

Odyssey Charter School

living filotimo since 2006

Code of Conduct

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

2025-2026



OCS Senior Administration

Elias Pappas, Chief Executive Officer
Evan Winokur, VP of Operations
Ioanna Lekkakou, VP of Hellenic Education and Global Outreach
Juliana Sheehan, VP of US Academics
Jackie McCutcheon, VP of Major Gifts, Strategist, and Advancement
Renee Beamer, VP of Human Resources
Xuan Bui, Coordinator of Student Services
Niki Tantalou, Immersion School Principal
Hrysoula Davis, Lower School Principal
Mark Phelps, Intermediate School Principal
Michael Pietlock, Middle School Principal
Ashley Lipson, High School Principal

Board Members

Ken Przywara, President	
Georgia Kollias, Vice President	
Constantine Fountzoulas, Treasurer	
Bridget Davis, Secretary	
Dimitri Karakasidis	Dimitri Dandolos
Constantine Fountzoulas	Eva Jannelli
Kristin Turner	Joel Porter
Valerie Caras	Monica Loughman

This document is not all-inclusive nor does it restrict Odyssey Charter School and or the OCS School Board's authority to take actions necessary to maintain a safe and orderly educational environment. Odyssey Charter School Administration reserves the right to overturn or modify any disciplinary action as determined by the Administration.

Odyssey Charter School does not discriminate on the basis of race, color, gender, gender identity, religion, age, disability, marital status, sexual orientation/preference, 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 Xuan Bui, Special Education Coordinator, 302-516-8000 ext. 531

Title IX: Contact Renee Beamer, Director of Human Resources, 302-516-8000 ext 477

MESSAGE FROM THE OCS ADMINISTRATIVE TEAM

Dear Students and Families,

Welcome to Odyssey Charter School! We are thankful you have chosen Odyssey for your educational needs and are excited you will be joining our school *οικογένεια* (family). Our faculty and staff look forward to a productive and creative year with enriching educational experiences, rigorous curriculum that fosters critical thinking, and extracurricular activities to support the growth of all students. Our mission 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 a Modern Greek language and Mathematics focus.

The Code of Conduct is updated each year and provided to all students and families to ensure their understanding of the rules and guidelines that govern Odyssey Charter School. This year, we are providing our latest edition of the Code of Conduct electronically, with paper copies available to families by request. The collaboration between school, family, and student is essential to ensuring that your student is successful at Odyssey Charter School. Please be sure to carefully read and review the contents of this handbook, which includes information on attendance, our code of conduct, athletic policies and eligibility, and more.

If you have any questions, concerns, or need clarification about the handbook, please feel free to reach out to the school program's principal for support. We are all here to help our students find success here at Odyssey. Updated emails and phone numbers are always available on our website: www.odysseycharterschooldel.com.

Thank you for entrusting our school with the most important work of teaching and learning. Our Board of Directors, Administrative Team, Faculty, and Staff all wish you much success and personal growth this school year.

The OCS Administrative Team

ESSENTIAL INFORMATION

In order to reduce the number of forms and general paperwork parents are asked to sign at the beginning of the year, we want parents to know these general policies:

1. The Code of Conduct Acknowledgement Form is located on page 6. Please fill this form out and return it by Friday, September 12th, 2025.
 - a. It is a condition of student enrollment to abide by the Code of Conduct regardless of parent/ guardian signature on the attached acknowledgement form (page 6).
2. The emergency medical information card must be completely filled out and returned immediately. This card is our first line of information about your student's health and wellness and should your student have an accident, we need this information to reach parents/guardians. If you need to update information on this card throughout the school year with a change of address or phone number, please contact the administrative assistant for your student's building.
3. Students are sometimes photographed or filmed during activities, and the pictures are included in some of our public relations materials. If you DO NOT want your child photographed, please put your request in writing to the building level administrator. This must be completed yearly, previous requests do not carry over.
4. Please read the Acceptable Use Policy and Electronic Device Policy for information regarding technology use and review the policy with your student. If you have further questions, please address them to the school building administrator.
5. To accommodate special needs as required by state and federal law, certain students in your child's classroom might have the right to audio/video record, or to receive teacher-made audio and video recordings of discussions that occur during instructional activities. These recordings could include the voice or likeness of your child. The child making the recording or for whom the recording is made will use the recording solely to support his or her ability to access and retain educational information. The recording will be destroyed when it is no longer necessary for that purpose. Recordings shall not be maintained by or otherwise considered educational records of Odyssey Charter School for any purpose.
6. School Closing Information, School Calendar, our Greek Math and Language Policy, and additional information is available at our website, <http://www.odysseycharterschooldel.com>

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 C 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) and agree to the terms of the code of conduct herein presented. Return the signed sheet to your child's homeroom (K-5) or first period (6-12) teacher by September 12th, 2025. It is mandatory that all students turn in this sheet as it is an article of enrollment to the school.

SIGN AND RETURN

This is to confirm that I have received/reviewed a copy of the Odyssey Charter School Student Code of Conduct, the School-Family-Student Compact (See Appendix G), the Odyssey Charter School's Educational Technology Acceptable Use Policy (See Appendix C), and the Notification of Rights under the Family Education Rights and Privacy Act (FERPA) (See page 34).

Student Name (Please Print) _____

Student Signature _____

Date _____

Parent/Guardian Signature _____

Date _____

Return the signed sheet to your child's homeroom (K-5) or first period (6-12) teacher by Monday, September 12th, 2025.

TABLE OF CONTENTS

	Page
Administration and Board	3
Message from the School Administrative Team	4
Essential Information	5
Code of Conduct Acknowledgement	6
Chapter I – Introduction to the Code of Conduct	
Introduction to the Code of Conduct	10
What is a Student Code of Conduct?	10
When is the Code in Force?	10
What is the Discipline Policy in regards to the Code?	11
Expectations for Student Behavior	11
Academic Expectations	14
Expectations for Continued Enrollment	18
Chapter II – Student Responsibilities and Rights	
School Attendance	19
Tardies	20
Prearranged Absence	20
Extended Leaves of Absence	20
Prolonged Absence	21
Excessive Absences - Appeals	22
Truancy	23
Early Dismissal or Dismissal Changes	23
Bus Privileges	25
Computer Usage	26
Counseling	26
Curriculum	27
Evaluation and Grading Policy	27
Expression	28
Harassment	28
Married/Pregnant Students	30
Privacy and Property	30
Publishing and Distributing Materials	31
Restorative Practices	31
Safety	32
Student Government	32
Student Motor Vehicles	32
Student Records	33
Use of Surveillance Equipment	33
Disclosure of Certain Student Information	33
FERPA Rights	34
Student Property and Responsibilities	35
Student Fines	36
Electronic Device Policy	36
School-Police Relationships	37

Chapter III –Violations of the Student Code of Conduct

General Restorative Practices Information	38
Behavioral Steps	39
Code of Conduct Infractions	41

Chapter IV - Disciplinary Procedures

Student Grievance	56
Grievance Procedures	56
Investigation and Reporting Requirements	57
Initial Due Process	58
In-School Suspension	58
Suspension from School	58
Assignment to Alternative Programs	59
Student Expulsion Procedures	61
Out of School Conduct	64
Students with Disabilities	64
Unsafe School Choice	64

Appendices

Appendix A: Glossary of Disciplinary Terms	65
Appendix B: Bullying and Cyberbullying Prevention Policy	68
Appendix C: Acceptable Use Policy	81
Appendix D: Confidentiality and Teen Dating Violence Policy	83
Appendix E: Dress Code and Uniform Policy	86
Appendix F: Food Allergy and Wellness Policy	90
Appendix G: Parent Involvement Policies	91
Appendix H: Extended Leave Policies	95
Appendix I: Anti-Harassment Policy	96
Appendix J: Policy on Possession of Firearms	99
Appendix K: Suicide Prevention Policy	101

Chapter I: Introduction

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.

Therefore, the school must be free from disruptions which interfere with teaching and learning activities. Students, parents/guardians, and school staff must assume a responsible role in creating a positive environment and promoting behavior that encourages the learning and development of students' potential.

What is a Student Code of Conduct?

The Student Code of Conduct sets out the standards of conduct expected of students. It holds individuals and groups responsible for the consequences of their actions. All members of the student body are expected to conduct themselves in a manner that contributes positively to an environment in which respect, civility, diversity, opportunity and inclusiveness are valued, so as to assure the success of both the individual and the community. The Student Code of Conduct applies to conduct that occurs on School grounds or that occurs elsewhere if it is related to OCS sponsored programs or activities (such as traveling athletic teams or field trips).

The code is an official document of Odyssey Charter School which:

- Specifies the rights and responsibilities of students
- Defines attendance responsibilities
- Defines conduct that disrupts a positive and productive learning environment
- Standardized procedures for disciplinary action
- Promotes respect for all individuals
- Promotes individual and community responsibility
- Provides a safe environment for students

Provisions in the Code of Conduct apply to all students in Grades K-12, but differences in age and maturity are considered in determining the type and severity of disciplinary action to be taken. All students have a greater responsibility for their actions as they increase in age. This code does not restrict the board's legal and statutory authority to protect the health, safety, and welfare of students and staff. A copy of the Student Code of Conduct is given to each student on school entry and provided online.

When is the code in force?

The code is in force:

- On school property prior to, during, and following regular school hours
- While students are on a school bus or in a school vehicle for any purpose
- When a student's conduct to and from school and/or the bus stop has a harmful effect on other students, the community, or on the orderly educational process.
- At all school-sponsored events and other activities at which school administrators and staff have jurisdiction over students.
- For bullying or harassment occurring out of school, if the act interferes with the educational rights of another student or causes a disruption of the school environment.

- Off campus. The school and/or school board has the authority to suspend or expel students for activities occurring off of 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 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.

That portion of the Student Code of Conduct which protects school buildings and grounds is always in force.

The Student Code of Conduct is not all-inclusive and a student committing an act of misconduct not listed may be subject to the authority of the building level administrator or designee. Serious or excessive behavior that necessitates a more severe disciplinary action than that which is listed shall be subject to the discretionary authority of the Principal and the Head of School. This may include a recommendation for expulsion.

Any student who hinders an investigation or any student who aides, 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.

How is the Student Code of Conduct Administered?

All teachers are expected to use reasonable behavior management techniques in the classroom prior to referring a student to a building administrator for disciplinary action. An administrator or designee administers the Student Code of Conduct when a student has been referred because of misbehavior. 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 a grievance as per the grievance procedures outlined in Chapter IV.

What are the expectations for student behavior?

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

Students

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

Parents/Guardians

- Understand the chain of command; your first interaction should be with the school personnel who contacted you in regards to the disciplinary action. If that individual does not respond to you in a timely manner (non-suspendable offenses=1 school day, suspendable offenses-the same day), you may contact the school's principal.
- Show respect to all district employees.

- Attend Back to School Night and other school functions to meet teachers, learn about their classroom procedures, and create relationships with those people working with their child.
- Keep in contact with the school concerning their child's progress and conduct
- Maintain up-to-date home, work, and emergency numbers at the school
- Ensure that their child is in daily attendance and promptly report and explain an absence or tardiness to the school
- Provide their child with resources needed to complete classwork and homework
- Assist their child in being healthy, neat, and clean
- Refrain from using profanity, abusive language or inflammatory actions in personal interactions
- Bring to the attention of school authorities any problem or condition which affects their child or other children of the school community
- Discuss report cards and work assignments with their child
- Attend Parent/Teacher conferences
- Seek changes in an orderly and approved manner

School Personnel

- Are in regular attendance and on time
- Are prepared to perform their duties with appropriate working materials
- Dialogue with parents, students, and other employees in a manner that reflects professionalism and caring
- Refrain from using profanity, abusive language or inflammatory actions in personal interactions
- Conduct themselves in a safe and responsible manner
- Abide by the rules and regulations set forth by the school and the Board
- Seek changes in an orderly and approved manner
- Maintain an atmosphere which encourages good behavior and active learning
- Plan a flexible curriculum to meet the needs of all students
- Develop good working relationships among staff and with students
- Encourage the school staff, parents, and students to use the services of community agencies
- Utilize good guidance procedures and practices
- Encourage parents to maintain regular communication with the school
- Provide opportunities for parent participation in affairs of the school
- Encourage and maintain the involvement of students in the operation of the school, i.e., student government
- Involve the community in order to improve the quality of life within the school

Attendance at Field Trips/School Sponsored Activities

Attending field trips and participating in school sponsored activities is an exciting part of the school experience. We want to stress; however, that attending a school-sponsored field trip/activity is a privilege. To be eligible for attendance on field trips or at school sponsored activities, the following guidelines must be followed:

1. **First Semester Eligibility:** To attend a field trip during the 1st semester, the following criteria must be met:
 - a. a student may not have more than 5 days of suspension either in school, out of school, or any combination thereof
 - i. Example: a student may have 2 days in school suspension and 3 days out of school suspension.
2. **Second Semester Eligibility:** To attend a field trip during the 2nd semester, the following criteria must be met:
 - a. a student may not have more than 8 days of suspension either in school, out of school, or any combination thereof during the same year

Extenuating individual circumstances will be reviewed by OCS administration.

