

Great Oaks Charter School of Wilmington

Student Code of Conduct

2022-2023 School Year



Table of Contents

School Overview

Introduction	Page 2
GO-Wilm Mission	Page 2
GO-Wilm Vision	Page 2
Core Values	Pages 2-3
Culture Mission	Page 4
Culture Vision	Page 4

Student Expectations

Portrait of a Graduate	Page 5
Student Behavior Standards	Page 5
What is the student code of conduct	Pages 5-6
When is the student code of conduct enforced?	Page 6
What is a good school environment?	Page 6
Who establishes a good school environment?	Pages 7-8
School Climate / Environment	Pages 8-9
Search and Seizure Policy	Page 9
Attendance Policy	Pages 9-12
Uniform Policy	Page 12
Electronic Device Policy	Page 13
Outside Food Delivery Policy	Page 13
Transportation	Pages 13-14
Culture Systems	Pages 15-21
Discrimination	Page 22
Due Process: Discipline	Pages 22-26
Definitions	Pages 26-30
Signatures	Page 31

School Overview

INTRODUCTION

The standards of behavior are important therefore, appropriate student behavior is expected. To ensure that all GO-Wilm students understand how to meet these expectations, we have developed a code of conduct that all students are required to follow. This code of conduct addresses student interaction with GO-Wilm faculty, staff, and other GO-Wilm students, as well as their individual actions. The following rules apply to all environments whether in person or virtual.

GO-Wilm Mission

GO Wilm will create a safe, effective, and innovative learning environment that enables each student to reach his or her greatest potential through high-dosage mentoring.

GO-Wilm Vision

Every Student, Every Day, Engaging, Connecting and Succeeding – No Matter What

Core Values

Students First

Our students are the reason we exist. Each staff member is responsible for our students' success. Our students' futures are at stake – we never give up. All our decisions and actions are centered on students.

Straight Talk

We face reality, communicate honestly and respectfully, and hold each other accountable.

We Grow

We know that we are not perfect. We are open to feedback, ask for help, and strive to develop ourselves in our roles to be successful for our students, families, and staff.

Model Excellence

We consistently uphold school-wide expectations. Every day we are in the spotlight, and we always model professionalism. We assume the best and treat one another with respect.

One Team

We are in this together. Even when we don't see eye to eye, we support each other to reach our goals and do what's best for our students. We do more with less. If it doesn't work, we fix it. We find a way.

Joy & Humor

We like to have fun. We love to laugh. We believe a positive atmosphere helps us achieve more.

2022 Updates

- **Shift in start and end of the day:**
 - Student arrival begins at 8:45am
 - Breakfast will be served at 9am
 - Classes will begin at 9:25am
 - Classes will end at 4pm
- **Mandatory uniform policy:**
 - If parents/guardians are unable to purchase through *Rush Uniforms*, we are allowing students to wear a solid white, orange or navy blue collared polo shirt with khakis or navy blue bottoms.
- **Masking is still in effect:**
 - Students are required to bring their own masks
- **New Accommodation(s) Documentation:**
 - If your student (s) were receiving or needs to receive any sort of accommodations, we are requesting new documentation to be sent to Nurse Flowers at mflowers@greatoakswilm.org
- **New Bus Routes:**
 - Bus routes, pick up and drop off times are subject to change as we welcome new students. Please refer to [our website](#) for that information.
- **Academic Calendar Updated:**
 - We have shifted away from having four quarter marking periods to now having three trimesters for the year.

Culture Mission

Our mission is to provide our students with both the academic and character-building skills needed to be post-secondary and career ready. As such, positive school culture and restorative practices are an important part of what we do every day. We have exceptionally high expectations for student behavior, and we **“sweat the small stuff”** because we believe these high standards create a safe, positive, and productive environment for our students.

GO-Wilm promotes a positive school culture that aims to highly support our students with high expectations and high accountability. Therefore, students who struggle to meet behavioral expectations are provided with support, accountability, and reasonable consequences.

From the moment our students enter the building or log in online, they are expected to act in a way that exemplifies a GO-Wilm student – respectful of themselves and others. The behavior policies and consequences apply to actions of students during school hours before and after school, while on school property, while online, while traveling in vehicles funded by the school, at all school-sponsored events, and when the actions affect the mission or operation of GO-Wilm. Students may also be subject to discipline for serious acts of misconduct, which occur off campus, and/or during non-school hours when the misconduct disrupts the orderly educational process of the school; this also includes incidents of cyberbullying. Additionally, our discipline policies hold all students to high standards.

We will make thoughtful modifications and provide additional support so that our students receiving special services have the support (consistent with their IEPs and 504 plans) they need to be successful. Through the use of proactive, preventative strategies and a discipline model that promotes restorative justice, we aim to keep all of our students in class all day, every day.

