

GREAT OAKS



CHARTER SCHOOL

Great Oaks Charter School
Wilmington, DE – GO-WIL
Student and Family Handbook
2016-2017

1200 N. French Street Wilmington, DE 19801

Phone: (302) 660-4790

www.greatoakscharter.org/schools/wilmington

"The mission and purpose of the Great Oaks Charter School – Wilmington (GO-WIL) is to prepare students to succeed in college."

OUR MISSION & BELIEF STATEMENT

At GO-WIL, we believe that every child can succeed. What makes us unique?

- **Individualized Instruction:** Every student will receive at least two hours of small group or one-on-one tutoring every day, delivered by our full-time Tutor Corps.
- **Unrelenting Focus on College Readiness:** Every GO-WIL student will know that his or her goal is to graduate from college.
- **More Time on Task:** The school day and year will be significantly longer than those of the surrounding district schools.
- **Character Development:** GO-WIL will actively develop character traits through a school culture that reinforces our core values.
- **Family Engagement:** Our Executive Director, teachers, tutors and administrators will engage in frequent parent outreach to make sure that parents' voices are heard and incorporated into the school's decision-making process.

What does this approach mean for each child?

- We intend to balance strict, consistent enforcement of the rules with individual attention to each student. We believe the consistency allows students to internalize a code of conduct and that constant feedback about choices gives students information to make good choices. As a result, even slight misbehavior at Great Oaks will be addressed at Great Oaks. We want to help each student learn to make choices that are positive for themselves and others. We must also balance the needs of other Great Oaks students -- they need to be learning. Therefore, we ask for continued parental support because this is an arduous process and sometimes students may complain that the school is too demanding or "unfair."

OUR CORE VALUES

Great Oaks Charter School holds members of the school community – students, families, and staff – to high standards. To provide the very best education for all students, all of us must work together to create an environment where Great Oaks excellence can thrive. To create this environment, we must collectively and consistently ensure that Great Oaks Charter School students embody our core values: Discipline, Honor and Scholarship.

Scholarship

Come to School and Class Prepared to Succeed. Bring All Your Materials. Be on Time. Do all the work. Stay organized, Demonstrate Good Posture, and Follow Directions and Procedures. Show Respect to Your Self, Classmates, Staff, and Your School.

Honor

Listen, Participate, Volunteer, Look at the Speaker, and Ask Insightful Questions. Use Empathy When Interacting with Others.

Discipline

Attempt Every Problem and Thinking Question in Class and Tutorial. Bounce Back from Setbacks. Persist in the Face of Challenging Material.

WHAT DOES EACH CORE VALUE LOOK LIKE?

Scholarship

1. I am responsible for coming to class and tutorial prepared with all the materials I need to participate effectively.
2. I am responsible for my work.
3. I am responsible for managing my time effectively.
4. I am responsible for keeping my materials and supplies organized.
5. I am responsible for getting rest and proper nutrition.
6. I am reflective and self-aware.
7. I recognize my strengths and work hard to improve my weaknesses. I participate fully in everything I do.
8. I assume the best of others.
9. I am responsible for my decisions. I am responsible for my behavior.
10. I show care for my school building and all its resources.
11. I am open to the values and opinions of others.
12. I value differences.

Honor

1. I pursue opportunities for growth even when it is new or challenging to me. I ask appropriate questions when I am curious.
2. I pursue extracurricular activities both inside and outside school.
3. I ask for and offer help when needed.
4. I strive to make my perspective understood by others.
5. I consider the alternatives. There is always more than one possibility. I challenge my own opinion and the "easy opinions" of others.
6. I stand up for what is right, when others do not.
7. I choose to be optimistic.
8. I choose joy.
9. I go the extra mile.

Discipline

1. I push myself towards excellence.
2. I set goals and actively pursue them.
3. I bounce back after I experience a setback.
4. I find positive solutions to conflict.



5. I maintain self-control in challenging situations.
6. I persist in the face of challenging material.
7. I forego short-term gains in order to meet my long-term goals.
8. I connect my daily activities to my long-term goals.
9. I am committed to growing as a scholar and as a person.
10. I recognize and celebrate my strengths, growth, and achievements.
11. I possess intellectual passion.
12. I take pride in my work. It is an example of my academic creativity. I try new things.



RESPONSIBILITY & ACCOUNTABILITY (CONTRACT)

When you joined the Great Oaks Charter School community, you joined a team. To achieve our mission of student success in high school, college, and beyond, we must work together. We all must have a full and clear understanding of the responsibilities of the members of this team.

The Great Oaks Charter School – Student – Family Accountability Contract spells out the most important responsibilities.

The mission and purpose of the Great Oaks Charter School – Wilmington (GO-WIL) is to prepare students to succeed in college.

- We believe that every child has the right to a rigorous education.
- We believe education should cultivate each student's talents and dreams so that they may become lifelong learners and thoughtful members of the community.
- We believe that every child deserves a team of caring families, teachers, administration and staff who are committed to providing them with the tools for success.
- We believe that it is our job to know each child for who they are now and who they have the potential to be as a scholar and individual.
- We believe that we, as educators, have the right and the responsibility to grow professionally and become better at our practice each and every day.

As a result of these beliefs, we commit to the following:

School Commitment

HIGH QUALITY EDUCATION

1. We will work tirelessly to ensure that our students get the Great Oaks education they deserve. We will neither make nor accept excuses.
2. We will work a longer school day, longer school year, offer students extra help and support, and always offer our student the best we have.
3. We will construct our curriculum to be one that prepares students for the rigors of high school, college and beyond.
4. We will prepare for and provide small-group tutoring for every student to support academic needs during the school day, Monday through Thursday.

RESPECT and FAIRNESS

5. We will encourage and respect every student. We will listen to students and their needs. We will not tolerate students disrespecting each other.
6. We will teach and enforce Great Oaks Charter Core Values consistently and fairly. We will communicate with families when students fail to meet expectations just as when they exceed expectations. Decisions, including consequences, will be made in the best interest of our students.
7. We will give students recognition, incentives, and privileges if they do well and give consequences and remove privileges if they do not.

COMMUNICATION

8. We will communicate regularly with families about their child's progress and make ourselves available in person and on the phone.
9. Tutors will call home weekly to share updates and progress about each student's academic and behavioral growth in addition to school community news. Tutors will be available at set times during the day and evenings to assist with individual student and family questions and needs.
10. All parent meeting requests require at least 48 hours notice. Requests should be scheduled through the office manager, and meetings will be available during specific time blocks on specific days during the week.
11. Please allow up to 24 hours response time to all emails and phone calls. All communication via cell phone to staff members should be made during school hours, any communication outside school hours (8 am - 5:30 pm) should happen via email.
12. All important school-wide information, as well as bi-weekly progress reports, and weekly DHS reports go home in the weekly newsletter. Besides ESchool and Kickboard access, this is the best way for families to stay up to date with information regarding students' academic and behavioral progress in school. **EVERY** students that is present Thursday receives the weekly newsletter. If a student is absent it is their responsibility to retrieve their packet on Friday. Newsletter **MUST** be signed and returned by parent/guardian the following Monday.
13. Parents will receive notification of their child's **Morning Detention** through a nightly Robo-call. Students will be notified with a Morning Detention Slip that will be distributed during PM advisory the day prior to the detention.
14. Parents will receive notification of their child's **Friday Detention** through a Robo-call every Thursday, to give time to prepare transportation. Students will be notified with a Friday Detention Slip that will be distributed during PM advisory one day prior to the detention. If a student cannot attend Friday

HOMEWORK and ACADEMIC SUPPORT

11. We will assign quality homework every night to reinforce and support skills and concepts learned in class.
12. We will support students with teaching and additional help during the school day and after/before school as needed by our teaching staff.

SAFETY

13. We will always work to provide a safe learning environment. We will always work to protect the safety, dignity, and rights of all individuals.

PROFESSIONAL DEVELOPMENT

14. We will work tirelessly to become better by actively engaging in professional development opportunities available within and outside of the school.

Parent/Guardian Commitment

ATTENDANCE and PROMOTION



1. I will ensure that my child comes to school every day by 8:20am, so they can take part in advisory.
2. I will not schedule family vacations during school time. I will do my best to schedule important appointments for out of school time.
3. I will pick my child up from school on-time when I have made pick-up arrangements. I understand that the school is not obligated to wait with my child or allow my child to wait inside when I am running late.
4. I will make alternative transportation plans if my child is required to stay at school after school hours.
5. Detention commitments are mandatory. Students are required to make up any detention time missed, and failure to do so could impact promotion to the next grade.
6. I understand that my child will be automatically retained if s/he fails three or more core academic classes, or is absent for more than 20 days of the school year. If my child fails 1 or 2 classes, s/he must pass the equivalency exam for the class in order to be promoted.

HOMEWORK and ACADEMIC SUPPORT

7. I will provide a quiet place to study and see that my student completes around 2 hours of homework or more and 25 minutes of reading nightly.
8. I will check my child's homework every night. If Great Oaks Charter School standards have been met, I will sign my child's homework.
9. I will help my child study for tests and quizzes and give them support they need help and praise when they do well.
10. I will arrange for my student to be at any of the Academies if assigned by my student's teacher(s).
12. I will call a teacher or tutor if I am concerned with my child's academic progress.
13. I will look at my students' weekly DHS check to keep track of my students' progress.

BEHAVIOR and DRESS CODE

14. I understand my child will serve Friday Detention from 1:30 – 3:30 pm if his/her Weekly Merit Average is below 85.
15. I understand that my child will be on In-School Suspension (ISS) or Out-of-School Suspension (OSS) if s/he violates the code of conduct and I will be required to come to school for a family meeting.
16. If student behavior requires it, I will come to school immediately. If my child is Out-of-School Suspended, I will remove my child from the building.
I understand that the school follows a strict bullying prevention and intervention plan and if my child violates that plan there are consequences stated in that plan. This plan includes cyberbullying for messages sent over electronic media. I will keep track of my child's internet use to ensure it is appropriate.
17. I will send my child in proper dress code every day. If my child arrives out of uniform, I will arrange for a family member to bring proper attire or give the school permission to send my child home to wear the proper attire to school.

FAMILY and COMMUNICATION

18. I agree to work as part of a team for the academic success and behavior growth of my child. I will return phone calls, review & sign documentation sent home including progress reports, report cards, and AIP Reports. I will attend parent conferences and meetings about my child.

Student Commitment

EFFORT and HELP

1. I understand my education is very important. Being a student is my job. I will always work, think and behave in the best way I know how.
2. I will do whatever it takes for my fellow students and me to learn. I will do all homework. I will work to exceed the school's expectations.
3. If I need help, I will ask for it. If I can give help, I will give it. I won't criticize other students.

ATTENDANCE and UNIFORM

4. I will come to school and ready to learn by 7:30am in order to complete my morning responsibilities and be seated by 7:40am.
5. If I need to miss class or school, I will ask for and make up all assignments as soon as I know I will be missing school. I will stay after school if/when I am required to do so.
6. I will wear the proper uniform every day and remain in uniform throughout the day.

COMMUNICATION

7. I will listen to directions. I will read and re-read directions before asking for help. If I cannot solve the problem myself, I will raise my hand and ask for help. I will help my classmates if they need help. I will not make excuses. I will be honest with my teachers, tutors, and myself.

RESPONSIBILITY and HONESTY

8. If I make a mistake, I will tell the truth and accept responsibility for my actions. I will do the right thing, even when no one is watching.

CORE VALUES

9. I will respect my teachers, tutors, peers, and myself. I will refrain from all disrespectful behavior includes smacking teeth, rolling eyes, etc.
10. I understand our Core Values of Discipline, Honor and Scholarship and will embody them every day. I will follow the school rules to protect the safety and rights of all individuals and not detract from the educational opportunities of others. I will accept the consequences if I don't meet our Core Values.

By signing this; I understand and agree to Great Oaks Charter School terms and rules.

Family Representative (Signature)

Date

Student (Please Print Name)

Student Signed Initials

School Representative Received Date
(School Official will fill this in)



WHO WE ARE

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SCHOOL POLICY & PROCEDURES

A. Hours of School Operation

Great Oaks Charter School has an extended school day and school year. This gives students more time for academic growth and non-academic enrichment. It also gives students the time and support needed to make great strides academically and personally.

Mondays through Thursdays, the regular school day starts at 8:20am and ends at 3:55 pm. Breakfast occurs in the morning 8 am – 8:15 am in the Cafeteria. Students are expected to be in their advisory classroom by 8:20 am after being dismissed from the cafeteria. After school programming occurs daily 4 pm – 5 pm. Dinner is served for students participating in after-school programming 4:45 pm – 5:30 pm.

On Fridays, the regular school day starts at 8:20am and ends at 1:30 pm. Students who have earned less than 85 merit points (missing or incomplete) on their DHS Report will be dismissed at 3:30 pm on Fridays due to earning a Friday Detention from 1:30 pm – 3:30 pm. Late transportation is will no be provided. Parents must arrange for student pick up. Attendance is mandatory for students who have earned Friday Detention. Dinner is not served on Fridays.

The school building will be open to students at 8:00am on Monday-Friday. All students should aim to arrive by 8:10am in order to be seated by 8:20am. On Mondays-Thursdays, students should not be on school grounds after 5:30pm without permission from the school. On Fridays, students should not be on school grounds after 1:30pm without permission from the school.

Cancellation Due to Poor Weather Conditions



In the event of poor weather conditions, please listen to local television and radio stations for information about school cancellation. To receive the latest information on updates directly to your email or smart phone, please go online to <https://denotificationservices.bbcportal.com> and sign up for school closing updates. Also, check online at <http://schoolclosings.delaware.gov> to receive day of information about school cancellation.

B. Attendance Policy

If your child has been absent, you must send a written note or an email to **Ricky Hernandez, Office manager either in person or via email at RHernandez@greatoakscharter.org**. The written note or email must be received in the office on the day the student returns to school or within 5 days of the absence. Absence notes not received within 5 school days of the dated absence will be noted as an unexcused absence. Please note, because of the school's obligations to the state, we must have a written note or email even if a telephone call has been made to or from the school. Whenever possible, formal documentation from a doctor's office, courthouse, or other official that details the date of absence, reason for the absence, time of the appointment, and signature of the health care professional, or other official should be presented to explain the absence.

However, the school will accept up to **five parent notes excusing a student for absences or tardies**. In order for additional absences to be considered excused absences, the parent must provide formal documentation from the legal entity or health care professional that is written on official letterhead with the student's name, date/time of appointment, and signature of an official.

Only the following will be accepted as valid reasons for excused absences or tardies: Illness of student. The school will require doctor's validation for absences over three consecutive days or for any single day once a student has accumulated 5 absences due to illness.