Academic Expectations and Grading Scale

ODYSSEY CHARTER SCHOOL GRADING SCALES

Lower Elementary School (Grades K-2) Grading Scale

Level	Description
5	Outstanding: The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
4	High: The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
3	Meets: The student has a sound understanding and knowledge of the main areas of content and has achieved an adequate level of competence in the processes and skills.
2	Basic: The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
1	Limited: The student has limited knowledge and understanding in few areas of the content and has achieved limited competence in some of the processes and skills.
X	Not Introduced: Standard not yet introduced
ME	Medically Excused
I	Incomplete: The standard has been introduced but not yet assessed due to extraneous circumstances, assessments pending, etc

Intermediate and Middle School (Grades 3-8) Grading Scale

Grade Range	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

High School (Grades 9-12) Grading Scale

Grade Range	Letter Grade	Unweighted GPA	Advanced GPA	Honors GPA	AP/Dual Enrollment GPA
93-100	A	4.00	4.25	4.50	5.00
90-92	A-	3.67	3.92	4.17	4.67
87-89	B+	3.33	3.58	3.83	4.33
83-86	B	3.00	3.25	3.50	4.00
80-82	B-	2.67	2.92	3.17	3.67
77-79	C+	2.33	2.58	2.83	3.33
73-76	C	2.00	2.25	2.50	3.00
70-72	C-	1.67	1.92	2.17	2.67
67-69	D+	1.33	1.58	1.83	2.33
63-66	D	1.00	1.25	1.50	2.00
60-62	D-	0.67	0.92	1.17	1.67
0-59	F	0.00	0.00	0.00	0.00

PROMOTION, ASSIGNMENT, AND RETENTION

Grades K-5

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

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

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

Grades 6-12 and above:

In order to advance to the next grade level, a student must successfully pass all core subjects during the school year. Core subjects include English Language Arts, Math, Science, Social Studies and Greek. At the High School level (grades 9-12) core subjects also include Career Pathway courses. **Students' enrollment may be discontinued if they do not meet the reasonable academic expectations of the school, i.e. students who fail any two core subjects or a total of any three subjects in one year will not meet the qualifications to remain a student at Odyssey Charter School for the following school year. Students' enrollment at Odyssey Charter School will be subject to termination due to the failure to comply with academic expectations.**

Summer Academic Assistance - Grades K-8

Summer school may be required for students entering grades 1 to 9. The program may be required depending on a student's end of year grades, standardized assessment performance, attendance, teacher request, or any combination of the above factors. Odyssey Charter School provides a multi-week Summer Academic Assistance program focusing on reading and math instruction.

In the event that a family cannot attend the SAA program, or one is not offered, that student must enroll in an OCS approved tutoring program totaling at least 20 hours. Failure to attend an approved tutoring program, and to provide appropriate documentation indicating the successful completion of the program before August 1st may result in dismissal of the student due to the failure to comply with academic expectations.

Summer Credit Recovery - Grades 9-12

Students who do not pass core academic courses (English Language Arts, Math, Science, Social Studies, Greek, or Career Pathway courses) in grades 9 and above will be required to complete summer credit recovery online (if available) at the student's expense by August 15th. Students will be notified of required credit recovery coursework after final report cards have been distributed. Failure to successfully complete credit recovery coursework may result in dismissal of the student due to the failure to comply with academic expectations. **If students fail coursework in classes where summer credit recovery coursework is not available (i.e. Greek or Career Pathway courses), students may not be eligible to continue at Odyssey Charter High School due to the failure to comply with academic expectations.**

Odyssey Expectations for Continued Enrollment

Under Delaware law, Odyssey Charter School can establish reasonable academic and disciplinary standards specifically related to its missions, goals, and educational objectives for students to continue enrollment. As a choice school, Odyssey Charter School may discontinue enrollment for students who do not meet reasonable behavioral or academic expectations.

Behavior:

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 3 or above disciplinary offenses in a single school year.

Academic:

Students' enrollment may be discontinued if they do not meet the reasonable academic expectations of the school, i.e. students who fail any two or more core academic courses or any three courses in one year will not meet the qualifications to remain a student at Odyssey Charter School for the following year. Core subjects for Odyssey Charter School include English, Math, Science, Social Studies, Greek Language, Greek Math, and High School Career Pathway Courses.

Attendance:

Students' enrollment may be discontinued if they do not meet the reasonable expectations for school attendance. If a student exceeds 25 days absent, they are considered out of compliance with the Odyssey Charter School attendance policy and therefore are not eligible for promotion to the next grade level or graduation. This may result in dismissal from Odyssey Charter School.

Chapter II: Student Responsibilities and Rights

Within every school, the Principal 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.

School Attendance

Attendance is compulsory for those between the ages of 5 and 16. The school shall comply with all attendance laws and regulations of the state.

Students must attend school each day it is in session. The following conditions only will result in an excused absence with appropriate documentation (medical notes, court documents, etc.):

- Illness of the student
- Medical diagnosis and/or treatment
- Death in the immediate family; funerals of other relatives or close friends, not to exceed 5 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 school sponsored after-school activities (except when excused by a building administrator or designee based on official documentation of a medical appointment or court date). Absences for any other reason shall be considered unexcused. Students who are absent for 3 or more days without a legal excuse shall be considered truant. A referral shall be made to the truancy officer who shall take appropriate action.

Following an absence, a note of explanation must be provided on or before the third day of the student's return to school in order for the absence to be considered excused. Any absences of 3 or more days require a note from a doctor or other professional to excuse.

No student under the age of 18 may withdraw from school unless his/her parent/guardian signs a formal withdrawal request. The school counseling team 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.

If a student has been absent from school without a valid excuse for 1 or more days, the principal/designee of the school may take such action as the head of school considers appropriate.

Unexcused Absence: An unexcused absence from school or class is an absence:

1. Which is for a reason not listed as excused or
2. About which the parent/guardian has no knowledge or
3. For which the parental note of explanation is not provided on or before the third day of the student's return to school following the absence

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 first or second day following the tardiness. Students should recognize that a written explanation from home does not automatically cause the tardiness to be excused. Such reasons as car trouble, personal business, heavy traffic, home obligations, etc., while understandable, are not acceptable excuses and will be listed as unexcused. Reasons such as personal illness, medical appointments, and appearances in court will be considered as excused tardiness when verified by a note from home. Students who do not attend at least half of the class periods on a given day will be marked absent for that day. Students who are absent for more than fifteen (15) minutes of a class may be considered absent from the class unless excused by proper authority.

Students with excessive tardiness to school (over 30 per school year) may not meet the qualifications to remain a student at Odyssey Charter School for the following school year. Students' enrollment at Odyssey Charter School will be subject to termination due to the failure to comply with attendance expectations.

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 Principal. The absence should be prearranged by writing the Principal, giving the full particulars of the absence. 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 administrator 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 some other reason which did not permit a prearranged absence must receive approval from the building administrator or his/her designee. The student is then responsible for completing the sign-out procedure before leaving the building and must present the required 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 5 school days, the student must be withdrawn. See extended leave policy and application [here](#). See Appendix G for the full policy. 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.

Prolonged Absence - Pregnant Student: Access to an educational opportunity is not denied to a pregnant student. However, the condition of pregnancy could necessitate modification of a student's program if usual and normal activity could be detrimental to the health of the student or unborn child. The following are guidelines for establishing appropriate educational programs for pregnant students:

1. Whenever a condition of pregnancy exists, the student may remain in regular school attendance provided there is no compelling reason to prevent such attendance. Pregnant students are expected to notify their school counselor and school nurse of their condition as soon as the pregnancy has been diagnosed by a physician.
2. Pregnant students are expected to visit with a physician to obtain appropriate advice for their own health and prenatal care.
3. Pregnant students shall be expected to participate in all usual and normal student activities until the attending physician prescribes a limitation on activities.
4. Two alternative education programs are available for pregnant students. Admission to the James H Groves Adult High School or the Delaware Adolescent Program, Inc (DAPI) is an option for pregnant students if they wish. Information on these programs can be obtained from the school counselor.

Pregnant students who do not opt for one of the alternative programs may continue regular enrollment if attendance prior to time of expected delivery is regular. During the time of absence necessitated by complications or delivery certified by a physician, the student may be eligible for homebound instruction. Such students are expected to return to regular attendance as soon as the attending physician certifies school attendance will not be detrimental to the student's health.

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: (1) the absence is preapproved; (2) the student is in good standing; (3) the student has a prior record of good attendance; (4) missed work is completed and turned in within the allotted time period; and (5) the absence is not during standardized testing dates.

Compulsory Attendance Requirements:

For children in grades K through 12: The following provisions shall be applicable in regard to statewide minimum mandatory attendance requirements in each school year. OCS Attendance Policy places a high level of responsibility on the student and supports new learning. The policy

emphasizes our commitment of fairness, consistency, and accountability. The essential elements of the OCS Attendance Policy are:

1. Teachers and building administrators will maintain an accurate record of student daily and class attendance, absence, and tardiness.
2. Upon returning from an absence, a student must submit a written note from a parent/guardian explaining the reason for each absence to the student's Main Office at which time, the main office will amend the student's attendance record using the appropriate attendance code. If a student does not present a note containing one of the legal excuses within three (3) days of returning to school, the absence will be unexcused and disciplinary or academic consequences may result.
3. All notes are retained on file by the Main Offices for the current year's absences.
4. Periodic notice in the form of emails, phone calls, student portals, comments on Interim Progress Reports, and Report Cards will be given to parents and students regarding unexcused absences, and the potential for student failure. A letter to parents/guardians will be sent at ten (10) unexcused daily absences per semester, and a staff member will attempt to visit the student's home.
5. When a student reaches (15) unexcused absences in a semester, the school counselor will schedule an appointment with the student. When a student reaches fifteen (15) unexcused absences, building level intervention will take place.
6. Following the 20th day of unexcused absence by a student, the school shall send a 20 day letter and refer the case for prosecution in truancy court.
7. Once a student has reached twenty (25) unexcused daily absences, the student will receive a failing grade for all courses taken during that marking period and for the remainder of the year. The student remains in the classes and is expected to complete the curriculum. If the student earned a passing grade in a course, the grade would be replaced with a 59. If the student earned a failing grade in a course, that grade would stand.
8. Students wishing to file an appeal must secure an appeal form from their counselor and have it completed and returned to the building level administrator/designee no later than five (5) calendar days following the last day of school. IF A STUDENT FAILS TO APPEAL, THAT STUDENT WILL RECEIVE A FAILING GRADE FOR ANY COURSES TAKEN DURING THE YEAR.

CRITERIA AND GUIDELINES FOR APPEAL

A student who has been given a failing grade due to excessive absences may appeal that action in accordance with the following:

1. The student must have a passing grade in the class(es) being appealed.
2. A student is eligible to file an appeal form with the building level administrator/designee when a student's absences reach twenty-five (25). The appeal form will be accepted up to five calendar days following the last day of school. Forms are available in the Main Office.
3. The appeal must state the reasons for the appeal. Additional documentation may be presented at that time.
4. The building level administrator/designee may expedite appeals for students who have documented medical/legal absences and/or extenuating/extraordinary circumstances causing the excessive absences. Improvement in the student's attendance throughout the semester may be taken into consideration in the appeal process.
5. The building level administrator/designee will notify the student and parent of the result of the appeal in writing. This decision will be final.