Culture Vision

To maintain a safe structured school through the use of inclusiveness, family engagement, and social awareness, in order to cultivate young leaders in our community.

Student Expectations

Safety

Transitions

- Students must utilize the assigned staircase during arrival including to the cafeteria, to 5/6th floors for class and for dismissal. In collaboration with four other schools located within the Community Engagement Building, GOWILM students take the stairwells as a part of our agreement with the CEB. The Community Engagement Building has an average of 1,500 people in this building. Since elevator space is limited and all schools and community programs want to get to their assigned floors by a certain time, the stairwells are required (unless there is a medical reason and/ or a student is being escorted by an accompanying adult).
- Students are prohibited to be in the hallways during the first and last 10 minutes of class and/or an after school program.

Accommodation(s) Documentations

- Any student with a valid medical reason for elevator use, must provide in writing, Documentation from a Healthcare provider to the school nurse. NO ACCEPTIONS.

Portrait of a Graduate

- Knows what it takes to be academically successful
- Is a critical thinker and problem solver
- Engages in the school community
- Takes positive risks and is not afraid of failure
- Is an articulate communicator who engages in responsive dialogue
- Has an asset-based mindset about themselves, their peers, and their community
- Inspires others to become their best selves
- Takes a seat at the table to influence others and lead change
- Sets high expectations for themselves
- Is a curious, passionate, and courageous life-long learner

Student Behavior Standards

GO-Wilm is positive learning environments where students:

1. Assume responsibility for their own actions,

2. Respect and believe in themselves and others,
3. Demonstrate the ability to get along with others,
4. Understand and respect individual differences,
5. Obey rules, laws, and understand the consequences of their choices, and demonstrate the importance of being generous, kind, and helpful.

WHAT IS THE STUDENT CODE OF CONDUCT?

The Student Code of Conduct is an official declaration of Great Oaks Charter School Wilmington which:

1. Describes a positive school environment,
2. Specifies the rights and responsibilities of students,
3. Defines the attendance policy,
4. Safeguards the rights of students,
5. Defines conduct that disrupts a positive environment, and standardizes procedures for disciplinary action.

Provisions in the Student Code of Conduct apply to all students in grades 8-12. Differences in age and maturity are recognized in determining the type of disciplinary action to be taken. All students have a greater responsibility for their actions as they increase in age.

WHEN IS THE STUDENT CODE OF CONDUCT ENFORCED?

The Student Code of Conduct is in force:

1. On school property prior to, during, and following regular school hours.
2. Online/Virtual during school hours, and all online/virtual school activities and school events.
3. While students are on the school bus for any purpose,
4. At all school-sponsored events and other activities where school administrators have jurisdiction over students, and off-campus
 - GO-Wilm has the authority to suspend or expel its students for activities occurring off of school premises when it is determined that the student presents a threat to the safety or welfare of GO-Wilm students or personnel.
 - The receipt of an Attorney General's notice that a student has been arrested for a crime that may jeopardize the safety or welfare of students is sufficient evidence to warrant the initiation of the Process to Determine Appropriate Disciplinary Action.

Any student who actively hinders an investigation or any student who aids, is involved with the planning, or helps another student in any way in an act that violates the Student Code of Conduct may be subject to disciplinary action.

Additionally, the school administrator is authorized to take disciplinary action when a student's misconduct to and from school has a harmful effect on the other students or on the orderly educational process.

WHAT IS A GOOD SCHOOL ENVIRONMENT?

A good school environment is best described as:

1. Having a positive and safe community,
2. Providing full educational opportunities,
3. Improving behavior is the primary goal in discipline,
4. Protecting students from behavior that threatens their health/ safety or which interferes with learning, and providing an environment free of drugs, weapons, and harassment.

WHO ESTABLISHES A GOOD SCHOOL ENVIRONMENT?

All stakeholders are responsible for contributing to a good school environment by reviewing and observing the rules and regulations which govern our school community. The Student Code of Conduct recognizes the need for a cooperative relationship among students, parents/guardians, and school personnel. This relationship is most productive when:

Students

1. Attend all classes daily and on time
2. Are prepared for class assignments and activities
3. Come to class with appropriate working materials
4. Respect all persons and property
5. Refrain from abusive language and inflammatory actions
6. Conduct themselves in a safe and responsible manner
7. Are healthy, clean, and neat
8. Are responsible for their own work
9. Abide by the rules and regulations set forth by the district, school, and individual classroom teacher
10. Call all staff members by their last name

Parents/Guardians

1. Keep in contact with the school concerning their child's progress and conduct
2. Ensure that their child attends school daily and on time
3. Provide proper immunization as required by state law
4. Provide their child with resources needed to complete classwork and homework
5. Assist their child in being healthy, neat, and clean
6. Refrain from abusive language and/or inflammatory actions
7. Bring to the attention of school authorities any problem or condition which affects their child or others
8. Discuss report cards, work assignments, and data provided in HAC with their child
9. Maintain up-to-date contact information including emergency contacts
10. Seek assistance from school personnel in an appropriate and respectful manner

