permission of a building administrator or his/her designee in each building.

B. Involvement (implying direct or participatory) in unauthorized editing, deleting, or copying of any data, records, databases, passwords, directories, or configuration files is prohibited.

C. Violating copyright or privacy laws is prohibited.

D. Distributing material protected by trade secrets is prohibited.

E. Soliciting, using, or sending any threatening (implying harm - physical or emotional), pornographic, or obscene material is prohibited.

F. The purposeful use of any system inconsistent with its design is prohibited.

G. Use of any computing resources for commercial purposes is prohibited. This includes the use of the network for commercial activities for or on behalf of businesses or other for-profit institutions, including, but not limited to product advertisement or political lobbying.

H. Use of district technology resources for unauthorized activities is prohibited.

I. Disconnecting any device from the district technology devices without the proper authorization is prohibited.

J. Transmission of any material in violation of any federal and/or state regulation or law is prohibited.

K. Students attempting to log on to any system using another's password or sharing of a user's password with anyone else is prohibited.

L. Users shall not attempt to gain unauthorized access to the system or to any other computer system through the district system, or go beyond their authorized access.

IV. USER RESPONSIBILITIES AND ETIQUETTE

A. The individual user (students/staff/community members) accepts the responsibility of keeping all unauthorized material, inappropriate files, or files dangerous to the integrity of the computer or network from entering the school's computers by any manner or means. Appropriate permission must be obtained from an authorized staff member before downloading any material from the Internet or other electronic sources of information.

B. When using district networks, the Internet, or other information service providers, users:

1. Are prohibited from revealing personal information such as home addresses or phone numbers
2. Must not disrupt the use of any network (i.e. downloading large files, sending mass e-mail messages)
3. Must assume that any communication and/or information accessible via any computer or network is not personal and private communication and could possibly be accessed by other users
4. Are not responsible for unsolicited communications

C. When using school technology resources, users must always use non-offensive and non-vulgar language. They must not swear or use vulgarities, other abusive language, or any offensive statements.

D. Users will contact appropriate staff (teacher, administrator, administrator's designee or library staff member) if any computer and/or program does not work properly. They will not attempt to fix problems themselves unless trained and authorized to do so.

V. DUE PROCESS

- A. The district will cooperate with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through district technology resources.
- B. Allegations that a student violated OCS' Acceptable Use Agreement will be handled in accordance with the OCS Code of Conduct.
- C. Allegations that an employee violated OCS' Acceptable Use Agreement will be handled in accordance with the employee contract.
- D. The district may terminate the account privileges of a guest user by providing notice to the use

VI. CONSEQUENCES

Inappropriate use or vandalism will result in the limitation or cancellation of user privileges and when necessary, appropriate legal action. If damage occurs due to willful user misconduct, the user may be permanently denied access to technology resources. The cost of repair or replacement for such willful damage will be billed to the user who caused said damage and/or the legal parent/guardian of that user.

VII. SECURITY

Security on any computer system is a high priority, especially when multiple users are involved. If a user identifies a security problem, he/ she must notify an appropriate staff member immediately. Users sending messages relating to, or in support of, illegal activities should be aware that system administrators have access to their communications. Computers, networked technology, and information contained thereon, remain the property of the district. Confidential student files may be accessed by authorized personnel. If any employee has something personal, confidential, or private to communicate, the employee should not use district computers or e-mail for doing so. Computers and e-mail may be monitored. This document satisfies the district's obligation to provide employees notice of such monitoring. The district strives to maintain a workplace and educational setting free of harassment and sensitive to the diversity of employees and students. Therefore, the district prohibits the disruptive or offensive use of computers, the e-mail system or fax machines. For example, the display or transmission of sexually explicit images, messages, and cartoons is prohibited. Other misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassing or disrespectful.

VIII.DISCLAIMER

Odyssey Charter School does not condone and will not be held responsible for any unacceptable materials obtained using its computers or other information technology. By the nature of this activity, offensive or inappropriate material may be inadvertently encountered. If such material is accessed, the user is expected to immediately leave the website. Students,

staff, and community members should be aware that access to OCS' information technology will be withdrawn from users who do not respect the rights of others and who do not follow the rules and regulations established by the district. Further, the use of any information obtained via OCS' computers is strictly at the risk of the individual user and such usage shall be consistent with the requirements of this agreement. The district specifically denies any responsibility for the accuracy or quality of information obtained through the services provided for in this agreement.

Appendix X: Chrome Device Policy and Insurance Agreement

Our updated 1:1 Chrome Device Policy and Insurance Agreement can be found at <https://bit.ly/OCSchrome20-21> .

In order to receive their Chrome device, all students must do the following:

1. Complete the Chrome Device Insurance Agreement - <https://bit.ly/OCSchrome2020>
2. Pay the 1:1 Device Insurance Fee (\$25) on our Velocity Payment Portal - <https://bit.ly/OCSSvelocity>
 - To pay on Velocity, choose "Other" from the drop down list if "1-1 Technology Insurance" is not available and "Chrome Device" as the teacher.
 - Families that wish to pay in cash can do so by appointment.

Chrome Device Insurance Agreements and the \$25 fee are due before device distribution. Students will not receive their chrome device until they turn in the agreement and pay the fee. Students who bring in the signed agreement and a copy of their receipt should give it to their teacher and will be given a device in their homeroom/first period class.

Reasons to use OCS 1 to 1 Chromebooks

1. The OCS Chromebook is protected by the GoGuardian Web Filter which blocks access to inappropriate websites
2. The GoGuardian software allows the school to control the students' use of the Chromebook. Teachers can lock students out of restricted websites (game sites, Netflix) if they are using them in class.
3. GoGuardian provides an alternative to Zoom meetings which does not require the student to join a meeting, the Teacher will just start the session. (can only be done from an OCS Chromebook)
4. GoGuardian monitors student activity for cyber bullying and self harm, so the school can take appropriate action when detected.
5. Use of personal devices can cause equity issues in the classroom. We need to standardize onto one platform for tech support and instructional support.
6. Personal devices create a liability if damage occurs to an expensive device while at school.

Insurance Information:

Odyssey Charter School understands that an electronic device can be broken and to keep costs down, has instituted an insurance policy to assist parents with repair and replacement expenses. All families are required to participate in the insurance plan as part of the Chrome 1:1 Initiative.