Attendance Information relating to Truancy

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, students are considered truant once they reach 3 unexcused absences. Schools 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. Each parent/guardian of a student shall sign a contract with the school agreeing they will make every reasonable effort to:

- a) Have their child or children abide by the school code of conduct
- b) Make certain their child attends school regularly
- c) Provide written documentation from a professional for the reasons for any absence

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.

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

Students with excessive absences may not meet the qualifications to remain a student at Odyssey Charter School for the following school year. Students' enrollment at Odyssey Charter School will be subject to termination due to the failure to comply with attendance expectations.

Early Dismissal

A student who is ill or injured will be assessed by the school nurse. If it is determined by the nurse that the student cannot or should not remain in school for the remainder of the day, the nurse will contact the parent/guardian to arrange for early pick up of the student. Please make sure all contact information is up-to-date.

In order to protect the safety and welfare of all our students, parents and guardians are reminded of the following:

- Please do not text message, call, email or contact teachers by any other digital method about dismissal changes.
- All students must have parental approval to leave for an early dismissal, including students who are 18 or older in the high school, and must sign out in the main office.
- All dismissal changes must be in writing and come to school with the student no later than the morning of the change. (No emails, faxes, phone calls, or apps.)
- There are no early dismissals permitted after **2:45 from LS and IS**. No early dismissals permitted after **1:45 from MS/HS**. Students not picked up by these times will be sent home via their normal method of transportation.
- A valid photo ID must be shown when picking up students from the office and in the carline.
- A valid photo ID will be held when visiting the building. The ID will be returned when the visitor badge is returned to the office.

Changes in Dismissal

For student safety reasons, no changes to end of day dismissal will be accepted via phone, fax, or email. All changes must be sent in writing via letter brought to school with the child no later than the morning of the change. Students will only be released to authorized adults as previously indicated in writing by parent/guardian.

Students with excessive absences, excused or unexcused, (over 25 per school year) may not meet the qualifications to remain a student at Odyssey Charter School for the following school year. Students may be disenrolled from Odyssey Charter School due to the failure to comply with attendance expectations. If a student exceeds 25 days absent, they are considered out of compliance with the Odyssey Charter School attendance policy and therefore are not eligible for promotion to the next grade level or graduation. This may result in dismissal from Odyssey Charter School.

Students with excessive tardiness to school (over 30 per school year) may not meet the qualifications to remain a student at Odyssey Charter School for the following school year. Students' enrollment at Odyssey Charter School will be subject to termination due to the failure to comply with attendance expectations.

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

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

visits, required parent/guardian/guardian conferences, and referral of the parent/guardian for prosecution.

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

1. First offense: fine of \$25 to \$300 or imprisonment for up to 10 days or both
2. Second offense: fine of \$50 to \$500 or imprisonment for up to 20 days or both
3. Third offense: fine of \$230 to \$1,150 or imprisonment for up to 30 days or both
- A parent/guardian may be ordered to perform unpaid community service in lieu of a fine. If imprisoned, the court may impose conditions of release.
- Penalties may include community service, counseling, curfew, suspension or revocation of driver's permit or hunting license, prohibition of participation in extracurricular activities or school social events or recommendation that the student enrolls in an alternative school.
- Any pupil 16 years of age or older who is truant on more than three separate occasions during one school year will be disenrolled as a student at Odyssey Charter School for the following school year. Students' enrollment at Odyssey Charter School will be subject to termination due to the failure to comply with attendance expectations.

Leaving School - Closed Campus

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

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. Violation of these rules may result in the suspension of bus-riding privileges. Students must follow bus safety regulations as follows:

1. Students must obey the driver promptly and be courteous to him/her and to other students. The driver is in full charge of the bus and students and has the authority of a classroom teacher.
2. Students must be at the bus stop at least ten (10) minutes before the scheduled time; the bus has to run on schedule and cannot wait for those who are late.
3. Students should never stand in, or play on, the roadway while waiting for the bus.
4. Before boarding the bus, students must keep a safe distance from it while it is in motion.
5. Students must not get on or off the bus while it is in motion.
6. Students must enter the bus without crowding or disturbing others and occupy their seat immediately.
7. Students must keep out of the driver's seat and remember that unnecessary conversation with the driver is prohibited while the bus is in motion.
8. In crossing the street at any time, students should look both to the right and to the left, and then walk across.
9. Students are permitted to talk quietly on the bus and classroom conduct is to be observed while on the bus.
10. Students must not call out to passers-by. They should not open the bus window without permission from the driver or extend their head or arms out of the window.
11. Students should not leave the bus without the driver's consent, except on arrival at their regular bus

- stop or at school.
12. Students should help to keep the bus clean, sanitary and orderly. They must not damage or abuse the equipment.
 13. Students must sit facing the front of the bus.
 14. Students must not use profanity while on the bus.
 15. Students must not throw articles of any kind out of or around the bus.
 16. Students are not to eat or drink while on the bus.
 17. Students are not permitted to harass, intimidate or fight on the bus.
 18. Other forms of misconduct that will not be tolerated are acts such as, but not limited to, indecent exposure, obscene gestures, or spitting.
 19. Students must remain in their seat and keep aisle clear.
 20. Students must stay seated until the bus comes to a complete stop.
 21. Students are not permitted to tamper with emergency doors, controls, or windows.
 22. In approaching the bus or a bus stop along the highway, students should walk on the left side of the road facing traffic. Students should be sure that the road is clear of all traffic or that all traffic has stopped before crossing. Upon leaving the bus, students should immediately walk around the front of the bus and stop before crossing. Students should make sure that the road is either clear of all traffic or that all traffic has come to a complete stop before crossing.
 23. Large items such as band instruments, shop projects, sports equipment, skateboards and other school projects shall not be permitted on the bus if they interfere with the driver or other passengers. The aisle, exits, and driver's vision shall not be blocked.
 24. Due to food allergies, only lunches or snacks will be allowed on the bus. All food items must be kept in a lunch box, bag, closed container or backpack.
 25. All students must ride the bus they are assigned to. If there is an emergency that requires a student to ride another bus, a note signed by the parent and transportation supervisor will be given to the bus driver before they will be allowed to board the bus.
 26. Parents/guardians are not allowed to enter the bus. Any concerns must be addressed with the building administrator and/or the bus contractor.
 27. Students must get on and off the bus at their designated bus stop.

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 school technology, including Internet access. Students should be aware that all activity on school-issued devices is monitored. (See Appendix C).

COUNSELING

Philosophical Basis

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

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, where appropriate
3. To schedule appointments in advance unless the problems or concerns are of an emergency nature (Parents/guardians 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 receive/be referred to appropriate counseling for personal and educational problems within a reasonable amount of time
- 3. To have access to counselors/advisors on the staff
- 4. To confidential communication unless there is direct harm to themselves or others.

CURRICULUM

Philosophical Basis

Highly qualified professional learning teams, including our curriculum and instruction team, administration, teachers, and state and federal agencies, collaborate to produce curricula that are consistent with established standards and best practices in a given subject area. The curriculum is aligned with state and federal regulations, but includes customized material that is created to align with the stated mission and vision of the school. Odyssey creates unique curriculum such as our renowned K-12 Food Studies and Greek Language and Immersion program. High school curriculum aligns closely with the AP standards, created by the College Board, while our program in grades 3-8 aligns closely with vetted, research based curriculum that accelerates students learning and outcomes. Textbooks are selected based on the extent to which they support an established curriculum. For self-selected reading, the school believes that it is every parent's right to parent based upon their personal values, therefore, the school believes that the onus for controlling the self-selected use of material must reside in the communication and relationship of the parent/guardian and child. Therefore, it is up to the parent to monitor the material their minor child voluntarily chooses.

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 school curricular goals and objectives. Grades serve to inform students, parents, 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 Head of School to establish a process to develop, monitor and revise as needed, a fair, comprehensive procedure for teachers to follow when grading students.

Students have the responsibility:

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

Students have the right:

- 1. To receive a written copy of a school's standardized record keeping 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

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

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 and groups; interfere with school activities or disrupt the educational process; or contain obscene, vulgar, inflammatory statements or is in any way detrimental to the welfare of other students.

Students have the responsibility:

1. To act in 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 peaceably on school property at a time and place designated by the administration (This right will be denied if it endangers the physical 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 OCS student shall be subject to any type of harassment/bullying whether by fellow students or staff members. OCS prohibits and defines harassment including harassment based on race, color, religion (creed), national origin, sex, disability or sexual violence. All employees, students, parents, and anyone associated with the school has 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, extra-curricular, athletic, and other programs of the schools whether these programs or activities take place in a school facility, a school bus, at a class or training program sponsored by OCS. 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 program or activity regardless of location. The school shall act to promptly investigate any and all complaints of harassment or sexual violence and to take appropriate action against any individual/s found to be in violation. 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, sexual orientation or gender identity, 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:

- A. Submission to that conduct is made, either explicitly or implicitly, a term or condition of a student's education.
- B. Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting the student.

C. 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 harassment can look or feel like teasing, intimidating or offensive comments based on stereotypes (e.g., about how certain people "are" or should act), or bullying someone based on their sex, gender identity (man, woman, trans, intersex, nonbinary, gender queer, etc.) or sexual orientation (queer, bisexual, lesbian, gay, asexual, etc.).

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 the Code of Conduct.

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 Principal or any other person listed in the complaint procedure provided in our Anti-Harassment Policy at Appendix VII. Students are advised to report harassment to an identified advocate, which could include parents, guardians, or other adults who could be perceived as allies..

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 Principal, 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.

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 advise of a teacher, counselor, or school administrator; and
 - c. to report the information to the building administrator 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 building administrator of the objectionable behavior and/or actions of the employee or adult, as well as the person's identity; or
 - b. if the building administrator is the person identified in the complaint, or if the student and/ or the student's parent are uncomfortable communicating the complaint to the building administrator, 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 school 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 regular school.

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 parents (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 in their person and 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 or child sex abuse material will be reported to the police and may be seized by the police and destroyed or kept as evidence. The school 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 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.

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 regularly their contents

Students have the right:

1. To privacy in their personal possessions unless the administrator or designee has reasonable suspicion to believe that prohibited 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.

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. 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 school have the right to attend school in a safe and orderly environment where they are encouraged to learn.

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

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 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 the school 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.

Students have the responsibility:

1. To operate their motor vehicles in a safe and prudent manner at all times while driving on school 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

Students have the right:

1. To privacy of the contents of their motor vehicles unless the building administrator 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 school 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.

Students have the responsibility:

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

Students have the right:

1. To release, inspect, review, and challenge the information contained in their school records within the school guidelines and legal age requirements (School personnel shall provide assistance to students and parents/guardians 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 fourteen 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. Parents/guardians, 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 or emailed notice

annually to the School Principal 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 parents/ guardians, and students over 18 years of age, the following rights:

Inspection and Review

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

Amendment of Records

Parents/guardians may ask the school to amend a record they believe is inaccurate by submitting to the administration a written request identifying the part of the record they want changed and specifying why it is inaccurate. If the school denies the request, the school 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 education interests. School officials include school employees; Board of Education members; a person or company retained by the school 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 school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

Complaint

Parents/guardians may file a complaint with the U.S. Department of Education concerning alleged failures by the school 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 parents/ guardians, students who are 18, and emancipated minors the following rights regarding the school's conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations.

Protected Information Surveys

The school is required to obtain consent permitting a child to participate in certain school activities, or parents/guardians 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 parents/ guardian
8. Income, other than as required by law to determine program eligibility

Notice and Opportunity to Opt Out

The school will notify parents 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

Parents/guardians 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

Complaint

If parents/guardians 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

STUDENT PROPERTY AND RESPONSIBILITIES

Possession of items in a locker, motor vehicle, or bookbag/purse:

Lockers. The school presumes a student possesses, and is responsible for, all items found in the student's locker. Regularly check the contents of your locker. If you fail to lock your locker, or provide others access to your locker, you remain responsible for items found in your locker. *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.*

Motor Vehicles. The school presumes a student possesses, and is therefore responsible for, all items in the student's motor vehicle ("car"). This presumption applies to any car you drive to school without regard to who owns the car. Before you bring a car to school, or a school activity, carefully inspect the car. If you fail to lock your car, or permit others access to your car, you remain responsible for items found in your car.

