

FRONT COVER



SUNNYSIDE ELEMENTARY SCHOOL

2019-2020 HANDBOOK

"Building the Future: Every Classroom, Every Child, Every Day"



ATTENTION!

Please read this handbook
with your child!

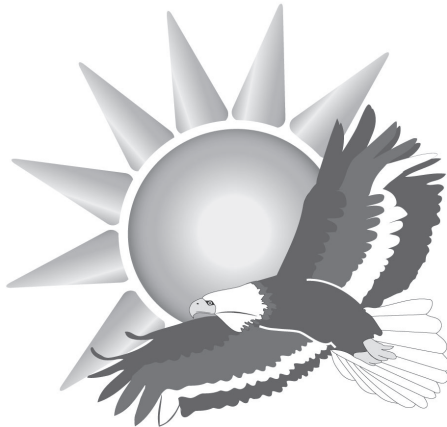
Please know that policies and
practices may be subject to
change throughout
the school year.

Sunnyside Elementary School

Administrative Team

Principal *M. Patrick Grant*
Associate Principal *Irene Buscemi*
Financial Administrative Assistant *Melissa Williams*
Attendance/Registration Admin. Asst..... *Andrea McCready*
School Nurse..... *Staci Simpson*
School Counselor *Dina Pennington*

Main Office	302-653-2808
Fax	302-653-5402
Nurse’s Office	302-653-2760
Nurse’s Fax	302-653-2753



Sunnyside Elementary School Smyrna Pride Pledge

I pledge to be a **SHINING** example of positive behavior.

I will show **respect** for myself and others.

I will take **responsibility** for my words and actions.

I will show **compassion** by caring about others.

I will let my **integrity** shine through honest words and actions.

I will **persevere** and never give up.

This is my pledge to my teachers, my parents, my peers,
and myself.

If it is to be, it is up to me!



SSES PTO Officers
2019-2020

President	Alexis Voss
Vice President	Erica Dennis
Secretary	Colleen Evans
Treasurer	Bobbi Jo Webber
Book Fair	Kristen Melendez
Box-Tops	Candi Hudson, Ashli Duphily
Yearbook	Emily Fortner

**The PTO meets on the 3rd Monday of each month at
6:00 p.m. in the school Library.**

All are welcome!

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Dear Parents/Guardians and Students,

Welcome to Sunnyside Elementary School!

At Sunnyside Elementary, our main priority is to help our students reach their fullest potential. Our dedicated staff works diligently to provide the best instruction through inquiry-based lessons, the integration of technology, and meeting the needs of every student.

We are very proud to lead our school community. Our school vision, **“Building the Future: Every Classroom, Every Child, Every Day”**, encompasses our dedication to meeting the needs of each and every student by embracing their individual needs. We work in gratitude to the Smyrna School District with wonderful support.

Our District Core Values are **Compassion, Respect, Responsibility, Integrity and Perseverance**. The core values are embedded in all that we do, and serve as common language throughout the District. The Core Values are evident in instruction, communication, and throughout other areas of our school community. They serve as a foundation through all that we do.

Our students have a safe learning environment. Through this, our students are exposed to programs and activities that promote healthy attitudes, positive peer relationships, and respect. Communication is important, and we look forward to working together for your child.

We hope to see you at our many events here. Many events are supported by our committed Parent Teacher Organization (PTO). Thankfully, one of our keys to success is the strength of our home to school connection. We can't do our jobs without your support. It is always appreciated.

Please review the policies and procedures. This guide will provide an outline of Sunnyside practices, aid in transitions throughout the school and promote a positive working relationship between parents, teacher, support staff and administration. We are available for clarification through email, phone or by coming in to visit.

The administrative team wishes you and your student the best school year!

Sincerely,



Pat Grant, Principal



Irene Buscemi, Associate Principal



Vision Statement of Sunnyside Elementary School

The vision of Sunnyside Elementary School is to create a safe learning environment in which students and staff practice respect for themselves and one another while being the best they can be.

Mission Statement Sunnyside Elementary School

The mission of Sunnyside Elementary School is to create a positive atmosphere with a challenging and engaging curriculum. Students and staff will strive to do the right thing, be a good person, and follow the Golden Rule.



Smyrna School District Board of Education

Mrs. Christine B. Malec, President
Mrs. Katy O’Connell, Vice President
Mrs. Vetra Evans
Mrs. Kristi Lloyd
Rev. Scot P. McClymont

Regular Monthly Meeting 7:00 p.m.

July 10, 2019	(Reorg)	Central Office
July 24, 2019		Central Office
August 21, 2019		Central Office
September 18, 2019		Smyrna Elementary
October 16, 2019		John Bassett Moore
November 20, 2019		Smyrna High School
December 18, 2019		Sunnyside Elementary
January 15, 2020		North Smyrna Elementary
February 19, 2020		Smyrna Middle School
March 18, 2020		Clayton Intermediate
April 8, 2020		Clayton Elementary
May 13, 2020	(2 nd Wed)	John Bassett Moore
June 17, 2020		Central Office

All meetings except executive sessions are open to public.

District Administrators

Smyrna School District
82 Monrovia Avenue
Smyrna, DE 19977
Phone: 302-653-8585

SuperintendentMr. Patrik Williams
Assistant Superintendent.....Mrs. Deborah Judy
Curriculum Director.....Mrs. June Wicks
Finance Director Mr. Jerry Gallagher
Child Nutrition Program Supervisor Mr. Roger Holt
Supervisor of Human Resources.....Ms. Angela Socorro
Supervisor of Reading and InstructionMr. Ryan Buchanan
Director of Special Services.....Dr. Rachael Rudinoff

SUNNYSIDE ELEMENTARY STAFF

Mr. M. Patrick Grant, *Principal*
Mrs. Irene Buscemi, *Associate Principal*
Mrs. Melissa Williams, *Financial Admin. Asst.*
Mrs. Andrea McCready, *Admin. Asst.*
Mrs. Dina Pennington, *Counselor*
Mrs. Staci Simpson, *Nurse*
Mrs. Jennifer Wilson, *Educational Diagnostician*

KINDERGARTEN

Mrs. Maria Correll**
Miss Emily Fortner
Mrs. Denise Balcerak
Mrs. Lauren Christie
Mrs. Jacqueline Cox

SECOND GRADE

Mrs. Sarah Dempsey**
Ms. Charla Bright
Mrs. Alice Gaston
Ms. Amanda Waite
Mrs. Sarah Wilson

FOURTH GRADE

Mrs. Kristin Schreckengost**
Mrs. Amy Brogen
Mrs. Jessica Marston
Mrs. Tiffany Winterstine

SPECIALS

Mrs. Tricia Ryan, *Technology***
Mrs. Lauren Mohamed, *Music*
Mrs. Erin Sukowaski, *Art, PBS*
Mr. Michael Marks, *PE*
Mrs. Susan Zolper, *Librarian*

CAFETERIA STAFF

Mrs. Patti Savin, *Manager*

EMOTIONAL SUPPORT CLASS

Mrs. April Chow**
Mr. Jason Keller

Mrs. Kathleen Cooke, *Special Education Specialist*
Mrs. Pam Hilliard, *Intervention Specialist*
Ms. Paris Newsome, *Psychologist*
Mrs. Jaclyn Garbowski, *STEP*
Mrs. Risa Pointer, *Speech*
Mrs. Lynne Sadusky, *HHPD*
Mrs. Brianne Maffett, *Reading Specialist*
Mrs. Jen Daniels, *Math Specialist*

FIRST GRADE

Mrs. Nicole Kaye**
Mrs. Laura Gray
Mrs. Alyssa Holloway
Ms. Peggy Kellenberger

THIRD GRADE

Mr. Billy Davis**
Mrs. Dawn Conway
Mrs. Angela Distler
Mrs. Aimee Plews
Mrs. Meghan Woodin

SPECIAL EDUCATION

Mrs. Alicia Beaman, *TAM*

EDUCATIONAL SUPPORT

Mrs. Dawn Asbury, *Para*
Mrs. LaMeika Blue, *Para*
Mr. Ron Craig, *Para*
Mrs. Davy Ann Davis, *Para*
Mrs. LuAnn Harding, *Para*
Ms. Shi'Erra Hilliard, *Para*
Mrs. Christa Rowlands, *Para*

CUSTODIAL STAFF

Mr. Antonio Samonte, *Chief Custodian*
Mrs. Mikaela Voss, *Night Shift Supervisor*
Mr. River LaFon, *Custodian*
Mr. Jordan Ford, *Custodian*
Mr. David Neath, *Custodian*