School Personnel

- Attend regularly and on time
- Perform their duties with appropriate working materials.
- Respect all persons and property
- Refrain from abusive language and/or inflammatory actions
- Conduct themselves in a safe and responsible manner
- Maintain a professional appearance
- Abide by the rules and regulations set forth by the school district and this Code
- Seek assistance in an appropriate and respectful manner
- Maintain an atmosphere which encourages positive and appropriate behavior
- Establish and maintain professional working relationships
- Encourage use of community/school services as needed
- Encourage parents to keep in regular communication with the school
- Provide opportunities for parent participation
- Encourage and maintain the involvement of students in the operation of the school
- Encourage community involvement
- Communicate with parents, students, and other employees professionally

SCHOOL CLIMATE / ENVIRONMENT

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

Students have the right:

1. To have a safe and positive school environment.
2. To attend classes without distractions, friction, and disturbances.
3. To attend a school free of drugs and weapons.
4. To attend a school free of harassment.

Students have the responsibility:

1. To conduct themselves in a safe and responsible manner.
2. To abide by the rules and regulations set forth by the school and classroom teacher.
3. To refrain from possessing, carrying, or using illegal drugs and/or weapons.
4. To respect all persons as individuals who have rights.

SEARCH AND SEIZURE

Students shall be free from unreasonable search and seizure of property as guaranteed by the 4th Amendment of the U.S. Constitution. This individual right is balanced by the school's responsibility to protect the health, safety, and welfare of others. School lockers are school property and may be subjected to search at any time, with or without reasonable suspicion.

Students have the right:

1. To privacy in their personal possessions unless the principal or his/her designee has reasonable cause to believe that illegal, harmful, or non-school-related items, such as, but not limited to, electronic or communication devices that are being used to disrupt the educational process or endanger the health, safety, or welfare of others.

Students have the responsibility:

1. To not carry or conceal any materials that are illegal and that may disrupt the educational process, or endanger the health, safety, or welfare of others. Students are responsible for the contents of their lockers.

ATTENDANCE POLICY

The State of Delaware imposes mandatory school attendance requirements for all public school students. When a student accumulates excessive unexcused absences, the school must refer it for prosecution and subsequent interventions by the Department of Services for Children, Youth, and their Families.

Our curriculum is rigorous and demanding, and being present every day is essential for students. In order for students to reach their personal best, they must show up on time and make their strongest effort at school each and every day. We need legal guardians to ensure that their children are online, and we ask that you do not allow your child to miss a day except for serious illness or family emergencies.

Absence Notification

If your child is unable to attend school, you as the guardian must contact the school no later than 10:00 am. If GO-Wilm doesn't hear from you, the office will contact you.

Categories of Absences

Excused Absences

GO-Wilm may excuse student absences under certain circumstances, including emergencies (non-routine) medical appointments, (routine medical and dental appointments should be scheduled outside of school hours if possible), court subpoenas, or funeral notices. For the absence to be excused, you will need to submit original documentation as proof of absence.

Unexcused Absences

All absences are considered unexcused until GO-Wilm receives documentation.

Parent/Guardian Note

Parents/Guardians are to gather and write documentation and students are to submit the written explanation of the reason(s) for an absence within 3 calendar days of the absence. If GO-Wilm does not receive proper documentation within 3 days the absence is permanently counted as an unexcused absence.

Occurrences	Absences
1 day absent	Automated call home
3 days absent	Live call home
6 days absent	Letter requesting parent/guardian attendance conference to remedy the reason for unexcused absences. Attendance contract will be completed.
12 days absent	Student noted truant in school data system
18 days absent	Letter notification of noncompliance with attendance contract sent. Attendance review board meetings (culture team, executive director, principal, and operations team) will take place with the family and student. Truancy court procedures will be visited and appropriate documentation drafted during the zoom call.

Tardiness Policy

Tardy students will not be admitted into the building if they arrive at school after 11:00am. Unless they have excused a doctor's note or an appointment with a note for it to be excused to enter the building. Students who arrive after 11:00 will not be allowed to come into the building and will be marked absent for the day. Parents/Guardians will be notified and will have to pick students up if they are dropped off.

Occurrences	Lateness
1st Day late	Warning
2nd Day Late	Parent/Guardian call home
3rd Lateness	1 Day Mandatory After School Tutoring/ Saturday Academy
4th Lateness	3 Day Mandatory After School Tutoring/ Saturday Academy with a parent/guardian call
5th Lateness	1 Week Mandatory After School Tutoring/ Saturday Academy with a mandatory parent/guardian conference

TRUANCY

A child is considered truant if such child is absent from school without a valid excuse for more than three (3) days or an unreasonable amount of intermittent attendance or tardiness without a valid reason. Parents/Guardians who allow their children to be truant are subject to a fine of up to \$300 and/or imprisonment for up to ten (10) days for the first offense; a fine of up to \$500 and/or imprisonment for up to twenty (20) days for the second offense; and a fine of up to \$1,150 and/or imprisonment for up to thirty (30) days for each subsequent offense.