Bookbag/Purse. The school presumes a student possesses, and is therefore responsible for, all items found in the student's bookbag, purse, or similar bag or container used to carry books or personal property (referred to as "bookbag"). Regularly check the contents of your bookbag. If you fail to secure your bookbag, or provide others access to your bookbag, you remain responsible for items found in your bookbag. *Bookbags may be subject to search by an administrator or administrative designee at any time with or without reasonable suspicion to protect the health, safety, and welfare of themselves and others*

Student Fines and Return of Odyssey Charter School Property

Records, diplomas and transcripts may be withheld from any student, or former student who fails to return Odyssey Charter School property (including but not limited to library books, calculators, athletic equipment, computer equipment, and supplies) or pay outstanding fees (including but not limited to library fines, school cafeteria balances, technology fees) in a timely manner. Records, transcripts, and diplomas will be released when the student:

- Returns all loaned school property in usable condition, or
- Pays the charges for the replacement or repair (which would be at the school's discretion) of loaned school property which is lost or unusable, or
- Performs voluntary work, as designated by the administrator or designee, in lieu of payment of the charges for replacement or repair.
- A student will not be permitted to participate in school activities, including Graduation ceremonies unless the student pays all debts owed to the school.

Electronic Device Policy

Students may not use personal electronics (cell phones, tablets, laptops, smart watches, etc.) at school or on the bus.

When entering the building, students should not have any devices or their accessories (headphones, charging cords) visible. All electronics should be stored in students' locked lockers. Students are not permitted to use personal electronic devices while riding the bus, and must abide by the Acceptable Use Policy and comply with driver requests to put a device away.

Students who violate this policy will be asked to turn over their phone or electronic device to an administrator. Refusal will result in an automatic suspension. If a teacher asks the student to put their devices away and the student refuses to comply with this reasonable request, the teacher will immediately call for an administrator who will remove both the student and the device from the classroom and proceed with the appropriate disciplinary consequences, including confiscation, detention or suspension.

The first time a student is found possessing or utilizing a device, the device will be confiscated, students will meet with an administrator to reiterate the rules, and a phone call home will be made. The device will be returned to the student at the end of the day.

The second time a student is found possessing or utilizing a device, the device will be confiscated, students will meet with an administrator to reiterate the rules, and a parent or guardian must come to the school for a conference with the administrator and to pick up the device.

Additional incidences of a student utilizing or possessing a device will result in continued confiscation and parent conferences, including suspension(s) for the student. Any time a student refuses to comply and turn over their device, they will be suspended.

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.

SCHOOL-POLICE RELATIONSHIPS

According to the State of Delaware Code, Odyssey Charter School must cooperate with local, county, and state police agencies in any investigation or police matter that comes to their attention, whether occurring on or away from the school premises during the school day or outside the school day, and/or which involve students from Odyssey. The following offenses must be reported to the appropriate police agency or DFS (as required) for investigation:

1. All felonies.
2. Serious assaults when any weapon is used.
3. Organized gambling (numbers and pools).
4. Neglect or abuse of children.
5. Adults loitering on or near school property.
6. Unknown person(s) parked near schools at time pupils are going to and from school.
7. Observations of reckless driving and traffic hazards endangering lives of school children.
8. Telephone threats made to the school.
9. Rumors or observations of gang rivalries or activities.
10. Reports of promiscuity or incest.
11. Evidence of threats or intimidations.
12. Malicious mischief and school vandalism.
13. Trespassing on school property.
14. Evidence that suggests violations of the laws concerning controlled substances and alcohol.
15. Evidence that suggests incest, sexual abuse, or the neglect or abuse of children.
16. Evidence that suggests the use, possession, or sale of dangerous instruments or deadly weapons.

Police matters shall not include conduct which has been traditionally treated as a matter of discipline to be handled administratively by the particular school, except that all such conduct of a serious nature be promptly reported to the parent concerned.

Chapter III: Violations of the Student Code of Conduct

OCS uses progressive discipline. The lowest available consequences shall be considered first, followed by progressively more severe consequences based on the severity and repetitiveness of the behavior. Infractions of similar type (example-fighting, offensive touching, inappropriate behavior) may be seen as repetitive behavior and progressive discipline may be in effect while determining consequences.

In all situations, Odyssey Charter School supports a restorative approach to student discipline. Within the classroom setting as well as on our campus as a whole, we focus on positive behaviors, relationships, and building rapport between students and staff. These guidelines can be seen below:

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

COMBINATION OF OFFENSES

In single instances where more than one violation of the Student Code of Conduct occurs prior to disciplinary action being given, the student may be dealt with at the highest level and may be given the most severe action allowed for any of the offenses committed.

EXCESSIVE BEHAVIORS

The Student Code of Conduct is not all-inclusive, and a student committing an act of misconduct not listed as a violation may be subject to the authority of the Head of School or his/her designee. Any behavior that necessitates a more severe or reduction in disciplinary action shall be subject to the discretionary authority of the Head of School and their designee.

OCS Steps for Progressive Discipline, Behaviors, and Corrective Strategies

<h1>STEP 1</h1>	<p>The Principal or designee must select at least one of the following strategies for behaviors categorized under Step 1. Principals may authorize use of Step 2 for serious or subsequent Step 1 infractions.</p>
	<ul style="list-style-type: none"> • Parent/guardian contact • Student Conference w/Emphasis on Restorative Practice (See Special Notes #1) <ul style="list-style-type: none"> ○ Elementary (KN-2 and 3-5): Age Appropriate de-escalation, therapeutic calming supports, and refocusing (teacher-supported, classroom-level) ○ Secondary (6-12): Restorative circle and/or Detention • Include restorative questioning including discussion on how the behavior has impacted others and what can be done to restore the harm <ul style="list-style-type: none"> ○ Restitution (for loss or damage, if applicable) ○ Relationship Repair ○ Loss of privileges <ul style="list-style-type: none"> ■ Participation in extracurricular activities/special events ■ Student privileges ■ Field Trips ■ Driving on campus or bus privileges • Grade Penalty for Specific Incident or Act (plagiarism, academic dishonesty) • Participation in a counseling session related to infraction • Confiscation of wireless communication devices • Behavior Plan • Parent Conference may be required

<h1>STEP 2</h1>	<p>The Principal or designee must select at least one of the following strategies for behaviors categorized under Step 2. Principals may authorize use of Step 3 for serious or subsequent Step 2 infractions.</p>
	<ul style="list-style-type: none"> • Parent/guardian contact • Student Conference w/Emphasis on Restorative Practice (See Special Notes #1) <ul style="list-style-type: none"> ○ Elementary (KN-2 and 3-5): Age Appropriate de-escalation, therapeutic calming supports, and refocusing (administrative-directed) ○ Secondary (6-12): Restorative circle and/or Detention • Corrective Strategies from Step 1 • Include restorative questioning including discussion on how the behavior has impacted others and what can be done to restore the harm <ul style="list-style-type: none"> ○ Restitution (for loss or damage, if applicable) ○ Relationship Repair ○ Loss of privileges <ul style="list-style-type: none"> ■ Participation in extracurricular activities/special events ■ Student privileges ■ Field Trips ■ Driving on campus or bus privileges • In- School Suspension (1-3 days) • Out-of-School Suspension (1-3 days) • Police notification when necessary • Behavior Contract or Plan • Parent Conference may be required

STEP 3

The Principal or designee **must** select at least one of the following strategies for behaviors categorized under Step 3. The use of appropriate strategies from previous steps may also be used in conjunction with Step 3. Principals may authorize the use of **Step 4** for repeated, serious or subsequent **Step 3** infractions.

- Parent/guardian contact
- Student Conference with emphasis on Restorative Practice(See Special Notes #1)
 - 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
 - Field Trips
 - Driving on campus or bus privileges
- **Corrective Strategies from Steps 1 & 2**
- Permanent removal from class and reassignment to different class
- In- School Suspension (2-5 days)
- Out-of-School Suspension (2-5 days)
- Police notification when necessary
- Behavior Contract or Plan
- Return to School meeting with student and parent/ guardian (mandatory)
- DOE Student Conduct Report will be filed as required by law when necessary.

STEP 4

The Principal or designee must use one or more of the following strategies for behaviors categorized as Step 4. The use of appropriate strategies from previous steps may also be used in conjunction with the corrective strategies below.

- Parent/guardian contact
- Student Conference with emphasis on Restorative Practice(See Special Notes #1)
 - 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
 - Field Trips
 - Driving on campus or bus privileges
- **Corrective Strategies from Step 1-3 (optional)**
- Police notification/reporting, unless unwarranted
- Behavior Contract
- Out of School Suspension (5-10 days)
- Recommendation for Alternative Placement or Expulsion Process (See Special Note #2)

Special Notes:

#1 Students must be given an opportunity to be heard about the incident and provide a written statement.

#2 Any allegations of Sexual Misconduct or Assault are also subject to the OCS Title IX Policy and Procedures.

Code of Conduct Infractions

ABUSIVE or INAPPROPRIATE LANGUAGE (S0301 OR S0011):

Written or spoken language or gestures that are considered offensive, obscene, or vulgar, any profane language or derogatory, disrespectful comments.

	Step 1	Step 2	Step 3	Step 4
K-5	X	X		
6-12	X	X		

ACADEMIC CHEATING (S0141):

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

	Step 1	Step 2	Step 3	Step 4
K-5	X			
6-12	X	X		

ASSAULT III ON STUDENT (C0201, 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 Dangerous Instrument.

	Step 1	Step 2	Step 3	Step 4
K-5				X
6-12				X

ASSAULT III ON STAFF MEMBER (C0201, 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 Dangerous Instrument.

	Step 1	Step 2	Step 3	Step 4
K-5				X

6-12				X
------	--	--	--	---

BREAKING AND ENTERING (S0272):

Unauthorized entry of any locked area in the school environment including, but not limited to rooms, classrooms, lockers, gyms, shops, auditoriums, offices, cabinets, and vehicles.

	Step 1	Step 2	Step 3	Step 4
K-5		X	X	
6-12			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. For more information on Bullying and Cyberbullying, please see our full policy in the Appendix.

	Step 1	Step 2	Step 3	Step 4
K-5	X	X	X	X
6-12			X	X

CARELESS OR RECKLESS BEHAVIOR (S0107):

Unintentional behavior that threatens to cause 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
K-5	X	X		
6-12		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. Repeated offenses will be considered defiance and treated as such.

	Step 1	Step 2	Step 3	Step 4
K-5	X	X		
6-12	X	X		

DANGEROUS/DEADLY 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. Possession of a firearm on school property, on 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. "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.

	Step 1	Step 2	Step 3	Step 4
K-5			X	X
6-12				X

DEFIANCE (S0081 OR S0082):

(1) A verbal or non-verbal refusal to immediately comply with a reasonable request from school personnel, or refusal to identify oneself at the request of school personnel, and/or refusal to comply with disciplinary action; or (2) A verbal or non-verbal display of disrespect and/or uncivil behavior toward school personnel which either causes a substantial disruption or material interference with school activities

	Step 1	Step 2	Step 3	Step 4
K-5	X	X		
6-12	X	X	X	

DISORDERLY CONDUCT AND/OR GENERAL DISRUPTION OF THE EDUCATIONAL PROCESS (S0091):

Conduct in the school environment which causes public inconvenience, annoyance or alarm or creates a risk thereof by: engaging in fighting or violent, threatening behavior or making unreasonable noise or an offensively coarse utterance or gesture, abusive language to any person present. It includes behavior which disrupts any school activity or the orderly operation of the school, e.g. boycotts, sit-ins, walk-outs, property damage, etc.

	Step 1	Step 2	Step 3	Step 4
K-5	X	X	X	
6-12	X	X	X	

DISRUPTIVE BEHAVIOR (S0091):

Language, gestures or actions (including minor physical contact) that produce distractions, frictions or disturbances that interfere with effective functioning of the teacher, another student, a class, or any school activity, including on the school bus.