- Contagious disease within the student's home.
- Death in the student's family.
- Legal business that must be scheduled during school time that is verified by a court order, summons, or other formal documentation.
- Observance of religious holidays.
- Remedial health treatment that must be scheduled during school time, verified by a doctor's note or receipt.
- Medical or health appointments that must be scheduled during school time, verified by a doctor's note or receipt.
- Emergency situations as determined by the Head of School.
- Participation in school sponsored academic or athletic events.
- Pre-approved family obligations in accordance with the provision below.

According to Delaware Law, the following provisions shall be applicable in regard to statewide minimum mandatory attendance requirements in each school year for children in grades K through 12 regarding excessive unexcused absences. (Title 14, Chapter 27, Subsection 1)

(1) Following the tenth (10th) day of unexcused absence by a student, the school shall immediately notify the parent(s) or guardian(s) and two staff members from Great Oaks Charter School team shall visit the student's home;

(A) If contacted by the school pursuant to paragraph (d)(2) of this section, each parent or guardian of a student shall sign a contract with the district agreeing they will make every reasonable effort to:

(I) Have their child or children abide by the school code of conduct;

(II) Make certain their child attends school regularly; and

(III) Provide written documentation for the reasons for any absence.

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

(3) Following the twentieth (20th) day of unexcused absence by a student, the school shall refer the case for prosecution;

(4) Following the completion of prosecution of the case and the subsequent failure of the student to return to school within 5 school days thereof, the school shall immediately notify the Department of Services for Children, Youth and Their Families requesting intervention services by the Department. The Department shall contact the family within 10 business days.

C. Incomplete Days: Tardy and Early Dismissal

A student who is late or leaves early misses valuable instructional time and creates a disturbance in the student's scholarship development.

- **Tardiness.** Instruction at Great Oaks Charter begins promptly at 7:30 am. Any student arriving at school after 7:30 a.m. is tardy and must report to the front office before proceeding to the classroom. Parents must enter the building and sign the late student in at the Great Oaks Charter School Front Office on the 8th Floor. The student will be issued a pass to present to the teacher. If a tardy student is not accompanied with a guardian and/or parent to the Great Oaks Front Office on the 8th floor, even with an excused tardy note, the tardy will be recorded as an UNEXCUSED TARDY. Student situations can be reviewed with Dean of Students on a case by case basis with the direction of the Executive Director.



- **Early Dismissal.** Students requesting an early dismissal must provide a letter signed by their parent/guardian stating the time and reason for the early dismissal. This letter must be presented to the front office by 9:30 a.m. Unless it is an emergency, early pickup of students must be completed by 3:15 p.m. Parents must come into the Great Oaks Office on the 8th Floor, sign their student out and wait in the office while the child is called from his/her classroom.

If a student misses a portion of the school day they will be charged as follows:

- 1-4 hours will be equal to 1 tardy or early dismissal.
- More than 4 hours will be considered a full day of absence.

The school will send a courtesy notice to the parents when a child has accumulated 4 unexcused tardies and/or early dismissals. The school will request a meeting when a child has accumulated 8 unexcused tardies and/or early dismissals. The student may be referred to truancy court for excessive unexcused absences, tardies and/or early dismissals.

D. Homework Policy/Homework Center

Homework is an essential component of Great Oaks Charter School's academic program. Students have five daily responsibilities related to homework:

- Students track all homework assignments using their grade specific organizational system.
- Complete all homework assignments to the high standards set forth by the school.
- Turn in completed homework each morning before the school day begins. Homework must be complete upon entering school.

LATE ARRIVAL/TARDY: Teacher specified homework policies will be distributed by each teacher. The student is expected to adhere to the late arrival/tardy homework submission policy in their perspective classes.

Students' are responsible for collecting their missing homework from the appropriate class period and teacher. This is the one and only time for students to receive and turn in make-up homework. The goals of Homework Center include increasing homework completion rates, improving homework quality, helping students achieve mastery of academic objectives, and building academic confidence. All homework must have the proper Great Oaks Charter heading for proper credit.

- First Name Last Name
- Month/Day/Year
- Homeroom Name
- All exercises or questions are complete.
- No question is left unanswered.

All classes and tutorials set students up to succeed on homework assignments. However, if students are stuck after numerous attempts, Great Oaks Charter faculty, staff and tutors have



made their cell numbers available to support students who have questions about the homework assignments.

All homework assignments show the student's respect for his/her work. Responses are neat, showing care and respect for one's work. Paper is neat and clean. Each teacher sets course-specific standards of completion they communicate to students, parents and tutors at the start of the year in the course syllabus. It is up to the teacher's discretion whether to return an incomplete or blank assignment to the student to give a second opportunity to finish it.

Homework Center: If students are removed from homework center they are not permitted to attend Homework center or any after school programming for the remainder of the week. If a student is removed more than two times from homework center or an after school program within an Academic school quarter, the student will not be permitted to return to after school programming until a parent meeting is held. After 3 behavior issues or removals from after school programming or homework center, a student can be permanently denied the privilege to stay after school for the remainder of the school year. Egregious behaviors will negate all privileges to stay after school for the remainder of the school year as noted by the Dean of Students, Culture Team or Executive Director.

E. Make-Up Work Policy

Students who are not in school miss critical academic assignments and assessments. Our school make-up policy is designed to hold students accountable for all missed assignments and assessments, as well as to ensure timely make-up work so that students do not fall behind.

If a student misses a class for any reason (absence, lateness, and early dismissal), the student's missed homework assignments will be available from their individual teachers. We strongly encourage students to collect missing homework from their classes in the morning between 8 am – 8:20 am on the day the student returns to school.

Homework. If a student is absent, late, or dismissed early for any reason, all missed homework assignments are due:

By 8:40am on the day following the student's return, for purposes of academic credit. (The student will have the same number of evenings the student was absent to complete and submit all the work. For example, if the student was absent on Monday, the student would collect the work by the end of the day on Tuesday, and have until Wednesday to turn it in. If the student is absent on Monday AND Tuesday, the student would collect the work on Wednesday and have until Friday morning to turn it in to the same place as all homework. Students can expect to find homework and classwork they need in a central location in the classrooms that will be shown to students.)

If a student is absent for any reason for up to five consecutive days or more, the student and parent are responsible for obtaining all missing assignments and homework assignments from teachers.

Assessments. If a student is absent for any reason (up to five consecutive days), or if a student is late and/or dismissed early, all missed assessments (ex. tests, quizzes) must be made up with a week. If a student is absent for five or more consecutive school days, s/he must attend office hours in order to complete their missed work. Students have the number of missed days plus one to turn in missed assignments. In rare circumstances, exceptions to the make-up policy may be granted by a school administrator.

F. Special Needs Resources

Great Oaks Charter School provides special education services for students in accordance with state and federal special education laws, Delaware Procedural Safeguards Notice and the Individuals with Disabilities Education Act (IDEA) and the regulations implementing those laws. The Special Education Coordinator maintains all special education records in accordance with state and federal law; coordinate all annual IEP reviews; organize professional development for teaching and tutoring staff; coordinate weekly accommodation meetings with teaching faculty; and support teachers and tutors in making appropriate curriculum, assessment, and instruction modifications.

G. Great Oaks Charter School Corps Tutoring

Great Oaks Charter Corps members work relentlessly to build in-depth relationships with their students, serving as full-time mentors and academic coaches. They focus on building reading, writing, and math skills. If a suburban parent paid for the number of hours of personal tutoring every Great Oaks Charter student receives from a Great Oaks Charter School Corps tutor, the cost would reach \$20,000 a year. However, as a public school, Great Oaks Charter School provides this service free for each student. In return, students must work hard and show the responsibility, courage and perseverance they need to succeed in college and beyond.

Tutorial Configuration The Great Oaks Charter School Corps is comprised of 50+ full-time tutors supervised by the Great Oaks Charter Tutor Corps Director. Great Oaks Charter School Corps tutors serve our community in a one-year capacity. Our students learn to develop a new relationship with a tutor each year, thus cultivating a strong network of mentors at the end of their Great Oaks career. It is an enriching experience for the student, tutor, and parent/guardian.

Every student at Great Oaks is provided tutoring services from the Great Oaks Corps tutors for a total of 8 hours per week. During each tutorial period, students will work with a tutor to further build on their independent academic levels in ELA and in Math while also getting support in mastering the learning objectives from their ELA and Math classes each week. Students will work either one-on-one with their tutors or in a group with a tutor and one to three other students.



Tutorial groups are specially designed to fit the needs of each individual child – to push them to master basic facts and skills and to challenge them to engage in academic dialogue and debate with their peers. Tutors are content specific, meaning students will have one tutor for Math and one tutor for ELA.

Tutor and student groupings will remain the same over the course of the school year. School Leadership considers a variety of variables in order to make the best Great Oaks for each student and tutor. Requested changes in the student-tutor pairings are very rare, and will not be accommodated in the first three months of the academic year, as that is a critical time for relationship building for both the student and tutor.

Curriculum The curriculum in Math and ELA Tutorial is meant to mirror the skills and topics taught in class to provide additional practice and give opportunity for students to receive more individualized assistance. It is designed to challenge students to gain a deeper understanding of the topics taught in class by posing new problems and situations, as well as to offer remedial practice for topics and skills that have not yet been mastered by the student and will not be taught explicitly in class. Students receive constant coaching and feedback from their tutors as they work. Like class, every tutorial period is intentionally designed by teachers and tutors to be aligned to state and Common Core standards and meet the needs of students in a way that is both supportive and rigorous.

Training and Coaching Tutors receive extensive amounts of training and professional development in order to best suit the needs of each child. Training begins during a three-week intensive program prior to the arrival of students, wherein Great Oaks Charter School tutors learn about Great Oaks culture and practice a variety of proven instructional methods and techniques. During the school year, tutors continue to grow through a minimum of one hour of professional development each week. This professional development will continue to build on their instructional techniques and focus on subject-specific strategies to improve students' understanding of fundamental reading, writing, and math concepts. Tutors will engage in their own growth in each moment as they are observed, receive precise praise and feedback, and are asked to reflect on their own growth as well as the growth of their students during multiple occasions throughout the day and week.

Communication The Corps member is committed to reaching the parent/guardian of each student at least once a week to discuss each student's progress in reading, writing, and math skills as well as data on the student's homework completion, grades in classes, and behavior as noted by the daily merit and demerit check. This communication is important in supporting each child's academic, social, and personal well-being. Additionally, students and families may reach out to the Corps member during the allotted time to request help with homework, ask a school-related question, or provide important information. Please make sure to reach out to the Tutor Corps Director if you are not receiving weekly phone calls.

H. Additional Academic Supports

Academic Intervention Program (AIP) Office Hours If a student is struggling in a class with any grade below a D or F, or struggling with a particular skill it is mandatory for students to attend Academic Intervention Program Office Hours once a week for the class or classes they are having difficulties in. The classroom teachers are available one day a week 4 pm -5 pm to offer AIP office hours, and are also available at lunch time on their perspective AIP office hour day.

The AIP Report is given out on a biweekly basis on so that students and parents can plan late transportation accordingly for the following week's AIP office hours. AIP Office Hours are mandatory for students with grade at or below a D or F, with no exceptions. Late transportation will not be available, so families will need to make alternative transportation arrangements for students who are mandated to attend AIP Office Hours After School.

The following policies apply to AIP Office Hours:

- Other than for family/medical emergencies or health-related appointments, students may not be excused from AIP Office Hours, as it is a very important part of the school's academic program. Please note that transportation challenges will never be accepted as a reasonable excuse for missing AIP Office Hours.
- Only in very rare circumstances will a child ever be excused from AIP Office Hours more than one time during an academic quarter.
- No students will be excused from AIP Office Hours unless a parent has directly communicated with the Dean of Curriculum & Academics regarding one of the above-listed exceptions.
- Students earn -4 demerits for not attending mandatory AIP sessions, and will serve Morning Detention due to their lose of points

I. Dress Code

Great Oaks Charter School has a dress code. The dress code applies during all school days and during all school-sponsored events. The Great Oaks Charter School dress code has been adopted to improve the educational environment for all students. We have a dress code for the following reasons:

- To foster a sense of school identity and community;
- To prepare students for the expectations related to professional attire that future institutions, organizations and employers will have;
- To ensure that our students focus on learning instead of clothing;
- To increase school safety and security by making the presence of visitors/outsideers immediately apparent;
- To reduce the cost of clothing for families.

Students must arrive to school in proper uniform every day. Students not in proper uniform will earn an automatic Morning Detention. Students will be given an opportunity to wear a school provided uniform that must be returned at the end of the day. Students that refuse to wear the school provided uniform will

be required to spend the remainder of the day in OSS, unless a proper uniform is brought to school.

- **Proper school uniform:** Great Oaks polo, Great Oaks sweatshirt, black belt, khaki or navy blue pants/skirt, solid black/blue/navy tights (not leggings), socks (solid black, white, grey, or navy blue) and gym shoes. *(for winter/rainy days students are allowed to wear boots/galoshes to school, but must bring regular/gym shoes with them to change into).*
- **Proper gym uniform is:** Great Oaks t-shirt, Great Oaks sweatpants or Great Oaks shorts, and gym shoes (ONLY Great Oaks sweatpants/shorts).
- **NOT ALLOWED UNIFORM ITEMS**
 - Knee-high boots
 - Necklaces outside of shirt (must be tucked in)
 - Headbands
 - Bandanas
 - Heels over 1-inch
 - NO Leggings
 - Open toe shoes
 - Hoop earrings larger than a Quarter Coin

Enforcement of Dress Code Policy It is the goal of the school to have a dress code which makes things easier for families and students rather than more difficult. For that reason, we have made every effort to be clear about this policy and consistent in its enforcement. Families who have questions or concerns should contact the school immediately and seek clarification.

Like all school policies, the dress code policy is strictly enforced. Although it may seem as if small exceptions should not be a problem, we cannot allow any departures from this code. If the policy states "shirts must be tucked in," it means just that. It is important that all students adhere to the same code. If an exception is made for one student, it would then have to be made to all students, and the code has changed. It is in the best interest of everyone if Great Oaks means what it says and says what it means.

Students who are out of dress code are automatically given a -1 demerit and will be given clothes to change into. Parents of students who are not in dress code will be informed via telephone call. Borrowing the item is to ensure the student is in correct uniform, but the student is still accountable for the out of uniform uncorrectable demerit of -1 points and serving the morning detention that accompanies the demerit. The dress code is not intended to suppress speech or expression. Students have alternate ways to express themselves through, among other things, verbal and written speech in classrooms and tutorials.

Purchasing of Clothing

There are two uniforms at Great Oaks Charter School. They are the regular school uniform and the fitness uniform. Every student is required to have both. Students wear the fitness uniform on days they have fitness class.