Policy for Unit Count & Re-Entry

Families who wish for their student(s) to attend Great Oaks Charter School must first complete an application and be enrolled. The student's attendance during the State of Delaware's designated "Unit Count" window confirms the student's enrollment and active participation in school programming. If the student does not attend school at Great Oaks Charter School during the Unit Count window, they will not be counted as a Great Oaks student in the State of Delaware unit count. If a student who was not counted then wishes to re-enroll at Great Oaks, they must follow the Great Oaks Re-Entry Procedure outlined in the "Policy for Unit Count & Re-Entry Policy" in order to be re-enrolled.

UNIFORM POLICY

Great Oaks Charter School's uniform policy is in place to ensure that the focus at school is on learning and to encourage school unity. Dress code is required on all regular school days (unless we have a scheduled dress-down day), in addition, standards of decency still prevail.

Acceptable Attire:

1. Student Great Oaks uniform shirt baby blue, navy blue, orange, white collared short sleeve or long sleeve t-shirt.
2. Religion wear solid color.
3. Tan khaki or navy blue uniform pants/skirts/dress only
 - a. Students may wear Great Oaks Shorts/Sweatpants only on gym days.
4. Student-athletes may wear their school athletic gear on game days.
5. Great Oaks Uniform sweatshirt, solid color (navy blue, grey, white, black) hoodie with no brand showing (no hoods on head).
6. Tuesday and Thursdays are jeans and hoodies days upon dean's discretion.

Unacceptable Attire:

1. Tank top or strappy shirts
2. Tight/Low cut shirts where the cleavage is showing
3. Shirts with inappropriate words and/or images
4. Scarves, bonnets, do-rags, and ski masks
5. Pajamas
6. Leggings/Tights
7. Jeans with holes/rips above the knee
8. Tight skirts/shorts or above the knee
9. Crocs, Slippers, Slides, and Sandals without backs for safety reasons as students have to transition up and down the stairs

Electronic Device Policy

An electronic device of any kind should not be seen or heard.

We understand the importance of having a cell phone/electronic device and many of our scholars have them. We also understand that many parents/guardians have financial responsibility for those cell phones/electronic devices. Therefore, we want to create a mutual level of respect in our community to maximize the learning experience for our scholars so that these devices don't cause a distraction during the school day. We understand that emergencies happen but we ask that parents/guardians call the school directly and not a student's cell phone / electronic device so they are not penalized for answering their parents/guardians call.

Exceptions for usage in school

- Cell Phones/Electronic Devices **may** be used in the morning during breakfast, lunch, and during dismissal only.
- Cell Phones/Electronic Devices being used after school is under the after-school facilitator's discretion.

Rules for usage in school during the school day

- Student Cell Phones/Electronic Devices **may not be** used during the school day when classes are in session (unless the teacher .
- If a student is seen with or a cell phone/ electronic device is heard during the school day they will be given a verbal reminder to put the cell phone / electronic device and the dean will be notified.

Consequences for Cell Phone/Electronic Device Refusal

- **1st:** Verbal Warning by staff member
- **2nd:** If a student refuses, the dean will be called and the student will be asked by the dean to turn their cell phone / electronic device in to be locked away in a secure place for the day and it will be returned to the student at the end of the day.
- **3rd:** If the student still refuses, the parent/guardian will be called and the student will have to be accompanied by a parent/guardian to have a mandatory parent/guardian meeting the next day.

Outside Food Delivery Policy

Per the Community Education Building (CEB) and the healthy foods program from the state of Delaware Department of Education, **students are not permitted to have food delivered to the building at any time.** Students can however bring their own lunch with them in the morning for lunch when arriving at school.

For any students who have lunch delivered, we will contact parents/guardians as well as schedule a mandatory parent/guardian meeting to discuss student expectations.

TRANSPORTATION

Students should arrive at their assigned bus stop 10 minutes prior to pick-up time to ensure they do not miss the school bus.

Bus Expectations:

- 1. Keep the bus aisles clear.** Students' belongings should be in the bus seat. The aisle must be kept clear so that the bus driver can see out the rear window and so students boarding can walk through the aisle easily when they have reached their bus stop. All students must remain seated at all times while on the bus.
- 2. Keep our voices at Level 2 - Soft or Table Voices.** Students should speak at a level similar to a busy airport to ensure safety and security on the bus so that everyone can hear information from the bus driver at all times.
- 3. Stay seated until the bus comes to a complete stop before exiting at the bus stop or arriving at 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 be seated in assigned seats at all times.**
- 5. Most importantly, the Great Oaks Code of Conduct applies on all 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 school bus.