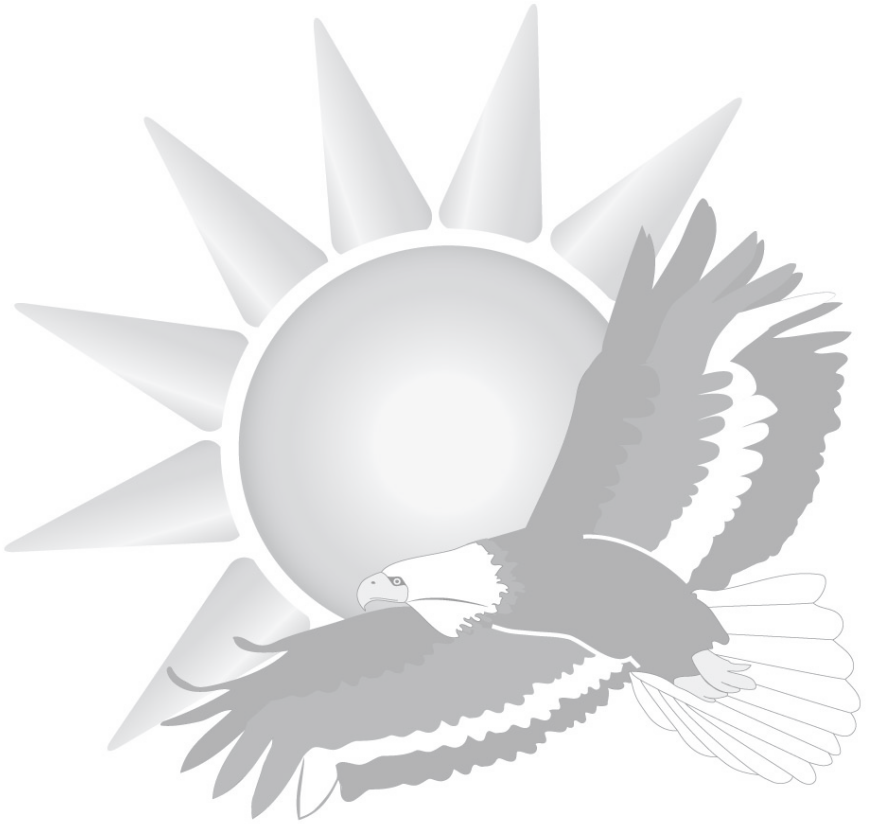
**** Grade Level Chairperson**



Smyrna School District 2019-2020 School Calendar

District calendar is subject to revision by the Smyrna Board of Education

August 2019		
Tuesday – Thursday	August 20 – August 22	New Teacher Orientation
Monday – Thursday	August 26 – August 29	Staff Professional Development
Friday	August 30	No School - School Closed
September 2019		
Monday	September 2	Labor Day - Schools Closed
Tuesday	September 3	First Day of School - Grades K - 9
Wednesday	September 4	First Day of School - Grades 10-12 (All Students Report)
Thursday	September 5	First Day of School – Early Childhood
October 2019		
Tuesday	October 1	Mid-Marking Period
Thursday	October 10	Progress Reports Available Online
Friday	October 11	Full Day Staff Professional Development (All)
Thursday	October 31	End of Marking Period 1
November 2019		
Friday	November 8	Full Day Staff Professional Development (All)
Monday	November 11	Veteran's Day - Schools Closed
Tuesday	November 12	Report Cards Issued
Monday – Tuesday	November 25 – November 26	PreK-8 Parent Conferences (No School PreK-8)
Wednesday – Friday	November 27 – November 29	Thanksgiving - Schools Closed
December 2019		
Monday	December 2	School Reopens
Thursday	December 5	Mid-Marking Period
Friday	December 13	Progress Reports Available Online
Monday – Friday	December 23 – January 3	Winter Vacation - Schools Closed
January 2020		
Monday	January 6	School Reopens
Thursday	January 16	End of Marking Period 2
Friday	January 17	Full Day Staff Professional Development (All)
Monday	January 20	Martin Luther King Day - Schools Closed
Monday	January 27	Report Cards Issued
February 2020		
Monday – Tuesday	February – February 4	Full Day Staff Professional Development (All)
Monday	February 17	President's Day - Schools Closed
Thursday	February 20	Mid-Marking Period
Friday	February 21	Full Day Staff Professional Development (All)
Saturday	February 22	I Love Smyrna School District Day
Friday	February 28	Progress Reports Available Online
March 2020		
Wednesday	March 4	PSAT/SAT Testing (Grades 9-11) - No School for Grade 12
Thursday	March 26	End of Marking Period 3
Friday	March 27	Full Day Staff Professional Development (All)
April 2020		
Monday	April 6	Report Cards Issued
Friday – Friday	April 10 – April 17	Spring Break - Schools Closed
Monday	April 20	School Reopens
Tuesday	April 28	Full Day Staff Professional Development (All) – Primary Election
May 2020		
Wednesday	May 6	Mid-Marking Period
Thursday	May 14	Progress Reports Available Online
Friday	May 22	Full Day Staff Professional Development (All)
Monday	May 25	Memorial Day - Schools Closed
June 2020		
Tuesday	June 2	Last Senior Day
Friday	June 5	Last PreK Student Day
Saturday	June 6	Smyrna High School Graduation: Class of 2020
Tuesday – Thursday	June 9 – June 11	1/2 day Inservice (Grades 9-11) - Final Exams/Last Student Day
Friday – Tuesday	June 12 – June 16	Full Day Staff Professional Development (All)
Wednesday	June 17	Last Teacher Day



Daily Schedule

8:15 - 3:45	Teacher Workday
8:15 - 8:30	Cafeteria Open for Breakfast
8:15	Car Riders/Bus Students enter Cafeteria for Breakfast
8:20	Students enter School for Homeroom
8:30	Instructional Day Begins
8:35	Late Bell
3:15	Dismissal - All Car Riders/Kindergarten
3:25	Dismissal - Grades 1 - 4 Bus Riders
8:00 - 4:00	Office Hours

Half Day Dismissal: Car Riders @ 12:15; Bus Riders @ 12:35

Getting To and From School

- **AM Car Riders:** Please discharge students at the South entrance of the school (playground/cafeteria) between 8:15 and 8:30 am. **Please stay in your cars and obey traffic pattern.** School Staff will be present during this time to assist with traffic flow and supervision of students. Students cannot be dropped off prior to 8:15. No staff are on duty to supervise students until 8:15. If you are dropping off past 8:35, you must come into the office with your child to sign him or her in.
- **PM Car Riders:** Please pick students up at the South entrance of the school (playground/cafeteria) at 3:15 p.m. School Staff will be present during this time to assist with traffic flow and supervision of students. With only one entrance and exit to the school building, **it is very important that we keep traffic flowing,** allowing the buses to arrive and depart on schedule. You will be issued a color-coded paper. Please display this prominently on the visor of your vehicle to facilitate the pick-up process. Parents may not enter the pick-up area until 3:05 p.m. each day. **Please stay in your cars and obey traffic pattern.**
- **Bus Riders:** Students should plan to ride their assigned buses to and from school. Parents must provide a written request **in advance** and gain approval from the Bus Transportation Supervisor to make a change. This ensures that all children will be safely accounted for at the end of the day.
- **Breakfast Club:** Please bring students into the school using the South entrance (playground/cafeteria) after 7:15 a.m. Parents/guardians must sign your child in at the cafeteria.

Parents should only request for early dismissals of their children prior to 3:00 p.m.

Emergency School Closing Information

If the weather is inclement for safe transportation, school may be delayed for one or two hours, be dismissed early, or closed all day. The Smyrna School District will use **School Messenger**, a communication system that will call you in the event of a school closing, school delay, or early dismissal. You have been asked to provide two phone numbers to ensure that you will receive the message. ***Please plan ahead for your child's supervision. In the event of a school closing or delay, there will be no staff available to supervise your child until school resumes operation.*** Please remember to notify the school if your contact information changes throughout the school year. You can also listen to any of the following TV and radio stations beginning at 6:30 a.m. You may also check our district's web site at www.smyrna.k12.de.us.

TV-WBOC	Channel 16		
WDEL	1150 AM	WILM	1450 AM
WDOV	1410 AM	WJBR	1290 AM
WDSD	94.7 FM	WKEN	1600 AM

Delaware Emergency Management Agency Alert

A portion of the county where your children reside may be affected in the event of a problem at the Salem/Hope Creek Nuclear Generating Stations. While it is highly unlikely that a plant condition would warrant protective actions, it is wise that our residents be trained and prepared.

The state, county and your municipality have combined resources to prepare a detailed plan for any emergency. This information is part of a public education program to acquaint you with details, which affect your children who reside within the 10-mile Emergency Planning Zone (EPZ).

In the event of an emergency, the first action would be to retain your children at our school until your arrival to pick them up. If the plant conditions are projected to worsen, your children would still be instructed to remain at school as they would not be permitted to enter back into the EPZ. Sunnyside Elementary will notify you in the event of such an incident.

School Attendance Law

According to 14 Delaware C, 2729 and 2730, "Truancy" or "Truant" shall refer to a pupil enrolled in grades K-12 inclusive who has been absent from school without a valid excuse for more than three (3) days

or the equivalent thereof, without a valid excuse during the given school year. Please note that students in grades K-12 who exceed 24 school absences (excused or unexcused) may be retained or receive no credit in their courses/subjects.

Tardy

The students' instructional day begins at 8:30 a.m. Beginning the day on time with the rest of the class ensures a good start to the academic day. **A student arriving after 8:35 a.m. needs a written excuse to explain the reason for being tardy. Parents need to report to the office to sign the child in, allowing the student to receive a late pass and be removed from the absentee roll.** *The tardiness will be excused for a doctor's appointment, illness, or legal business only.*

Absence

A student must attend school a minimum of five (5) hours to be credited for a full day of attendance. A student must attend a minimum of 2 1/2 hours to be credited for 1/2 of a day. ****A student is marked unexcused until they bring in a note explaining the reason for their absence.** Please note that when the nurse sends a child home from school, this is an excused absence for that time period only.

Excused Absence

There are nine (9) types of necessary and legal absences that are approved in the "Comprehensive Attendance Procedures," which are under Section 5112 of the Smyrna School District Attendance Policy. (a) Illness of the child, attested to by a physician if necessary (b) The presence of a contagious disease at the child's home subject to regulations of the Department of Health and Social Services (c) Death in the immediate family or in the home of grandparents. Excused time will not exceed one week. Excused time allowed for funeral of other relatives will not exceed one day. Additional time may be allowed when services are held at long distances from the student's home. (d) Legal Business (e) Suspensions or expulsion from school for misconduct (f) Remedial Health Treatment (includes student pregnancy) (g) Prearranged Administrative Excuses with documented parental knowledge, i.e. college visit, participation in other educational experience, family activities/trips, absences of one day for personal reasons. (h) Emergency situations as determined by the school principal (i) Religious holidays. A signed note from the parent or guardian stating the reason for the absence and the date will be required. **The note must be submitted to the school office no later than 2 days following the student's return to the school**

or the absence will remain “unexcused”. Parents, guardians, and students must understand that writing a note does not excuse a student for an absence unless it can be classified as a “necessary and legal” absence. Only 10 parent notes will be accepted as excused, any after ten will be marked unexcused. Please note that when the nurse sends a child home from school, this is an excused absence for that time period only.

Unexcused Absence

This is an absence that does not meet the requirement of the 9 necessary and legal absences or an absence with no written parent note. Three (3) unexcused absences could result in truancy charges being placed against the parent/guardian as per the Delaware Code. Upon accumulation of eight (8), twelve (12), sixteen (16), twenty (20), and twenty-four (24) absences (**excused or unexcused**) a letter from the school will be sent home to the parents/guardians. The school’s contact with the parents will determine the cause of the student’s excessive absence and possible evaluation of auxiliary educational services.