School Dress Code Policy (for Boys and Girls):

Every student must have the following:

- Great Oaks Charter Polo
- Khaki-colored (tan) or Navy Blue Pants such as Dockers (straight leg or regular fit only).
- Students may not wear khaki pants that are low-rise, flare, bell-bottom, cargo (more than two front pockets and two back pockets), carpenter, skinny, or wide-legged, overly tight or baggy, or made of denim or corduroy.
- Students may not wear clothing with logos, unless it is a Great Oaks logo or a small dress pant logo (ex. Dockers) on the rear pocket. No other logos are allowed.
- Black Belt must be worn with all pants.
- Belts must look professional and must be all black. They may not be overly wide.
- Buckles must be professional and not oversized or distracting. Studs, spikes, ornamentation, large buckles, graphics, embellishments or prints on belts are unacceptable. Belts do not have to be worn with skirts.
- No sandals, no flip-flops, no high heels, no open-toed shoes, no slippers, no sling-backs, no moccasins.
- Students may wear boots to and from school but must change into dress code footwear once they arrive at school, or wear their pants over their boots.
- Students may choose to wear the following in addition to the mandatory school dress code. We recommend that each student own a Great Oaks Charter sweatshirt or cardigan to ensure they are comfortable in class as temperatures can fluctuate slightly.
- Hooded sweatshirts are not allowed.
- Undershirts worn underneath the school polo must be plain white, no graphics or words on the undershirts. The undershirt must not be oversized. Undershirts and polo shirts must be tucked in.
- Shirt sleeves should not show from under the uniform shirt.



Fitness Dress Code Policy (for Boys and Girls)

- Every student must have the following items for Fitness Class:
- Navy t-shirt with Great Oaks logo (Plain navy t-shirts are not acceptable)
- Great Oaks sweatpants
- Great Oaks shorts
- Plain Solid Athletic socks
- Sneakers with tied shoelaces

Dress Code Specifics

- Students may not wear clothing with logos, unless it is the Great Oaks logo.
- Clothing must be sized appropriately to fit the student. Clothes may not be too big or too small.
- All undershirts must be plain white. Sleeves of the undershirt may not show under uniform. This includes thermal undershirts, long sleeve undershirts and turtlenecks.
- Fitness t-shirts are not allowed as undershirts.
- Students may not wear clothing with significant stains (ex. large ink blots, food stains, etc.)
- Students may not alter their clothing in any way (ex. writing, drawing, ragging, slicing, cutting, etc.)
- Pant cuffs may not be frayed.
- Once a student enters the school building, wearing of hats, head wraps, bandanas, kerchiefs, or jackets is not permitted unless it is in accordance with religious observation. Hats worn in the school building will be confiscated.
- Students may not wear accessories that are unprofessional, distracting or potentially unsafe. Any clothing or accessory that might disrupt learning or that does not conform to standards of health, safety, and cleanliness is not allowed.
- Jewelry must be modest and professional including no writing other than the student's proper name, and be no wider than an inch (size of a U.S. quarter) and no longer than two inches from the earlobe to end of the earring.
- Excessive jewelry, tongue rings, eyebrow rings, glitter, body piercings etc. are not allowed.
- Chains and necklaces may only be worn beneath students' shirts, and may need to be removed for Fitness Class.
- Bracelets may be worn as long as they do not distract or prevent students from completing their work. Please keep in mind that students are held accountable for any messaging worn on bracelets, shirts, hats, etc. because wearing a statement will receive the same consequences as saying the statement aloud.
- Bracelets containing inappropriate content will carry consequences including not limited to demerits, detentions out of school suspensions, etc.
- Bracelets containing inappropriate content will be confiscated and returned to the child's parent or guardian at the end of the school day.
- Socks and stockings must be solid black, white, gray, or navy without designs of any kind. Students may also choose to wear no socks.
- Girls' dress shoes are acceptable only if they don't have more than a 2" heel (as measured from the back).
- Flip-flops, stilettos, stacks, platform shoes, and sandals are not permitted.
- Shoes must be laced up, with tongue inside, and tied securely. Pant legs must be worn over the shoe.

When students enter the school building, they must be in proper uniform. Students must be in uniform while on school grounds and may not change out of their uniform before dismissal. Uniforms will be checked in advisory by advisors.

- Shirts must be tucked in, shoelaces must be tied, and any Velcro must be fastened at all times.



- Students may not use cell phones, headphones/ music equipment while in the school building, even if it is before or after school.

Cell phones and all other non-school sanctioned electronics are prohibited during the school day. ***Once students enter the building in the morning, all technology should be powered off and placed in book bags and lockers.*** Students may not use any technology until they have exited the building. Students that need to communicate with their families may use the school phone in their advisors' rooms during PM ADVISORY - and only with explicit permission of the advisor. Any technology detected by staff will be confiscated and turned into the Dean of Students. Students will earn an morning detention for technology infractions, and parents will be required to come pick up the device from the school in order for it to be returned to the students.

For liability reasons, staff is not allowed to hold onto students' phones. The Dean of Students keeps confiscated phones in a locked location.

- Students who wear the wrong uniform for a given day (ex. wearing the Fitness Uniform on a day on which they should wear a School Uniform or vice versa) are considered out of uniform.

J. Sample Student Schedule

Will be given to students during Advisory from their Advisory teachers. Check with your student to see the school schedule.

K. School Supplies

The following is a list of supplies all students need by August 31st

- Two 3 inch Binders
- Pencil Pouch with binder holes (2)
- 3 Two Pocket Folder (plastic)
- Pencils
- Blue/Black Ink pens
- One Yellow Hi-liter, one other color hi-liter
- 2 packs of dividers
- Pack of lined paper
- 2 composition books

L. Student Meals

Great Oaks Charter provides breakfast, lunch and dinner at no cost to our students and families because of our strong belief in developing students wholly in order to prepare them for college success. Students who participate in after school activities 4 pm – 5pm Monday-Thursday will be able to receive dinner 5 pm -5:30 pm.

Each family will complete a meal application describing eligibility in order to help prepare meals and for eligibility for federal programming requirements. We urge families, regardless of whether they think they will qualify, to return the form. Families of students who order lunch and have particular restrictions should alert the school's Director of Operations as early in the school year as possible.

Lunch. The Community Education Building prepares meals from scratch and offers milk and water as beverage choices for students.

Dinner. Students who stay after school for enrichment or Homework Center Monday – Thursday 4 pm – 5 pm will have the opportunity to have Dinner 5 pm – 5:30 pm. Parents must provide late transportation if students are attending dinner. A total of 5 late pickups from dinner, 5 or more minutes later than 5:30 pm, will warrant a parent and Culture team meeting to discuss concerns and decide on whether or not student can continue dinner participation moving forward.

Outside food is not allowed except during lunch. Students eating food (healthy or not) or chewing gum during non-specified times will earn an automatic -4, and their food will be confiscated.

Students may bring lunch from home or receive lunch at school. Lunches brought from home will be stored in the student's locker. Great Oaks does not have the capacity to store lunches in refrigerators or heat lunches up in microwave ovens.

M. Grading Policies

Grading periods:

Great Oaks Charter School operates on a 40 week school year. There are four quarters per year; each quarter is 10 weeks long. Students will receive progress reports every two weeks of the quarter; however, parents must attend Report Card Pick Up to receive the End of Quarter report card. Students receive credits at the end of each quarter for classes they have reached a 70% or higher.

Grading Scale: Great Oaks Charter School uses the following grading scale:

A+	97--100	4.3	C+	77--79	2.3
A	93--96	4.0	C	73--76	2.0
A-	90--92	3.7	C-	70--72	1.7
B+	87--89	3.3	D+	67--69	1.3
B	83--86	3.0	D	63--66	1.0
B-	80--82	2.7	D-	60--62	0.7
			F	0--59	0.0

Pass / Fail classes are issued "P" or "F" and earn credit; however, they do not factor into grade point averages. Students must have a 90% to earn credit to pass a pass/fail class.

N. Promotion Policies

Attendance. Consistent and punctual attendance to school is foundational. Chronic Absenteeism and Tardiness: Twenty (20) absences, excused or unexcused, in any year will result in a student repeating the year, withdrawing or being expelled, at the Administrative Team and Executive Director's discretion.

Pass All Classes – Class credit is determined by a combination of coursework and quarter exams. Passing at Great Oaks Charter requires students earning a minimum of 70% average in each class at the end of the year. Each quarter is weighted equally for the final year average. A student who earns a 69% in a class at the end of the year does not pass the class.

If any student fails a single class in a given year, they will have the option to take an equivalency exam that tests the students on the class content. A student must pass this test in order to pass to the next year. These exams are extremely difficult, especially for students who were not able to pass the actual course. This exam, then, should be only seen by students and families as an option for when all other options are exhausted. If a student fails more than one class, he or she will not have the option to take an equivalency and will automatically be slated to repeat the grade.

The Great Oaks Charter School academic year is divided into four 10 week periods. Teachers test students' knowledge and mastery each day through questioning and mini-quizzes or exit tickets. They also give unit or summative exams that are teacher written. In addition, there are several larger exams that play a large part in our students' grades. First, our ANET exams, which are tests made by the Achievement Network company that follow the format of our state and test material teachers have taught. Second, Quarter Exams are written by teachers and offered at the end of the each quarter. All classes will have a cumulative final exam at the end of the year worth 10% of their end of the year grade.

If a Great Oaks Charter School student does not pass two or more courses, the student will repeat the grade and all coursework the following year.

O. Standardized Tests

Great Oaks Charter School prepares students to succeed on standardized tests required for high school graduation and on college admissions tests like the SATs and ACTs. In order to make sure we are making adequate and normed progress towards this goal, we take the Smarter Balanced Test. This is a new test offered in Delaware and other states this year, and one that aligns with the new country wide common core standards. We will be taking the test online. The purpose of these tests is to ensure we are accountable to our families and state for the progress our students make each year. The test also sets a bar for the rigor that we hold in the classroom. The Smarter Balanced is noted to be one of the more rigorous and demanding state tests and we are excited to prepare for this exam and see students shine when taking it. Ultimately, our goal is to have 100% of students at proficient or advanced and we want to get closer to this goal each year. In

order to prepare for the exam, students do some isolated test prep, but are mostly prepared via classwork, homework and content assessments.

P. Homeroom Teachers and Student Advisors

At the start of the year, all students are assigned an Advisor. Advisor groups are primarily single sex groups with same gender teachers – for example, an all boys advisory group will more than likely have a male teacher, if the staff ration permits. Advisory groups are the homeroom base for all students where students turn in their homework to be checked and read silently in the morning before the transitioning to their first class. Advisors will develop and maintain close relationships with their advisees throughout the school year. Families should expect to hear updates from their child's advisor on a regular basis. Families should also see their child's advisor as the point person on staff for non-subject specific questions and concerns, in addition to their child's tutor.

Q. Enrichment Activities

Every 7th period and after-school, 4:00 - 5:00 pm, the school will offer Enrichment activities for students. Students will sign up for a specific Enrichment activity at the beginning of each season (ex. fall, winter, and spring). Activities will be taught by Great Oaks staff and tutors. Late transportation is not provided for students attending after school enrichment programs that are optional. Parents must provide transportation or write a note describing the student's after school walker status.

Please be advised that some Enrichment activities (ex. sports teams) will (a) last beyond the regular dismissal time several times a week depending on the activity, (b) hold mandatory meetings on other days of the week for students and/or parents, (c) occur off-campus. In such occasions, students will bring home permission slips which detail this information. The school must have a signed permission slip in order for the student to participate.

Dinner is provided after enrichment from 5 pm – 5:30 pm with no cost to families or their students. Parents must provide late transportation if students are attending dinner. A total of 5 late pickups from dinner, 5 or more minutes later than 5:30 pm, will warrant a parent and Culture team meeting to discuss concerns and decide on whether or not a student can continue dinner participation moving forward.

R. Individual Incentive & Accountability: Weekly DHS (Discipline, Honor, Scholarship) Report

Great Oaks Charter developed a student the Discipline, Honor & Scholarship DHS Report system to provide students, families, and staff with a frequent, comprehensive report of student behavior, performance, homework accountability and promotional hours' balance. A student's weekly DHS Report total is impacted by his/her fulfillment of Behavioral, Promotional Hours and homework

accountability expectations. All students receive DHS Reports every Thursday during last period. At the beginning of each week (DHS Report weeks begin on Friday and end on Thursday), a student's score starts at 100 DHS merits. By simply meeting school expectations throughout the week, students can keep their starting balance. Students may increase their DHS Score by exceeding expectations during a given week by:

- Earning Merits from a staff member for a variety of reasons, including but not limited to:
 - Volunteering to help a student or teacher
 - Exemplary classroom behavior (taking initiative, showing courtesy, performing an act of kindness)
 - outstanding effort or improvement in core academic subjects
 - Accomplishing something worthy of public recognition
- Students will decrease their DHS Score when they fail to meet expectations. Specifically, DHS merits are deducted when:
 - Students do not meet behavioral expectations (e.g., they earn demerits or detentions)
 - Students do not meet attendance expectations (e.g., they are absent, late, or dismissed early)
 - Students do not meet homework expectations

Students with DHS scores of less than 85 must attend Friday Detention.

Once a month, a student's DHS points are transferred into the student's RCP Report Bank.

Students may use accumulated points to spend on prizes (e.g., school supplies, lunches with staff members, gift certificates, tickets to sporting events) at the DHS store or during DHS auctions.

- Over time, a student's average weekly DHS score is also monitored. Students with high DHS Report averages earn rewards, including but not limited to:
 - a. homework passes,
 - b. school celebration invitations,
 - c. field trip invitations, and
 - d. "golden" and "silver" passes (a series of privileges reserved only for students with the highest DHS averages)
- Students with low RCP Report averages lose privileges and receive other consequences. Specifically:
 - a. Students are not invited to the monthly DHS auctions.
 - b. Students cannot participate in various extra-curricular activities (i.e. school celebrations, school dances, or school field trips).
 - c. Weekly DHS Reports are sent home for review and to be signed by parents/guardians. * Note: The school reserves the right to add or subtract DHS merits for examples of very good or very poor behavior.

5. Student Behavior Policy for Extra-Curricular Activities

Attending after-school extra-curricular activities such as but not exclusive to athletic events as a fan is a privilege, and students will be held to high expectations for their behavior at these events. Specifically,

- Students with a Merit point average below 85 may not attend the games as fans or any extra-curricular activities outside of after-school programming.
- Cell phones should only be used for specific, purposes related to safety/transportation (i.e. no long conversations); this applies to all representatives/students of Great Oaks Charter School.
- All representatives/students of Great Oaks Charter School are expected to follow Great Oaks Charter School Code of Conduct.
- School consequences may be issued at games or at any extracurricular activities.

If a student who is not allowed to attend an after-school extra-curricular event chooses to do so, he/she should be referred to the Dean of Students immediately on the following school day. The Dean of Students will determine the appropriate consequences.