Bus Infractions:

Incident Consequence

- 1st Offense:** Write up/ phone call home.
- 2nd Offense:** Write up/ phone call home/Mandatory Parent/Guardian Conference
- 3rd Offense:** 2-day bus suspension and mandatory parent/guardian meeting.
- 4th Offense:** 3-day bus suspension mandatory parent/guardian meeting and transportation contract.
- 5th Offense:** Expulsion from the bus for the remainder of the school year.

The Dean of Students reserves the right 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.

CULTURE SYSTEMS

Restorative Approach

All members of a school community bring with them their diverse abilities, interests, viewpoints, family, and cultural backgrounds. These differences can be a source of great energy and strength when members of the community value and respect one another. Using restorative practices to foster positive interpersonal and intergroup relations and address inappropriate behavior when it occurs is a cornerstone of a progressive approach to discipline.

A restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks the following questions:

- **What happened?**
- **What was the thought process at the time?**
- **What is the thought process now that the incident is in the past?**
- **Who was affected? How?**
- **What can we do to make things right?**

Types of Restorative Approaches

- 1) **Circle Process:** Regular use of restorative circles within the instructional program of a school is a significant prevention and intervention strategy. The circle process enables a group to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good, resolve difficult issues, etc.
- 2) **Impromptu Restorative Conferences:** Structured, but does not require the elaborate preparation needed for formal conferences.
- 3) **Formal Restorative Conference:** Involves more people, requires more planning and time, and is more structured and complete. Although a formal restorative process might have great impact, the primary goal of the formal restorative conference is to develop the school community and to manage conflict and tensions by repairing harm and building relationships.
- 4) **I-Statements:** Students at GO-WIL are empowered to use language that helps others understand the impact of an action. At GO-WILM we focus on the behavior as opposed to attacking the person behind the behavior.
- 5) **Solving Conflict and the Family Approach:** When used as an intervention measure to address inappropriate student behavior, restorative circles empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency. GO-WIL will use the restorative approach to solve conflicts in the moment. However, sometimes guardians will be called upon to assist in the restorative approach. Family mediation will be held when students persistently do not get along and/or severe conflict has occurred or may occur.

Dean Referrals

Beyond earning deductions for minor/low-level misbehavior, students may earn dean referrals or “level 2’s” for more serious misbehavior. Dean referrals are reserved for student actions that jeopardize the emotional and/or physical safety of a student, a staff member, or the learning environment. At GO-Wilm we empower our teachers and Fellows with the skills to keep all students in class; however, students who are constantly disruptive in the learning environment may be removed with a dean referral.

Behavior referrals are broken up into three categories:

- 1) **Student - Staff Incidents:** An incident has occurred either in class or on school grounds where a student has either broken classroom rules, disrupted learning, or violated the emotional/physical well-being of a staff member.
- 2) **Student-Student Incidents:** An incident has occurred between students either in school or off-campus where one or more students have violated the emotional/physical well-being of another student.
- 3) **School Policy Incidents:** An incident has occurred where a student is in direct violation of a school rule, policy, or direction.

Behavior Referral Redirections

If a student receives a dean referral, the guardian will ALWAYS be contacted by a GO-WIL staff member on the same day of the incident. The student will ALWAYS receive a redirection/next step. The severity of these redirections will vary based on the severity of the incident. Educators must enter referrals into the system before a culture team member leaves the classroom.

- 1) **Corrective Redirection:** The student is held accountable for an action (i.e. after school tutoring/mentoring, Saturday academy, demerit, detention, lunch detention, out-of-school suspension ‘OSS’, in-school suspension ‘ISS’, dean time-out ‘DTO’, Loss of privilege, distance learning ‘DL’ etc.).
- 2) **Restorative Redirection:** The student participates in restoring the harm that has been done (i.e. restorative conference, in-person apology, class apology, apology letter, etc.).
- 3) **Logical Redirection:** The student receives a natural result of the action he/she committed (i.e. loss of credit, loss of a privilege, seat change, extra assignment, etc.).

Extended Behavior Support Cycle

Each dean referral is assigned a certain amount of behavior points based on severity.

- All yellow incidents carry a behavior score of 1 point.
- Verbal pre fights and provocation carry a score of 2 points.
- Plagiarism and physical provocation carry a score of 3 points.
- Physical aggressions carry a score of 4 points.
- All other red incidents automatically bring a student over the 12 point threshold.

Once a student passes 12 behavior points, he or she enters the Extended Behavior Support Cycle (EBSC). Behavior points are reset after Winter Break and Spring Break for sixth grade. Students already on contract before these resets remain on contract.