	Step 1	Step 2	Step 3	Step 4
K-5	X			
6-12	X			

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

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

DRUG-LIKE SUBSTANCE:

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 79 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:

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.

	Step 1	Step 2	Step 3	Step 4
K-5				X
6-12				X

DISTRIBUTION OR SALE OF NON-SCHOOL ITEMS (S0131, S0132):

Sale or distribution of any item or device that may be deemed by building staff as disruptive or having the potential for causing disruption (not a weapon).

	Step 1	Step 2	Step 3	Step 4
K-5	X	X		
6-12	X	X		

EXTORTION (C0141):

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

	Step 1	Step 2	Step 3	Step 4
K-5		X	X	
6-12			X	

FALSE ACTIVATION OF A FIRE ALARM SYSTEM (S0151):

Activation of a fire alarm system on school campus when no fire has occurred, either through the use of a fire pull station or the fire panel.

	Step 1	Step 2	Step 3	Step 4
K-5		X	X	
6-12			X	X

FELONY THEFT -\$1500 or more (D0601):

(a) When a person takes, exercises control over or obtains property of another person intending to deprive that person of it or appropriate it; or (b) When a person, in any capacity, legally receives, takes, exercises control over or obtains property of another which is the subject of Theft, and fraudulently converts the property to the person's own use. The Theft is considered a felony when the value of the property received, retained, or disposed of is \$1500 or more or the victim is 62 years of age or older, or an "adult who is impaired" as defined in § 3902(2) of Title 31, or a "person with a disability" as defined in § 3901(a)(2) of Title 12.

	Step 1	Step 2	Step 3	Step 4
K-5				X
6-12				X

FIGHTING (D1101):

Any aggressive physical altercation between two or more individuals. SEVERE CLAUSE: Riot (C0150) A person is guilty of riot when the person participates with 2 or more persons in a course of disorderly conduct: (1) With intent to commit or facilitate the commission of a felony or misdemeanor; or (2) With intent to prevent or coerce official action; or (3) When the accused or any other participant to the knowledge of the accused uses or plans to use a firearm or other deadly weapon. Increase to Step 4.

	Step 1	Step 2	Step 3	Step 4
K-5		X	X	X
6-12			X	X

FORGERY (S0321 or S0322):

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
K-5	X	X		
6-12		X		

GAMBLING (S0241):

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

	Step 1	Step 2	Step 3	Step 4
K-5		X		
6-12		X		

HARASSMENT (S0104 OR S0105):

Any actions or statements made with the intent to harass, annoy, or alarm another person which: A) insults, taunts, or challenges the other person or; B) is a cause of alarming or distressing conduct which serves no legitimate purpose and is done in a manner which the actor knows is likely to provoke a violent or disorderly response or cause a reasonable person to suffer fear, alarm, or distress. Or C) are against persons, groups, or property motivated by hate or bias based on race, religion, color, disability, sexual orientation, sex, age, gender identity, national origin, or ancestry. SEVERE CLAUSE - if item C, hate or bias, begin at step 3.

	Step 1	Step 2	Step 3	Step 4
K-5		X	X	
6-12		X	X	

HATE CRIME (C0151):

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.

	Step 1	Step 2	Step 3	Step 4
K-5				X
6-12				X

INAPPROPRIATE BEHAVIOR (S0101-S0107):

Behavior which produces distractions, friction or disturbances which seriously or repeatedly interfere with the effective function of the teacher and/or students within the school environment including, but not limited to actions that could endanger the safety and welfare of others, or plan to violate the code of conduct.

	Step 1	Step 2	Step 3	Step 4
K-5	X	X	X	
6-12			X	

INAPPROPRIATE DISPLAY OF AFFECTION (S0101):

Acts of affection or intimacy inappropriate to an educational setting

	Step 1	Step 2	Step 3	Step 4
K-5	X			
6-12	X			

INFLAMMATORY ACTIONS (S0091):

Language, gestures, or actions which create or which might create a disturbance.

	Step 1	Step 2	Step 3	Step 4
K-5	X	X		
6-12	X	X		

INSTIGATION (S0302):

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

	Step 1	Step 2	Step 3	Step 4
K-5		X	X	
6-12		X	X	

LOITERING (S0071):

A student's unauthorized presence in any school area. SEVERE CLAUSE: If a student is loitering at a school other than their assigned school during the school day, start at Step 2 for 6-12.

	Step 1	Step 2	Step 3	Step 4
K-5	X			
6-12	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
K-5		X		
6-12		X		

MEDICATIONS - INAPPROPRIATE USE OR POSSESSION (D1601, C0719, C0701):

Students are required to submit all medications to the school nurse. Students may not self-medicate with over the counter or prescription medications. Students may not possess over the counter or prescription medications without the express permission of the school nurse and documentation on file.

	Step 1	Step 2	Step 3	Step 4
K-5	X	X		
6-12		X		

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.

	Step 1	Step 2	Step 3	Step 4
K-5	X	X		
6-12		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
K-5		X	X	X
6-12			X	X

OFFENSIVE TOUCHING OF A STAFF MEMBER (D0802):

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
K-5			X	X
6-12				X

PORNOGRAPHY (D0101):

The possession, sharing, or production of any known obscene material in the School Environment.

	Step 1	Step 2	Step 3	Step 4
K-5			X	
6-12			X	X

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 a weapon). SEVERE CLAUSE: If item is potentially dangerous, start at Step 2 for K-12.

	Step 1	Step 2	Step 3	Step 4
K-5	X	X	X	
6-12	X	X	X	

RAPE OR ATTEMPTED RAPE OR SEXUAL ASSAULT (C0120 – C0128):

Shall respectively mean 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
K-5				X
6-12				X

RECKLESS BURNING (S0152, C0133 OR C0134):

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
K-5			X	X
6-12				X

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
K-5				
6-12		X		

SEXTING:

Sending or forwarding through cellular telephones and other electronic media sexually explicit, nude or partially nude photographs/images. Sexting may involve (1) Transmission to one or more students. (2) Partially nude or fully nude photographs/images. (3) Possession, without transmittal, of partially nude or fully nude photographs/images. (4) Substantial interference with the academic environment and student performance. (5) Interference with a person's personal and social demeanor. Example: Taking a picture of someone's private parts with or without consent and sending through a cellular phone to share with others is sexting.

	Step 1	Step 2	Step 3	Step 4
K-5			X	
6-12			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.

	Step 1	Step 2	Step 3	Step 4
K-5			X	
6-12			X	X

SEXUAL MISCONDUCT (S0108):

Consensual sexual act(s) between two individuals within the school environment.

	Step 1	Step 2	Step 3	Step 4
K-5				X
6-12				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. SEVERE CLAUSE: If the item valued over \$50 or property of a staff member, start at Step 3 and the student is responsible for the cost of the stolen item.

	Step 1	Step 2	Step 3	Step 4
K-5	X	X	X	
6-12		X	X	

TEEN DATING VIOLENCE (D2011):

Assaultive, threatening, or controlling behavior, including stalking as defined in 11 Del.C. §1312 that one person uses against another person in order to gain or maintain power or control in a current or past relationship. The behavior can occur in both heterosexual and same sex relationships, and in serious or casual relationships.

	Step 1	Step 2	Step 3	Step 4
K-5				X
6-12				X

TERRORISTIC THREATENING AND/OR BEHAVIOR (D0901 OR D0902):

(1) A person threatens to commit any Crime likely to result in death or 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.

SEVERE CLAUSE - Security/Safety Threat: When a person makes a false statement or statements: (1) Knowing that the statement or statements are likely to cause evacuation in the school environment; (2) Knowing that the statement or statements are likely to cause serious inconvenience in the school environment; or (3) In reckless disregard of the risk of causing terror or serious inconvenience in the school environment. Increase one step K-12.

	Step 1	Step 2	Step 3	Step 4
K-5		X	X	X
6-12			X	X

TRESPASSING (S0271):

Trespassing is when a student, including suspended and expelled students, are on school property without a legitimate purpose and without written permission from authorized personnel.

	Step 1	Step 2	Step 3	Step 4
K-5			X	
6-12			X	

UNAUTHORIZED USE OF COMMUNICATION/ELECTRONIC DEVICES (0312 OR S0311):

Students are not permitted to use cell phones/electronic devices during the school day unless it is expressly permitted by school personnel for educational purposes or in high school for the one to one initiative. Cell phones/electronic devices must be turned off and put away during the school day. The school shall not be responsible for lost or stolen electronic devices.

	Step 1	Step 2	Step 3	Step 4
K-5	X	X		
6-12	X	X		

UNEXCUSED TARDY (S0031, S0032):

Students who arrive late to class three times will receive an after school detention. Continuous tardies will lead to progressive discipline.

	Step 1	Step 2	Step 3	Step 4
K-5	X			
6-12	X			

UNLAWFUL SEXUAL CONTACT III (C0121, C0120, C0301, D1801, D1802):

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
K-5				X
6-12				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, tobacco, drug paraphernalia, or any substance or paraphernalia consistent with the definitions of these substances or paraphernalia. Use of any substance that alters mood, including from a vaping device, is included in this category.

	Step 1	Step 2	Step 3	Step 4
K-5		X	X	
6-12			X	X

VANDALISM (CRIMINAL MISCHIEF) (D0301):

A student, in the school environment, intentionally or recklessly: (1) Damages tangible property of another person or entity; or (2) Tamper with tangible property of another person so as to endanger person or property. If damages result in repair valued at \$50.00 or more, the student is responsible for the cost.

	Step 1	Step 2	Step 3	Step 4
K-5		X	X	
6-12		X	X	

VIOLATION OF DRESS CODE (S0291):

Students are required to adhere to the dress code that is outlined in Appendix E. When a student is in violation, he/she will be required to change into acceptable attire and may not be allowed to return to class until in compliance. Repeated violations will result in progressive disciplinary action.

	Step 1	Step 2	Step 3	Step 4
K-5	X			
6-12	X			

Chapter IV: Disciplinary Procedures

STUDENT GRIEVANCE

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. Parents/guardians of a student
3. Groups of parents/guardians 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

When the grievance procedure is used, these steps shall be followed:

Level 1:

1. The grievant shall request, in writing, 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.
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 with the building level administrator specifying what decision/action is being grieved and why within three (3) school days following the conference.
4. The 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 administrator's decision is final.

Level 3:

5. If the grievance decision at the administrator's level is not acceptable and the consequence will result in out-of-school suspension, alternative placement, or expulsion, then the administrator's decision may be appealed to the Head of School. A grievant wishing to appeal the administrator's decision must file a written appeal with the Head of School specifying the decision that is being appealed and why within three (3) school days of the date of the administrator's written decision.
6. The Head of School/designee 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 results 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's level is not acceptable and the consequence will result in a possible expulsion, the Head of School's decision may be appealed to the School Board. This appeal must

be submitted in writing 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 School 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 School Board shall be the final decision of Odyssey Charter School.

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

Investigatory Procedures & Timeline

1. In any instance when student disciplinary action which may result in removal of the student from the regular school program for one day or more is contemplated, the building level administrator/designee shall conduct a preliminary investigation to determine if there is reasonable basis to pursue disciplinary action.
 - a. The building level administrator/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 administrator. Initial due process shall be provided.
 - b. When obtaining written statements from witnesses, reasonable efforts may be made to notify the parent of each witness.
 - c. Reasonable efforts shall be made to include the allegedly offending student or parent in the preliminary investigation.
2. The investigation shall be completed within three (3) school days of the date the incident in question was reported.
3. The building level administrator/designee shall confiscate any contraband as defined in the Student 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.

Reporting Requirements

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 building level administrator shall immediately notify the appropriate law enforcement agency of the incident.
 - a. 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.
2. The administrator 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.

INITIAL DUE PROCESS

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 Student Code of Conduct.
 - a. Prior to any removal of one day or more from the Regular School Program due to a violation of the Student Code of Conduct:
 - i. The student had prior opportunity to be informed in accordance with the established Student Code of Conduct rules and/or regulations.
 - ii. 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.
 - iii. 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.