GENERAL SCHOOL INFORMATION

A. TO CONTACT US

Great Oaks Charter School – Wilmington (GO-WIL)

1200 North French Street

Wilmington, Delaware 19801

Phone: 302-660-4790

www.greatoakscharter.org/schools/wilmington

We are committed to establishing and maintaining an open and respectful line of communication between families and GO-WIL staff, each of whom has their own e-mail address and voicemail box. Families should contact staff by telephone or e-mail and understand that we will try and return calls within 24 hours in the event that a message is left. Families will also have an opportunity to meet with staff during our scheduled parent-teacher conference days. In addition, meetings can be arranged at any time by appointment. If a parent needs to see a staff person immediately, the parent should report directly to the Main Office, which will facilitate the soonest possible contact.

B. TRANSPORTATION

Bus Expectations:

1. **Keep the bus aisles clear.** This means that students' belongings – body parts and bags – belong in the bus seat. The aisle must be kept clear so that the bus driver can see the bottom rear window and other students can walk through the aisle easily when they have reached their bus stop.
2. **Keep our voices at a Level 2 – Soft or Table Voices.** This means that that students speak at a soft voice level to ensure safety and security on the bus by ensuring that information from the bus driver is heard at all times.
3. **Stay seated until the bus comes to a full stop at their bus stop to get off or to school where administrators are waiting to greet everyone.** Students should stay seated while the bus is moving to ensure everyone's safety.
4. **Students must sit in assigned seats.**
5. **Most importantly, the Great Oaks Code of Conduct applies on Great Oaks buses.** Students are expected to uphold the code of conduct and be respectful to fellow students, as well as any adults on the bus.

Bus Infractions:

Incident	Consequence
#1	Friday Detention
#2	Friday Detention
#3	2 day bus suspension and mandatory parent meeting
#4	3 day bus suspension
#5	1 week bus suspension
#6	Bus expulsion for remainder of year

The Dean of Students reserves the rights to adjust consequences on a case by case basis.

The family of the student is responsible for the student's transportation during a bus suspension. The bus suspension includes morning and afternoon bus transportation.

C. HEALTH CARE

Great Oaks Charter School has a nurse on staff who handles medical concerns and medication for Great Oaks Charter School students. Nurse Burns can be reached at 302-660-4790;

D. VISITOR POLICY

Parents, guardians, and other guests of Great Oaks Charter School who visit the school should check in with the Office Manager – Ricky Hernandez – in the Main Office, sign their name in the sign-in book, and indicate their reason for the visit. If a guest comes to the school on the day of a scheduled appointment, they must wait in the Main Office until the teacher, administrator, or other staff member meets with the guest to conduct the meeting. To schedule an appointment, reach out to the person of interest via telephone or email.

E. NON-DISCRIMINATION

Great Oaks Charter School does not discriminate in admission to, access to, treatment in, or employment in its services, programs, and activities on the basis of race, color, or national origin in accordance with Title VI of the Civil Rights Act of 1964 (Title VI), on the basis of sex in accordance with Title IX of the Education Amendments of 1972, on the basis of disability in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title B of the Americans with Disabilities Act of 1990 (ADA), or on the basis of age in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person should be discriminated against in admission to GO-WIL on the basis of race, gender, color, creed, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. Finally, no person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by GO-WIL on the basis of race, sex, color, religion, national origin, or sexual orientation.

F. TITLE IX

Title IX prohibits discrimination, exclusion from participation, and denial of benefits based on sex in educational programs and activities receiving federal financial assistance.

G. SECTION 504

Section 504 prohibits discrimination, exclusion from participation, and denial of benefits based on disability in programs or activities receiving federal financial assistance.

H. FAMILY INVOLVEMENT

Great Oaks Charter School - Wilmington is committed to providing parents with more phone communication than any other public school in Delaware. We need your presence and support to succeed. Parents meet as an advisory group or attend school events to celebrate student achievement and talent on a monthly basis. Parents are notified of the school's parent involvement policy in an understandable and uniform format and to the extent that it is practicable, this information is provided in the language of the home. GO-WIL involves parents in

an organized, ongoing, timely way in the planning, review, and improvement of school parental involvement policy.

I. HARASSMENT

Great Oaks Charter School - Wilmington is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. GO-WIL requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Definition of Harassment

Harassment includes communications such as jokes, comments, innuendoes, notes, display of pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability.

By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider acceptable behavior may reasonably be viewed as harassment by another person. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communication is unwelcome, intimidating, hostile or offensive.

Sexual Harassment.

While all types of harassment are prohibited, sexual harassment requires particular attention. Sexual harassment includes sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Acceptance of or submission to such conduct is made either explicitly or implicitly a term or condition of employment or education.
2. The individual's response to such conduct is used as a basis for employment decisions affecting an employee or as a basis for educational, disciplinary, or other decisions affecting a student.
3. Such conduct interferes with an individual's job duties, education or participation in extracurricular activities.
4. The conduct creates an intimidating, hostile or offensive work or school environment.

Harassment and Retaliation Prohibited.

Harassment in any form or for any reason is absolutely forbidden. This includes harassment by teachers, administrators, certified and support personnel, students, vendors and other individuals in school or at school related events. In addition, retaliation against any individual who has

brought harassment or other inappropriate behavior to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by Great Oaks Charter School - Wilmington.

Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion or other sanctions as determined by the school administration and/or Board of Trustees, subject to applicable procedural requirements.

J. BULLYING

Definition of Bullying

According to Delaware state regulations, bullying is defined any intentional written, electronic, verbal, or physical act or actions against another student, school volunteer, or school employee that a reasonable person under the circumstances should know will have the effect of:

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

Cyberbullying

Delaware law defines cyberbullying as 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 (Facebook, Twitter, Instagram, etc.) which:

1. Interferes with a student's physical well-being.
2. Is threatening or intimidating.
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.

Great Oaks Charter School – Wilmington has a **zero-tolerance** policy regarding any demonstrated form of bullying and cyberbullying. If a student feels like s/he is being bullied or cyberbullied, a detailed description of the situation should be reported to the Culture Team and/or Principal

immediately. While thoroughly investigating the incident and speaking with all scholars who were involved, the parent(s)/guardian(s) of the corresponding students will be contacted. Those who participated in the act of bullying or cyberbullying will be subject to consequences ranging from revoked privileges to expulsion – depending on the severity of the incident.

K. STUDENT RESTRAINT

Definition of Physical Restraint

Physical restraint includes a restriction imposed by a person that immobilizes or reduces the ability of a student to freely move arms, legs, body, or head. Physical restraint does not include physical contact that:

- Helps a student respond or complete a task.
- Is needed to administer an authorized health-related service or procedure.
- Is needed to physically escort a student when the student does not resist or the student's resistance is minimal.

Great Oaks Charter School - Wilmington maintains a strict Code of Conduct and clear disciplinary procedures. These procedures do not allow for corporal punishment, but rather include a clear set of consequences including demerits, detentions, loss of privileges, suspensions, and expulsions.

School personnel can use reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. When such an assault has occurred, the Dean of Students and/or the Assistant Dean of Students will document the incident and follow up with the parent(s)/guardian(s) of the student(s) involved. All personnel authorized to administer any forms of restraint will be trained in accordance with Department of Education guidelines and Delaware state laws.

Use of Restraints

According to Delaware state regulations, GO-WIL staff are prohibited from imposing on any student:

- Chemical restraint.
- Mechanical restraint and seclusion (subject to waiver authorized by 14 Del.C. §4112F(c)(4) and Section 8.0).

Physical restraint can only be used while abiding by all of the following criteria:

1. The student's behavior presents a significant and imminent risk of bodily harm to self or others.

2. The physical restraint does not interfere with the student's ability to communicate in the student's primary language or mode of communication.
3. The physical restraint does not interfere with the student's ability to breathe or place weight or pressure on the student's head, throat, or neck.
4. The physical restraint does not recklessly exacerbate a medical or physical condition of the student.
5. Less restrictive interventions have been ineffective in stopping the imminent risk of bodily harm to the student or others, except in case of a rare and clearly unavoidable emergency circumstance posing imminent risk of bodily harm, including, without limitation, intervening in a student initiated physical assault or altercation.
6. For a student with a disability as defined in Chapter 31 of Title 14 or 34 C.F.R. Part 104, the physical restraint does not contravene provisions in an individualized education program (IEP), behavior intervention plan, accommodation plan, or any other planning document for the individual student.
7. Personnel use only the amount of force necessary to protect the student or others from the threatened harm.
8. The physical restraint ends when a medical condition occurs putting the student at risk of harm or the student's behavior no longer presents an imminent risk of bodily harm to the student or others.
9. The physical restraint is within the scope of force authorized by §468 of Title 11.

Training of Personnel

A student may be physically restrained only by public school personnel, private program personnel, or alternative program personnel who have completed training in physical restraint procedures. These people should receive annual training in the use of crisis prevention and intervention techniques that are consistent with nationally-recognized training programs and meet the following minimum requirements:

1. The training addresses prevention techniques, de-escalation techniques, and positive behavioral intervention strategies and supports.
2. The training is designed to meet the needs of such personnel consistent with their duties and the potential need for emergency safety interventions.
3. Each public school, private program, and alternative program maintains written or electronic documentation of each training provided, including a list of all personnel who participated in the training.

Any public school personnel responsible for reporting the physical restraint of a student to the Department should complete training on the reporting process approved by the Department and any additional training that the Department may prescribe from time to time. The approved training should be provided using a web-based platform through the Department's Professional

Development Management System (PDMS) or similar system. The training will be provided on an annual basis and made available throughout each school year. Such personnel responsible for reporting the physical restraint of a student shall complete the approved training at least once every three years and during any year in which reporting procedures were changed from the previous year as indicated by the Department.

Parental Notification of Use of Physical Restraint

If a student is physically restrained, a reasonable attempt will be made to notify the parent on the same day, but in no event later than twenty-four hours after the physical restraint is used. Such notification should be made in person, by phone or voicemail, or by e-mail. Great Oaks Charter School – Wilmington will maintain written documentation of successful and unsuccessful attempts to notify the parent.

Where physical restraint is included in the student's IEP or Section 504 Plan, the Special Education Team and the parent(s)/guardian(s) will determine a timeframe and manner of notification of each incident of physical restraint.

The parent will be provided a copy of a final written report no later than the date on which such report is filed with the Department. The written report should contain, at a minimum, the information required under Section 6.0.

L. GRIEVANCE PROCEDURES FOR HARASSMENT

Where to File a Complaint

Any student or employee who believes that GO-WIL has discriminated against or harassed him/her because of his/her race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the Culture Team – Dean of Students and Assistant Dean of Students – or Principal. If the Principal is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Dean of Students and School Culture and/or Assistant Dean of Students and School Culture – and vice versa. These individuals are listed below and are hereinafter referred to as "Grievance Administrators."

- Executive Director/Principal: Ms. Kia Childs.
- Dean of Students and School Culture: Mrs. Bethelohem Yirga.
- Director of School and Community Engagement: Mr. Patrick Ryan.

Contents of Complaints and Timelines for Filing

Complaints under this Grievance Procedure must be filed within 30 school days of the alleged discrimination. The complaint must be in writing. The Grievance Administrator, or any person of

the griever's choosing, may assist the grievant with filing the complaint. The written complaint must include the following information:

1. The name and school (or address and telephone number if not a student or employee) of the grievant.
2. The name (and address and telephone number if not a student or employee) of the griever's representative, if any.
3. The name of the person(s) alleged to have caused the discrimination or harassment (respondent).
4. A description, in as much detail as possible, of the alleged discrimination or harassment.
5. The date(s) of the alleged discrimination or harassment.
6. The name of all persons who have knowledge about the alleged discrimination or harassment (witnesses), as can be reasonably determined.
7. A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

Investigation and Resolution of the Complaint

Respondents will be informed of the charges as soon as the Grievance Administrator deems appropriate based upon the nature of the allegations, the investigation required, and the action contemplated.

The Grievance Administrator will interview witnesses whom s/he deems necessary and appropriate to determine the facts relevant to the complaint and will gather other relevant information. Such interviews and gathering of information will be completed within fifteen school days of receiving the complaint.

Within twenty school days of receiving the complaint, the Grievance Administrator will meet with the grievant and/or his/her representative to review the information gathered and, if applicable, propose a resolution designed to stop the discrimination or harassment and to correct its effect. Within ten school days of the meeting with the grievant and/or representative, the Grievance Administrator will provide written disposition of the complaint to the grievant and/or representative and to the respondent(s).

Notwithstanding the above, it is understood that in the event a resolution contemplated by Great Oaks Charter School – Wilmington involves disciplinary action against an employee or a student, the complainant will not be informed of such disciplinary action unless it directly involves the complainant (such as a directive to "stay away" from the complainant which may occur as a result of a complaint of harassment).

Any disciplinary action imposed upon an employee or student is subject to applicable procedural requirements.

All the time lines specified above will be implemented as specified, unless the nature of the investigation or exigent circumstances prevent such implementation, in which case, the matter will be completed as quickly as practicable. If the timelines specified above are not met, the reason(s) for not meeting them must be clearly documented.

Confidentiality of grievors/respondents and witnesses will be maintained to the extent consistent with GO-WIL's obligations relating to investigation of complaints and the due process rights of individuals affected.

Retaliation against someone because s/he has filed a complaint under this Grievance Procedure is strictly prohibited. Acts of retaliation may result in disciplinary action up to and including suspension or expulsion.

Appeals

If the grievant is not satisfied with a disposition by a Grievance Administrator, the grievant may appeal the disposition to the Board by writing to the GO-WIL Board:

Michael Maxwell
Board Member, Great Oaks Charter School - Wilmington

The Board will issue a written response on the appeal to the grievant as quickly as practicable.

M. GRIEVANCE PROCEDURES FOR BULLYING

Students who are victims of bullying, who witness bullying activity, or who are retaliated against for reporting bullying, should report the incident to the Culture Team – Dean of Students (Bethlehem Yirga or Patrick Ryan). Students may also report to a teacher or guidance counselor, or other trusted adult in the building, who will in turn report the incident to the Culture Team and/or Principal. The Culture Team will be responsible for conducting an investigation regarding the allegations. Parents of the alleged target and alleged aggressor will be contacted when the allegations are made, and after the investigation is complete and a determination is made.

A student who knowingly makes a false accusation of bullying or retaliation will be subject to disciplinary action. Law enforcement may be contacted by the school in extreme cases of bullying.

N. COMPLAINT PROCEDURES

Complaint Procedures.

Both the school and the GO-WIL Board work in conjunction with one another to hear and resolve any complaints. If a problem arises, both the school and the Board encourage the complainant to address the problem directly with the staff member(s). If the complainant is dissatisfied with the proposed resolution by the appropriate faculty or staff member, a meeting should be scheduled with the Dean of Students. If the situation has still not been resolved, the complainant should

schedule a meeting with the Principal. If this does not resolve the issue, then the Great Oaks Charter School – Wilmington Board encourages the complainant to contact the Board Chair who will arrange to have the complaint heard at the next possible Board Meeting.