Grade	Points
7th Grade	14 points (allowed 1 reset)
8th Grade	18 points (no resets allowed)
9th Grade	18 points (no resets allowed)
10th Grade	16 points (no resets allowed)
11th Grade	12 points (no resets allowed)

Yellow Referrals and Red Referrals

Dean referrals are broken down into two categories of severity: *yellow and red*. **Yellow incidents** are authorized by the teacher and dealt with at the moment by the teacher or the dean on duty. Yellow incidents are later submitted to the Dean of Students, who keeps the incidents on file and helps to develop specific interventions if a pattern becomes prevalent.

Yellow incidents include, but are not limited to:

- Disruption of class (Calling out, side talk, etc.) Only if the behavior has not changed after an educator has followed the classroom discipline cycle (CDC).
- Inappropriate language (not constituting harassment/bullying/threat of a peer or staff member)
- Refusal to follow directions. Only if the behavior has not changed after an educator has followed the CDC.
- Minor disrespect to staff (disrespectful comments in which profanity, threats, aggressive posturing, or excessive volume are NOT used).
- Minor vandalism (writing on the desk, sticking gum under the desk, etc.)
- Horseplay/play-fighting
- Petty theft

Aside from **Yellow incidents** being later referred to the dean, teachers, tutors, and culture leads will use logical consequences under their discretion the moment to hold students accountable for their behavior.

Red incidents are more serious and require the immediate attention of the Dean of Students. Red incidents are described as any incident/behavior that poses an immediate threat to the physical/emotional safety of another student or an adult. Please note that administration, teachers, and staff maintain infinite jurisdiction for all major behavior violations occurring inside or outside of school (fighting off campus, bullying/cyber-bullying off campus, harassment of fellow students off campus, etc.) This means that students will face disciplinary action from GO-WIL administrators even if they commit such acts off campus, and after school hours. ***There is zero tolerance for violence against students/staff.***

Red incidents include, but are not limited to:

- Verbal Pre-fight (students are arguing and challenging one another to fight)
- Physical Pre-fight (students are moving toward one another with the intention of fighting). Shoving/"Gripping up" will also usually constitute a physical pre-fight, but may vary based on context.
- Provocation (One student is provoking another to fight or instigating two other students to fight)
- Physical Aggression (one student punches, slaps, tackles, chokes, bites, throws a dangerous object, kicks another student with the intention of doing harm).
- Fighting (engaging in physical combat - punching/kicking or attempting to punch/kick).
- Plagiarism/Academic Dishonesty
- Possession of drugs/alcohol/weapons/vape pens/lighter
- Student is suspected to be under the influence of drugs/alcohol
- Bullying (persistent verbal or physical abuse based on race/gender/sexual orientation/religion/social background/age/economic status/physical appearance or ability)
- Cyberbullying (persistent taunting, threatening, posting images of someone without their permission, tagging someone in an offensive post, tagging someone to imply violence or threat, filming someone without their permission, etc.)
- Sexual harassment (unwanted sexual comments/unwanted sexual advances in person, in writing, or via social media).
- Sexual assault (unwanted touching/groping, cornering, or use of force that makes another feel sexually threatened.)
- Major disrespect to staff (disrespectful comments in which profanity, threats, aggressive posturing, or excessive volume are used)
- Assault on staff (physical contact initiated by a student with the intent to harm or threaten staff).
- Terroristic threats about the school community, or community at large.
- Vandalism/Destruction of major school property (Graffitiing walls/lockers/surfaces, destruction of laptops/calculators, destruction of bathroom fixtures)
- Theft of money or property more than \$50
- Leaving class without permission

Red incidents carry more severe consequences, including but not limited to:

- Out of school suspension (OSS)
- In-school suspension (ISS)
- Restorative consequences
- Mandatory Parent/Guardian conference (MPC) in order to return to class
- Deductions/Detention
- Loss of privilege
- Behavior contract
- Disciplinary Hearing (to determine status as a student at GO-WIL)
- MDDH Manifestation determination Disciplinary Hearing (to determine status as a student at GO-WIL)
- Possibly contacting of Police, for more serious red incidents
- Expulsion from GO-Wilm

Collaborative Problem Solving 1 (CPS1)- Six Weeks

The dean meets with the student, family, and any staff who would like to attend. The CPS1 contract will last for 6 weeks with a weekly update to the family. If the contract is violated 1 time, the contract is extended by 3 weeks. If it is violated a second time, it is broken, and a CPS2 will be required. If the student graduates from the contract, his/her behavior points are reset to zero.

Collaborative Problem Solving 2 (CPS2) - Nine Weeks

If the student breaks his/her CPS1 contract, he/she will be placed on a CPS2 contract. The purpose of this contract is to increase the restrictions of the CPS1 contract restrictions, but also to increase the rigor of support given to the student. If this contract is broken, the student goes to a FGDM (Family Group Decision Making) meeting.