Costs:

- Annual Premium: \$25 (Non-Refundable).
- Minor Incident Deductible: 1st Incident: \$25, 2nd Incident: \$50, 3rd Incident: \$100.
- Major Incident Deductible: 1st Incident: \$75, 2nd Incident: \$150, 3rd Incident: \$250.

Major and Minor Incident Definitions:

- Minor Incidents are those that occur without intentional damage and may include:
 - o Cracked Screens, when the digitizer is still functional and pieces of glass are not missing or completely destroyed. Students are encouraged to report the FIRST crack of a screen, as damage will progress if left for a period of months and will likely progress to the Major Incident cost level.
 - o Theft occurring off of school grounds, with a police report.
 - o Fire, flood, or natural disaster, with an insurance or fire report.
- Major Incidents include those that require a complete replacement of the device and may include:
 - o Cracked Screens, where the digitizer is also broken, glass is missing, or the whole device needs to be replaced (this happens when the device is not protected from damage).
 - o Water/Liquid Damage

Not Covered:

The following items are not covered under the policy:

- Loss
- Intentional damage
- Theft that occurs when the device is:
 - o On school grounds
 - o Left in unlocked area or vehicle
 - o Left in an unsecured book bag

The cost to replace a device or the device accessories that are lost or damaged through misuse or negligence and, therefore, not covered by the school insurance policy depends on the device. Please see the chart below:

Lower School Tablet Lenovo 10e (k-2)	Intermediate/Middle School Lenovo 100e
Chroembook	High School Chromebook Lenovo 500e
Replacement cost of entire Tablet \$250	
Replacement Case - \$25	
Replacement Keyboard \$45	

Replacement Charger - \$10 Replacement of Entire Chromebook: \$225
Replacement Charger: \$30 Replacement of Entire Chromebook: \$350
Replacement Charger: \$30
Replacement Stylus: \$30

Students with current Chrome device financial obligations will not be permitted to receive a Chrome device, purchase tickets for or attend dances or participate in athletics or student activities until their outstanding financial obligation has been cleared, or until a payment plan has been approved and is maintained in good standing.

Please access our complete policy at <http://www.odysseycharterschooldel.com> or refer to the School Newsletters sent with the full policy linked. Printed copies are available by request.

ODYSSEY CHARTER SCHOOL

Student Pledge for Chrome Device Use

Student Name: _____

New Student / Returning Student

Student ID #: _____ Date Received: _____ Grade _____

1. I will take good care of my device.
2. I will never leave the device unattended.
3. I will never loan out my device to other individuals.
4. I will know where my device is at all times.
5. I will charge my device's battery each night.
6. I will keep food and beverages away from my device.
7. I will not disassemble any part of my device or attempt any repairs.
8. I will protect my device from damage by treating it with care at all times.
9. I will use my device in appropriate ways and for educational purposes.
10. I will not decorate or deface the device in any permanent way, including bumper stickers or material that will not completely remove from the device.
11. I understand that my device remains the property of Odyssey Charter School and is subject to inspection at any time.
12. I agree to follow the policies outlined in the Chrome Device and Acceptable Use policies.
13. I will file a police report in case of theft that occurs off of school grounds.
14. I will be responsible for all damage or loss caused by neglect or abuse.
15. I understand that I am responsible for full replacement costs associated with any loss or theft that occurs while I am on school property and my device is on school property.
16. I agree to return the device and accessories in good working condition or will pay the fee for replacement.
17. If I crack my screen, have any problems, or have misplaced my device, I will report this to the main office immediately.
18. I understand that devices that are checked out from the school or borrowed from a cart are subject to the same rules/regulations as the device assigned to me.

I have read, understand, and will follow all rules, regulations, and policies when accessing and using the school's electronic information resources system. I further understand that any violation of the policy is unethical and may constitute a criminal offense. Should I commit any violation of the policy, I understand and agree that my access privileges may be revoked and disciplinary action and/or legal action may be taken.

My signature below indicates that I agree to the stipulations set forth including the Chrome Device Policy, Procedures and Information, the Acceptable Use Policy, and the Student Pledge for Device Use. Printed copies are available upon request.

Student Name (Please Print): _____

Student Signature: _____ **Date:** _____

Parent Name (Please Print): _____

Parent Signature: _____ **Date:** _____

Appendix XI: Grievance Forms



Grievance– Level Two (The Dean or Program Director)



Please print clearly and complete the form in its entirety.

Student Name _____ Grade _____

1. Parent/ Guardian Name _____
2. Daytime Phone _____ Email _____
3. Date of incident _____
4. Please write a brief description of the incident

5. Was the incident reported to someone else? ____YES ____NO If yes, who?

6. What steps have been taken to address this complaint informally?

7. What remedy is being sought in response to this complaint?

Complaint Signature/ Date

OCS Administrator/ Date Received

INTERNAL OFFICE USE ONLY:

_____ Date Receipt of FCF Confirmed in Writing

_____ Date Concern was Resolved

_____ Conference Date Scheduled

_____ Date Copy of Report Provided to Complainant

_____ Date Conference Confirmed with Complainant

_____ Date Concern Escalated to the Next Level



Level Three (The Head of Schools)

Please print clearly and complete the form in its entirety.

Student Name _____ Grade _____

- Parent/ Guardian Name _____
- Daytime Phone _____ Email _____
- Date of incident _____
- Please write a brief description of the incident

- Was the incident reported to someone else? ____YES ____NO If yes, who?

- What steps have been taken to address this complaint informally?

- What remedy is being sought in response to this complaint?

Complaint Signature/ Date

OCS Administrator/ Date Received

INTERNAL OFFICE USE ONLY:

____ Date Receipt of FCF Confirmed in Writing

____ Date Concern was Resolved

____ Conference Date Scheduled

____ Date Copy of Report Provided to Complainant

____ Date Conference Confirmed with Complainant

____ Date Concern Escalated to the Next Level



Level Four (The Board of Directors)

Please print clearly and complete the form in its entirety.

Student Name _____ Grade _____

- Parent/ Guardian Name _____
- Daytime Phone _____ Email _____
- Date of incident _____
- Please write a brief description of the incident

- Was the incident reported to someone else? ____YES ____NO If yes, who?