If an individual believes that the school has violated any provision of the charter school law and regulations, he or she may file a formal complaint with the Great Oaks Charter School – Wilmington Board. After receiving the complaint, the Board must send a written response to the individual as quickly as practicable.

O. STUDENT RECORDS

GO-WIL accounts for and preserves all students' records while protecting them with highest level of confidentiality and privacy. For records related to IEP and 504 Plans, you may contact Stephanie Toronto - stontoro@greatoakscharter.org. For general records such as attendance, medical records, and current and previous school records, contact Ricky Hernandez at rhernandez@greatoakscharter.org. Discipline-related records (including detentions, suspensions, and promotional hours) are obtainable from the Culture Team who can be reached at byirga@greatoakscharter.org and pryan@greatoakscharter.org. If you have any questions or concerns regarding academic grades, you may contact the desired content-area teacher or Jorden Jones – Dean of Curriculum and Instruction – at jjones@greatoakscharter.org.

P. INTERNET/TECHNOLOGY ACCEPTABLE USE POLICY

Purpose and Acceptable Use.

Great Oaks Charter School - Wilmington (GO-WIL) provides and maintains computer systems and network resources to support the delivery of education and the administration of the district's operation. These include desktop workstations, laptops, handheld computer devices, applications, internal networks (both wired and wireless), servers, online databases, and access to outside networks, including the Internet (hereinafter "computing systems"). This policy applies to all users of GO-WIL computing systems, including students, staff, and, where applicable, guests and adult learners.

GO-WIL permits its staff to use the GO-WIL computing systems for incidental personal use as long as the computing systems are not used in a manner that violates this policy and such use is limited to times before or after work hours, during non-assigned teaching or duty time, and lunch periods.

This policy describes acceptable and unacceptable uses of GO-WIL computing systems, but these descriptions are not exhaustive lists of all acceptable or unacceptable uses. Any user who has a question regarding whether or not a particular activity is acceptable should seek guidance from their Principal or the Superintendent.

Access to the System and Resources.

Staff: GO-WIL will provide this policy to new staff at the time of hire. Any staff member who signs the computing systems access agreement will have access, with the permission of his/her supervisor, to the following computing resources through their classrooms, offices, library media centers, and/or computer and mobile labs: e-mail including conferencing and collaboration tools, web hosting, online subscription databases and information services, GO-WIL servers for secure file storage, and all resources and tools found on the internet/world wide web. Computing resources may change as technology develops. These changes will fall within the purview of this policy as well. Principals (or their designees) will ensure that computing systems access agreements are signed and maintained.

Students: Students will have appropriate access to the Internet and GO-WIL network through the schools' computers. Students may only use the internet for educational purposes.

Other Users: Guest accounts may be established. Temporary staff, for example (e.g., long term substitutes, service vendor, interns, student teachers, community education instructors, volunteers), may have guest accounts. A guest's access may be limited.

Disclaimer.

GO-WIL makes no warranties of any kind, either express or implied, that services provided through its computing systems will be error-free or without defect. GO-WIL is not responsible for the accuracy or quality of the information obtained through the system. Users of GO-WIL's computing systems assume full responsibility for their use of the system including, but not limited to, loss of data, interruptions of service, costs, liabilities, or damages.

Ownership/Privacy.

The GO-WIL computing systems are the property of GO-WIL. As such, a user's activities and files are subject to inspection by the administration at any time. GO-WIL has the right to monitor and log any and all aspects of its computing systems, including, but not limited to, monitoring Internet usage, file downloads, and all communications. GO-WIL actively designs and updates its network and computing environment by integrating appropriate controls in support of this policy. Tools used may include, but are not limited to: monitoring devices, content and spam filtering, virus protection, log-on utilities, virtual networks, user access profiles, and network security settings.

Users should not have an expectation of privacy regarding any use of GO-WIL computing systems.

E-mail that is created or received by a public school employee is a matter of public record and may be subject to public production in accordance with the Delaware public records law.

Unacceptable Uses.

GO-WIL computing systems may not be used for political or social advocacy or solicitation. This prohibition includes fund raising or advocacy for any non-school organization or group.

GO-WIL computing systems may not be used for entertainment, illegal purposes (or support of illegal activities), or commercial purposes such as, but not limited to, offering, providing or purchasing goods and/or services for personal use or gain. In addition, the computing systems cannot be used as a public access service or a public forum. As such the district reserves the right to place reasonable restrictions on the materials users can access or post through the GO-WIL computing systems.

Users may not use the GO-WIL computing systems to obtain or share information about staff, students or families for any non-school purpose.

Users are prohibited from copying copyrighted material without authorization from the copyright holder unless the copies are used for teaching (including multiple copies for classroom use), scholarship or research. If there is uncertainty as to the extent of copyright protection for internet materials, users must obtain permission to use material from the copyright holder.

Users should not attempt to gain unauthorized access to files or accounts using GO-WIL computing systems or network.

Users cannot vandalize the GO-WIL computing systems by, for example, causing physical damage, reconfiguring the computer system, attempting to degrade or disrupt the computing systems, or destroying data by spreading computer viruses or by any other means. Anyone found to intentionally vandalize GO-WIL computing systems will be responsible for the costs associated with hardware, software and/or system restoration. This covers equipment, materials, software, and/or data.

Users cannot pretend to be someone else when sending or receiving electronic communications.

Use of another person's password or account is strictly prohibited.

It is unacceptable to attempt to read, delete, copy, or modify the electronic communications of other users or to interfere with other users' ability to send or receive communications.

Users should not access, send, or forward materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, profane, or inflammatory.

Users should not download or install any commercial software, shareware, freeware, or similar types of materials on GO-WIL computing systems without prior approval and authorization from the technology department or designee.



Users will refrain from actions or language via email, instant messaging, or any other online mode of communication that is harassing or threatening to others. Users shall refrain from swearing, using vulgarities or any other inappropriate language or images.

Internet Safety.

All users are granted individual accounts and agree to keep passwords secure. Users are responsible for their accounts, credentials, security codes, and passwords and will not share or allow others access to them. Users are responsible for keeping these secured and for reporting any suspected breach to the Principal.

Users will refrain from revealing private information (e.g., addresses, phone numbers) in any school-related electronic communications including communications via email, the internet, or other network tools. Specifically, all users should refrain from revealing personal or private information on any commercial or other internet media sharing site (e.g., Facebook; Myspace, Twitter, chat rooms), particularly if these are not school sponsored or hosted sites. The system should not be used to meet or arrange to meet unknown people.

When accessing the school's resources and data from any systems (including when outside the GO-WIL network), staff will use due caution to protect the privacy and integrity of student data.

GO-WIL reserves the right to use filtering technologies to help control user's access to inappropriate internet content and websites while using our networks.

Students may only use the internet for educational purposes. Social Media websites (e.g. Facebook, Instagram, Twitter, etc.) and chat rooms are strictly prohibited.

Data and Control.

GO-WIL has the right to re-image any computer as necessary.

GO-WIL is responsible for the provision, installation and maintenance of all software and maintaining proper licensure.

No personal data or files may be stored on the local machine or network, which is the property of GO-WIL.

The school district provides all users with network accounts and storage. It is the users' responsibility to insure that all files and data are stored on the network servers. The GO-WIL conducts regularly scheduled backups to prevent against loss or corruption. However, GO-WIL cannot guarantee that all information can be recovered in the event of a catastrophic failure.

GO-WIL maintains a disaster recovery plan to insure against loss of data and or services.

Responsibility for backing up any hand held or mobile device issued to a school district user falls upon the user. GO-WIL is not responsible for providing backups for these devices.

Hardware/Software.

Any and all equipment issued by GO-WIL for use by any user must be treated with due care. We are all responsible for ensuring equipment is not damaged or stolen. Abuse, damage or improper use should be reported immediately to the Building Principal and the Director of Technology.

Any GO-WIL owned (or leased) computer or device (including but not limited to laptop computers, netbooks, iPods, iPads, projectors, digital cameras, hand held devices, etc.) that are to be taken off the building premises may be checked out of the library (with standard lending agreements in place) or loaned from the building or district office when (and only when) there is a signed agreement in place which specifies responsibilities and care for the device.

Any and all issues or problems related to any hardware, software, system or network must be reported to the technology department using the GO-WIL reporting system.

Violations.

Access to GO-WIL's computing systems is a privilege not a right. GO-WIL reserves the right to deny, revoke, or suspend specific user privileges, and/or to take disciplinary action up to, and including, suspension, expulsion (students), and dismissal (staff) for violations of this policy.

GO-WIL will advise appropriate law enforcement agencies of any illegal activities conducted using GO-WIL's computing systems. GO-WIL also will cooperate fully with local, state and/or federal officials in any investigation related to any illegal activities conducted through the GO-WIL computing system.

CODE OF CONDUCT

A. PURPOSE

Great Oaks Charter School - Wilmington has created a Code of Conduct in order to:

- Maintain a safe, structure and respectful space for learning.
- Allow students to focus on learning.
- Prepare students to have the greatest number of secondary and post-secondary options and to ultimately attain economic freedom.

The Code of Conduct describes behaviors that GO-WIL considers inappropriate or unacceptable, and the consequences earned for those behaviors.

B. OUR PHILOSOPHY

Students who do not meet the school community's clearly defined expectations for reasonable and acceptable behavior will not be permitted to disrupt the education of others. It is only with a firm and consistent discipline policy that we can accomplish all of what we set out to accomplish in a school year. This is the basis of our student Code of Conduct.

C. BEHAVIORAL INFRACTIONS

The following list of behavioral infractions is not comprehensive; it offers examples of inappropriate or unacceptable behaviors. While we have stated possible consequences for certain behavioral infractions, GO-WIL staff has sole discretion to determine the consequence of each behavioral infraction.

A school-related behavioral infraction refers to the violation of this code occurring:

- While the student is on school grounds or school-related transportation.
- During school-sponsored activities and trips.
- During all other school-related events.
- Off of school grounds that results in substantial disruption to the school environment and the student population.

Enforcement of GO-WIL's Code of Conduct is based upon a framework of progressive discipline. In other words, minor infractions result in less severe consequences while larger consequences result in more severe consequences. Also, first-time infractions result in less severe consequences while repeated infractions result in more severe consequences.

Demerits.

Demerits are corrections for behaviors that are not conducive to a positive learning environment. Demerits are issued in three forms: Tier A Demerits, Tier B Demerits, and Tier C Demerits. Demerits are tracked over the course of the five-day behavior week, which begins on Friday and ends on Thursday. Every Friday all students begin with 100 merits. Their Merit Total will move up and down over the course of the week, depending on the merits and demerits that they earn. Tier A Demerits deduct 1 merit point, Tier B Demerits deduct 2 merit points, and Tier C deduct 4 merit points. Students' behavior week culminates on Thursday afternoon, and students either earn Early Dismissal or Friday Detention.

Tier A Demerits.

- Dress-Code Violation: shirt untucked, decorated shoes and belts, rolling up shirt sleeves or pants, non-dress code accessories, bandanas, sagging pants.
 - *Not possessing the bare essential dress code items (Great Oaks Charter School polo, dress-code pants, and appropriate shoes) will result in the student being given*

a loaner uniform to use. If the student refuses to use the loaner uniform, s/he will be required to serve an OSS.

- **Unprepared:** no pencil, no planner, failure to bring an independent reading book to class, tutorial, or breakfast, missing homework folder.
- **Off-Task Behavior:** passing notes, whispering during silent time, side conversations, failure to complete work or following along in the lesson, daydreaming, doodling.
- **Not following classroom/tutorial rules and expectations.**

Tier B Demerits.

- **Unprofessional Behavior:** rude/inappropriate comments or laughter, swearing, yelling, running in the hallways, littering, inappropriate displays of public affection.
- **Unsafe use of School Property:** spinning in chairs, playing with Science equipment, throwing markers and erasers.
- **Noisemaking/Disrupting Class:** inappropriate laughter, beats, drumming, out of seat without permission, calling out, whistling, inappropriate sounds.

Tier C Demerits.

- **Disrespect to School Community :** not-respecting the Great Oaks community - leaving trash on the floor, drawing on a table with pencil - easily correctable damage utilizing a pencil or quickly picking up an item off of the floor
- **Gross Unprofessional behavior:** refusal to follow directions from any staff member and/or continuous misbehavior after multiple redirections.
- **Academic Dishonesty:** forging, cheating, and/or plagiarism.
- **Unauthorized Technology:** Students are not allowed at any time to use or display their cell phone and must be off or silent. In addition, no personal gaming systems, iPods, tablets, laptops, or headphones are allowed to be out during the school day.
- **Gum/Food/Drinks:** Drinking or eating anytime besides breakfast and lunch is not allowed; straws or other objects are not to be chewed. *-All students are allowed and encouraged to bring a water bottle in order to stay hydrated during the school day.*
- **Horseplay:** touching others, intentionally setting up others to be hurt physically, tripping, pushing, shoving, smacking, kicking, throwing objects.

Students who have not responded to the redirection of a Tier A Demerit may earn a Tier B or Tier C Demerit.

Students are expected to always respond respectfully to the direction of school staff. Behaviors that are considered disrespectful include but are not limited to: rolling of the eyes, making inappropriate remarks or sounds in response to a request, or questioning a staff person's action in a disrespectful manner.



At GO-WIL we work to help students become mature young adults. To that end, while we will not tolerate disrespect, we do allow for students to express disagreement in a respectful manner. The school has developed routines and procedures that enable students to easily express such disagreement with respect for all involved. Failure to disagree respectfully will result in further consequences.

Detentions.

If a student loses a total of 4 points in a school day, the consequence is serving Morning Detention the following day. If a student loses 8 or more points (-8 points) in a school day, the consequence is a phone call home, an accumulation of detention hours and a parent meeting. If a student earns below 85 merit points at the end of the week (Thursday), the consequence is Friday Detention to be served 1:30 pm - 3:30 pm.

In-School Suspension (ISS).

At times, particular infractions warrant consequences that are more severe than detention, but less severe than Out-of-School Suspension (OSS). ISS is the removal of a student from regular classroom activities, but not from the school premises, for no more than 10 consecutive school days, or no more than 10 school days cumulatively for multiple infractions during the school year. Therefore, Great Oaks Charter School - Wilmington has an ISS model ensuring that students have access to the curriculum while at the same time ensuring that students face serious consequences for their choices.

Specific infractions which may warrant ISS include but are not limited to:

- Low-Level forging, cheating, plagiarism or dishonesty.
- Pushing, harassing, or physical contact before a fight transpires.
- 3 Dean's Office Referrals within the behavioral week (first offense only).
- Leaving the Dean's Office without permission (first offense only).
- Refusal to do what is expected at GO-WIL. Students who have not met behavioral expectations over an extended period of time, as measured by the Weekly DHS Report may face ISS or disrupting lunch detention, the Dean's Office or refusal to leave class when asked to.