Family Group Decision Making (FGDM)

If the student breaks his/her CPS2 contract, the student, guardians, any additional support such as coaches, neighbors, loved ones, etc. will attend a FGDM meeting. The purpose of this meeting is to provide a supportive atmosphere in a final attempt to collaboratively solve problem problems around behavior issues. A 9-12 week behavior contract is formed. Again, the first violation will result in a three week extension, and the second violation will result in a Disciplinary Hearing.

Disciplinary Hearing (DH)

Student and family meet with Director of Culture and/or Principal and/or Assistant Principal and/or Executive Director and Dean to determine 1 of the 4 possible outcomes:

- 1) Return immediately without restriction and a written reflection.
- 2) Return on contract
- 3) Return after additional suspension on contract
- 4) Recommended for expulsion

Interactions with GO-Wilm Faculty and Staff

- Students should address all GO-Wilm faculty and staff members as adults with the courtesy expected for education professionals. They are to use both the appropriate title (Mr., Mrs., Ms., or Dr.) and last name only. No other form of address is acceptable unless otherwise requested by the teacher.
- Students should phrase communications with GO-Wilm faculty and staff in a polite and courteous manner appropriate for speaking to adults. The tone of emails and phone conversations must be respectful.
- Since our online environment is a learning environment, students should not use inappropriate language or language that they might use in other environments. Students must communicate with teachers in the appropriate manner.
- Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with GO-Wilm faculty and staff. These actions are prohibited.
- Students must use a profile picture and video feed background that is appropriate for an educational environment. The GO-Wilm faculty & administration reserve the right to determine if a profile picture or video feed background is inappropriate. Students using an inappropriate profile

picture or video feed background will be required to update their settings. Profile pictures should be a headshot of the student only and may not be offensive or inappropriate in any manner.

- Students must use an email address that is appropriate for an educational environment. Email addresses that use profanity or may otherwise be construed as offensive, shall not be permitted in correspondence with Go-Wilm faculty and staff. The GO-Wilm faculty & administration reserve the right to determine if an email address is inappropriate for the educational environment.

Interactions with Other Go-Wilm Users

- All communications with other students enrolled in Go-Wilm must be of a course-related nature. Any sending of unsolicited emails to other Go-Wilm classmates is prohibited.
- All communications with other students in any forum, course-related email, discussion post, etc., must be polite, courteous, and respectful.
- The integrity and authenticity of student work is something that we take seriously and check using a variety of technologies. Copying the work of others, allowing others to knowingly copy a student's work, and/or misusing content from the Internet could result in removal from our courses with a failing grade. Students are expected to abide by the Academic Integrity Policy that is accepted as part of enrollment in our school.
- Do not collaborate with other students (work with) on your GO-Wilm assignments unless directed to do so by your teacher. Working together is useful in the traditional classroom, but it is not permitted in our online environment without specific teacher instructions to do so. In addition, parents/guardians may not log in to a student account and complete classwork on behalf of the student.
- Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with other GO-Wilm students. These actions are prohibited.

Appropriate Use of the Internet

- GO-Wilm students are subject to all local, state, and federal laws governing the Internet. Consequently, program administrators will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through Internet access.
- In the event there is a claim that a student has violated this policy, he/she will be notified of the suspected violation and given an opportunity to present an explanation in which point a consequence will be determined by our culture team & administration.
- Any student that violates this policy will be subject to disciplinary action which could/may result in removal from GO-Wilm virtual environment, as well as other disciplinary or legal action.

Disciplinary Action

Violations to the GO-Wilm Student Code of Conduct will initiate the following procedure:

- Upon the violation, the teacher will complete and submit the GO-Wilm referral form. This action will alert the Dean of Students.
- The teacher and Dean Of student will notify the student & parent/guardian that the student has violated the SCC.
- Based on the report, the Dean of Students will determine what, if any, disciplinary action must be taken. A violation of the Go-Wilm SCC will result in a disciplinary action and may result in a temporary withdrawal of the student in the GO-Wilm virtual class or removal of the student from the GO-Wilm program.

DEFINITION OF DISCRIMINATION

This includes the use of race, color, creed, national origin, religion, gender, sex, sexual orientation, or disability as a basis for treating another person in a negative manner.

BULLYING POLICY

The law requires each school district to have a policy that:

1. Forbids Bullying
2. Forbids Retaliation against those who report bullying
3. Defines Bullying:
 - a. Intentional
 - Physical, verbal, or electronic
 - Towards student, school employee, or school volunteer
 - Reasonable person knows it will have the following effect:
 - i. Reasonable fear...substantial harm...physical, emotional, or to property
 - ii. Pervasiveness, persistence, or power differential makes hostile educational environment
 - iii. Interfering with a safe environment for student
 - iv. Coercing others to cause above harms
4. Requires each school district to adopt a school-wide bullying prevention program
5. Requires each school to create a coordinating committee
6. Requires schools to review and supervise non-classroom areas
7. Sets forth reporting requirements and investigative procedures
8. Requires report to DE DOE all confirmed bullying incidents
9. Sets forth appropriate range of consequences for Bullying
10. Sets forth procedures for notification to student/caregiver for information on bullying activity
11. Is implemented all year

Due Process: Discipline

Disciplinary Hearings

Disciplinary hearings serve as “informal hearings”. Disciplinary hearings are designed to bring forth all relevant information regarding disciplinary and academic problems facing the student. Disciplinary hearings also provide an opportunity for students, their parents/guardians, and school officials to discuss the incident involving the student and strategies for avoiding future problems.