- What steps have been taken to address this complaint informally?

- What remedy is being sought in response to this complaint?

Complaint Signature/ Date

OCS Administrator/ Date Received

INTERNAL OFFICE USE ONLY:

____ Date Receipt of FCF Confirmed in Writing

____ Date Concern was Resolved

____ Conference Date Scheduled

____ Date Copy of Report Provided to Complainant

____ Date Conference Confirmed with Complainant

____ Date Concern Escalated to the Next Level

Appendix XII: Odyssey Charter School's Policy on Possession of Firearms

I. In compliance with the Federal "Guns Free Schools Act of 1994", the following policy shall apply to all students in the District:

Possession of a firearm on school property, in a school bus, or at any school-sponsored event or activity shall result in expulsion for a period of not less than 180 school days. The Head of School shall modify such expulsion requirement to the extent a modification is required by Federal or State law. The procedures to implement this policy will be the expulsion procedures outlined in the District's Student Code of Conduct. For purposes of this policy, the term "weapon" as used in the Federal "Gun Free Schools Act of 1994" means a "firearm" as defined in Section 921 of Title 18, United States Code.

II. DEFINITION OF FIREARM:

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.

The term "destructive device" means :

(A) Any explosive device, incendiary, or poison gas - bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, device similar to any of the devices described in the preceding clauses;

(B) Any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by an action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter, and

(C) Any combination of parts either designated or intended for use in converting any device into any destructive device described in subparagraph (A) or (B) and from which a destructive device may be readily assembled.

This term "destructive device" shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is designed for use as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordinance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of Section 4684(2), 4685, or 4686 of Title 10; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique, or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes. The term "antique firearm" means: (A)

Any firearm (including any firearm with a matchlock, flintlock, percussion cap, or similar type of ignition system) manufactured in or before 1989; or any replica of any firearm described in subparagraph (A) if such replica is not designed or redesigned for using rimfire or conventional centerfire fixed ammunition, or uses rimfire or conventional centerfire fixed ammunition which is no longer manufactured in the United States.

III. THE FOLLOWING REGULATIONS SHALL APPLY TO THIS POLICY:

A. All students shall receive an updated Student Code of Conduct that contains the District's policy on the possession of firearms at the beginning of each school year, and whenever a student enters or re-enters the District during the school year, to be shared with their parent/guardian/custodial adult.

B. The District's policy on possession of firearms shall apply to all students, except that with respect to students with disabilities, the federal law will be followed. A determination of whether the violation of the possession of firearm policy was due to the student's handicapping condition will be made prior to any discipline or change of placement in connection with the policy.

Appendix XIII: OCS' Drug and Alcohol Policy

I. THE FOLLOWING POLICY ON THE POSSESSION, USE, OR DISTRIBUTION OF DRUGS AND ALCOHOL SHALL APPLY TO ALL SCHOOLS AND/OR PROGRAMS:

A. The possession, use and/or distribution of alcohol, a drug, a drug-like substance, a look-alike substance and/or drug paraphernalia are wrong and harmful to students and are prohibited within the school environment.

B. Student lockers are the property of the school and may be subjected to search at any time with or without reasonable suspicion.

C. Student motor vehicle use to, and in, the school environment is a privilege which may be extended by school districts to students in exchange for their cooperation in the maintenance of a safe school atmosphere. Reasonable suspicion of a student's use, possession or distribution of alcohol, a drug, a drug-like substance, a look-alike substances or drug paraphernalia, in the school environment, may result in the student being asked to open an automobile in the school environment to permit school authorities to look for such items. Failure to open any part of the motor vehicle on the request of school authorities may result in the police being called to conduct a search, and will result in loss of the privilege to bring the vehicle on campus.

D. All students are responsible for their own actions. Students who are 18 years or older will be treated as adults for the purposes of reporting violations of this policy and of the law to the police. Such students shall also be on notice that their parent/guardian 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.

E. 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 Dean 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 Title 16 Delaware Code Ch. 47, turned over to police as potential evidence. A request for analysis shall be made where appropriate.

II. THE FOLLOWING DEFINITIONS SHALL APPLY TO THIS POLICY:

A. **“Alcohol”** shall mean 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”** shall mean any controlled substance or counterfeit controlled substance as defined in 16 Del.C. §4701 (6) and (7), including, for example, narcotic drugs such as heroin or cocaine, amphetamines, anabolic steroids, and marijuana, and shall include 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”** shall mean 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”** shall mean any substance obtained directly from, or pursuant to, a valid prescription or order of a practitioner, as defined in Title 16 Delaware Code Section 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”** shall mean 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, caffeine pills and diet pills. The definition of drug like substance does not include tobacco or tobacco products which are governed by Title 14 Delaware Admin. Code Section 877 Tobacco Policy.

F. **“Non-prescription medication”** shall mean any over-the-counter medication; some of these medications may be a “drug-like substance.”

G. **“Look alike substance”** shall mean any non-controlled substance which is packaged so as to appear to be, or about which a student makes an express or implied representation that the substance is, a drug or a non-controlled substance capable of producing a change in behavior or altering a state of mind or feeling. See Title 16 Delaware Code Sec. 4752A.

H. **“Possess”, Possessing”, or “Possession”** means that a student has on the student’s person, in the student’s belongings, or under the student’s reasonable control prohibited items or substances.

I. **“Use”** shall mean that a student is reasonably known to have voluntarily 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”** shall mean the transfer or attempted transfer of alcohol, a drug, a look-alike substance, a drug-like substance, or drug paraphernalia to any other person with or without the exchange of money or other valuable consideration.

K. **“School environment”** shall mean 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 school sponsored extracurricular activities held on and off school grounds, on field trips and at functions held at the school in the evening.

L. **“Expulsion”** the exclusion from the regular school setting for a period determined by the local District board.

III. THE FOLLOWING REGULATIONS SHALL APPLY TO THIS POLICY:

A. At the beginning of each school year, and whenever a student enrolls or re-enrolls during the school year, each student and his or her parent/guardian or relative caregiver shall receive an updated Student Code of Conduct.

B. The State and District policies shall apply to all students, except with respect to students with disabilities, the applicable State and Federal law will be followed.