Out-of-School Suspension (OSS).

Short-term OSS is the removal of a student from the school premises and regular classroom activities for ten consecutive days or less. Infractions which may warrant an Out-of-School Suspension, and potentially make a student a Candidate for Expulsion, include, but are not limited to:

- Gross disrespect of a fellow student including, but not limited to, bullying and harassment.
- Skipping classes, tutorials, after-school commitments, or detention.
- Gross disrespect of staff, corps, visitors, or volunteers.



- Permanently Damaging, destroying or stealing personal or school property or attempting to do so (including graffiti).
- Possessing, using, selling, or transferring alcohol or a controlled substance, or tobacco products
- Disrupting Friday Detention or In-School Suspension through misbehavior.
- Committing sexual, racial, or any form of harassment or intimidation.
- Making verbal or physical threats, empty or otherwise.
- Setting off false alarms
- Gambling.
- Serious forgery, plagiarism, or cheating.
- Leaving school grounds without permission.
- Being charged with a felony.
- Being asked to report to the Dean of Students' office during class/tutorial three times in a given week.
- Repeated offenses for which the student has already earned In-School Suspension (such as 3 Dean's Office Referrals or leaving Dean's Office without permission).

Bus Suspensions.

Bus Expectations:

1. **Keep the bus aisles clear.** This means that students' belongings – body parts and bags – belong in the bus seat. The aisle must be kept clear so that the bus driver can see the bottom rear window and other students can walk through the aisle easily when they have reached their bus stop.
2. **Keep our voices at a Level 2 – Soft or Table Voices.** This means that that students speak at a soft voice level to ensure safety and security on the bus by ensuring that information from the bus driver is heard at all times.
3. **Stay seated until the bus comes to a full stop at their bus stop to get off or to school where administrators are waiting to greet everyone.** Students should stay seated while the bus is moving to ensure everyone's safety.
4. **Students must sit in assigned seats.**
5. **Most importantly, the Great Oaks Code of Conduct applies on Great Oaks buses.** Students are expected to uphold the code of conduct and be respectful to fellow students, as well as any adults on the bus.

Bus Infractions:

Incident	Consequence
#1	Friday Detention
#2	Friday Detention

#3	2 day bus suspension and mandatory parent meeting
#4	3 day bus suspension
#5	1 week bus suspension
#6	Bus expulsion for remainder of year

The Dean of Students reserves the rights to adjust consequences on a case by case basis.

The family of the student is responsible for the student's transportation during a bus suspension. The bus suspension includes morning and afternoon bus transportation.

Expulsion.

Expulsion is defined as the exclusion from Great Oaks Charter - Wilmington on a permanent basis at the discretion of the School Directors. The Principal and Board have the authority to expel students for the following behavioral infractions:

- Possessing a dangerous weapon including but not limited to a knife or a gun.
- Possessing a controlled substance including but not limited to illegal drugs (e.g. marijuana) and prescription medication.
- Assaulting educational personnel.
- Being convicted of a felony or being found guilty of committing a felony either by admission or adjudication. If the School Directors determine that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

In addition to any of these infractions, any breaches of Federal law, Delaware state law, or bylaws of the city in which the school is located may be handled in cooperation with the local police department and may result in expulsion.

D. PROCEDURES FOR DISCIPLINARY ACTION

The following section explains the procedures for determining consequences students may face for violation of this Code of Conduct. All students are entitled to due process commensurate with the disciplinary consequences to which they may be subject.

Dean's Office Referral.

If a student fails to meet GO-WIL's behavioral expectations after corrections from a staff member, s/he will be sent to the Dean's Office in order to process. In the Dean's Office students will follow a set protocol in order to earn their way back into the classroom and miss as little learning time as

possible. Class time and tutorial are key components of success at GO-WIL, and the Dean's Office will work towards returning students to learning time as efficiently as possible.

Student Notification: The teacher will inform the student that s/he needs to go to the Dean's Office. The student will be escorted to the Culture Office or picked up by a Culture Office Staff member, silently and respectfully.

- Slamming of doors, disruptive behavior and unsafe behavior in transit to the Dean's Office will lead to a more severe consequence.
- Students will be given time to decompress and cool down. Scholars will then begin work on a written reflection of their behavior and their assignments.
- When the reflection is complete, the scholar will wait patiently and silently until the Dean or another Culture Office Staff member is available to speak with them. The conversation between the student and the Dean/Culture Office Staff will be solution based, and the student take responsibility for his/her behavior and its consequences.
- At times, a student will be required to deliver a direct apology or a community apology before returning to class.
- When the student has proven to be accountable for his/her actions or words, then the student will be brought back to class. The teacher, tutor, or staff member who sent the student to the Dean's Office will follow up with the parent/guardian that evening.
-Leaving the Dean's Office without permission will result in a suspension.
- If a student continues to display disrespect, defiance, or a lack of accountability of their behaviors in the Dean's Office then the student will not be permitted to go back to class. The Dean will contact the teacher and guardian with next steps.
- The following day, the student will review the classwork that s/he missed while in the Dean's Office.

Family Notification: The Dean or Culture Office Staff may make a phone call to the student's guardian informing them of the issue and context. Also, the Culture Team may determine if a more severe consequence such as In-School Suspension or Out-of-School Suspension is warranted.

Detention.

Morning Detention: Morning Detention is a 25-minute silent detention with the Dean of Students during a breakfast and advisory. Morning Detention is the consequence for a loss of 4 points (-4 points) within a day. Morning Detentions will be served on the following school day after it is earned.

During Morning Detention, students are expected to complete a protocol of GO-WIL's core values including a behavior reflection assignment. Failure to do so will result in the student repeating the lunch detention. Upon completion of the protocol the student must continue to remain silent until further instruction is given from the Dean of Students.



Student/Parent Notification: Parents will receive notification of their child's Morning Detention through a nightly Robo-call. Students will be notified with a Morning Detention Slip that will be distributed during PM advisory the day prior to the detention. Parents may also follow up with the student's tutor, advisor, and Main Office or check the Kickboard Parent Portal for behavioral data.

Friday Detention.

Students earn Friday Detention by having fewer than 85 total merits at the end of the Behavior Week. The Behavior Week runs from Friday-Thursday. Friday Detention runs from 1:30 pm-3:30 pm. If a student is not meeting the expectations of the detention, s/he may be required to stay later or earn an In-School Suspension or Out-of-School Suspension.

Student Notification: Parents will receive notification of their child's Friday Detention through a Robo-call every Thursday, to give time to prepare transportation. Students will be notified with a Friday Detention Slip that will be distributed during PM advisory one day prior to the detention. If a student cannot attend Friday detention for any reason, the parent is required to notify the Dean of Students, and the student's missed hours will accumulate.

Family Notification: Parents and guardians will receive a phone call by Thursday evening from the Dean of Students' assistant that the student has earned Friday Detention. Friday Detention is considered a class. An unexcused absence will result in the student not being allowed back in school until a meeting with a parent happens the following Monday.

If a student must miss Friday Detention because of an absence, medical issue, or family emergency then a written and signed note must be delivered to the Dean of Students by Friday morning. The missed detention will be recorded and need to be made up at a later date. If the situation arises that there is a pattern of a student repeatedly missing Friday Detention, then the Dean will follow up with the family.

There is no school-provided bus transportation on Fridays for students who have earned Friday Detention. Students must be picked up, walk, or take public transportation home. It is the responsibility of the family to provide their child with money to take public transportation home.

It is imperative that GO-WIL has access to correct contact information for all parents and guardians. Families should provide the school with all relevant contact information as requested at the beginning of the year and keep the school updated if family contact information should change.

In-School Suspension.

Notice and Opportunity to Respond: The Dean of Students will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond.

Decision: The administrator determines that the student committed the disciplinary offense and will inform the student of the length of the ISS (no more than 10 days, cumulatively or consecutively, in a school year).

Requirements: In the morning, students will need to check in with Dean of Students who will reiterate the expectations of In-School Suspension. Students who are serving an In-School Suspension will:

- Not attend classes, but will receive instruction and curriculum through tutorials led by the teacher or teaching assistant.
- Not be permitted to communicate with any students throughout the day, including during breaks and lunch.
- Not attend rewarding events including field trips, dances, etc. (exceptions may be made in extraordinary circumstances at the sole discretion of the school administration).

Violation of the requirements of ISS may result in additional days of ISS or an out of school suspension. Students will not be allowed to participate in extra-curricular or community service field trips and other class rewards while on ISS.

The number of days on ISS, determined by the school administrator, will be commensurate with the severity of the behavioral infraction. For each day that a student does not meet the requirements of ISS, they will be required to complete an additional day of suspension.

Student Notification: If a student is assigned ISS, s/he will be notified by the administrator the day before, or the day of, ISS of the disciplinary offense charged and the basis for the charge. The administrator will inform the student of the length of the ISS.

Parental Notification: Parents of those students who have been assigned ISS will be contacted by the school over the phone and in writing of the reasons for ISS and the length of ISS. A parent meeting may be required to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior.

Out-of-School Suspensions and Expulsion.

Short-term Out-of-School Suspension is the removal of a student from the GO-WIL premises and regular classroom activities for 10 consecutive school days or less.

An administrator will provide student and parent oral and written notice (offense, basis for the charge, potential consequences, opportunity to have a hearing, date/time of hearing, right to interpreter) prior to student's short-term suspension.

Student Notification: Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive the following prior to a suspension of one to ten days:

- Notice and an opportunity to present her/his version of the relevant facts, date/time of hearing, and right to an interpreter.
- A written notice of the reason for and length of the suspension.

In the case of danger or a risk of substantial disruption, the student will be removed from the school building and provided notice and the opportunity to present his/her version of the relevant facts as soon as possible.

Hearing: The administrator will discuss disciplinary offense, the basis for the charge, and any pertinent information. The student and parent(s)/guardian(s) will have an opportunity to present information, including mitigating facts. The administrator should consider what other remedies and consequences may be appropriate.

Decision: The administrator will provide written notice to the student/parent of the determination, reasons for it, and, if necessary, the type/duration of suspension and an opportunity to make up assignments and other school work.

Re-Entry Procedures: In order for the student to re-enter the GO-WIL community following an In-School or Out-of-School suspension:

- The student may have to write a letter of apology and publicly present this letter to Great Oaks Charter School - Wilmington staff and/or students.
- An administrator may contact the parent/guardian to schedule a required re-entry meeting.
- Students who are suspended two or more times may be asked to submit a reasonable and genuine plan for improvement.
- The student may have to meet additional conditions as required by GO-WIL community.

Once the above conditions are met, the student will be welcomed back into the school community. If a student has not met the above requirements, he or she may earn an In-School Suspension.

Students are responsible for completing academic work missed during the suspension. This work will be available in a folder for pick-up by a family member at the school daily between 3:45 pm and 5:00 pm. The completed work will receive full credit, if submitted by deadlines in accordance

with GO-WIL's make-up policy. If a student does not complete this work, the student may face standard academic consequences (e.g., Homework Center, no academic credit).

Long-term Suspension is the removal of a student from the school premises and regular classroom activities for more than 10 consecutive school days, or for more than ten school days cumulatively for multiple disciplinary offenses in any school year. No student may have a long-term suspension for more than 90 school days in a school year. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Great Oaks Charter School - Wilmington will provide educational services for all students who are excluded from school for any offense for more than 10 consecutive days.

Student and Family Notification:

The student will receive written notice of the following:

- Charges and a statement of the evidence.
- Date, time and place of a hearing.
- Notice of the right at the hearing to: be represented by their parents, legal or other representative (at the student's/parent's own expense), to present evidence, to confront and cross-examine witnesses, to review student's record if desired.

Hearing: The administrator will discuss disciplinary offense, the basis for the charge, and any pertinent information. The student/parents will have an opportunity to present information, including mitigating facts. The administrator should consider what other remedies and consequences may be appropriate.

Decision: The administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension.

Written Determination: If the administrator decides to suspend the student on a long-term basis, the administrator must send a written determination that includes the following:

- Details, key facts, etc.
- Conclusion reached.
- Details of the suspension.
- Notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days).
- Appeal rights.

Expulsion is the removal of a student from the school premises, regular classroom activities, and school activities for more than 90 school days, indefinitely, or permanently. Upon receipt of the

recommendation of the Superintendent or her/his designee, the Board of Trustees will conduct a hearing to consider the expulsion of a student.

Student and Family Notification:

The student and family shall receive written notice of the following:

- Charges and a statement of the evidence.
- Date, time and place of a hearing.
- Notice of the right at the hearing to: be represented by their parents, legal or other representative (at the student's/parent's own expense), to present evidence, to confront and cross-examine witnesses, to review student's record if desired.

Hearing: The administrator will discuss disciplinary offense, the basis for the charge, and any pertinent information. The student/parent(s) will have an opportunity to present information, including mitigating facts. The administrator should consider what other remedies and consequences may be appropriate.

Decision: The administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension.

Written Determination: If the administrator decides to expel the student, the administrator must send a written determination that includes the following:

- Charges and a statement of the evidence.
- Date, time, and place of a hearing.
- Notice of the right at the hearing to be represented by their parent(s), legal or other representative (at the student's/parent's own expense).
- Present evidence.

E. DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability.

F. STUDENT SEARCHES

In order to maintain the security of all its students, Great Oaks Charter School - Wilmington staff reserve the right to conduct searches of its students and their property when there is reasonable suspicion that the student has violated the law or a school rule. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the

search. School lockers and desks, which are assigned to students for their use, remain the property of GO-WIL, and students should, therefore, have no expectation of privacy in these areas.

G. FIELD TRIPS & END OF THE YEAR EVENTS

The school's curriculum may sometimes require outside learning experiences or special school events. During these activities, it is important for all students to be responsible for their behavior since the site of the activity or event is a temporary extension of the school grounds.

A permission slip that allows students to attend school-sponsored field trips and events will be sent home at least a week in advance and should be signed by their parent or guardian.

A student may be considered ineligible for a trip for reasons including but not limited to:

- Not returning the school-sponsored trip permission form (a verbal notification is not acceptable).
- Involvement in a disciplinary incident on or prior to a trip.
- Poor school attendance.
- Disrespectful or defiant misbehavior.
- Severe lack of academic effort on the days prior to the trip.
- Lack of needed Merit Points to attend the trip
- On a per student basis, as noted by Dean of Students and Executive Director

Students who are considered ineligible for attending a trip will be required to attend school that day.

If parents or other volunteers assist with such trips or events, students must afford these chaperones the same respect they would provide to GO-WIL staff. Appropriate behavior must be maintained when attending school-sponsored events and riding on school-provided transportation. Past inappropriate behavior, or excessive demerits and/or suspensions, may result in loss of privileges in attending or participating in class trips and events, end-of-year or otherwise.