Early Dismissal

All early dismissals will require a written request from the parent/guardian. Requests will not be granted over the telephone. In an emergency, persons having legal custody of the student may present themselves at the Main Office to sign out the child. As a reminder, any early dismissal will be recorded as unexcused unless a parent note or medical excuse is provided. *If you must send someone else to pick up your child, please notify the school in writing prior to the dismissal. Picture identification will be required before the student is released.*

Parents should only request for early dismissals of their children if prior to 3:00 p.m.

Please send email requests to andrea.mccready@smyrna.k12.de.us, melissa.williams@smyrna.k12.de.us and your students teacher.

Truancy

When a student accumulates three (3) UNEXCUSED absences, he/she is considered in violation of the district policy and Delaware State Law on attendance. The school will notify the visiting teacher and a truancy letter will be sent. Upon continued truancy, the following actions will be taken by the visiting teacher:

- Certified letter sent home
- Possible home visit
- Charges filed in truancy court

- The Department of Services for Children, Youth and Their Families (DSCYF) will be notified.

Homebound

Instruction is furnished by the school district at the student's place of residence when a student's medical condition prevents him/her from attending school regularly or for an extended period of time. Parents need to furnish written documentation from the child's physician and complete a district application to request homebound instruction.

Extended School Absence

Administrative Excuses are granted only to students who have an appropriate attendance record and who are in good standing both academically and behaviorally. An Administrative Excuse (AE) will only be approved prior to the absence(s) and will be considered on the basis of whether it is necessary and in the best interest of the child and parents. Heavy emphasis for approval will be based on previous grades, behavior, attendance, current academic performance, and classroom teachers' recommendations. An AE entitles the student to make up all work missed within time limits set by each teacher. All days missed count against the total days allowed under Section 5112 of the Smyrna School District Attendance Policy. A copy of this form will be sent to the parent. It becomes the student's responsibility to obtain all assignments before he/she leaves and to complete the assignments prior to their return to school.

Perfect Attendance

To be considered present for the full day students must be in school from 8:35 – 3:15. Those students coming to school on all days from these times will be considered perfect attendees.

Special Services

The Smyrna School District provides a variety of educational programs. Included are the following: Gifted/Talented (S.T.E.P), Speech, HHPD, ESOL, Pre-School, Pre-K, Homebound, and any student identified as needing Special Education under IDEA. Special Services also handles all requests to school psychologists, the visiting teacher, and any concerns with Section 504 of IDEA.

Enrollment

A parent or guardian must enroll a child. To be designated a guardian an adult must have legal documentation such as guardianship papers from the Family Court of Delaware. A ten-day grace period for procurement of the documents will be granted.

Parents or guardians must reside in the Smyrna School District, and the residence declared must be the home in which the child resides most of the time. In cases where residence is split between two parents/guardians, bus transportation will only be allowed for one of the established residences. Once a child is assigned to a bus route, he/she will remain on that bus route for the year unless his/her residence changes.

Releasing Students

A child may be picked up from the school office by one of two means, i.e., a note signed by the parent/guardian, or in the person of a parent/guardian. Parents who have not sent in a note are required to report to the office in person and identify themselves to pick up a child; this right will not be denied a parent unless there is legal document on non-visitation within the child's folder. A written request of denial from one parent against another will not be honored. In cases where the principal has sound reason to believe that the child may be placed in some imminent danger or that such a release may not be in the child's best interest, he/she may deny the release until the matter is resolved.

Children will not be released by phone call nor will changes of buses be made unless the principal deems it an emergency.

Transportation

On occasion, it becomes necessary to change your child's transportation routine at the end of the school day. In the event that this occurs, it is recommended that the school be **notified before noon** except in cases of emergency. **Advance notification** of the requested change **in writing** is important to ensure a safe transition for your child. *Please keep in mind that the academic day ends at 3:25 p.m., and we want to minimize interruptions in the learning environment.*

Correspondence

Report cards, test scores and other correspondence regarding the child or the school will be sent to the custodial parent/guardian with whom the child primarily resides. Either parent has the right to set up an appointment to come into the school for the purpose of reviewing the child's permanent record unless there is a court order in the child's folder that is contradictory to this practice.

Also, in the formal documentation, the child will be referred to by the name indicated on the birth certificate. Name changes will only be granted with appropriate court documentation.

Child Custody Information

During the past few years there has been an increase in single-parent families and numerous child custody litigations have occurred. This is a very serious matter and the school is concerned for the safety and welfare of the children involved; however, parents/guardians are to be advised that unless the school has received a legal document stating that custody has been granted to an individual, the school may release the child to either parent upon request.

Transfers

If you are going to move, please notify the school office to complete a withdrawal form. Records cannot be sent without following school checkout procedures (returning textbooks, library books, etc.) and receiving a request for records from new school. Prompt attention will avoid delay in forwarding records.

Parent Conferences

Parent/Teacher conferences must be scheduled in advance. If you, as the legal guardian, wish to have a conference with your child's teacher(s) and/or principal please contact the school via phone or email, and we will arrange a convenient time for the conference. If a conference has been arranged and for some reason you cannot come or you may be a little late, please inform the school in advance.

Electronic Devices

Electronic devices are not permitted at school. These may include but are not limited to cell phones, DS, iPod, iPad. Any device brought to school will be held in the Principal's office until a parent can claim it. We are not responsible for any lost or stolen items.

Class Parties

Teachers are permitted to have class parties to celebrate holidays and/or the end of the school year. It is preferable to limit guests to adult relatives of the students as teachers plan activities and snacks that are geared for the given age group to enhance the nature of the event being celebrated. If it is necessary for under-age siblings to attend, please understand that they are to be under the supervision of the parent at all times and are expected to adhere to the classroom code of conduct.

Title I

Supplementary instruction in reading and/or mathematics is provided for children in greatest need. Title I is a federally funded program that provides services in grades 1-4.

Guidance

Our School Counselor is influential in all aspects of the student's school life and will be available to counsel and advise students and make the appropriate referrals to ensure the academic, social, and emotional well being of our student population. Parents with questions or concerns may contact the School Counselor at 653-2808.

School Field Trip Policy

The Smyrna School District considers field trips to be a privilege as well as a right of the students. Field trips are designed for Sunnyside Elementary students only. Due to the grade-specific content and scheduling constraints, field trips are limited to staff-approved chaperones only. Siblings may not attend. Please remember the following highlights:

1. Students are to obey all rules and policies of the school district while on field trips.
2. All students will be permitted to participate. Exclusions will be handled on a case-by-case basis for previously documented discipline issues.
3. Parents and community volunteers who want to chaperone must complete the Chaperone/Volunteer form and be approved by the building principal.
4. Students will need to have a permission slip signed by a parent/guardian prior to the scheduled trip.
5. Students will ride his/her designated bus to and from the field trip for reasons of safety and accountability.

All Chaperones must fill out an application and health questionnaire. Must be at least 21 years of age to Chaperone.

Riding the Bus

Please help your child remember the following rules for riding the bus to ensure that your child will have a safe journey to and from school:

1. Stay seated ("bottom to bottom and back to back")
2. Keep hands, feet, and objects to yourself
3. Keep body parts and objects inside the bus
4. Respect and obey the bus driver

- The bus driver has the same authority over the student as the classroom teacher. This means that the driver may use reasonable forms of disciplinary action.
- School bus rules of conduct are clearly displayed in the driver's compartment of each bus contracted for pupil transportation.
- Bus drivers are given PBS tickets to acknowledge and encourage student behavior.
- When an inappropriate behavior occurs:
 1. The bus driver will discuss the incident with the student.
 2. The bus driver will notify the parent/guardian if the problem persists to provide information and solicit support.
 3. The bus driver will contact the school administrator and complete a bus incident report.
 4. If a problem continues to persist, the bus driver will complete a Discipline Referral.
 5. The school administrator will determine the nature of the offense, provide a consequence, and contact the parent/guardian.
 6. Repeated violations that endanger the safety of the students or cause property damage may result in the loss of bus riding privileges.

The District Transportation Supervisor will take immediate action if any student endangers the safety of the students and/or driver on the school bus.

Dress Code

Please see the District Dress Code Policy online at <https://www.smyrna.k12.de.us>

Child-Care Programs

The **Breakfast Club** is a program operated by Smyrna School District Staff on school days beginning at 7:15 a.m. Students will be supervised and engaged in interactive activities and will receive breakfast at a cost of \$55 per month. Non-refundable payments are due in advance on a monthly basis and may be made payable to the Child Nutrition Program. Registration forms are available in the school office or on the school district website: www.smyrna.k12.de.us. Please access the building using the bus lane entrance.

The Boys and Girls Club of Delaware provides a comprehensive afterschool care program for children ages 5 – 13 from 3:30 p.m. – 6:00 p.m. The program features enhanced instructional strategies, life enhancing programs, and character and value development

experiences. A nutritious snack and drink will be provided each day. All children must become a member of the Smyrna/Clayton Boys and Girls Club.

The annual membership fee is \$15.00 and is due at the time of registration. The weekly tuition is \$77.00 with additional fees for half days and whole days when the building is open. The phone number to contact the Boys and Girls Club site manager, Sheila Calhoun is (302)893-9317. State Purchase of Care is accepted. Registration forms are available in the school office. Please access the building using the bus lane entrance.