Due Process Delay Provision

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 building level administrator/designee, may be immediately removed from school provided that, as soon as practicable thereafter, the initial due process procedures outlined above are followed.
2. In addition to the initial due process rights, a student who is recommended for Alternative Placement or Expulsion shall receive such additional applicable due process rights as outlined in the Student Code of Conduct.

IN-SCHOOL SUSPENSION

In-School Suspension is the temporary removal of a student from the area indicated by the regularly assigned schedule.

SUSPENSION FROM SCHOOL

1. The building level administrator/designee shall have the right to impose a suspension on any student in the school who has violated the Student Code of Conduct. The duration of the 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.
2. The Head of School or designee shall have the right to temporarily extend a student's suspension beyond the ten (10) school day limit pending an Alternative Placement Meeting decision or a Board of Education decision regarding an Expulsion hearing or other formalized disciplinary action hearing for the student.
 - a. A student whose 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 Alternative Placement Meeting decision has been rendered or the Board of Education decision regarding the student's Expulsion hearing or other formalized Disciplinary Action hearing has concluded.
3. Prior to any suspension from school, initial due process shall be provided to the student unless temporarily delayed as allowed above.
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 administrator/designee prior to the suspension being served. Written notification of the suspension and information regarding the 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.
 - a. The Parent or student may appeal the suspension to the next administrative level in accordance with the Grievance process.

5. Prior to the student's return from an out-of-school Suspension of three (3) school days or more, the building level administrator/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 administrator/designee. The administrator/designee may waive this conference requirement.

ASSIGNMENT TO ALTERNATIVE PROGRAMS

"Assignment to an Alternative Program" means student Assignment to an Alternative Program until the student has fulfilled the requirements to return to the Regular School Program. Students assigned to an Alternative Program are not permitted to attend Odyssey Charter School activities (including but not limited to, extracurricular sports/programs, field trips and ceremonies) and are prohibited from being on school property without the prior permission of the school's Principal.

Criteria for student referral to an Alternative Placement

1. OCS Administration may refer a student for Alternative Placement for any disciplinary violation for which Alternative Placement may be a consequence as specified in the Student Code of Conduct including for any offense listed in 14 Del. C. §4112.
2. OCS Administration 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.
3. OCS Administration 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.

Responsibilities for Student Referral Which May Lead to Alternative Program Placement

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:

1. The building level administrator/designee shall conduct a preliminary investigation to determine if there is reasonable basis to pursue disciplinary action.
2. If the preliminary investigation verifies that disciplinary action may be warranted, initial due process procedures shall be followed.
3. After the student has been afforded initial due process procedures, and if the building level administrator/designee decides that disciplinary action will be taken, the student and Parent shall be notified.
4. The building level administrator/designee may impose a 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).
5. If the building level administrator/designee decides that the disciplinary action should be a referral for an Alternative Placement, the administrator shall compile an Alternative Placement Packet for the student. The Alternative Placement Packet may also include other relevant information at the discretion of the administrator.
6. For all referrals for Alternative Placement for a general education or special education student, the building level administrator/designee shall hold a Building Level Conference with the Parent and the student.
 - a. At the Building Level Conference, the building level administrator/designee 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 Alternative Placement Team Meeting and; 3) of the procedures that will take place as follow-up to the referral for Alternative Placement.

- b. The Building Level Conference shall be held by phone or in person.
- c. The building level administrator shall have at least one other person present to take notes during the Building Level Conference or shall have the conference audio recorded.

Alternative Placement Meetings

An Alternative Placement Meeting shall take place to determine if an alternative setting is appropriate for a referred student.

1. The parent and student shall receive verbal and written notification of the Alternative Placement Meeting. Such written notice shall be mailed to the Parents and the student via regular U.S. and certified mail at least five (5) business days before the meeting is to occur. Parents and student may, but are not required to, attend the meeting.
2. The parent and student shall be informed of the Alternative Placement Team's decision for placement within one (1) business day of the meeting.
3. If the decision is to assign the student to an Alternative Placement, 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.

Student Assignment to an Alternative Program

1. A school representative shall contact the selected Alternative Program to set up a date and time for an Intake Meeting.
 - a. 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.
 - i. Participants required to be present at the Intake Meeting include, but are not limited to, the student, the parent, a school representative, the Alternative Program administrator, and other appropriate Alternative Program staff.
 - b. A student assigned to an Alternative Program must be registered in the school before the Intake Meeting is held.
 - c. The Intake Meeting will include the completion of necessary forms, including the Intake Form, which requires student and parent/ guardian signatures.
 - d. During the Intake Meeting, the school representative shall communicate to all in attendance, the 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.
 - e. The Intake Form shall be signed by all participants, copied and distributed to the student and parent/guardian, Alternative Program administrator, and school representative and shall become part of the student's educational record as defined by 14 DE Admin. Code 252.
2. The school shall maintain all alternatively placed students' enrollment status in Delaware Student Identification System (DELSIS) and Infinite Campus 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.

Procedures for Student Monitoring while in Alternative Placement

1. A Student Review for each student in the Alternative Program shall be completed at least semi-annually.

2. 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.
3. The Student Review shall also include recommendations for continued progress and/or return (or recommendation not to return) to the Regular School Program.

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 student, the parent, the school administrator, a teacher, a school counselor, and 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.

STUDENT EXPULSION PROCEDURES

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

A student who is expelled is automatically excluded from all school activities, including but not limited to, extracurricular sports/programs, field trips, and ceremonies, and is not allowed on school property in accordance with 14 Del. C. §4130(e). Students expelled from any public school (in Delaware or any other state) are not permitted to attend any public school in Delaware during the period of expulsion.

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.
 - a. The building level administrator/designee shall conduct a preliminary investigation pursuant to determine if there is reasonable basis to pursue Disciplinary Action.
 - b. If the investigation verifies that Disciplinary Action may be warranted, initial due process procedures shall be followed.
2. After the student has been afforded initial due process procedures, if the building level administrator/designee decides that Disciplinary Action in the form of a recommendation for Expulsion will be made, the following procedures shall be followed:
 - a. The student will be given written notice of charges and the Parent shall be notified verbally and in writing as soon as practicable thereafter.
 - b. The student shall be given a Suspension. The parent shall be provided a copy of a Suspension form that includes a written notice of the Student Code of Conduct violation(s).
 - c. The building level administrator/designee must hold a Building Level Conference with the Parent and the student. The administrator 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 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.
 - i. The conference shall be held by phone or in person.
 - ii. The administrator shall have at least one other person present to take notes during the conference or shall have the conference audio recorded.
3. 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.

Expulsion Hearings

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/guardian by letter that an Expulsion hearing will be held to consider the recommendation.

- a. The Head of School shall not have been a participant in the disciplinary investigation or Building Level Conference resulting in the recommendation for Expulsion.
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.
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 school office prior to the mailing.
4. If requested, the student and parent will also be given a copy of the following:
 - a. The reason(s) for the recommendation;
 - b. The name(s) of witnesses who may appear; and
 - c. Copies of information that may be submitted as evidence.
5. The school shall receive written parent permission for any witness who is a minor.
6. The hearing shall be conducted by a Hearing Officer appointed by the school. The Hearing Officer may be an employee of the school, but shall not have been involved in any review of the student incident at the building or school level.
7. The Hearing Officer shall have full authority to admit or exclude evidence.
 - a. 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.
 - b. The 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.
 - c. The Hearing Officer may exclude plainly irrelevant, immaterial, insubstantial, cumulative and privileged evidence.
 - d. The Hearing Officer may limit unduly repetitive proof, rebuttal and cross examination.
8. In conducting the hearing, the school shall submit evidence first followed by the response of the student, if any. Further evidence by either party may be presented at the hearing if the Hearing Officer determines such evidence is necessary.
9. The Head of School presenting the case on the part of the school shall not testify.
10. The hearing shall be recorded in a manner that will permit transcription.
11. The student shall have the following rights:
 - a. To be represented by legal counsel at the student's expense;
 - b. To cross-examine witnesses;
 - c. To testify and produce witnesses on his/her behalf; and
 - d. To obtain, at the student's expense, a copy of the transcript of the hearing.
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/guardian 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.

Expulsion Decision by Board of Education

1. Within five (5) business days following the conclusion of an Expulsion hearing, a written report shall be prepared by the Hearing Officer for the Head of School. 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.
2. The School 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.
3. The School 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 and shall be based solely upon the report from the Hearing Officer and the record of the Expulsion hearing, if any.

4. 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 of Education'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.
5. Eligible expelled students shall be placed in an 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 an Alternative Program shall be expelled with or without Appropriate Educational Services provided that 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. If the Board expels a student, but determines the student shall not be placed at an 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.
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.

Calculation of Time

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 a program counted as part of the calculation of time for an Expulsion. This does not preclude the school 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.

Follow Up To Expulsion

1. A student who is expelled shall be informed of the duration of the expulsion.
2. The student's parents or guardians may petition the School Board for readmission to school thirty (30) calendar days prior to the expiration of the expulsion period designated by the School Board.
3. The School Board shall determine whether the student may be readmitted.
4. Under readmission to school, the following conditions are required to be met:
 - a. A behavioral contract designed by appropriate school personnel and signed by the student and parent(s)/guardian(s) must be completed prior to readmission.
 - b. A student will be placed on probation for one (1) calendar year following the date of readmission. Violation of the contract during the probationary period may result in a recommendation to the Board for expulsion.
5. A student is prohibited from being on school property during the expulsion period except when accompanied by parent(s)/guardian(s) for a scheduled appointment with school officials.

OUT-OF-SCHOOL CONDUCT

Odyssey Charter School, as well as other schools in Delaware, is notified by the Attorney General's Office and/or law enforcement authorities whenever a student is arrested for committing a felony, even if it has nothing to do with school or has occurred off school property. When the school receives these reports, they will be reviewed. The school will take disciplinary action as outlined in the Student Code of Conduct if it is determined that the out-of-school conduct indicates the student presents a threat to the health, safety or welfare of other students and staff. Example: If a student is arrested for selling narcotics in the community, he may be expelled from school. Students need to realize that out-of-school behavior can result in expulsion from school or placement in an alternative program.

STUDENTS WITH DISABILITIES

- A. If a student with a disability, as defined by Federal and State law and regulations, is recommended for a disciplinary removal from school for more than ten (10) school days, either consecutively or cumulatively, in any one school year, or if an alternative placement or expulsion is being recommended, a manifestation determination meeting of the student's IEP or Section 504 team shall be conducted.
- B. The student's IEP or Section 504 team will consider whether the offense was a manifestation of the student's disability.
- C. If the team determines the offense was a manifestation of the student's disability, the student shall stay put and not be removed from school unless the parent and school agree otherwise.
- D. If the team determines that the offense is not a manifestation of the student's disability, the student will be subject to the provisions of the School's Student Code of Conduct and disciplined accordingly.
- E. In instances where the student with a disability presents a danger to him/ herself or others, or is so disruptive to the educational environment as to interfere with the rights of other students, emergency placement and/or removal may be sought by the school, including homebound instruction.

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. '

Additional Details

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**. Please refer to the Delaware Code for additional information and definitions as needed.

Appendix A: Glossary of Disciplinary Terms

Additional information specific to definitions can be found on the Delaware DOE website,
<https://regulations.delaware.gov/AdminCode/title14/600/614.shtml#TopOfPage>

ADMINISTRATION:

This includes both District Office and building administrative staff.

AFTER SCHOOL DETENTION:

Detentions are scheduled by the administration and will occur after school on designated days. Students will be provided with a minimum of 24-hour notice before the detention must be served, and the detention must be served on the assigned date. A student's failure to serve detention will result in additional after-school detention or in-school suspension.

ASSIGNMENT TO THE ALTERNATIVE EDUCATION PROGRAM:

"Assignment to an Alternative Program" means student Assignment to an Alternative Program, including Consortium Discipline Alternative Program and any Alternative Program maintained by the School, until the student has fulfilled the requirements to return to the Regular School Program. Odyssey Charter School reserves the right to remove the student choice privileges upon completion of AEP.

BEHAVIORAL CONTRACT:

A behavioral contract is a written agreement between a student, the student's parents, and the administration 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.