C. Staff members will report incidents to the Dean/Designee who will verify the identity of the student and the probable cause that a policy violation has been committed. The Dean/Designee where required will report the incident to the police and will file a report to be sent to the Department of Education. Parent/guardian will be notified as quickly as possible via the telephone. If telephone contact cannot be made, a letter will be sent home. Records will be maintained in a separate discipline file and confidentiality will be followed. Names and details of any particular incident will be revealed only to those staff persons who are required to know the specific information.

D. Any physical evidence of a policy violation will be submitted to the Dean/Designee. The Dean/ Designee will document the date, time, and description of the evidence and the name(s) of the student(s) involved. Evidence will be locked in a secure area determined by the Dean/Designee and submitted to the police upon their arrival.

E. General searches of the property of a student may be conducted by the Dean/Designee at any time upon reasonable suspicion. A search of the student may be conducted when reasonable suspicion exists to believe that the student may have in his/her possession any item prohibited by this policy. For the student search, a witness will be present; parent/guardian will be notified; and a written record will be prepared and filed.

F. All prescription and over-the-counter non-prescription drugs shall be presented to the school nurse upon entering the school building. The nurse will be responsible for dispensing those drugs to the students until they leave at the end of the school day. Any of these drugs not submitted to the school nurse will be considered in violation of this policy.

G. The discipline policy shall also apply to out-of-school conduct by a student if the District believes that the nature of such conduct indicates that the student presents a threat to the health, safety, or welfare of other students. Such out-of-school conduct shall include, but is not limited to, the sale, transfer, or possession of drugs which would constitute an offense punishable by law.

H. Students expelled from school for alcohol and drug infractions must petition the OCS Board for readmission. Evidence must be provided of having received appropriate related services pertinent to the expulsion offense.

I. Notwithstanding any of the foregoing, students are permitted, in their discretion, to use and possess an asthmatic quick relief inhaler ("inhaler") and/or auto-injectable epinephrine with individual prescription label; provided, nevertheless, that the student uses the inhaler and/or auto-injectable epinephrine pursuant to prescription or written directions from a state licensed health care practitioner; a copy of which shall be provided to the District; and further provided that the parent/guardian or legal custodian(s) of such student provide the District with written authorization for the student to possess and use the inhaler or auto-injectable epinephrine such student's discretion together with a form of release satisfactory to the District releasing the District and its employees from any and all liability resulting or arising from the student's discretionary use and possession of the inhaler and/or auto-injectable epinephrine and further provided that the school nurse may impose reasonable limitations or restrictions upon the student's use and possession of the inhaler and/or auto-injectable epinephrine based upon the student's age, level of maturity, behavior, or other relevant considerations. Parent/guardian shall not be required to provide or sign a form of release where the student's use and possession of an asthmatic quick inhaler or auto injectable epinephrine is determined by the students IEP or Section 504 Team to be necessary for the student's educational placement. Except as provided for in a student's Section 504 Plan or IEP, the school nurse may not unilaterally impose limitations or restrictions on a student's use and possession of an asthmatic quick release inhaler or auto injectable epinephrine if a Section 504 Team or IEP Team has determined the use of the medication is necessary for the student's educational placement. (For students who use prescribed asthmatic quick relief inhalers and/or auto-injectable epinephrine, see 14 DE Admin. Code 817, Administrations of Medications and Treatments.)

The Dean/Designee is responsible for enforcing the discipline policy in a manner which is consistent, fair, and firm. The administration reserves the right to treat each case on an individual basis, taking into consideration the overall school record of the student, self-referral, and other mitigating circumstances.

IV.THE PROGRAM FOR INTERVENTION AND ASSISTANCE SHALL INCLUDE:

A. Staff persons are to refer students to their school counselors to receive initial counseling and to obtain information on counseling/treatment services available to the student or the student's rights, if any, to those services and on the confidentiality which the student can expect.

B. Each high school shall maintain in its guidance office available to students and their parent/guardian a directory of resources available in the school environment and in the community for counseling for drug and/or alcohol treatment.

C. At the beginning of each school year, and in the event of a new employee, the Dean/Designee will distribute the referral procedures and resources. The Dean/Designee will request staff assistance in encouraging students to seek support.

D. Students with drug or alcohol problems will be referred to their school counselor for needs assessment, counseling, district program participation, and referral to outside agency, if appropriate.

E. No cost is required from students for counseling provided by the school counselor or programs sponsored by the building/district. Any cost for counseling, treatment, or testing provided by outside agencies will be borne by the student.

ANY REVISIONS OF THE ODYSSEY CHARTER SCHOOL DRUG AND ALCOHOL POLICY WILL BE SUBMITTED TO THE DEPARTMENT OF EDUCATION FOR REVIEW AND APPROVAL.

Appendix XIV: Bullying Prevention and Cyberbullying Policy

Odyssey Charter School (hereinafter referred to as "The District" or "OCS") recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The District strives to provide safe learning environments for all students and safe working environments for all staff members.

I. PROHIBITION OF BULLYING WHICH INCLUDES CYBERBULLYING

To further these goals, and as required by 14 Del. C. § 4164, the District 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 district 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 district and charter school in the same manner as incidents of bullying. The District further prohibits reprisal, retaliation or false accusation against a target, witness or person with reliable information about an act of bullying. As used herein, the term “school functions” includes field trips or any officially sponsored school event.

“School property” as used herein means any building, structure, athletic field, sports stadium or real property that is owned, operated, leased or rented by any public school district 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. THE FOLLOWING DEFINITIONS SHALL APPLY TO THIS POLICY:

A. “Bully” or “Bullying” as used in herein shall mean 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; 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. An act is intentional if it is the person’s conscious objective to engage in conduct of that nature.

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 district or charter school.

C. 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 district materials.

3. **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 perpetuated 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:
 - Denigration: spreading information or pictures to embarrass,
 - Flaming: heated unequal argument online that includes making rude, insulting or vulgar remarks,
 - Exclusion: isolating an individual from his or her peer group,
 - Impersonation: Using someone else's screen name and pretending to be them
 - 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 district/charter school policies or building, classroom or program rules.