Health and Wellness

The Nurse's office is a very busy place where students will learn to develop good habits for physical, mental, and social health. Students need to have a pass from their teachers to visit the nurse. Please remember the following:

- Emergency cards will be given to all students. These should be completed and returned to the nurse within 2-3 days. Please notify the school if your information changes throughout the school year.
- Immunizations are required for the health and protection of all students. Children will not be permitted to attend school until all physical requirements are met.
- Students may not carry medication to and from school. If your child needs medication, an adult must bring it to school.
- If your child has a condition that requires medication during the day (asthma, allergies, migraine headaches), the nurse will store your medication in her office.
- All medications must be in the original container from the doctor or pharmacy. Prescription medications must have the student's name, current date, and a clear dosage label.
- Over-the-counter medication may be left in the nurse's offices with written instructions regarding the administration of the medication.
- Students who have chicken pox will not be allowed to re-enter school until all blisters are dried completely.
- If your child has an extended illness, please contact the school nurse.
- Students who have a fever must be fever-free for 24 hours before returning to school after an illness.
- Familiarize yourself with the symptoms of head lice. Please remember that days missed for head lice will be counted against the student's attendance record. In the case of head lice at school, the nurse will do the following:

- quarantine the student in her office
- notify the parent/guardian, give treatment instructions, and send the student home
- check other students in the class for head lice
- check the student upon his/her return to school (A parent/guardian must bring the child to school.)
- check siblings of the infested student
- exclude the student from school after treatment if nits are still present
- check the student 7 days after the condition has cleared

In case of an illness or emergency in school, the nurse will notify parents/guardian by telephone. If the parent/guardian can't be reached, the nurse will call the person(s) that you have designated as emergency contacts. Nurse's Office 302-653-2760
Nurse's Fax 302-653-2753

School Visits and Classroom Observations

Parents are encouraged to be active participants in the education process. Here are a few guidelines for visiting the school:

- For the safety and protection of our students and the educational process, please know that impromptu classroom visits are prohibited.
- Please contact the teacher in advance of your desire to visit or volunteer. We want to ensure that the time of your visit is appropriate and won't interrupt the educational process in the classroom. Visits will be restricted during testing situations.
- Please sign in at the office. You will be given a Visitor's sticker to wear while in the building.
- Please note that your visit is for the stated purpose only
- Please remember that this is a visit only. If you wish to conference with the teacher, you may call the office or the teacher to arrange a scheduled time.
- Please make other arrangements for the student's sibling(s) so as not to distract from the purpose of the visit.
- Please adhere to classroom rules and refrain from eating or drinking in the classroom.
- If you have messages to deliver to the student, please contact the office.
- If you have items to bring for your child, please plan to leave them at the office.
- The school building and grounds are smoke-free zones.

Tobacco Regulation 877 prohibits the use and distribution of tobacco products by all staff, students, visitors, and parents in a school building, on school grounds, in school-leased or school owned vehicles and property, and at all school affiliated functions, both on and off school grounds. Tobacco regulation 877 means a healthier, safe school environment for everyone.

- The building principal reserves the right to re-schedule or terminate a visitation.

Classroom Celebrations

Each classroom teacher may hold data based reward activities at his/her discretion.

Mid-marking Progress Available Online: Report Cards Issued:

October 10, 2019

November 12, 2019

December 13, 2019

January 27, 2020

February 28, 2020

April 16, 2020

May 14, 2020

Last one TBD

Homework

Homework will usually be given four nights a week. Homework is an extension of the class work completed during the day to remediate, reinforce, or enrich the student's understanding. Here are a few ways in which you can help:

- Check the homework folder or point card daily
- Provide a quiet time and place for your child to work
- Check for accuracy
- Monitor your child's organizational habits as he/she prepares for the following day
- Check your teacher's webpage for information, updates, and additional websites for extended learning practice

Make-up Work

Parents may request make-up work for students who have excused absences due to illness. Parents are asked to call the school office before 9:00 a.m. or within three (3) days of the student's absence. Parents should understand that it is the student's responsibility to complete the make-up work, and the student's grade will reflect a failure to comply. If your child is absent for one day, the class work can be taken home upon his/her return to school.

Lost Items

Personal items are the responsibility of the student. Lost items, when found will be noted on morning announcements. They will be stored

with the School Nurse in the Lost & Found Box until claimed or end of the school year.

Special Occasions

Sending flowers, balloons, and/or gifts to your child during the school day interrupts the educational process and is **not permitted**. Please schedule an appropriate time with your child's teacher if you wish to celebrate during school hours. All food items brought into school to be shared **must** be Store Bought and list ingredients. Lighters are not permitted under any circumstances.

Nutrition Standards

Schools play a powerful role in influencing students' dietary behaviors that result in lifelong healthy food choices, leading to proper nutrition and fitness.

Occasionally, parents or guardians offer to bring in items to help celebrate a student's birthday, or other special event. If you wish to do this, please coordinate with the teacher well in advance of the date and time that you would like to come in to the school with celebration goods. With the approval of teacher and nurse, the items may be brought into school.

With an increasing number of students with food allergies in the Smyrna School District, and to ensure the safety of all students, food served during celebratory occasions (such as holidays and birthdays) must follow the guidelines below:

- *With the exception of individual student lunches/snacks brought from home, food brought into the schools for student consumption must be pre-packaged and commercially prepared with the manufacturer's label for allergen identification.*
- *Due to the difficulty in verifying ingredients, and to ensure the safety of all of our students, no homemade foods are permitted.*
- *It is highly recommended that foods brought in to school for celebrations be nut-free.*
- *Snacks brought in to the classroom should reflect the guidelines of the Smyrna School District Wellness Policy and should be in the original store packaging.*

Healthy Snacks Include:

- **Beverages: Water or Juice**
- **Fresh Fruit, Cut or Whole**
Cut fruits include strawberries, melons, pineapple
Whole fruits include bananas, apples, mandarin oranges, grapes, berries
- **Fresh Vegetables**
Carrot sticks, baby carrots, celery sticks, cucumber slices, broccoli, cauliflower, fresh pepper slices
- **Pretzels, baked chips, whole grain crackers, cheese sticks, slices or cubed, graham crackers, animal crackers, whole grain crackers, yogurt.**

Chewing gum is not permitted at Sunnyside Elementary, and candy and sodas should only be consumed at lunch or at teacher-sponsored classroom activities.

Selling candy, food, or other items as part of an outside fundraising project requires the permission of the building principal. Students may not sell items to other students.

Cafeteria Guidelines

- In general, students will eat school lunches in the cafeteria. They will have assigned seating that is established to promote appropriate social interaction, relaxation, and healthy eating habits. Students should plan to consume their total lunch in the cafeteria, including snacks and drinks. Sodas are discouraged, and breakable containers are not permitted. You are always welcome to join your child for lunch.
- **Please be advised:** Food brought to school by parents, guardians, family members for consumption in the cafeteria during lunch service must:
 - Display a neutral message with regards to marketing
 - Meals with bags, wrapping, etc....displaying outside institutions will not be permitted into the cafeteria during meal service.
 - Not be shared with other students due to concerns regarding:
 - Food Allergies
 - Food Safety
- **Lunch Charges:** You may open an account for your child in the cafeteria. It works on the debit system. Students will be permitted to charge breakfast and lunch. The charge must

be paid in order to receive additional charges. Students will receive a cold sandwich and milk until the charge is paid.

- Students will be given a notice of their charge. If the charge goes unpaid for an extended period, the cafeteria manager will notify the parent/guardian in writing.
- Financial Assistance: Free and reduced priced meals are available to families who qualify. Applications can be obtained through the district's food service office and are subject to verification. Applications are accepted at any time during the school year.

Smyrna Pride

Sunnyside Elementary has adopted the **Smyrna Pride Behavior Support Program**, a school-wide, systems approach designed to enhance the school's capacity to educate all students about behavioral expectations and adapt and sustain the use of best practices for teaching academics and social behavior.

This program provides for regular, predictable, and positive learning and teaching environments, positive adult and peer models, regular positive reinforcement, and academic and social behavior development and successes.

It is the school's expectation that this program will emphasize those positive behaviors that we desire our students to exhibit and decrease undesirable behaviors, thereby allowing the classroom teacher to focus on effective and uninterrupted academic time. The PBS program is based upon the 5 Community Core Values of **Compassion, Respect, Responsibility, Integrity, and Perseverance**. Teachers teach specific lessons about behavioral expectations in targeted areas and review these expectations on a daily basis. Students are acknowledged for their positive actions with rewards and incentives. Students will recite the PBS Pledge daily as a reminder of their expectations.

Sunnyside Elementary School Smyrna Pride Pledge

I pledge to be a **SHINING** example of positive behavior.

I will show **respect** for myself and others.

I will take **responsibility** for my words and actions.

I will show **compassion** by caring about others.

I will let my **integrity** shine through honest words and actions.

I will **persevere** and never give up.

This is my pledge to my teachers, my parents, my peers, and myself.

If it is to be, it is up to me!

Bullying Prevention

The Smyrna Pride program also addresses issues of bullying through assemblies in which students learn about types of bullying & strategies to avoid bullying situations. Students are encouraged to wear red shirts or our “Bullying Stops Here” T-shirts on the 1st Friday of each month. Students recite the Anti-Bullying pledge as a reminder of expected behavior.

As a Smyrna Eagle I pledge to...

Encourage friendship

Always show compassion

Give others a chance

Live by the rules

Earn respect

Soar above bullies.

Discipline

Please see the District Discipline Policy online at <https://www.smyrna.k12.de.us>

PROHIBITION OF BULLYING

POLICY 4112D

To further these goals and as required by 14 Del. C. §4112D, the District hereby prohibits the bullying of any person on school property or at school functions or by use of data or computer software that is accessed through a computer, computer system, computer network, or other electronic technology of a school district from grades kindergarten through twelve. The District 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 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 district including, but not limited to, any kindergarten, elementary, secondary or vocational-technical school, or any motor vehicle owned, operated, leased, rented or subcontracted by any public school.

Delaware's Model Policy for Bully Prevention & Cyberbullying

The Smyrna School District/Charter School (hereinafter referred to as "The District/Charter School") recognizes that safe learning environments are necessary for students to learn and achieve high academic standards. The District/Charter School strives to provide safe learning environments for all students and all employees.

Prohibition of Bullying Which Includes Cyberbullying

To further these goals and as required by 14 Del. C. 4112D, the District/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 district or charter school from grades kindergarten through grade twelve. In addition, cyberbullying (as defined herein) is prohibited by students directed at other students. Incidents of cyberbullying shall be treated by each school district and charter school in the same manner as incidents of bullying. The District/Charter School further prohibits reprisal, retaliation or false accusation against a target, witness or one with reliable information about an act of bullying.*¹

"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 district or charter school including, but not limited to, any kindergarten, elementary, secondary, or vocational-technical school or charter school, or any motor vehicle owned, operated, leased, rented or subcontracted by any public school or charter school.