H. CHEATING, PLAGARISM, AND COPYING OTHER'S WORK

Cheating on homework or exams, using resources inappropriately, and copying other people's work—students' or otherwise—is not only unfair but in the case of plagiarism, illegal. If students are unsure about an assignment or unsure about a test question or testing procedure, they should go to their teacher and ask for direction. Specific guidelines regarding cheating and plagiarism will be reviewed with students during Student Orientation and continued throughout the year. The school will determine appropriate consequences. Cheating, plagiarism, and copying other's work may result in an In-School Suspension, Suspension, loss of academic credit, and/or other consequences.

BULLYING PREVENTION & INTERVENTION POLICY

I. PRIORITY STATEMENT

The mission of Great Oaks Charter School – Wilmington is to prepare students to succeed in college and beyond. We are committed to providing all students with a safe learning environment that is free from bullying, including cyberbullying. This commitment is an essential part of our efforts to promote learning and to prevent and eliminate all forms of harmful and disruptive behavior that can hinder effective learning. The Bullying Prevention and Intervention Plan is based off of the GO-WIL's Code of Conduct that clearly defines standards for respectful and acceptable behavior for members within its community.

We understand that members of certain student groups, such as students with disabilities, students who are gay, lesbian, bisexual, or transgender, and homeless students may be more vulnerable to becoming targets of bullying, harassment, or teasing. The school will take specific steps to create a safe and supportive environment for vulnerable populations in the school community and provide all students with the skills, knowledge, and strategies to prevent or respond to bullying, harassment, or teasing.

Great Oaks Charter School - Wilmington will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, or retaliation in our school buildings, on school grounds, or in school-related activities. All reports and complaints of bullying, cyberbullying, and retaliation will be investigated promptly and swift action will be taken to end that behavior and restore the target's sense of safety. Support of this commitment will be evident in all aspects of our school community including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement.

The Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying, cyberbullying, and retaliation and to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. We have established this Plan for preventing, intervening, and responding to incidents of bullying, cyberbullying, and retaliation. The Principal and/or Culture Team is responsible for the implementation and oversight of the Plan. In addition, all teachers and staff members who work directly with students are also responsible for ensuring the consistent implementation for the school's anti-bullying and anti-harassment protocols. The plan should apply to scholars and GO-WIL staff members including, but not limited to an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or paraprofessional.

Assessing Needs and Resources

GO-WIL's behavior system is based on the choices students make. One main component of the choice system is the merit and demerit system that focuses on small behaviors before they become a larger problem. Each time an incident occurs, the administrative team, other GO-WIL staff members, and families

work to reassess our system to better support student's behavioral choices.

Planning and Oversight

The Principal and Dean of Students are responsible for the following tasks under the Bullying Prevention and Intervention Plan:

- Receiving reports on bullying.
- Collecting and analyzing building- and/or school-wide data on bullying to assess the present problem and to measure improved outcomes.
- Creating a process for recording and tracking incident reports and for accessing information related to targets and aggressors.
- Planning for the ongoing professional development that is required by the law.
- Planning supports that respond to the needs of targets and aggressors.
- Choosing and implementing the curricula that the school or district will use.
- Developing new or revising current policies and protocols under the Plan including an internet safety policy and designating key staff to be in charge of implementation of them.
- Amending student and staff handbooks and codes of conduct.
- Leading the parent or family engagement efforts and drafting parent information materials.
- Reviewing and updating the Plan as frequently as practicable.

II. ACCESS TO RESOURCES & SERVICES

A. Identifying Resources

The School Directors manage many of the members of the Student Support Team, serves as leaders and facilitators for Student Support Team meetings, and coordinates Great Oaks Charter's Student Support Services. The Student Support Team is made up of the Deans, Nurse, Counselor, a teacher, and School Directors. The goal of this team is to assist with social and emotional issues that are affecting our students including but not limited to target, aggressor, and retaliating students. This group meets once a week to discuss student needs. During this time, each person is given next steps and follow-up items on students discussed. Next steps range from quick student check-ins to scheduling and completing family meetings to filing cases with the Department of Children and Families where appropriate. During these meetings, the team will decide next steps for in school counseling or outside counseling/services for all parties involved in a bullying incident as soon as reports are given.

B. Counseling & Other Services

As stated above, SST meetings were created for next steps for in school counseling (which Great Oaks Charter provides) or to determine if outside counseling/services for all parties involved in a bullying incident are necessary. Additionally, Great Oaks Charter provides the following:

Internal

1. Student Support Team
2. Response to Intervention
3. Parent Support Group

4. School Nurse
5. School Counselor/Social Worker
6. Targeted afterschool support groups
7. Mediation

At times, the Dean will be needed to mediate a dispute between Target Students and Aggressors. This may also start with a student or parent approaching the Dean with a problem that they want help in resolving.

1. Gather initial information to get general layout (and determine if mediation is appropriate—as opposed to more formal investigation and consequences)
 2. Work with both parties individually to get ready each to a place where they can have a productive conversation
 3. Set norms for conversation (Honesty, productive comments, some degree of “immunity”),
 4. Facilitate meeting, give space and “amnesty” as needed to ensure students get to crux of issue,
 5. Once resolution is achieved (or if resolution requires other parties to be present, bring in other students who are involved to ensure closure,
 6. Let kids know that future infractions around this will come with school consequences.
- If this fails or seems like it may be unsuccessful, the Dean may choose to make the students complete a joint project tailored to the specific situation. This generally requires a high degree of cooperation and comes with the threat of consequences (or continued consequences) if not successfully completed. Students are required to work on project during breaks and lunches.

As a part of many next steps, Great Oaks Charter connects students and families with many external organizations for a number of reasons. Below is a list of agencies Great Oaks Charter has referred students and their families too:

External

- Department of Services for Youth, Children & Their Families
- Wilmington Police Department
- Newark Police Department

Outside Mentoring

- Finding good mentors for Target and or Aggressor Students can be a helpful intervention, but it can also take a very long time. It is very easy to start the process, but requires parent follow up to see it through. If the team thinks a student could use a mentor, make sure to invest the family in this idea (of course), as they will need to follow up with completing paperwork and being interviewed. To make an initial referral, go to Big Brother Big Sisters of New Castle County
- It can be helpful to enlist the help of particular staff members in executing individualized behavior plans (including members of the team). This is not quite mentoring, but does result in increased attention and can be very effective.

C. Students with disabilities

When the IEP Team determines the student has a disability that affects social skills development or the student may participate in or is vulnerable to bullying, harassment, or teasing because of

his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing.

III. ACADEMIC AND NON-ACADEMIC ACTIVITIES

A. Specific Bullying Prevention Approaches.

Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following approaches:

- Using scripts and role plays to develop skills;
- Empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- Helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- Emphasizing cybersafety, including safe and appropriate use of electronic communication technologies;
- Enhancing students' skills for engaging in healthy relationships and respect for communications; and
- Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

The above criteria are used in elective courses in order to deliver the Bullying Prevention and Intervention Plan as part of the schools Advisory program.

B. General Teaching Approaches that Support Bullying Prevention Efforts

The following approaches are integral to establish a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives.

- Setting clear expectations for students and establishing school and class routines
- Creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- Using appropriate and positive responses and reinforcement, even when students require discipline;
- Using positive behavioral supports;
- Encouraging adults to develop positive relationships with students;
- Modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- Using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- Using the Internet safely; and
- Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

Great Oaks Charter is known for its rigorous academics and positive student behavior due to our systems and procedures. Great Oaks Charter is known for setting clear expectations for students as well as establishing school and classroom routines. Great Oaks Charter has created a safe school and classroom environment through our merit and demerit system. Great Oaks Charter appoints each student an Advisor who encourages their Advisees

through a yearlong mentoring relationship. Great Oaks Charter's goal is for all students to become more mature young adults. Staff (and students) is required to use appropriate responses to both positive and negative behavior as a way of modeling interactions with peers. We use positive and reactive behavioral supports to address issues before and after they occur.

Great Oaks Charter seeks to help students become mature young adults; therefore Bullying will not be tolerated. Enforcement of Great Oaks Charter's Bullying Policy is based upon a framework of progressive discipline.

Great Oaks Charter staff has sole discretion to determine the consequence of Bullying. A school-related bullying infraction refers to the violation of our Code of Conduct when occurring:

- While the student is on school grounds or school-related transportation
- During school-sponsored activities and trips
- During all other school-related events
- Off of school grounds that result in substantial disruption to the learning environment

IV. POLICIES & PROCEDURES FOR REPORTING AND RESPONDING TO BULLYING AND RETALIATION

Students who are victims of bullying, who witness bullying activity, or who are retaliated against for reporting bullying, should report the incident to the principal. Students may also report to a teacher or guidance counselor, or other trusted adult in the building, who will in turn report the incident to the principal. A student who knowingly makes a false accusation of bullying or retaliation shall be subject to disciplinary action.

1) Reporting by Students

- a) Target Students are sent to the Dean's office to fill out an incident report.
- b) Incidents may be reported over the phone.
- c) Incidents may be reported over voicemail.
- d) Incidents may be reported anonymously

2) Reporting by Staff

- a) Incidents may be reported to a teacher or staff member and then immediately brought to the Dean's attention and submitted in writing.
- b) Incidents may be reported over the phone.
- c) Incidents may be reported over voicemail.
- d) Incidents may not be reported anonymously.

3) Reporting by Students, Parents or Guardians, and Others

- a) Incidents may be submitted to the Dean's Office in writing
- b) Incidents may be reported over the phone.
- c) Incidents may be reported over voicemail.
- d) Incidents may be reported anonymously.

Reports made may be of bullying or retaliation. Written reports can be on the Incident Reporting Form and can be delivered in person, through the mail, via e-mail. Oral reports can be given on a voice-mail, in person, or on the phone.

Students, Parents, & Guardians may report bullying or retaliation anonymously to the Principal or Dean of Students. No disciplinary action will be taken based on anonymous reports until a full investigation is completed.

B. Responding to reports of bullying or retaliation.

- Reports are written down to maintain clarity and record evidence and accounts
- Dean investigates using the appropriate initial tone and response.
 - o Dean does not jump to conclusions and has calm, assertive tone.
 - o Dean appears calm and neutral.
 - o Target student tells their side of the story.
 - o While efforts should be made to limit the amount of missed class, it is essential to have these meetings
- Dean initiates investigation. This may involve a number of techniques discussed later.
- Dean speaks with aggressor to hear their side of story.
- Dean confers with Dean/admin to assess precedent and get guidance on appropriate response
- Once information gathered and facts are known, Dean closes loop with Target Student, issuing consequences and/or guidance in direct conversation to Aggressor.
 - o Tone should be matter of fact. Dean should make effort to separate intent from action, conceding points which are not essential to the case. Distill the case down to the essential facts.

Dean follows up with parents before each student goes home that day Students are not allowed to speak with their parents before the Dean has explained the situation.

Dean closes loop with teachers, admin, and tutor(s) by email before COB that day

Students will submit information in writing or use the referral form below.

Parents of the aggressor and the target will be notified of all actions taken to prevent further acts of bullying or retaliation. Parents will be called immediately and required to come in for a parent meeting.

1. Safety To restore a sense of safety to the alleged target and/or to protect the

alleged target from possible further incidents, Great Oaks Charter's response to promote safety may include, but not be limited to:

Creating a personal safety plan

Pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus

Identify a staff member who will act as a "safe person" for the target

Altering the aggressor's schedule and access to the target.

The Principal, Dean of Students & Staff will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Principal and/or Dean of Students will implement appropriate strategies for protecting

from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

Creating a personal safety plan

Pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus

Identify a staff member who will act as a "safe person" for the target

Altering the aggressor's schedule and access to the target.

The Principal, Dean of Students & Staff will take additional steps to promote safety during the course of and after the investigation, as necessary.

2. Obligations to Notify Others

Notice to parents or guardians: As stated above, upon determining that bullying or retaliation has occurred, the principal or dean of students will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or dean of students contacts parents or guardians prior to any investigation. In addition, parents of targets and aggressors will be required to come in for a family meeting to discuss actions being taken to further prevent acts of bullying or retaliation.

Notice to Another School or District: If the reported incident involves students from more than one school district, charter school, non-public school, approved

private special education day or residential school, or collaborative school, the principal or designee first informed of the incident will promptly notify by telephone the principal or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations, and 603 CMR 49.00.

Notice to Law Enforcement: At any point after receiving a report of bullying or retaliation, including after an investigation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the principal or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

C. Investigations

When the needs to gather information on a situation to ensure they have accurate information, it is likely that some level of investigating will need to be done. Note: investigations must be conducted to properly gather information. If the Dean has the intuition that a student is lying and could confess in a relatively short amount of time, it is probably a better use of time to talk with the offending aggressor one on one rather than start an investigation. The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Approach:

A good investigation must:

- 1) Be timely - should be started within 24 hours of a report and resolved within 48
- 2) Be conducted quickly and efficiently -the investigators must move the investigation to a reasonable point (solid understanding of situation, main culprits identified) before students have the chance to interact socially to avoid corruption of reports and the spread of gossip
- 3) Communicate outwardly with administration and teachers as quickly as possible.
 - a) Protect the students who reports the situation - While a good Dean would never

explicitly reveal a source, steps need to be taken to protect information when reporting back to students and families—Dean should be general as possible to avoid making the source of the information known (i.e. if only one student witness is aware of a certain fact, the Dean needs to be careful when reporting this information as fact)

b) The Dean should be careful when soliciting information from students—the simple fact of pulling certain students in to your office can be interpreted as informing/generate a lot of gossip. Creative methods of routing students to the Dean's office can be: finding student on way to/from bathroom, putting an appointment pass on student desk, or asking teacher or other staff member to pull out the student and bring them to the Dean's office.

When interviewing students, it is generally better to start ask students targeted questions rather than assume fault. Assuming fault can damage trust.

Say this

Tell me what happened Every choice comes with a consequence What we need to do is find out the truth The best way out of this situation is for you to be honest and me to be fair

Not This

"how could you do ____!" This is clearly a suspension! You are a liar! cannot deal with you, I just do not trust you!

Procedure:

1) Receive Report. There are three types of reports, Teacher, Parent and Student Reports. Teacher Report

Upon receiving a referral from a teacher, reach out to them to find the earliest possible time to connect about the incident. From a teacher, gather the "who, what, when, where" of the situation and also ask for:

- . a) Witnesses
- . b) History/Context (has this already been addressed)
- . c) Others involved (suspected)
- . d) Relative level of severity

Parent & Student Report

Receiving a report from a parents or student should be done privately,

quickly and in such a way so that the individuals providing the information does not have their anonymity compromised. The Dean should be available for report or able to schedule a time for this conversation quickly. Gather the report based on what the student has seen (not heard via gossip). Gather a list of other parents or students who may be aware/were in the area/might have information.

The Dean should also be sensitive to severity and hysteria (and downplay accordingly). Dean should also take into account if report is possibly attention seeking or revenge oriented.