III. SCHOOL-WIDE BULLY PREVENTION PROGRAM

Each school shall develop or adopt a school-wide bully prevention program that is research-based. The goals of the school-wide program will be to reduce any existing bullying problems among students, to prevent development of new bullying problems, and to achieve better peer

relations and staff-student connections at school. The Dean or Designee of each school will establish a Culture Committee, as described in Section IV of this Policy, responsible for coordinating the school's bully prevention program. In addition, each school's supervisory system in non-classroom areas will be reviewed as set forth in Section IV of this Policy.

IV. CULTURE COMMITTEE

The Dean or Designee of each school shall establish a site-based committee (hereinafter, "The Positive Culture 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 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), parent/guardian 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 Dean or Designee. 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, of Title 14 of the Delaware Code, that committee shall vote whether or not to accept the aforementioned responsibilities.

Each Committee established pursuant to this Policy shall:

1. Hold regular meetings.
2. Select a coordinator of the School-Wide Bully Prevention Program.
3. Consider, decide upon, and coordinate any staff training sessions (beyond the 1 hour gang and bully prevention training required in 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 who have been trained, and what training they have received.
5. Review the school's supervisory system for non-classroom areas and make recommendations for modifications, if necessary, to the school's Dean/Designee.
6. Plan a school kick-off event.
7. Establish subcommittees, as needed.
8. Decide upon and implement methods of notification to students, parent/guardian and the community concerning the School-Wide Bully Prevention Program.

The foregoing is not an exclusive list.

V. REPORTING BULLYING INCIDENTS

It is the responsibility of each member of the school community: students, staff members, and parent/guardian, 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 staff member 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. The staff member must follow up any initial verbal report of a suspected bullying incident with a written report within 24 hours. The written report shall be reasonably specific as to actions giving rise to the suspicion of bullying and shall include:

1. Persons involved, designating bully, target, and bystanders roles.
2. Time and place of the conduct and alleged number of incidents.
3. Potential student or staff witnesses.
4. Any actions taken.

B. Any student, parent/guardian, or other member of the school community who suspects that a bullying incident(s) has occurred, or is occurring, should immediately report the same to a school staff member or administrator.

VI. INVESTIGATIVE PROCEDURES

A. Each school is required to have a procedure for the administration to promptly investigate all complaints/ reports of bullying 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. Each Dean may designate a person or persons to be responsible for responding to bullying complaints. Each confirmed incident of bullying 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 Dean or Designee within five (5) working days pursuant to Department of Education regulations.

C. 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. CONSEQUENCES FOR BULLYING

The disciplinary consequences for students involved in bullying incidents are set forth in the Student Code of Conduct and are expressly incorporated by reference into this Policy.

VIII. STAFF MEMBER TRAINING

The District 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 § 4164, Title 14 of the Delaware Code to all staff members. 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).

IX. DISCIPLINARY ACTION BASED ON ANONYMOUS REPORTS Formal disciplinary action solely based on anonymous reports is not permitted.

X. NOTIFICATION OF PARENT/GUARDIAN

The Dean or Designee shall notify the parent/guardian or relative caregiver pursuant to 14 Del. C. 202(f), or legal guardian, of any target of bullying or person who bullies.

XI. IMPLEMENTATION BULLYING PREVENTION PROGRAM

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

XII. ACCOUNTABILITY

The Dean/Designee of each school shall notify the District in writing of their compliance with this policy and submit a copy of the procedures they have adopted under this policy by January 1 of each school year. The Dean/Designee of each school shall verify for the District the method and date that this policy has been distributed, to all students, parent/guardian, faculty, and staff.

XIII. 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 district 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.

XIV. 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 District initiated under this policy provided there is sufficient school nexus.

B. This policy 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 District policy.

XV. 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.

XVI. 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 4164 of the Delaware Code.

XVII. 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.

XVIII. PROCEDURE FOR COMMUNICATING WITH MEDICAL AND MENTAL HEALTH PROFESSIONALS

District staff will follow the same procedures for communicating with medical and mental health professionals involved in treating students for bullying issues as are utilized for all other communications with medical and mental health professionals concerning students. Release of information forms must be signed by the parent/guardian or relative caregivers 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. If a parent/guardian 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. After confirmation that a child has been involved in a bullying incident, if the Dean or designee recommends a mental health assessment be completed, the school may:

A. Require that return to school will be contingent upon the clinical assessment providing recommendations and treatment plan if identified as appropriate.

B. Require that students who have posed a threat to others remain in in-school suspension and that return to regular class schedule will be contingent upon the clinical assessment providing recommendations and treatment plan if identified as appropriate.

C. Summary of this assessment shall be shared at a meeting with student, parent/guardian and school Dean or designee prior to return to school or the general population. Emergency assessment can be obtained through Mobile Response Stabilization Unit for students under age 18 at 1-800-969-

4357 and Mobile Crisis Intervention Services for students over 18 at 1-800-652-2929. If it is determined that a crisis call needs to be initiated for a minor student, the parent/guardian will be notified as they will need to be present and provide consents for an assessment. If a student is at imminent risk to themselves or others an emergency assessment can be completed while awaiting parent/guardian; however, consent will be needed if it is deemed that a child needs further treatment. If you feel your child needs immediate risk proceed to your local emergency room or Rockford Center. The Mental Health & Crisis Lifeline can be reached 24/7 by dialing 988.

XVIX. LIMITATION/EXCLUSION

Nothing in this policy is intended to prohibit the 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 district policies or building, classroom or program rules.

XX. SCHOOL OMBUDSPERSON INFORMATION:

ATTORNEY GENERAL'S OFFICE'S BULLYING HOTLINE (1-800-220-5414)

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

XXI.INFORMING STUDENTS OF ELECTRONIC MEDIUMS

Upon implementation of this policy, and again at the beginning of each academic year, OCS 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 school year, postings on Facebook, Twitter, MySpace, YouTube, Snap Chat, Instagram, Vine, Tumblr, Goggle+ and Pinterest shall, at minimum, be included in the school's 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.

This list is NOT considered exclusive and any social media outlet which allows for communications that may be viewed by the intended victim shall be considered as an electronic medium for the purposes of enforcing the electronic bullying aspects of this policy. Internet sites such as "blogs" which may be created or used by individuals for the specific purpose of bullying as defined above shall also be treated in the same manner as other publicly accessible internet portals.