Definition of Bullying & Cyberbullying

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

- 1. Placing a student, school volunteer or school employee in reasonable fear of substantial harm to his or her emotional or physical well-being or substantial damage to his or her property; or*
- 2. Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or*

persistence of actions or due to a power differential between the bully and the target; or

- 3. Interfering with a student having a safe school environment that is necessary to facilitate educational performance, opportunities or benefits; or*
- 4. Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another student, school volunteer or school employee.*

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

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

Explanation: Bullying is usually defined as involving **repeated** acts of aggression that aim to dominate another person by causing pain, fear or embarrassment. 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. Cyber-bullying may include but is not limited to:

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

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

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

School-wide Bully Prevention Program

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

A. Each school will strive to meet these goals:

1. Reduce existing bullying problems among students

2. Prevent development of new bullying problems
 3. Achieve better peer relations and staff-student connections at school
- B.** In order to be a school-wide program, the program must contain:
1. School-level components
 - a. All school staff will to strive to:
 - i. Treat others with warmth, positive interest and involvement
 - ii. Set firm limits for unacceptable behavior
 - iii. Apply nonphysical, non-hostile negative consequences when rules are broken.
 - iv. Act as authorities and positive role models
 - v. Solve bullying problems in a consistent manner across all grade levels and all school locations.
 - b. A Coordinating Committee will be created, as described in Section IV of this policy.
 - c. The school's supervisory system in non-classroom areas will be reviewed as set forth in Section IV of this policy.
 - d. The following principles will apply to everyone on school property or at a school function:
 - i. I will not bully others
 - ii. I will try to help anyone that I suspect is being bullied
 - iii. I will try to include students who are left out.
 - iv. If someone is being bullied, I will tell an adult
 - e. School-wide programs may also include a school kick-off event, committee and staff trainings, school-wide questionnaires, staff discussion group meetings, and programs to involve parents, as determined by the Coordinating Committee.
 2. Classroom level components
 - a. Post and enforce principles against bullying
 - b. Regular, ongoing class meetings, discussions, or role playing activities
 - c. Involve parents in bullying prevention
 - d. Find creative ways to incorporate issues involving bullying into the regular curriculum.
 3. Individual Level Components
 - a. Supervise students' activities
 - b. Ensure that all staff intervene appropriately on the spot when suspected bullying occurs
 - c. Discuss bullying behavior with students who bully and (separately) with targets of bullying, and with their parents.

- d. Develop Behavioral Intervention Plans for involved students, with a graduated response.
- e. Address bystander involvement.
- 4. Community Level Components
 - a. Develop partnerships with community members to support your school's program
 - b. Help spread anti-bullying message in the community
 - c. Involve community members in the Bully Prevention Coordinating Committee.

C. Resources and Curricula

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

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

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

Coordinating Committee

Each School shall establish a site-based committee that is responsible for coordinating the school's bully prevention program including the design, approval and monitoring of the program. A majority of the

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

- A.** When setting up the Committee the principal may wish to consider including other persons in addition to those required, such as a school counselor, school psychologist or other school-based mental health professional, a school resource officer, a nurse, a librarian, or a representative from the medical, business or faith-based community who might have a stake in the results of the program. The principal should also decide on an appropriate award system for the committee, within available resources.
- B.** The Committee shall:
1. Hold regular meetings
 2. Select a coordinator of the program
 3. Consider, decide upon and coordinate any staff training sessions (beyond the 1 hour gang and bully prevention training required in 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.

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

1. Initial Concerns

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

2. Initial Concerns

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

- i. Persons involved, designating bully, target, and bystanders roles.
 - ii. Time and place of the conduct and alleged, number of incidents.
 - iii. Potential student or staff witnesses.
 - iv. Any actions taken.
- b. Short, easy to use forms can be obtained from the school administration or district/charter school office.

Investigative Procedures

- A.** *Each school is required to have a procedure for the administration to promptly investigate in a timely manner and determine whether bullying has occurred and that such procedure include investigation of such instances, including a determination of whether the target of the bullying was targeted or reports being targeted wholly or in part due to the target's race, age, marital status, creed, religion, color, sex, disability, sexual orientation, gender identity or expression, or national origin. This does not preclude schools from identifying other reasons or criteria why a person is a target of bullying.*
1. All complaints must be appropriately investigated and handled consistent with due process requirements.
 2. Each principal may designate a person or persons to be responsible for responding to bullying complaints.
 3. Neither complainant nor witnesses should be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. However, efforts should be made to increase the confidence and trust of the person making the complaint. Whenever practical, the investigating person will make efforts to document the bullying from several sources. This prevents the bully, when confronted, from assuming that the victim is the complainant. Student victims may have a parent or trusted adult with them, if requested, during any investigatory activities.
 4. After receiving notice of the suspected bullying, either through a short form, an incident report, or an anonymous or other written complaint, the designated person will review the complaint in conjunction with any other related complaints. Reasonable steps will then be taken by the designated person to verify the information and to determine whether the information would lead a reasonable person to suspect that a person has been a victim of bullying.
 5. Once the principal or designated person has confirmed that a person has been the victim of bullying, the principal or

designated person will take prompt investigatory steps to determine who committed the acts of bullying and whether others played a role in perpetuating the bullying. The principal or designated person will avoid forewarning the student suspects, and will interview suspects separately and in rapid succession.

6. After identifying those who committed the act or acts of bullying, the principal or designated person will apply disciplinary action, consistent with due process rights, and the range of consequences identified herein. The bully will be informed that graduating consequences will occur if the bullying continues.
7. The principal or designated person will keep a written record of the bullying incident, and any disciplinary actions taken. The principal or designated person will keep any written statements of those committing the bullying, victims and witnesses. Discussions with all parties should be documented as soon as possible after the events. The school will not destroy or discard any material records or evidence while a criminal investigation into or prosecution relating to the incident is ongoing.
8. A follow-up will be completed two weeks later to determine whether the bullying has continued, and whether additional consequences are needed. An additional follow-up will occur in two months, regardless of whether new incidents have been reported.
9. Each confirmed incident must be recorded in the School Register of Bullying Incidents.

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

C. *The school administration 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.

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

Consequences for Bullying

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

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

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

- j. Submission to a psychological, psychiatric or neuropsychiatric evaluation before bully can return to school.
 - k. Completion of community service.
- C.** *The District/Charter School believes that positive consequences should be given when students are obeying the rules about bullying. These consequences may include:*
- 1. Enthusiastic, concrete, behavior-specific praise
 - 2. Creative consequences that are truly positive for your students considering their age, sex, and maturity level.
- D.** *The District/Charter School believes that victims should be given support. If bullying is suspected, staff members will make an effort to:*
- 1. Find a private opportunity for discussion with victim.
 - 2. Discuss with victim what support they need.
 - 3. Ensure their safety.
 - 4. Record the event and follow through with actions.
 - 5. Provide the victim with opportunities to gain peer support.
 - 6. Refer the victim to available help in-school.
 - 7. Provide the victim with an opportunity to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face to face, if the victim chooses to do so.
 - 8. Make referrals to external agencies if necessary.
 - 9. Provide the victim with information for mental health or medical treatment needs.

Training

- A.** The District/Charter School will provide a combined training each year totaling at least one (1) hour in the identification and reporting of criminal youth gang activity *pursuant to § 617, Title 11 of the Delaware Code and bullying prevention pursuant to § 4112D, Title 14 of the Delaware Code*. The training materials shall be prepared by the Department of Justice and the Department of Education in collaboration with law enforcement agencies, the Delaware State Education Association, the Delaware School Boards Association and the Delaware Association of School Administrators. Any in-service training required by this section shall be provided within the contracted school year as provided in *14 Del. C. § 1305(e)*.
- B.** All school employees must either attend the provided training session live or watch the official training materials provided by the district/charter school in lieu of attendance, with written proof in

the form of signing in an out of the live session, or signing the film in and out, and providing adequate written answers to questions about the training materials.

Reporting Procedures

- A.** *The procedures for a student and parent, guardian or relative caregiver pursuant to 14 Del. C. § 202(f) or legal guardian to provide information on bullying activity will be as follows:*
1. If a child complains of bullying while it is happening, the staff member will respond quickly and firmly to intervene, if safety permits, if the situation appears to that staff member to involve bullying or real fighting.
 2. If a child expresses a desire to discuss a personal incidence of bullying with a staff-member, the staff-member will make an effort to provide the child with a practical, safe, private and age-appropriate method of doing so.
 3. A letter box will be placed in a place or places selected by the committee, so that students who feel unable to talk to any staff can have a point of contact. Information found in the box must be treated with care and a staff-member or members will be designated to be responsible for this information. Blank “Bullying – request for support forms” will be available to all students, but are not required for a report.
 4. Written complaints shall be reasonably specific as to actions giving rise to the complaint and should include information as to:
 - a. Conduct involved
 - b. Persons involved, designated bully, target, and bystanders’ roles
 - c. Time and place of the conduct alleged, number of incidents
 - d. Names of potential student or staff witnesses.
 - e. Any actions taken in response
 5. Short, easy to use complaint forms can be obtained from the school administration or district/charter school office.
 6. An electronic system will be established whereby a person can email anonymous complaints of bullying that only designated persons will have access to.
 7. Anyone may report bullying. A report may be made to any staff member. Reports should be made in writing.
 8. Each principal will designate a person or persons responsible for responding to bullying complaints.
 9. Every identified complainant who files a written complaint with a staff member will receive a written explanation of results to the extent that it is legally allowed and be given an

opportunity to inform the designated person as to whether or not the outcome was satisfactory. Easy to use follow-up forms will be made available.