BEHAVIOR PLAN:

A useful classroom management tool for students engaging in inappropriate classroom behavior. They serve to teach and reinforce positive behaviors and are a way of documenting the success of the intervention.

CONFRONTATION WITH A STAFF MEMBER:

A verbal argument between a student and a staff member.

CORRECTIVE STRATEGIES:

Methods or steps used to help students learn how to follow school rules and to protect the safety of everyone at school.

DENIAL OF BUS TRANSPORTATION:

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 denial of school bus transportation, parents are responsible for getting the student to and from school upon proper notification.

DENIAL OF DRIVING PRIVILEGES:

The denial of driving privileges is the removal of permission to drive on school property for a specified time.

EXPULSION:

Expulsion is the Board-approved exclusion of a student from school according to the determination of expulsion procedures addressed in this document. Expulsion denies the student attendance in any and all programs of Odyssey Charter School.

FELONY:

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

IN-SCHOOL SUSPENSION:

In-school suspension (ISS) is a temporary assignment of a student to a classroom for a period of days specified by the administration in place of the student's regularly scheduled classes. Students will be required to do school work and will be excluded from any school activities occurring during this time. The school shall notify the parent/guardian when a student is assigned to ISS. A student assigned to ISS will receive assignments from each classroom teacher and will be expected to complete all work assigned. Students assigned to ISS will not be eligible to participate in extracurricular activities until the ISS assignment has been completed.

MEDIATION:

A school-wide comprehensive and formalized program, which includes the use of mediation (conciliation) techniques to assist in the resolution of student disputes and discipline issues.

PARENT CONTACT/CONFERENCE:

A parent contact/conference is a telephone contact, email, or meeting with a parent.

PARENT/GUARDIAN NOTIFICATION:

Contact with a parent/guardian by phone, letter, or meeting. A good faith attempt to notify the parent is considered adequate notification with documentation.

REFERRAL TO ALTERNATIVE PROGRAM:

Referral to an alternative program is a referral to an educational program outside the regular setting. Withdrawing a student from school does not affect the school's authority to schedule and conduct a conference or hearing on the conduct, complete the student discipline process, and if necessary, enter an order for removal to an Alternative Program, or Homebound; regardless of whether the student or parent/guardian is present to participate. The order for removal will be included with records sent to the transferring school.

REMOVAL FROM CLASS:

When, in the judgment of the teacher, a student's behavior is disrupting the instructional process as per the school's attendance and discipline policies, the teacher may remove the student from the classroom by referring him/her to the Student Advisor.

REPEAT VIOLATIONS:

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

REPRIMAND:

A reprimand is a verbal or written warning indicating that behavior is not acceptable.

RESTITUTION/RESTORATION:

Restitution/restoration is the payment for and/or restoring of property or articles which have been damaged.

RESTORATIVE PRACTICE:

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.

SUSPENSION:

Suspension is a student's temporary exclusion from regular school attendance and activities as determined by the administration for a period not to exceed ten (10) days. An earnest attempt will be made to contact the parents of each student who is suspended. A parent/guardian must attend a conference with administration to enable the student to return to school after a suspension.

VIOLATION OF BEHAVIOR CONTRACT

The failure of a student to comply with the provisions of any behavior contract between the student, his/her legal guardian, and the school.

Appendix B: Bullying and Cyberbullying Prevention Policy

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

I. Prohibition of Bullying Which Includes Cyberbullying

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

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

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

II. Definition of Bullying and Cyberbullying

- a. As used in this policy, bullying means any intentional written, electronic, verbal or physical act or actions against a student, school volunteer or school employee that a reasonable person, under the circumstances should know will have the effect of:
 - i. 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;
 - ii. 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
 - iii. Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or
 - iv. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee.
- b. As used in this policy, cyberbullying means the use of uninvited and unwelcome electronic communication directed at an identifiable student or group of students, through means other than face-to-face interaction which (1) interferes with a student's physical well-being; or (2) is threatening or intimidating; or (3) is so severe, persistent, or pervasive that it is reasonably likely to limit a student's ability to participate in or benefit from the educational programs of the school charter or

charter school. Communication shall be considered to be directed at an identifiable student or group of students if it is sent directly to that student or group, or posted in a medium that the speaker knows is likely to be available to a broad audience within the school community.

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

Explanation: Bullying is usually defined as involving **repeated** acts of aggression that aim to dominate another person by causing pain, fear or embarrassment. However, one act alone may constitute bullying if the requisite intent and effect set forth in the definition are met. Bullying may be 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, or creating a fake account

Outing or Trickery: forwarding information or pictures meant to be private.

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

This list should be used by way of example only, and is by no means exhaustive. These actions become bullying if they meet the definition with regard to intent and reasonably foreseeable effect. This policy is not intended to prohibit expression of religious, philosophical or political

views, provided that the expression does not substantially disrupt the education environment. Similar behaviors that do not rise to the level of bullying may still be prohibited by other charter/charter school policies or building, classroom or program rules.

School-Wide Bully Prevention Program

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

Each school will strive to meet these goals:

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

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

1. School-level components
All school staff will strive to:
 - Treat others with warmth, positive interest and involvement
 - Set firm limits for unacceptable behavior
 - Apply non-physical, non-hostile negative consequences when rules are broken.
 - Act as authorities and positive role models
 - Solve bullying problems in a consistent manner across all grade levels and all school locations.
2. A Coordinating Committee will be created, as described in Section IV of this policy.
 - The school's supervisory system in non-classroom areas will be reviewed as set forth in Section IV of this policy.
3. The following principles will apply to everyone on school property or at a school function:
 - I will not bully others
 - I will try to help anyone that I suspect is being bullied
 - I will try to include students who are left out.
 - If someone is being bullied, I will tell an adult.
4. School-Wide programs may also include a school kick-off event, committee and staff trainings, school-wide questionnaires, staff discussion group meetings, and programs to involve parents, as determined by the Coordinating Committee.
5. Classroom Level Components
 - Post and enforce regular principles against bullying.
 - Regular, ongoing class meetings, discussions, or role playing activities
 - Involve parents in bullying prevention
 - Find creative ways to incorporate issues involving bullying into the regular curriculum.
6. Individual Level Components
 - Supervise student activities
 - Ensure that all staff intervenes appropriately on the spot when suspected bullying occurs
 - Discuss bullying behavior with students who bully and (separately) with targets of bullying, and with their parents.
 - Developing Behavioral Intervention Plans for involved students, with a graduated response.
 - Address bystander involvement.
7. Community Level Components

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

8. Resources and Curricula

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

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

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

Coordinating Committee

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

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

available resources.

The Committee shall:

1. Hold regular meetings
2. Select a coordinator of the program
3. Consider, decide upon and coordinate any staff training sessions (beyond the 1 hour gang and bully prevention training required in 11 14 Del. C.4123A), as needed.
4. Create and maintain a training log (either paper or electronic) to keep a record of the school staff which have been trained, and what training they have received. Decide upon the need for and provide short, concise training updates in writing or at staff meetings.
5. Consider, decide upon and oversee formal or informal evaluation techniques and materials (such as questionnaires), as needed
6. Consider, decide upon and order materials, as needed
7. Consider, decide upon and lead staff discussion groups as needed
8. Consider and decide upon additional guidelines for consistent positive consequences for those who follow the rules and consistent negative consequences for students who break them.
9. Review and refine the school supervisory system.
10. Plan a school kick-off event
11. Establish subcommittees, as needed
12. Decide upon and implement methods of notification to students, parents and the community concerning the school-wide program.

Reporting Requirements

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

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

Initial Concerns

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

- Conduct a brief sociometric survey
- Contact the parent to see how student likes school
- Speak privately with the victim

Written Report

If measures confirm the staff member's concerns that a student is being bullied, if a staff member receives a report of a bullying matter, or if a staff member observes a bullying incident, they must inform the administrator or designated person immediately and in writing within 24 hours. The written report shall be reasonably specific as to actions giving rise to the suspicion of bullying and shall include:

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

Short, easy to use forms can be obtained from the school administration or charter/charter school office.

Investigative Procedures

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

- All complaints must be appropriately investigated and handled consistent with due process requirements.
- Each administrator may designate a person or persons to be responsible for responding to bullying complaints.

Neither complainant nor witnesses should be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. However, efforts should be made to increase the confidence and trust of the person making the complaint. Whenever practical, the investigating person will make efforts to document the bullying from several sources. This prevents the bully, when confronted, from assuming that the victim is the complainant. Student victims may have a parent or trusted adult with them, if requested, during any investigatory activities.

After receiving notice of the suspected bullying, either through a short form, an incident report, or an anonymous or other written complaint, the designated person will review the complaint in conjunction with any other related complaints. Reasonable steps will then be taken by the designated person to verify the information and to determine whether the information would lead a reasonable person to suspect that a person has been a victim of bullying.

- Once the administrator or designated person has confirmed that a person has been the victim of bullying, the administrator or designated person will take prompt investigatory steps to determine who committed the acts of bullying and whether others played a role in perpetuating the bullying. The administrator or designated person will avoid forewarning the student suspects, and will interview suspects separately and in rapid succession.

- After identifying those who committed the act or acts of bullying, the administrator or designated person will apply disciplinary action, consistent with due process rights, and the range of consequences identified herein. The bully will be informed that graduating consequences will occur if the bullying continues.
 - The administrator or designated person will keep a written record of the bullying incident, and any disciplinary actions taken. The administrator or designated person will keep any written statements of those committing the bullying, victims and witnesses. Discussions with all parties should be documented as soon as possible after the events. The school will not destroy or discard any material records or evidence while a criminal investigation or prosecution relating to the incident is ongoing.
 - A follow-up will be completed two weeks later to determine whether the bullying has continued, and whether additional consequences are needed. An additional follow-up will occur in two months, regardless of whether new incidents have been reported.
 - Each confirmed incident must be recorded in the School Register of Bullying Incidents.
 - All reported incidents of bullying, regardless of whether the school could substantiate the incident must be reported to the Department of Education by the administrator or his/her designee within five (5) working days pursuant to Department of Education regulations.
 - The school administration administrator should be aware that some acts of bullying may also be crimes which under the School Crime Reporting Law (14 Del. C.4112) are required to be reported to the police and /or the Department of Education.

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.

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

Consequences for Bullying

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

Consequences should take into account:

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

The appropriate range of consequences for bullying is as follows:

Removal of positive reinforcements:

- Time-out.
- Loss of a privilege.

Use of negative or unpleasant stimuli:

- Rebuke or verbal reprimand clearly specifying what is not acceptable and consequences if repeated.
- Notice to parent (required by law)
- Serious talk with school staff member.
- Serious talk with school staff member with parents present.
- Supervised break times.
- Behavioral report cards sent home.
- Creation of a behavior contract.
- In-school suspension.
- Detention.
- A period of inclusion in the Learning Support Unit.
- Reassignment of seats in class, lunch or on bus.
- Forbidden to enter certain areas of school.
- Reassignment of classes.
- A referral to an external agency
- Reassignment to another school, or another mode of transportation.
- Expulsion.
- Report to Law Enforcement officials

In addition, but never as a replacement for disciplinary action, formative activities should be given, which may include:

- Reparation to victims in the form of payment for or repair of damage to

possessions out of bullies own money.

- Cooperation with assessment of problems.
- Education about what bullying is and why it is not acceptable.
- Documentation on books or films about bullying.
- Completion of bully related workbooks.
- Completion of Letter of acknowledgement of actions to victim (only after reviewed by staff and never in cases of sexual bullying).
- Completion of psychological assessment or evaluation.
- Completion of counseling (In house or referral to an outside agency, individual or family).
- Cooperation with a behavioral management program developed in consultation with a mental health professional.
- Submission to a psychological, psychiatric or neuropsychiatric evaluation before bully can return to school.
- Completion of community service.

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

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

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

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

Training

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

training required by this section shall be provided within the contracted school year as provided in 14 Del. C. § 1305(e).

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

Reporting Procedures

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

If a child complains of bullying while it is happening, the staff member will respond quickly and firmly to intervene, if safety permits, if the situation appears to that staff member to involve bullying or real fighting.