2) Gather Information;

Even if an initial report is very clear, in the absence of teacher or adult report, it is crucial to gather at least 3 independent student accounts of a situation. It is generally best to strategize at this point as to the best way to finish gathering information. There are two general ways to gather information from witnesses—targeted follow up and whole class

Targeted Follow Up: Use this protocol in a situation where there is a report that is detailed enough to have either

- 1) good understanding of the situation and likely aggressors and witnesses
- 2) clear list of other students to interview about a situation

Conduct brief interviews with potential informants.

- a) The Dean should figure out which students it makes sense to talk to first (those that are reliable sources) These interviews should focus on what students have seen, not on what they heard. Conjecture is helpful for finding out whom else to talk to, but not for holding students accountable.
- b) Be aware of starting gossip and kids tipping off others so that they have time to get stories straight etc. It is important to not start an investigation that cannot be concluded or brought to a stable point by the next student social time (break/lunch). At these times, students will converse, gossip, get their explanations aligned, and intimidate possible sources. Always ask students at the end of the conversation if there are students who may be aware of the situation (so that the Dean can follow up with these additional witnesses).
- c) *Whole class "State of the Union":* When doing this, ask kids to write down one good thing about the culture of the group, one thing that concerns them, and one suggestion for improvement for a given group (homeroom or grade level usually). This is not framed as a crackdown (just an update) and usually generates a number of items to follow up on—some serious and some not. This is a good way to gather a lot of info and get a pulse on where things are without pulling out kids one by one. Often times this approach will

lead into Targeted Follow Up.

d) **Student Interviews:** Once there is a basic idea of what happened in a given situation and the Deans have a list of names of students who may have more information, the Dean should conduct student interviews to accomplish one or both of the following purposes: to confirm reports so that there is a strong understanding of the facts of the case and so that the Dean can use these facts to hold others accountable or to elicit a confession.

e) **When gathering information from students,** it is important to focus on eye witnesses, not conjecture. It is helpful to take detailed notes to document the situation and to refer back to.

1) Take detailed notes—it is often difficult remember key details of different stories. It is these details which are often invaluable in understanding and catching inconsistencies between stories/versions.

2) Synthesize reports, formulate a “charge,” assess precedent and propose consequence

3) As needed, check with another administrator (other Dean or Principal) to ensure appropriateness of consequence.

D. Determinations

Issuing Consequences: Tone, Approach and Things to Avoid

Consequences should be dispassionately issued. Consequences are not personal, but a response to a choice. The student should not feel that this consequence is being issued because the staff member is angry or hurt. Not showing anger helps the student focus more on their actions and less on those of the Dean/Principal. The role of the Dean is to execute a well-defined system with a strong history of well-developed precedent

Consequences must feel appropriate to students (both offending student and class) so as to avoid sense of martyrdom from class/school and to limit the student tendency to focus on Dean/school’s response over their own choices. Consequences for low-level infractions include demerits, detentions, and/or a referral to the dean’s office. Any bullying, harassment, or retaliation will result in a suspension. In-School suspension (ISS) is served in school and in the student’s classroom. Out of School Suspension (OSS) is served out of the school building.

Out of School Bullying Infractions

While in some ways the school might want to control all aspects of student behavior, it is obviously not possible. When incidents that happen off campus affect the school culture, the Deans generally do invest time in investigating, informing parents, and issuing consequences when appropriate. Great Oaks Charter’s code of conduct applies in the following four areas:

- o On school grounds (which includes entirety of pharmacy and Domino’s parking lot)

- o On school related transportation
- o On school field trips, and
- o Any out of school infraction that negatively impacts school culture, including cyberbullying.

o This fourth point is nuanced. While many things will happen off campus that the school may not like, it is important to carefully consider whether or not the action truly negatively impacts school culture. The school does not have the time to police every area of our students' lives. Generally, if the issue is being talked about among the kids or is brought to the school's attention by a student or parent, it may be impacting school culture. The most common situations to which this applies is when students are in transit to and from school and on social networking sites.

o In the past, this consequence has been reserved for fighting, severe harassment/bullying, and smoking/drug use near the school.

o In some situations, as with some issues that occur on Facebook, parents are notified and students may be given school-based consequences.

Suspension Procedures:

Students who are asked to leave the school community temporarily (out of school suspension or in-class suspension) must earn their way back in. To earn re-entry, students and families need to do three things:

1. Meeting between Family and Administration

At the time of suspension, the family is contacted. The family needs to come immediately (or as soon as possible) to the school to pick up their student and meet with the Dean of Students or other Administrator to discuss what happened and ways to avoid this problem in the future. This meeting is very important. In this meeting the Dean will discuss what happened, try and figure out why it happened, and discuss ways to avoid this situation in the future. A school administrator must meet with a member of the family before the student returns to class.

Family meetings are a requirement for reentry and, in some cases may be the most important tactic in modifying student behavior. Dean should arrange this meeting as soon as possible and ensure that families understand its importance—this is not an optional meeting and it is time sensitive. At the same time, given that parent buy-in is helpful in modifying student behavior, the Dean may need/want to take into account parent schedules and work to arrange a time that is convenient for family member.

During this meeting, it is most effective to follow these steps:

- a. In a somber but not angry tone, welcome and thank the family for coming
- b. Explain the high level terms of the infraction and why this impacts school culture and why

it is important that their student learns to avoid this mistake in the future.

- c. Explain the process of ascertaining information (while protecting sources) and specifics of the infraction.
- d. Reiterate the Bullying Policy and possible next steps should this happen again or continue.
- e. Ask the student if he disagrees with anything that has presented so far
- f. Ask the parent if they have questions (if the meeting starts to become contentious, excuse the student)
- g. Explain exact terms of suspension and reentry.

2. Completing Work

Students will complete the work they missed (and any additional work specific to their suspension). Families need to come and pick up the work the student missed after 4pm on the day of suspension. Students who do not complete this homework receive academic consequences (homework club and grades of zero on every assignment). (Note: the Dean's office states this expectation during suspensions meeting but has generally stopped enforcing this expectation, and not effectively checked for and held students accountable for this as a requirement for re-entry).

3. Write and Deliver Apology

Students are expected to write an apology to the appropriate group of the school community. The school may require that the apology be shared with the Targeted students(s), class, teacher, Honor Council, staff or the Dean of Students, depending on the situation. All suspensions require an apology and students will follow their grade-level appropriate rubrics for completion of the apology. To assist with apologies, all students are assigned an Honor Council Mentor or work with the Dean/Principal on editing and delivering their apologies.

Suspension Tracking:

Suspension tracking can be found in Kickboard. All staff members will be notified after a suspension occurs via the daily Dean's Office report.

E. Responses to Bullying

1. Teaching Appropriate Behavior Through Skills-building

Should Great Oaks Charter determine that Bullying or Retaliation has occurred, the school will use one or more of the following from the Bullying Prevention and Intervention Plan based on SST

protocol to better support both Target Students and Aggressor Students:

- Offering individualized skill-building sessions based on the Great Oaks Charter's anti-bullying curricula

- Providing relevant educational activities for individual students or groups of students, in consultation with advisors and other appropriate school personnel

- Implementing a range of academic and nonacademic positive behavioral supports to help students understand pro-social ways to achieve their goals

- Meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home

- Adopting behavioral plans to include a focus on developing specific social skills

- Making a referral for evaluation

2. Taking Disciplinary Action

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with the Plan and with the school's or district's code of conduct.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the principal or designee determines that a student knowingly made a false allegation of bullying or retaliation, that student will be subject to disciplinary action.

3. Promoting Safety for the Target and Others

The Principal, Dean of Students and or Staff will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well. One strategy that Great Oaks Charter may use is to increase adult supervision at transition times and in locations where bullying is known to have occurred or is likely to occur. In addition, Great Oaks Charter will make sure that the target student is able to get to and from school safely and free of bullying.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether



there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the principal or designee will work with appropriate school staff to implement them immediately.

V. PROHIBITION AGAINST BULLYING AND RETALIATION

- On school grounds and property immediately adjacent to school grounds
- At an Great Oaks Charter-sponsored or Great Oaks Charter-related activity, function, or program whether on or off school grounds
- At a school bus stop
- On a school bus or other vehicle owned, leased, or used by Great Oaks Charter
- Through the use of technology or an electronic device owned, leased, or used by Great Oaks Charter
- At a location, activity, function, or program that is school-related
- Through the use of technology or an electronic device that is not owned, leased, or used by Great Oaks Charter
- If the acts create a hostile environment at school for the target or witnesses infringe on their rights at school, or materially and substantially disrupt the education process or the orderly operation of Great Oaks Charter.
- Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying is also prohibited.

VI. DEFINITIONS

- Aggressor is a student who engages in bullying, cyberbullying, or retaliation.
- Bullying is the repeated use by one or more students or by a member of school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, or advisor to an extracurricular activity or paraprofessional of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:
 - Causes physical or emotional harm to the target or damage to the target's property;
 - Places the target in reasonable fear of harm to himself or herself or of damage to his or her property;
 - Creates a hostile environment at school for the target;
 - Infringes on the rights of the target at school; or
 - Materially and substantially disrupts the education process or the orderly operation of a school.
- Cyberbullying, is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings
- Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.



- Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.
- Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.
- Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

Delaware's Model Policy for Suicide Prevention Training

The Great Oaks Charter School (hereinafter referred to as "The Charter School") recognizes the serious problem of youth suicide and acknowledges that providing this policy for schools and districts related to youth suicide recognition and prevention is very important. The Charter School also acknowledges that youth suicide is a complex issue which cannot be addressed by the districts and schools alone. This Suicide Prevention Policy ("Policy") meets the requirements of 14 Del. C. §4124, relative to Suicide Prevention.

I. Suicide Prevention Training For Public School Employees

Each public school employee of the Charter School shall participate in at least one combined training each year totaling at least ninety (90) minutes in suicide prevention. The training materials shall be evidence-based and approved by the Department of Education, Department of Health and Social Services, and the Department of Services for Children, Youth and Their Families. More than one training program may be approved and, if so, the Charter School has discretion on the training it requires for its public school employees. Any in-service training required by this section shall be provided within the contracted school year as provided in 14 Del. C. §1305(e). All public school employees shall provide evidence or proof of participation and completion.

II. Suicide Prevention Program

The Charter School shall develop a Suicide Prevention Program. The components of the Charter School's Suicide Prevention Program may vary to address the needs of different grade levels. The Suicide Prevention Coordinating Committee established pursuant to Section III shall be responsible for the implementation of the Suicide Prevention Program.

III. Suicide Prevention Coordinating Committee

Each school shall establish a committee that is responsible for coordinating the Suicide Prevention Program within that school.

- A. When setting up the Committee, the principal/head of school may wish to consider including persons such as a school counselor, school psychologist or other school-based healthcare professional, a school resource officer, a school nurse, or

representative from the medical community who might have insight into the prevention or recognition of the warning signs of youth suicide.

B. The Committee shall:

1. Hold regular meetings.
2. Coordinate any required staff training. The Committee may determine additional training is required for its school.
3. Create and maintain a training log (either paper or electronic) to record that all appropriate staff have been trained, as well as the specific training they received.
4. Meet any of the requirements assigned in Section IV below.

IV. Other Requirements

A. Procedure for the confidential and anonymous reporting of warning signs of suicide.

Each school's Suicide Prevention Coordinating Committee shall determine the process it will use to provide for confidential and anonymous reporting of a student demonstrating the warning signs of suicide. The procedure may be tailored to meet the school's specific needs. The document outlining the process will be maintained by the principal/head of school or a staff member designated by the principal/head of school. At a minimum, any privacy rules shall be followed, including any applicable Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) provisions.

B. Procedure for communication between school staff members and medical professional who are involved in treating students for suicide issues.

Each school's Suicide Prevention Coordinating Committee shall determine the process it will use to provide for communication between school staff members and medical professionals (e.g. nurses, counselors, physicians) who are involved in treating students for suicide issues. The procedure may be tailored to meet the needs of each school. The document outlining the process will be maintained by the principal/head of school or a staff member designated by the principal/head of school. At a minimum, any privacy rules shall be followed, including any applicable Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) provisions.

C. Posting of the Suicide Prevention Policy

The District/Charter School shall post this Suicide Prevention Policy in all student and staff handbook(s) and on the District/Charter School's website. Each school within the district may also post this Suicide Prevention Policy on its website.

D. Retaliation Restrictions

No employee, school volunteer or student shall be retaliated against for reporting a student thought to be demonstrating the warning signs of suicide.

**Appendix A: Common Procedures for School Staff Members
and Healthcare Professionals**

Sample Language

The following procedures for communication between school staff members and healthcare professionals who are involved in treating students for self-harm, suicide attempt or threatening of either shall be followed:

1. Great Oaks Charter School's process is to immediately report any student thought to be demonstrating the warning signs of suicide to the school nurse, school counselor, or principal/head of school, or the Dean of Students. This may be done verbally initially; however, a written record of the report shall be prepared. A school employee, school volunteer or student is individually immune from a cause of action for damages arising from reporting warning signs of suicide in accordance with these procedures unless that reporting constituted gross negligence and/or reckless, willful or intentional conduct.
2. Healthcare Professionals. The primary contacts at the Great Oaks Charter School are identified in Section 1 above. For a student who has not reached the age of 18, Release of Information forms shall be signed by the parent, guardian, or relative caregiver in order for the primary care physician or healthcare professional to communicate with school personnel regarding any treatment of a student. Notwithstanding the foregoing, communications between healthcare professionals and school staff regarding any treatment of a student may occur for any student 14 years or older who has provided consent for voluntary outpatient treatment in accordance with 16 Del. C. § 5003. In accordance with HIPAA and FERPA guidelines, releases shall be signed before communication may take place. Communications without signed releases in emergency situation may occur in accordance with HIPPA and FERPA regulations and guidelines.
3. 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 the student.

4. After confirmation that a student has been involved in a suicide ideation or suicidal behavior, the student shall be evaluated by a licensed healthcare professional or a non-licensed healthcare professional working under the supervision of a licensed healthcare professional.
5. The recommendations from the healthcare evaluation which are pertinent to managing the student's risk in school shall be shared at a meeting between the student, parent/guardian, school nurse, school counselor or principal/head of school (or his/her designee) prior to the student's return to school. Recommendations will be shared with school personnel who are responsible for their implementation.
6. Emergency evaluations can be obtained from hospital emergency departments; a licensed healthcare professional; a physician; or nurse practitioner; or from the state's Child Priority Response Mobile Crisis Service if the student is under 18 years of age, or from the Adult Mobile Crisis Service if student is between the ages of 18-21.

This Policy is hereby adopted by the Great Oaks/Charter School on August 31, 2016.

NOTE: By September 1, 2016 a copy of this policy shall be forwarded to the Delaware Department of Education. Any changes to this Policy shall be provided to the Department of Education within 60 days of any action by the Charter School.

Final 12/21/15