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

Delaware Department of Justice
Bullying Prevention & School Crime Contact
(Ombudsperson)
Hotline: 1-800-220-5414

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

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

1. Pediatricians/Primary Care Physicians and Mental Health Professionals are important links in the overall wellness of the whole child. The ability to communicate appropriately to identify the optimal health care needs of the child is necessary when issues at school impact the physical and emotional health of the child. This is especially true in bullying due to the social nature of the problem. Release of information forms must be signed by the parent, guardian or relative caregiver pursuant

to 14 Del. C. § 202(f) or legal guardian in order for the primary care physician or mental health professional to communicate with school personnel regarding any treatment of a child. Releases should be signed both at school and at the physician or mental health professional's office before communication may take place according to HIPAA and FERPA guidelines.

2. If a parent refuses to sign a release form at school the school will review this policy with them, explaining the reasons the release would be advantageous to their child.
3. After confirmation that a child has been involved in a bullying incident, if the principal or designated person recommends a mental health evaluation be completed, the school may:
 - a. Require that return to school will be contingent upon the clinical evaluation providing recommendations and treatment plan if identified as appropriate.
 - b. Require that student remain in in-school suspension and that return to regular class schedule will be contingent upon the clinical evaluation providing recommendations and treatment plan if identified as appropriate.
4. Summary of this evaluation shall be shared at a meeting with student, parent/guardian and school principal or designated person prior to return to school or the general population.

B. *Emergency evaluations can be obtained through Christiana Care Health Services Emergency Center at Christiana or Wilmington Hospital (302)-733-1000, the Rockford Center (866)-847-4357. Crisis services are also available through Prevention and Behavioral Health Services, State of Delaware 24 hour hot line (302)-633-5128. Non-emergent services can be obtained through Children and Families First (800)-734-2388, Catholic Charities (302)-655-9624, and Delaware Guidance (302)-652-3948 in New Castle County or by contacting a medical insurance company for recommended providers in the 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 the District/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 January 1, of each school year. Each school shall verify for the District/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, the District/Charter School shall submit a nomination of one 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 district or charter schools' bullying prevention policy, but there shall be no such immunity if the act of reporting constituted gross negligence and/or reckless, willful, or intentional conduct.

Other Defenses

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

- B.** This section does not apply to any person who uses data or computer software that is accessed through a computer, computer system, computer network or other electronic technology when acting within the scope of his or her lawful employment or investigation of a violation of this policy in accordance with school district 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 district 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 district 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 2013-14 school year, postings on Facebook, Twitter, MySpace, YouTube, and Pinterest shall, at minimum, be included in each district's and charter's school list of mediums where posting of speech will be presumed to be available to a broad audience within the school community, regardless of privacy settings or other limitations on those postings.

Policy Notification

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

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*.

Grievance Process

Students and their parents, as their representatives, have all the rights given to every citizen by the Fifth and Fourth Amendments to the U.S. Constitution. Many of these rights, which pertain specifically to education, are defined in this document. These rights are protected through a procedure called Due Process. This information defines the Due Process procedures for corporal punishment, suspension, and assignment to an alternative program, expulsion, and filing a grievance.

Student Grievance

It is desirable to provide a means for the expression and resolution of student grievances and complaints. Students should be encouraged to discuss their grievance or complaint informally with the person

involved. To this end, functional orderly procedures have been established through which consideration of student problems and concerns can be discussed and resolved quickly and equitably.

Grievance Procedure

1. The grievant should request a conference with the teacher or person(s) who allegedly treated the student unfairly.
2. If the conference fails to resolve the issues, within (5) school days the grievant shall file a written grievance with the principal who shall issue a decision, in writing, no later than five (5) school days following receipt of the written grievance.
3. A grievant wishing to appeal the principal's written document must file a written appeal with the Superintendent or designee no later than five (5) days from the date of the receipt of the Principal's written decision.
4. The Superintendent or designee shall schedule a conference to hear the grievance no later than five (5) school days following receipt of the notice of appeal and shall issue a decision, in writing, no later than five (5) school days following the grievance conference.
5. The decision of the Superintendent shall be the final decision of the school system. A copy of the Superintendent's final decision shall be sent to all involved parties no later than ten (10) school days.

Mandatory Reports to Police and Superintendent

The Principal by law, via the passage of House Bill No. 85, must report to the local police and the District's Superintendent "any instance where a pupil or parent or guardian of any pupil is found to have committed an assault or an extortion against a pupil or found to have committed an assault, offensive touching, terrorist threatening or an extortion against a school employee..."and "any instance where a pupil is found to have on his person, or concealed among his possessions, or placed elsewhere on the school premises, any controlled substance (unlawful drugs) or any dangerous instrument or deadly weapon." The law also states that the student shall be suspended and that a parent conference will be held. The subsequent passage of House Bill No. 322 directs the principal to report to the local police a situation where a student or school volunteer or school employee has been the victim of a violent felony or an unlawful sexual contact III. Again the law states that the student will be suspended and a parent conference

will be held to review the student's educational placement. The parent conference could take the form of an expulsion hearing.

Approved by the Board of Education, December 19, 2007
Revision Approved by the Board of Education, June 19, 2013

Replacement Charges for Lost or Damaged Books Policy 5135

All textbooks and library materials are provided by the Smyrna School District and students are expected to give them reasonable care, including the use of textbook covers. Teachers will be responsible for assessing the condition of all books and other equipment that is loaned to students for their use during the school year. This assessment shall be made prior to the items being loaned to the students. Textbooks and library materials that are lost or damaged beyond continued usability must be replaced; consequently, students may be charged the replacement costs of those items. Payments for damaged but still usable books and materials will be determined based upon the extent of those damages. All funds received as a result of fines and assessments shall be forwarded to the Smyrna School District Central Office for deposit. In addition, appropriate disciplinary actions may occur when disciplinary codes have been broken.

GRADING

POLICY 6110

Definition

Grading is a process by which individual students are assessed to determine the extent to which each has achieved the instructional goals and objectives (learning targets and standards) of a course or area of study.

Philosophy

1. The Smyrna School District Board of Education expects that grades assigned to students, based upon a professional evaluation of student performance in a particular course or area of study, are to be based solely upon predetermined student learning targets which are communicated in advance to students and parents.
2. A key purpose of grading is to assess student understanding in order to inform future learning and instruction.
3. The Board of Education believes that a grade should never be construed as an end in itself.
4. The Board of Education believes that evaluation of student

progress in the form of grades must be objective, understandable to students and to parents, and communicate strengths and weaknesses of student performance.

5. Final course grades will communicate the level of competency a student has achieved related to the knowledge and skills expected within a course or academic discipline.

Implementation

Regulations shall insure that grading is consistent with this policy.

General Guidelines

1. The intent of the reporting systems is to communicate academic achievement, effort, and behavior on a regular basis to students and parents. Grades must be an accurate reflection of the skill or concept being assessed and clearly tied to predetermined learning goals.
2. Each teacher shall communicate their grading system to students/parents at the beginning of each school year or semester as appropriate. Principals shall ensure that each grading system so distributed is consistent with:
 - a. the district's grading policy and regulation
 - b. sound educational practice
 - c. other teachers in the same grade or department or who are teaching the same course/subject
3. Teachers shall have the responsibility for determining student grades consistent with the district's policy and regulation.
4. For grades K through 12, student report cards shall be distributed every nine weeks to students/parents.
5. Mid-marking period progress reports will be issued to all students K-12. This guideline does not discourage a teacher from sending progress reports home with the student on a more frequent or as needed basis.
6. Parent conferences relating to student progress shall be scheduled as needed. The approved school calendar shall provide for parent conferences on or about the end of the first quarter for K-8. High school conferences will be scheduled upon parent or teacher request. Whenever possible, such conferences are to be arranged in order to accommodate parents' schedules.
7. All teachers teaching the same subjects or grade level will establish a standard grading policy. (Example: course biology - homework __%, tests __%, lab, etc.) and submit to the building principal.
8. Attitudes and work habits will be noted, when deficient, in a separate area of the report card.

9. The grading scale for all students shall be as follows:

A+	=	(97-100%)
A	=	(93-96%)
A-	=	(90-92%)
B+	=	(87-89%)
B	=	(83-86%)
B-	=	(80-82%)
C+	=	(77-79%)
C	=	(73-76%)
C-	=	(70-72%)
D+	=	(67-69%)
D	=	(63-66%)
D-	=	(60-62%)
F	=	59 and below

10. Negative or positive classroom behavior should not affect a student's grades.
11. A teacher's grades may not be changed by a school administrator without permission of the teacher.
11. Letter grades shall be defined as follows:
- S** for Satisfactory
 - I** for Improving
 - N** for Needs Improvement
 - U** for Unsatisfactory

Kindergarten Guidelines

1. Conferences are held as needed throughout the year.
2. All kindergarten students are evaluated through a comprehensive testing program (Reading and Math Benchmark Assessments) for the January and June report cards.

Grades 1 - 6 Guidelines

1. Grades 1-6 reading and math will receive number grades. Skills listed under these subjects will receive S, I, N, U.
2. Writing - students will receive a rubric grade marking periods 2, 3, and 4 based on the Common Core writing rubric.
3. Grammar - a number grade each marking period.
4. Science and social studies will be a number grade all four marking periods.
5. Distribution of grades on the elementary level - copy of report card is placed in an envelope which has the student's name, school name, grade, year, teacher, and parents' signature. Parents will keep a copy of the report card and return the signed envelope.
6. Art, library science, music and physical education will be recorded using S, I, N, U.

Middle School Guidelines – Grades 7, 8

All courses, including major subject areas and related arts areas, will receive a numerical grade.

Each course will be given a factor as determined by the value of course, determined by length of class, number of meetings per semester and based on semester or year length. This is done for the purposes of determining honor roll.