XXII. 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, parent/guardian, faculty and staff

Appendix XV: OCS' FERPA Notice for Directory Information

Odyssey Charter School Family Educational Rights and Privacy Act (FERPA) Odyssey Charter School's Notice for Directory Information

The **Family Educational Rights and Privacy Act (FERPA)**, a Federal law, requires that the Odyssey Charter School (Hereafter referred to as District) , with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information (PII) from your child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in an Arts, play or drama production;
- The annual yearbook or CD;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets or programs such as for wrestling, showing weight and height of team members, basketball programs, football programs, academic competition programs etc.
- College enrollment tracking through the National Student Clearinghouse
- Free Application for Federal Student Aid (FAFSA) completion tracking

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information- names, addresses and telephone listings- unless parent/guardian have advised the LEA that they do not want their student's information disclosed without their prior written consent. **[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]**

If you do not want the District to disclose the type of directory information identified above from your child's education records without your prior written consent, you must notify the District in writing by September 15th after the start of each school calendar year. OCS has designated the following type of information as directory information:

- Student's name
- Dates of attendance
- Date and place of birth
- Grade level
- Address

- Weight and height of members of athletic teams
- Telephone listing
- Degrees, honors, and awards received
- Electronic mail address
- The most recent educational agency or institution attended
- Photograph
- Participation in officially recognized activities and sports
- Major field of study
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, will not be used for this purpose.)

Appendix XVI: Responding to Teen Dating Violence and Sexual Assault Policy

Definition: The following words, terms, and phrases, when used in this Policy, shall have the meaning ascribed to them except when the context clearly indicates another meaning:

- “Sexual Assault” means any unwanted sexual behavior committed by a perpetrator who is a stranger to the victim, or 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 by Title 11, § 763;
 - Sexual contact as defined by Title 11, § 761;
 - Sexual intercourse as defined in Title 11, § 761;
 - Sexual penetration as defined in Title 11, § 761 and child abuse as defined in Title 10 § 901.

- Teen dating violence means assaultive, threatening, or controlling behavior, including but not limited to, stalking as defined in Title 11, § 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 casual relationships.

Although this Policy is established to comply with Title 14, § 4166, School Teen Dating Violence and Sexual Assault Act, it also overlaps with Title 14 § 4112, Reporting School Crimes. The following mandatory and non-mandatory reporting protocol is as follows:

SCHOOL CRIMES:

Title 14 § 4112 requires an immediate report and shall be made by the school Dean or designee to the appropriate police jurisdiction when a school employee has reasonable suspicion that one of the following offenses occurred:

A student suffers a violent felony offense, unlawful sexual contact, or an assault that is not sexual in nature. Also a mandatory reporting is required if the school employee commits any violent felony, assault in the third degree or any sexual offense against a student regardless of where the incident takes place. This offense also requires an immediate report to the Division of Family Services. Any school employee who witnessed or who has knowledge of the incident shall also report it.

SEXUAL VIOLENCE:

Any abusive sexual behavior that is committed against a minor or an adult, regardless of where the incident took place, must immediately be reported to Division of Family Services. However, if a student, 18 years of age or older, is a victim of sexual violence that occurs outside the school environment, then the incident does not require a mandatory report (unless the perpetrator is a school employee). Law enforcement should also be contacted in cases of sexual violence. This reporting requirement must be made by any school employee who witnessed or was given information about the incident.

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:
 - An immediate report shall be made by the school Dean or designee to the appropriate police jurisdiction.
- Assault III in the school environment:
 - An immediate report shall be made by the school Dean or designee to the appropriate police jurisdiction.
- Unlawful Sexual Contact III in the school environment:
 - An immediate report shall be made by the school Dean or designee to the appropriate police jurisdiction.
- Abusive Sexual Behavior Against a Minor regardless of where the incident occurs and Abusive Sexual Behavior against a student 18 years of age or older in the school environment:
 - An immediate report shall be made to the Division of Family Services Law Enforcement should also be contacted.
- Threats of Harm to Self or Others:
 - An immediate report shall be made to the appropriate police jurisdiction.

RESPONDING TO TEEN DATING & SEXUAL VIOLENCE:

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 Division of Family Services 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 Student 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 mandatory reporting shall take the following steps:

- 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.
- Monitor the victim's safety as needed. Assist the victim with safety planning for the school day and for after school activities.

PROTOCOL FOR RESPONDING TO TEEN DATING VIOLENCE WHEN MANDATORY REPORTING IS REQUIRED:

Any school employee who learns that a student may be a victim of teen dating violence requiring mandatory reporting 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.
- Report mandatory reporting incidents to the appropriate police jurisdiction. Division of Family Services must also be notified if sexual violence occurs in the teen dating relationship. The School Resource Officer may also be notified, if applicable.
- Refer to the Student Code of Conduct based on the behavior, but consider additional responses, such as providing outside resources to the student.

PROTOCOL FOR RESPONDING TO SEXUAL VIOLENCE - WHERE MANDATORY REPORTING IS NOT REQUIRED.

Mandatory reports are required in all instances of sexual violence except for when a student, 18 years of age or older, is a victim of sexual violence that occurs outside of the school environment (unless the perpetrator is a school employee). This protocol is intended for those instances that do not require a mandatory report.

Any school employee who learns that a student, 18 years of age or older, may be a victim of sexual violence not requiring mandatory reporting 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 Student 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 SEXUAL VIOLENCE NOT REQUIRING MANDATORY REPORTING, SHALL TAKE THE FOLLOWING STEPS:

- Inform the victim of school and community resources as needed, including the 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 by obtaining a Sexual Assault Exam.
- Monitor the victim's safety as needed. Assist the victim with safety planning for the school day and for after school activities.

PROTOCOL FOR RESPONDING TO SEXUAL VIOLENCE - MANDATORY REPORT REQUIRED.

- Regardless of where the incident takes place, any abusive sexual behavior against a minor by another minor or adult requires an immediate report to the Division of Family Services. This should also be reported to the appropriate police jurisdiction.
- Any school employee who learns that a student may be a victim of sexual violence 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.
 - Report incidents that fall under the mandatory reporting obligation to the appropriate police jurisdiction and Division of Family Services when appropriate and notify the School Resource Officer if applicable.

THE SCHOOL ADMINISTRATOR OR DESIGNEE SHALL TAKE THE FOLLOWING STEPS:

- Speak with the 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 discipline or delinquency or criminal proceeding.
- Speak with bystanders/witnesses who may have been present or involved.