If a child expresses a desire to discuss a personal incidence of bullying with a staff-member, the staff-member will make an effort to provide the child with a practical, safe, private and age-appropriate method of doing so.

A letter box will be placed in a place or places selected by the committee, so that students who feel unable to talk to any staff can have a point of contact. Information found in the box must be treated with care and a staff-member or members will be designated to be responsible for this information. Blank “Bullying –request for support forms” will be available to all students, but are not required for a report.

Written complaints shall be reasonably specific as to actions giving rise to the complaint and should include information as to:

- Conduct involved
- Persons involved, designated bully, target, and bystanders’ roles
- Time and place of the conduct alleged, number of incidents
- Names of potential student or staff witnesses.
- Any actions taken in response

Short, easy to use complaint forms can be obtained from the school administration, or charter/charter school office. An electronic system will be established whereby students can email anonymous complaints of bullying that only designated persons will have access to.

Anyone may report bullying. A report may be made to any staff member. Reports should be made in writing.

- Each administration will designate a person or persons responsible for responding to bullying complaints.
- Every identified complainant who files a written complaint with a staff member will receive a written explanation of results to the extent that it is legally allowed and be given an opportunity to inform the designated person as to whether or not the outcome

was satisfactory. Easy to use follow-up forms will be made available.

Every confirmed bullying incident will be recorded in the School Register of Bullying incidents, which will be a central record for designated staff to read. This will give an indication of patterns which may emerge of both bullies and victims.

Anonymous Reports

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

Notification of Parents, Guardian or Relative Caregiver

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

Retaliation

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

Procedure to Communicate with Medical and Mental Health Professionals.

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

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

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

Implementation

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

Accountability

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

Awards

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

Immunity

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

Other Defenses

The physical location or time of access of a technology-related incident is not a valid defense in any disciplinary action by the school charter or charter school initiated under this policy provided there is sufficient school nexus. This section does not apply to any person who uses data or computer software that is accessed through a computer, computer system, computer network or other electronic technology when acting within the scope of his or her lawful employment or investigation of a violation of this policy in accordance with school charter or charter school policy.

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

School Ombudsperson Information

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

Informing Students of Electronic Mediums

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

Rules and Regulations

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

Appendix C:

ACCEPTABLE USE POLICY

Odyssey Charter School believes that technology and the internet is a valuable resource for student use. The purpose of this policy is to establish acceptable and unacceptable use of the electronic resources provided by Odyssey Charter School and the State of Delaware to covered users. Electronic resources are provided for a limited educational purpose for students and to facilitate employees' work productivity. This policy serves to ensure that actual use conforms to this intended purpose.

This policy is intended to supplement our other policies, such as our policy on Confidentiality, Internet Use, etc. Any questions about this policy should be directed to the IT Supervisor.

Covered Technology applies to all electronic resources provided by the State of Delaware or Odyssey Charter School, including email, computer resources, the network for school internet, electronic data, and personal communication devices utilized at the school.

Covered users include all employees, contractors, consultants, temporary and other workers, including all personnel affiliated with third parties, board members and officers, volunteers and interns, and all Odyssey students.

General Guidelines for Use

Electronic resources are not intended for public access, but for the sole use and access of our covered users. Access to and use of electronic resources is a privilege, not a right.

The School and state reserve the right to monitor any and all use of an electronic resource with or without additional notice or consent by any user.

Users are responsible for any and all damage caused by their use of the electronic resources where the use does not comply with this policy. Responsibility may be financial, disciplinary, or restrictions from further use dependent on the circumstances.

Ownership

All electronic data, such as documents, data, and information that is stored, transmitted and processed on the Odyssey network are the property of the school. If the user is no longer affiliated with the school, the information remains the property of the school.

Unacceptable Uses

Users are prohibited from using the electronic resources to upload, post, mail, display, store, access, or transmit any inappropriate material or for any inappropriate purpose. Cyber-bullying and other inappropriate online behavior off of the school's network become the responsibility of the school when the speech has caused or threatens to cause a substantial and material threat of disruption on campus or interference with students' rights to be secure.

It is a violation of the policy to use any electronic resources to commit or promote any unlawful activity.

It is a violation of this policy to use any electronic resource to threaten or violate the security of any of the covered technology, such as a virus, Trojan horses, logic bombs, malicious code, or other harmful

component, chain letters, junk mail, spam, etc.

All students or staff who violate this policy may be removed from the network and all resources, as well as other disciplinary or other legal action. Employees who violate the policy may face disciplinary action including but not limited to reprimand, restitution, mandatory training or in-service, and termination.

Yearly, students and parents/guardians will be expected to sign off on the AUP. This form will be sent home at the beginning of the year and must be returned by the due date for students to have access to school technology.

Internet Safety Policy

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

Access to Inappropriate Material

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

Inappropriate Network Usage

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

Education, Supervision, and Monitoring

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

The administration or designated representatives will provide age appropriate training for students who use Odyssey Charter School Internet facilities.

Appendix D:

Confidentiality and Teen Dating Violence

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

Other School Employees, Including Teachers & Administrators: Once a school employee knows or reasonably should know of possible sexual violence of a minor and/or any sexual violence that could have occurred in the school environment, the school employee must take immediate and an appropriate action to explore the incident and keep the student victim safe.

WHAT MUST BE REPORTED AND TO WHOM

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

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

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

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

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

Throughout this document, teen dating violence refers to the behaviors that occur between minors and/or students. However, if the alleged perpetrator is a school employee, then please refer to the section on School Crimes. Once a school employee has knowledge of an incident of teen dating violence requiring a mandatory report, the incident shall be reported to the school administrator or counselor in the school. Sexual Harassment can occur in a teen dating relationship, but does not require a mandatory report. In cases that do not require a mandatory report, an effort should be made to offer resources to the student, such as a counselor in the school and referrals to community-based advocates.

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

Child Abuse and Neglect An immediate report shall be made by any and all persons who have reason to suspect child physical, sexual abuse and neglect to the 24- Hour Division of Family Services (DFS) Child Abuse & Neglect Report Line at 1-800-292-9582. Online Reporting is also available at Iseethesigns.org A report should be made by the school employee who has first-hand knowledge of the abuse or neglect (i.e. child discloses to the employee or employee witnesses it), and this person must provide the names and contact information for every person at that entity who has information regarding the report/incident in order to fulfill the organization's mandate to report child abuse. Police may also be contacted but not in lieu of contacting DFS.

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

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

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

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

Appendix E: 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 with old and current logos previously purchased from Lands' End or Flynn and O'Hara are permitted to be worn as well.

For the 2025-2026 School Year, families may purchase iron-on uniform logo patches from the school for their students' shirts purchased from outside vendors. Shirts purchased from outside vendors must be in the same style and color as the polo shirts on the approved uniform vendor websites, and may not have any additional logos (Under Armour, Nike, Champion, etc.) on the shirt. Patches will be sold at the main office of each building.

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 student's information, the specific allowed uniform pieces will be displayed.

Uniform Policy Overview

Grades K-5

- Short-sleeved polos and long-sleeved polos embroidered with the school logo are allowed in navy blue, light blue, and white.
 - Crew neck sweatshirts, sweaters, and full-zip fleeces with the school logo are permitted to be worn over polos.
- 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 (available from both uniform suppliers) and a solid khaki and navy blue jumper (available from Tommy) are permitted. They must be worn with the white Peter-pan collared blouse.
 - Leggings are only permitted under skirts. Colors may be black or navy blue.

Grades 6-8

- Short-sleeved polos and long-sleeved polos embroidered with the school logo are allowed in navy blue, light blue, grey, and white.
 - Crew neck sweatshirts, sweaters, and full-zip fleeces with the school logo are permitted to be worn over polos.
- Pants, shorts, skirts, and skorts are to be worn in khaki, navy blue, or clear blue plaid.
 - Leggings are only permitted under skirts. Colors may be black or navy blue.

Grades 9-12

- Short-sleeved polos and long-sleeved polos embroidered with the school logo are allowed in navy blue, light blue, white, and grey.
 - Crew neck sweatshirts, sweaters, full-zip fleeces and quarter zips with the school logo are permitted to be worn over polos.
- Pants, shorts, and skirts are to be worn in khaki, grey, navy blue, or clear blue plaid.
 - Leggings are only permitted under skirts. Colors may be black or navy blue.

- *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

- 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) should be purchased at Tommy Hilfiger or Lands' End.
- K-8 students may also wear approved spirit wear tops (t-shirts, long sleeve shirts, and crew neck sweatshirts) provided by the school. Spirit wear hoodies are not permitted.
- 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 (Navy, dark blue). K-8 students may wear spirit wear that is solid navy blue (shorts/sweatpants) are acceptable as well.
- Gym uniform items are not to be worn with regular uniform items.

Grades 9-12 (High School)

- Students scheduled into gym classes (PE or Weight Training) will change into full gym uniforms with sneakers on gym days in the locker room. 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.
- *High school students are not permitted to wear spirit wear on gym days.*

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. Alterations to required school shirts and/or logos are not permissible. Long-sleeved garments may not be worn underneath school shirts that have short sleeves. An acceptable alternative is to wear long-sleeved 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, leggings, 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 and Socks

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 shoes or should use Velcro. UGG slippers and Crocs **are not** permitted.

Socks must be a solid color.

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 (other than school 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/cubby. 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.

School Blazers

School Blazers embroidered with the school logo are available for purchase through Tommy Hilfiger and Lands' End. On formal dress days, students will be asked to wear their school blazers.

Students may also wear non-logoed navy blue blazers in a similar style. Blazers are not required to be embroidered, and can be purchased from major retailers such as [Amazon](#) ([1](#), [2](#), [3](#)), [Target](#), [H&M](#), [Zara](#), [Walmart](#), etc. Please click the links for examples of acceptable blazers.

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 their 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 this is not possible or the 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 piercings 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 Principal, blankets, quilt throws, or snuggles are not permitted in school at any time.

Consequences for Violating the Dress Code

At 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 well-maintained (no holes, no stains) OCS uniform items to donate, please send your clean, freshly 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 assistant 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 regard 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 parents/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).
- Tops: Students may wear any top/non-uniform clothing, provided it fully covers a student, including the mid-drift. No crop tops or spaghetti strap tops are permitted.
- Bottoms: Students may wear any bottom/non-uniform clothing, but the clothing must not be torn or ripped above the knees. Shorts or skirts must be fingertip length.
- Dress Down Days are \$2 unless otherwise noted. Money should be turned into the students' homeroom or first period class. Students may choose to come to school in uniform instead of participating in any dress down day.

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 articles 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.

Appendix F: Food Allergy and Wellness Policy

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

Managing food allergies is a shared responsibility among families, schools, students, and healthcare providers. Our policy represents our commitment to managing students with food allergies, with a focus on promoting awareness education, prevention, communication, preparedness, responsibility, and emergency response.

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

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

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

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

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

**Appendix G:
Parent Involvement Policies**

**Family Engagement Policy and Plan
for Shared Student Success
School Year 2025 - 2026**

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 2025 - 2026 school year.

- Immersion
 - Double fourth grade cohort for immersion, expand immersion to 8th grade weaving in honors classes and an OHA for (FLES and) Immersion for a more seamless transition.
- Intervention
 - Mitigate instructional loss through the implementation of reinforcement blocks across all schools, intentional integration of SEL pieces and implementation of academic research based interventions and strategies.
- 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 (P)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 2025-2026 school year, OCS will offer the following:

- Family nights
- Continued involvement in providing stakeholder feedback
- School-calendar of academic and non-academic events
- Graduation and Move-Up Ceremonies
- Families supporting extra-curricular activities through advisement and/or coaching
- Scheduled Family surveys
- Councils
- Parent Camp
- State regulated/required cohorts and meetings

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 and Move-Up Ceremonies
- Open House
- Parent-Teacher Conferences
- State Regulated/Required Meetings
- Subcommittee 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.

Multi-Tiered 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.

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

Appendix H

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 or more days 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.

Appendix I

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, parents/guardians 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, Principal, 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 Principals, 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, Principal 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 Principals 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 J

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 requirements 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 K

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 Principal or a staff member designated by the Principal 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 HIPAA 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.