Major Subject Areas/Year Long Courses	Factor of 1
Semester Courses	Factor of .5

Example: To determine a grade point average multiply the class grade by the factor:

English	86	$86 \times 1 = 86$
Science	80	$80 \times 1 = 80$
Social Studies	90	$90 \times 1 = 90$
Math	75	$75 \times 1 = 75$
Physical Education	85	$85 \times .5 = 42.5$
Agriscience	93	$\underline{93 \times .5 = 46.5}$
		$420 / 5 = 84$

High School Guidelines

1. Students are to be informed at the beginning of each marking period of the method to be used for determining the marking period, semester and final grades. A written copy of the teacher's grading method is to be distributed at the beginning of the first marking period and reviewed at the beginning of each subsequent quarter.
2. The semester grade will be computed by weighing the first quarter and second quarter grades twice and averaging them with the semester exam ($SG = Q1 + Q1 + Q2 + Q2 + SE$ divided by 5). Second semester grade will be averaged the same way. The final grade will be the average of the first and second semester grade.
3. Rank in class is computed at the end of the 9th, 10th, 11th and 12th grades. College Preparatory courses are assigned 1.03 quality points; Honors courses are assigned 1.05 quality points; and Advanced Placement courses are assigned 1.07 quality points for the purpose of relative ranking. All other courses are assigned 1.0 quality points. The 100 – point scale is used for class rank purposes.
4. Colleges report GPA on a 4.0 scale. For conversion, the high school uses the following scale:

Letter	100 point scale	4.0 scale
A+	97 - 100%	4.0
A	93 - 96%	4.0
A-	90 - 92%	3.7
B+	87 - 89%	3.3
B	83 - 86%	3.0
B-	80 - 82%	2.7
C+	77 - 79%	2.3
C	73 - 76%	2.0
C-	70 - 72%	1.7
D+	67 - 69%	1.3
D	63 - 66%	1.0
D-	60 - 62%	1.0
F	59% and below	0.0

5. For excused absences, students will have the opportunity for the same number of classes they were absent to make-up the work (i.e., students absent 2 days from math class will have 2 math classes to make up the work). In the case of a long illness, an extension on the number of make-up days may be granted by the teacher when appropriate.
6. Course level changes (e.g., Honors to College Preparatory) may be made up to 6 school days after issuance of the first report card. These changes will only be considered at the written request of the parent and if there is room available in the requested course level. Level changes after that period will be limited to cases with extenuating circumstances at the discretion of the administration. If a student transfers between levels of the same course, the grade will transfer as is. A student cannot withdraw from a course after the schedule change period the first 2 weeks of school. If, with teacher/counselor/principal/parent permission, they are given approval to do so, they receive a W/F & a final grade of 45.
7. To be eligible for summer school, students must have a 50-59% final average in a course. Upon the successful completion of all summer school requirements, students will receive a maximum of 75 on their permanent record for the summer school course.
8. Students will receive one credit for each ESOL class (elective). These credits will not count as an English credit. In addition to ESOL classes, ESOL students will take an English class each year.

Promotion/Retention/Acceleration/Graduation Policy 6115

The basic criterion for promotion is the probability that the student will succeed at the next higher-grade level. While children are unique because each child grows at his/her own rate according to individual ability, environment, and life experiences, high academic standards have been established for all children. However, flexibility to provide for individual differences must be planned for within the boundaries of the promotion standards.

Retention

Basic guidelines for retention include:

1. **K-8** The student must meet the performance level requirements for both reading and mathematics.
2. **K-8** Parents of students in danger of being retained must be notified no earlier than the end of the second marking period but no later than the end of the third marking period. Reasons for possible retention and suggestions for increasing the child's achievement level(s) will be provided.
3. **K-8** Poor work habits and/or poor attitude are not grounds by themselves for retention, unless they are major contributors to academic failure.
4. **K-8** Retained students will be assigned to a new classroom and teacher unless the teacher, student, and parents request identical placement or unless no other placement is available.
5. **K-8** For students with disabilities, including students who participate in a functional life skills curriculum, the Individual Education Plan (IEP) team will determine promotion and placement according to the provisions of the student's IEP using all available data and in consultation with the student's parent(s) or guardian(s).
6. **K-8** For LEP students, during their first three years in Delaware schools, decisions for promotion and placement shall be made by the school principal in consultation with the ESOL teacher, the student's regular teacher(s) and parent(s) or guardian. After three years, except in extenuating circumstances, promotion decisions for LEP students shall be determined as for other students.
7. **K-12** The student must meet district attendance policy guidelines (Smyrna School District Policy 5113: "Comprehensive Attendance Procedures").
8. **3, 5, 8** Based upon the promotion policy requirements and appropriate consideration of input from the Case Study Team

[parents, principal, counselor, and teacher(s)], the teacher will make the final decision with regard to retention.

9. Family vacations do not qualify students for a special exemption from the state testing.

Retention, Grade K:

A student will be considered for retention if it can be clearly demonstrated that the student is not academically ready for a comprehensive first-grade curriculum when he/she has not reached satisfactory levels of performance as defined below:

Satisfactory Reading Performance Levels:

- Obtain a score of 70% or better on Benchmark 2
- Name upper and lower case letters (44 out of 52 presented in random order)
- Identify sight words (28 out of 40)
- Make letter/sound correspondence (18 out of 26)

Satisfactory Mathematics Performance Levels:

- Obtain a score of 70% or better on end of year Benchmark
- Satisfy Common Core fluencies:
 - Counts from 1 to 100 by ones and tens
 - Add and subtract within 5
 - Compose/decompose numbers 11 - 19

Retention, Grades 1-4:

A student will be considered for retention if it can be clearly demonstrated that the student is not academically ready for the comprehensive curriculum at the next higher level when he/she has not reached satisfactory levels of performance as defined below:

Satisfactory Reading Performance Levels:

- A student's year-end grade will be obtained by averaging the four (4) marking periods. A year-end average of 70% must be attained for promotion:

Each marking period will be averaged across two areas: 33% assessments and 67% completed reading classwork.

Satisfactory Mathematics Performance Levels

- A student's year-end grade will be obtained by averaging the four (4) marking periods. A year-end average of 70% must be attained for promotion:

Each marking period will be averaged across two areas: 50% assessments and 50% completed mathematics classwork.

Acceleration, Grades 1-4:

Acceleration is the placement of a student in a higher grade level which is more academically appropriate.

Basic guidelines for acceleration include:

1. Acceleration will be beneficial to the student socially, emotionally, physically and academically.
2. For children who appear to be performing above grade level in reading and/or mathematics but do not meet the performance levels stated below, the curriculum will be enriched with meaningful and challenging activities.
3. When acceleration is considered, the Case Study Team will use the criteria stated below to make the final determination.

To be considered for acceleration, the child must satisfy all of the following criteria for both reading and mathematics:

Reading

In grades 2 and 4, score at the 90th percentile or better on STAR Reading. For grade 1, achieve mastery level on the DIBELS. Obtain teacher/principal recommendations.

attained at least a 98% average during the previous year, determined by averaging the child's performance on the appropriate Skill(s) Tests, Benchmark Assessments, and independently completed reading classwork and test out of the appropriate end-of-grade Skill(s) Tests and Benchmark Assessments for the next higher grade level with a 98% average.

All grades should obtain teacher/principal recommendations.

Mathematics

In grades 2 and 4 score at the 90th percentile or better STAR Math, attain at least a 98% average during the previous year, (determined by averaging the child's performance on all unit assessments and independently completed classwork), and test out of the appropriate end-of-year Benchmark unit assessment for the next higher grade level with a 98% average.

All grades should obtain teacher/principal recommendations.

Retention, Grades 5-8:

A student will be considered for retention if it can be clearly demonstrated that the student is not academically ready for the comprehensive curriculum at the next higher level when he/she has not reached satisfactory levels of performance as defined below:

- Students are expected to meet performance and achievement standards before promotion to the next higher grade.
- Fifth and sixth grade students must pass four of the five major subject areas, three of which must be reading, grammar/ language arts, and mathematics. The fourth major subject must be science or social studies.
- Seventh and eighth grade students must pass all four core subjects (language arts, mathematics, science, social studies)
- Students who fail a core subject and are ineligible for summer school may file a retention appeal to the middle school principal.
- For students grades 5 - 8 who fail a major subject, a score of 50 – 59% is required for summer school attendance.
- Students who have a final grade of 47-49% in social studies or science in grades 7 and 8 may be granted permission to attend summer school by the school principal. The principal will review additional indicators, class work, and attendance prior to a final determination of the appropriateness of summer school placement.

Acceleration (5-8)

Acceleration is the placement of students in a grade level which is more academically appropriate. A student will be considered for acceleration based upon the following factors:

1. Acceleration will be beneficial to the student socially, emotionally, physically, and academically.
2. Written evaluations, observation scales and charts, and teacher judgment indicate that the student's skills and performance are substantially above grade level.
3. Physical and social development must be sufficiently accelerated to allow the student to function comfortably at the grade level considered.

The final decision regarding acceleration will be made by the Case Study Team consisting of appropriate staff and parents.

Promotion/Graduation: (Class of 2016 and beyond)

Credits required for promotion:

1. From eighth to ninth grade - A student must pass English, Math, Science, and Social Studies.
2. From ninth to tenth grade - A student must have earned one credit in English, one credit in Math, and four additional credits for a total of six credits.
3. From tenth to eleventh grade - A student must have earned two credits in English, two credits in Math, and nine additional credits for a total of thirteen credits.
4. From eleventh to twelfth grade - A student must have earned three credits in English, three credits in Math, and twelve additional credits for a total of eighteen credits.
5. Students must accumulate a minimum of 26 credits in grades nine through 12 in order to receive a diploma. Of these, the following are required: English - 4; Social Studies – 3 (one must be US History); Mathematics - 4; Science – 3 (one must be Biology); Physical Education - 1; Health - .5; Career Pathways – 3; World Language - 2. The additional 5.5 credits are to be selected from elective offerings.
6. During the senior year the student shall maintain a credit load each semester that earns the student at least a majority of credits that could be taken that semester including one credit of mathematics. Senior credits shall include regular high school offerings and independent study options as outlined in Policy 6116, with permission from the principal.
7. Students shall complete mathematics course work that includes no less than the equivalent of the traditional requirements of Geometry, Algebra I, and Algebra II.