- Administer disciplinary consequences to the alleged perpetrator per the Student Code of Conduct regarding this type of behavior when appropriate, including but not limited to making a disciplinary referral and a counseling referral.
- Inform the victim of his/her right to file a Protection from Abuse Order or school-based complaint of sexual harassment, dating violence or sexual violence with any counselor or administrator. Support the victim in documenting the incident.
- Contact the parent/guardian of the victim and the alleged perpetrator to inform them that an incident of dating violence or sexual violence is being investigated.
- Document actions taken.

WORKING WITH VICTIMS:

- Safety is and always will be the primary focus of concern;
- Identify action to be taken to ensure safety and ability of this victim to participate in school without fear of intimidation. Include the victim in determining safety precautions.
- Inform parent/guardian of school resources as needed. These include but are not limited to: right to access advocacy and counseling services, file charges or seek legal protection, such as a Protection from Abuse Order.
- Encourage victim to seek medical attention if needed.
- Encourage victim to report further incidents.
- Inform the victim of his/her right to request an in-school Stay-Away Agreement or another school based alternative to a Protection Order.
- If sexual harassment is involved, inform the victim of his/her right to file a complaint of sexual harassment directly with the Title IX Coordinator.
- Monitor the victim's safety.

ADMINISTRATORS MAY ADVISE THE VICTIM OF HIS/HER RIGHT TO HAVE A SUPPORT PERSON PRESENT DURING ALL STAGES OF THE INVESTIGATION. PROTOCOL FOR WORKING WITH THE ALLEGED PERPETRATOR:

- Conference with the alleged perpetrator and parent/guardian.
- Tell alleged perpetrator that any statements made may be part of future disciplinary, delinquency 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 Protection from Abuse Order.
- Inform perpetrator's parent/guardian regarding the support available at school or in the community as needed.
- Address the seriousness of retaliation against the victim for reporting the incident or cooperation with the investigation. Inform the alleged perpetrator that retaliation or threats of retaliation in any form intended to intimidate the victim or those who are witnesses, or those investigating an incident shall not be tolerated.
- Consider increased supervision of the alleged perpetrator.
- Document the meeting and any action plans in place.

DOCUMENTATION OF INCIDENTS

The School Administration or Designee Shall:

- Maintain teen dating and sexual violence complaints in a file separate from academic records.
- The documentation of teen dating and sexual violence shall include the following:
 - Obtain through investigation of the facts regarding: who assaulted who; date, and time; where the incident occurred; names of those present, witnesses and other victims.
 - The victim and alleged perpetrator information including class schedules, group and club memberships, and school activities.
 - Disciplinary and accommodations recommendations:
 - Response actions taken, including safety planning, referrals for services and counseling and disciplinary actions and:
 - Incident updates, including responses to disciplinary action, alleged perpetrator compliance, utilized of referrals for services, review of safety plans, and takes reports from the victim, including further referrals for services.

Appendix XVII: Suicide Prevention Policy

SUICIDE PREVENTION TRAINING FOR PUBLIC SCHOOL EMPLOYEES

Each public school employee of the District shall participate in at least one combined training each year totaling ninety (90) minutes on suicide prevention. The training materials shall be

evidence-based and developed and/ or approved by the Department of Education, Department of Health and Social Services, and the Department of Services for Children, Youth and Their Families. Any in-service training required by this section shall be provided within the contracted school year as provided in 14 Del. C. §1305(e).

SUICIDE PREVENTION PROGRAM

The District shall develop a Suicide Prevention Program. The components of the District's Suicide Prevention Program may vary to address the needs of different grade levels. Each school shall establish a committee that is responsible for coordinating the suicide prevention program within the school. This can be addressed through a currently existing committee in the school.

CONFIDENTIAL AND ANONYMOUS REPORTING

School staff shall follow the District "Crisis Intervention Procedures for Suicide Threats" to provide for confidential and anonymous reporting of a student demonstrating the warning signs of suicide. The document outlining the process will be maintained by the Dean or a staff member designated by the Dean and a copy will be sent to the Student Services Office. At a minimum, any privacy rules shall be followed, including any applicable Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) provisions.

PROCEDURE FOR COMMUNICATION BETWEEN SCHOOL STAFF MEMBERS AND MEDICAL PROFESSIONAL WHO ARE INVOLVED IN TREATING STUDENTS FOR SUICIDE ISSUES.

For a student who has not reached the age of 18, Release of Information forms shall be signed by the parent/ guardian, or relative caregiver in order for the primary care physician or healthcare professional to communicate with school personnel regarding any treatment of a student.

Notwithstanding the foregoing, communications between healthcare professionals and school staff regarding any treatment of a student may occur for any student 14 years or older who has provided consent for voluntary outpatient treatment in accordance with 16 Del. C. § 5003. In accordance with HIPAA and FERPA guidelines, releases shall be signed before communication may take place. Communications without signed releases in an emergency situation may occur in accordance with HIPPA and FERPA regulations and guidelines.

- If a parent/guardian 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 the student.
- Emergency assessments can be obtained from hospital emergency departments; a licensed healthcare professional; a physician; or nurse practitioner; or from the state's Child Priority Response Mobile Crisis Service if the student is under 18 years of age, or from the Adult Mobile Crisis Service if the student is between the ages of 18-21.

POSTING OF THE SUICIDE PREVENTION POLICY

The District shall post this Suicide Prevention Policy in all student and staff handbook(s) and on the District's website.

RETALIATION RESTRICTIONS

No employee, school volunteer or student shall be retaliated against for reporting a student thought to be demonstrating the warning signs of suicide.

Appendix XVIII: Dress code and Uniform Policy

All screen printed or embroidered uniform pieces for student wear must be purchased through the approved clothing vendors, Tommy Hilfiger and Lands' End. Pants/bottoms are not required to be embroidered. All uniform pieces previously purchased from Lands' End or Flynn and O'Hara are permitted to be worn as well, new pieces are not required to be purchased for the 2022-23 School Year.

Permitted uniform items for each grade level can be found on Lands' End and Tommy Hilfiger websites by searching for Odyssey Charter School Delaware. Upon entering your students' information, the specific allowed uniform pieces will be displayed.