CODE OF CONDUCT POLICY REGULATION 614

Students should adhere to the Smyrna School District Code of Conduct:

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

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

- Such out-of-school conduct shall include, but is not limited to
 - Acts of violence and/or sexual offenses which are punishable by law
 - The sale, transfer or possession of drugs and drug paraphernalia, which would constitute an offense punishable by law
 - Felony charges

Please see the entire district code of conduct online at:
https://www.smyrna.k12.de.us/apps/pages/index.jsp?uREC_ID=339793&type=d&termREC_ID=&pREC_ID=632681

**DISTRICT NONDISCRIMINATION POLICY
TITLE VI, TITLE VII, TITLE IX, and
Section 504 Compliance Notification**

The Smyrna School District does not discriminate in employment or educational programs, services or activities based on race, color, religion, national origin, sex, age or disability in accordance with state and federal laws, as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and the Federal Occupational Rehabilitation Act of 1973. Inquiries should be directed to the Smyrna School District Superintendent, Administrative Office, 82 Monrovia Avenue, Smyrna, DE 19977. Phone: (302) 653-8585.

El distrito escolar Smyrna no discrimina en empleo o programas educacionales, servicios o actividades, basados en raza, color, religion, nacionalidad, sexo, edad o discapacidad en conformidad con las leyes estatales y federales.

It is also the policy of this District to ensure that curriculum content and instructional materials used by our schools reflect the cultural and racial diversity found in our country, and to create an awareness of the rights, duties, and responsibilities of each individual as a member of the multi cultural, nonsexist society.

Inquiries about compliance with Title IX, Title VI, or VII may be directed to the compliance coordinators appointed in the district.

COMPLIANCE COORDINATORS

The following individuals have been appointed to serve as the District's compliance coordinators. These coordinators can be contacted at the following locations.

TITLE VII: CIVIL RIGHTS ACT OF 1974

(Nondiscrimination in employment practices)

TITLE IX: CIVIL RIGHTS ACT OF 1972

(Nondiscrimination on the basis of sex, educational programs)

Compliance Coordinator

Deborah Judy, Assistant Superintendent

82 Monrovia Avenue

Smyrna, DE 19977

(302) 653-8585

SECTION 504 OF THE REHABILITATION ACT OF 1973

Compliance Coordinator

Marcia Mayhew, Supervisor of Pupil Services

Thomas D. Clayton School

80 Monrovia Ave.

Smyrna, DE 19977

(302) 653-3135

AMERICANS WITH DISABILITIES ACT (ADA) OF 1982

Compliance Coordinator

Scott Holmes, Supervisor of Buildings and Grounds

Thomas D. Clayton School

80 Monrovia Avenue

Smyrna, DE 19977

(302) 653-3132

NONDISCRIMINATION ON THE BASIS OF SEX

(Compliance Violation Grievance Procedure)

Any student or employee of the Smyrna School District shall have the right to file a formal complaint alleging noncompliance with regulations outlined in Title IX of the Education Amendments of 1972 or in Title VII of the Civil Rights Act of 1974

Level One – Principal or immediate supervisor (informal)

A student with a complaint of sex discrimination shall discuss it with the teacher, counselor, or principal.

Level Two – Title IX Compliance Officer

If the grievance is not resolved at level one and the student wishes to pursue the grievance, the student may formalize the grievance by filing a complaint in writing on a Compliance Violation Form, which can be obtained from the Title IX compliance officer. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal written complaint at Level Two must be within 21 days from the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting about the complaint be held with the Title IX compliance officer. A minor student may be accompanied at that meeting by a parent or guardian. The Title IX compliance officer shall investigate the complaint and attempt to resolve it. A written report from the compliance officer about action taken will be sent to the grievant with 21 days after receipt of the complaint.

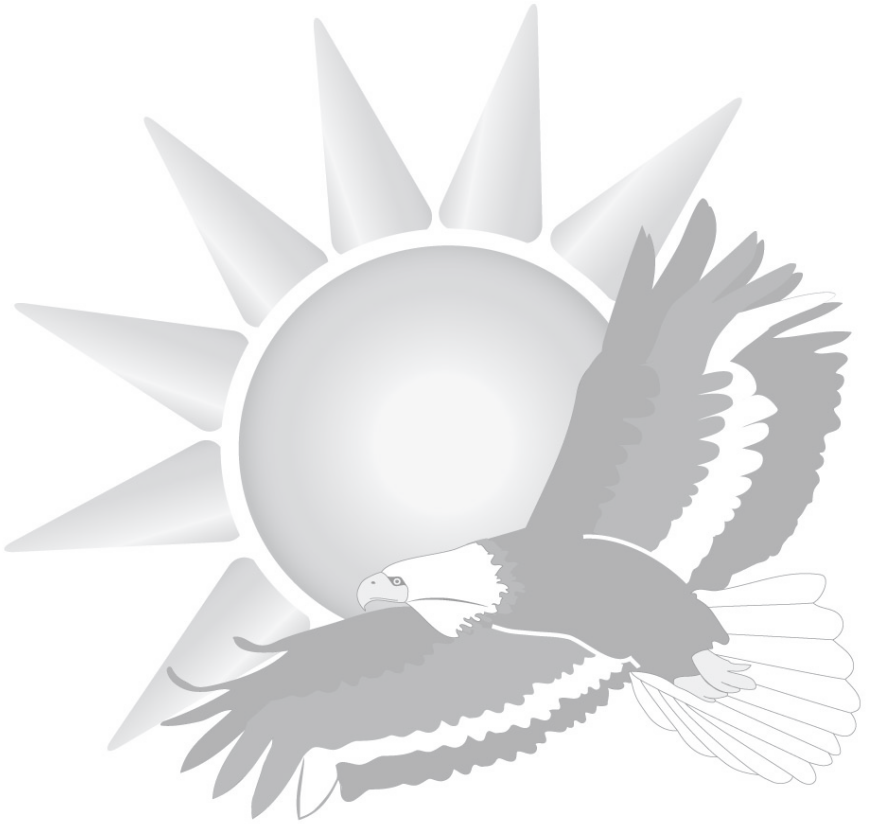
Level Three – Superintendent

If the complaint is not resolved at Level Two, the grievant may proceed to Level Three by presenting a written appeal to the Superintendent within 15 days after the grievant received the report from the compliance officer. A decision will be rendered and conveyed to the grievant by the Superintendent or his/her designee within 15 days after receipt of written appeal.

Level Four – Other agencies

The grievant may file formal complaints with the Delaware Civil Rights Commission or other agencies available for mediation or rectification of affirmative action grievances, or may seek private counsel for complaints alleging discrimination.

Note: The District appoints compliance coordinators for Title IX, Title VII and for Section 504 of the Rehabilitation Act of 1973, as required by law. These compliance coordinators serve as grievance officers and are responsible for the District's efforts to comply with nondiscrimination requirements under Title IX, Title VII, and Section 504.



Dear Parents/Guardians:

Please sign your name in the space provided below and have your child sign and return this page to his/her homeroom teacher.

I have read and understand the Sunnyside Elementary School Parent/ Student Handbook for the 2019-2020 school year.

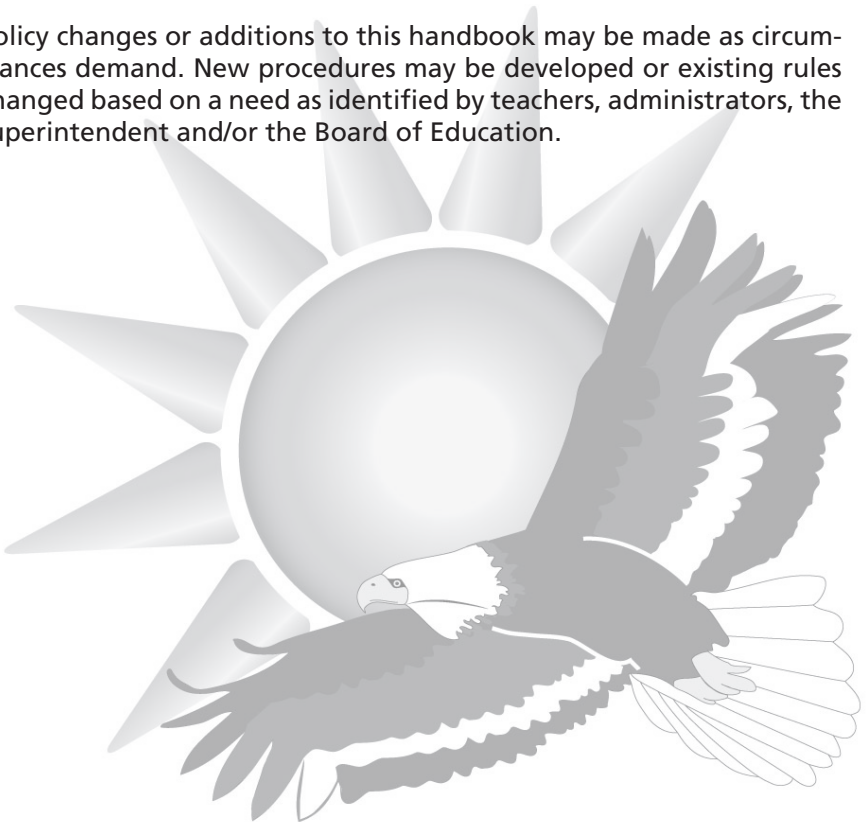
Date: _____

Parent/Guardian Signature _____

Student Signature _____

Policy changes or additions to this handbook may be made as circumstances demand. New procedures may be developed or existing rules changed based on a need as identified by teachers, administrators, the superintendent and/or the Board of Education.

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Please return this form to your child's homeroom teacher.

RELEASE OF INFORMATION

Sunnyside Elementary requests the release of the parent or guardian and/or school or institution to:

- use photographs and student work for public relations and other professional purposes which may include newspaper articles, and displays on the Smyrna School District website. *(Complete names will not be published)*
- give telephone number to the student's bus driver and to parents helping with school related functions.

I hereby grant permission to Sunnyside Elementary to use photographs and to release my telephone number.

Student's Name: _____

Date	Parent/Guardian Signature
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- Do not release my telephone number or use photographs of my child.

Student's Name: _____

Date	Parent/Guardian Signature
------	---------------------------

Please return this form to your child's homeroom teacher.

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BACK COVER



SUNNYSIDE ELEMENTARY

123 Rabbit Chase Lane
Smyrna, Delaware 19977
302-653-2808