Uniform Policy Overview

Grades K-2 (Lower School)

Short-sleeved and long-sleeved polos embroidered with the school logo are allowed in navy blue and white.

Pants, shorts, skirts and skorts are to be worn in khaki only. Dresses in polo or ponte style are available in navy blue. A clear blue plaid jumper is available as well and must be worn with the white peter-pan collared blouse.

Grades 3-5 (Intermediate School)

Short-sleeved and long-sleeved polos embroidered with the school logo are allowed in navy blue, light blue, and white.

Pants, shorts, skirts and skorts are to be worn in khaki, navy blue, or clear blue plaid. Dresses in polo or ponte style are available in navy blue. A clear blue plaid jumper is available as well and must be worn with the white peter-pan collared blouse.

Grades 6-8 (Middle School)

Short-sleeved and long-sleeved polos embroidered with the school logo are allowed in navy blue, light blue, grey and white.

Pants, shorts, skirts and skorts are to be worn in khaki, navy blue, or clear blue plaid.

Grades 9-12 (High School)

Short-sleeved and long-sleeved polos embroidered with the school logo are allowed in navy blue, light blue, white and grey.

Pants, shorts, and skirts are to be worn in khaki, grey, navy blue, or clear blue plaid.

High School students may also wear long or short-sleeved oxford shirts, if previously purchased. OxforDs are no longer available for new purchases.

Gym Uniforms

Grades K-8 (Lower, Intermediate, and Middle Schools)

Students must wear gym uniforms and sneakers to school on active gym days.

In grades K-5, teachers will provide the schedule of gym uniform days during the first weeks of school. Students in grades 6-8 will be scheduled into gym classes.

The approved gym t-shirt (gray with navy logo) and/or sweatshirt (navy with white logo) must be purchased at Tommy Hilfiger or Lands' End.

Plain, solid navy blue mesh shorts and/or plain, solid navy blue sweatpants may be purchased anywhere, but must be of the same color and style as offered on the Tommy Hilfiger or Lands' End Odyssey uniform websites.

Gym uniform items are not to be worn with regular uniform items.

Grades 9-12 (High School)

Students scheduled into gym classes may wear full gym uniforms with sneakers on gym days. If students do not wear the full gym uniform, they must bring sneakers to school for gym and change into sneakers at the beginning of class.

High School students are permitted to wear the gym uniform sweatshirt over collared polo shirts as an approved outerwear piece. Students may not wear the sweatshirt without a polo shirt underneath unless in a full gym uniform.

Uniform Guidelines

Shirts

Shirts must be tucked in at all times. No more than the top two buttons of the shirt may be left open. 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.

Pants/Shorts

All pants and shorts should be purchased through Lands End or Tommy Hilfiger. Non-uniform pants, including jeans, jeggings, joggers, cargo pants, 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.

Skirts, Skorts, Shorts, and Jumpers

Skirts, dresses, skorts, and shorts may not be shorter than one inch above the knee when standing or be at least the length of the fingertips when arms are fully extended at the sides.

Shoes

Shoes must be closed toed, hard soled and have a back. Sneakers, boots, and dress shoes are acceptable. Lower school students must be able to tie their own shoes or should use velcro.

Sweaters/Fleece

School sweaters or the school fleece with the embroidered school logo from Tommy Hilfiger 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.

High School students may also wear approved outerwear/spiritwear designated by the building level administration. Outer garments (other than sweaters) must be stored in the student's

locker/cubbie. OCS spiritwear hoodies/sweatshirts are not to be worn in class in grades K-8. All spiritwear may only be worn on spiritwear or dress down days.

Hats/Headbands

Hats are **not** permitted to be worn in school. During the colder months, warm hats are allowed and encouraged for outdoor play only. Only solid color headbands in black, navy blue, royal blue, grey or white without logos are permitted. Headbands must be no more than 2 inches wide.

Backpacks and Book Bags

All students are expected to transport their personal materials in a bag of choice to and from school. All bags are subject to search.

Jewelry, Hairstyles, and Accessories

Excessive jewelry, makeup, or hairstyles that are deemed by the school administration to be distracting or distasteful will not be permitted. Students will be asked to remove excessive makeup or hairstyles or, in the event that is not possible or student refuses, will be sent home with a parent.

Hairstyles and hair lengths should reflect the atmosphere of decorum desired by the school. Mohawks, shaved designs, and spiked hair are examples of hairstyles that would not be acceptable.

The only permissible body piercing are earrings. No facial piercings may be worn. Earrings must be of modest size 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 Tommy Hilfiger 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.

Blankets, Throws, Snuggles

Unless for a special occasion permitted by the School Dean, blankets, quilt throws, or snuggles are not permitted in school at any time.

Consequences for Violating Dress Code

In the beginning of the year teachers will remind students of dress code expectations and issue warnings to those students who are not complying with the dress code. Infractions after warnings are issued will result in consequences for students not complying with the dress code. Dress code violations are a level one infraction.

Used Uniform Program

If you have a well-maintained (no holes, no stains) OCS uniform items to donate, please send your clean, fresh-laundered, item(s) into school with your child in a bag.

To obtain a Used Uniform Item you can attend the used uniform sale, which are held regularly and advertised by the PTO. Each item is \$5.00.

If you have any questions regarding our uniform policy, please contact the administrative team at your student's building.

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 after school, evening or other school sponsored events, must be 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. Dress code regulations with regards to jewelry, hairstyles, and accessories also apply on dress down days.

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 other disciplinary action on the part of an administrator.

All students must wear clothing on dress down days that is appropriate to an academic environment and that adheres to the following guidelines:

- No clothing may be worn that creates a distraction for other students.
- No clothing may be worn that features offensive language; racial or ethnic statements; references to tobacco, drugs, alcohol or gangs; or wording/graphics that are suggestive of sexual or other inappropriate behavior.
- No clothing or footwear may be worn that may threaten the safety of the wearer or other students (e.g. no shoes with wheels in the soles, or excessively high-heeled or platform shoes, no slides , flip flop shoes, or slippers).

Lost and Found

We urge students and parents 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 of the student's building. If an item is not in the lost and found, a parent or student should report the missing item to a staff member in the office. Periodically, unclaimed items may be donated to the PTO for uniform resale or a charitable organization.

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Handwriting practice lines consisting of 20 horizontal dashed lines.