The outcomes of such a hearing may include:

- additional days of suspension (up to 10 days) and a behavior contract for the student illustrating the full range of possible consequences, including expulsion.
- an invitation to rejoin the community with mandatory or voluntary disciplinary and/or academic intervention
- a transfer to a disciplinary placement or alternative placement; and

- a recommendation to the Board for expulsion, which would result in the mandatory attendance of the student and parent/guardian at a formal expulsion hearing. See “Expulsion” below for further information.

Steps to ensure due process include:

- notifying parents/guardians in writing regarding the reasons for the hearing
- providing parents/guardians with sufficient notice of time and place for the hearing
- providing a student with the right to question any witnesses present at the hearing and to produce witnesses on their own behalf; and
- allowing for the review of teacher narratives, grades, attendance, and disciplinary records during the hearing.

In-School Suspensions

Students may be assigned in-school suspensions as a result of disciplinary action. Due process includes the following steps.

- Students will be informed of the reasons for the in-school suspension and given an opportunity to respond before the in-school suspension becomes effective.
- Parents/guardians will be informed of the in-school suspension.
- When the in-school suspension exceeds ten (10) consecutive school days, a disciplinary hearing with the Principal/Lead Dean shall be offered to the student and the student’s parents/guardians prior to the eleventh school day.

Suspensions

A suspension is a student's exclusion from school for a period of one (1) to no more than ten (10) consecutive school days. Suspensions may be assigned by a member of the Culture Team. Students have the responsibility to make up exams and work missed while suspended and shall be permitted to complete assignments within Board-determined guidelines. Due process includes the following steps.

- Prior to a suspension, the student must be informed of the reasons for the suspension and given an opportunity to respond, with the exception of circumstances which pose a threat to the health, safety, and/or welfare of the school community.
- When the student is suspended, the parent/guardian shall be notified immediately in writing.
- When the suspension exceeds three (3) school days, the student and parent/guardian shall be given the opportunity to participate in an informal hearing ("disciplinary hearing"). The school shall offer to hold the informal hearing within the first five (5) days of the suspension, and notice of the hearing will be given to the parent/guardian. Disciplinary hearings enable the student to explain the circumstances surrounding the event for which the student is being suspended or to show why they should not be suspended. All relevant information regarding the event for which the student may be suspended will be presented, and the school and parents/guardians will discuss strategies for avoiding future offenses. At the hearing, the student has the right to question any witnesses present and to speak and produce witnesses on their own behalf.

Expulsions

An expulsion is exclusion from school by the leadership team for a period exceeding ten (10) consecutive school days and may result in permanent expulsion from the school rolls. Since an education is a statutory right, students shall be afforded due process if they are to be excluded from school. A team decision is required to expel a student. To ensure a fair team hearing, GO-Wilm Leadership team has designated Team Hearing Examiners to represent GO-Wilm in discipline matters. Hearing Examiners make a recommendation to the team. The Team ultimately decides whether a student will be expelled. Due process includes the following steps.

- Expulsions require a prior formal hearing (see below).
- Students shall be suspended from school prior to the hearing and decision of the Team for a period of up to ten (10) consecutive days. The student shall be placed in their regular class after the ten (10) days except if it is determined, after an informal hearing, that a student's presence in their regular class would constitute a threat to the health, safety, or welfare of others, and it is not possible to hold a formal hearing within the period of a suspension.
- A student may not be excluded from school for longer than fifteen (15) consecutive school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with an alternative education, which may include home study.

Expulsion Hearing Requirements

A formal hearing is required in all expulsion actions. The hearing is conducted by a Hearing Examiner who is appointed by the Team. The Hearing Examiner solicits evidence from the school, the student, and parents/guardians to gather the facts surrounding each incident. Based on these facts, the Hearing Examiner writes a report. The report states whether the student has violated the Disciplinary Code of Conduct and recommends a disciplinary outcome for the student, ranging from a dismissal of the case to a permanent expulsion.

The report is presented to the Leadership team at its next meeting. The Team has the power to adopt, modify, or reject the report made by the Hearing Examiner. A majority vote of the Team confirming the recommendation of the Expulsion Hearing is required to expel a student.

Parents/guardians will be notified once the Team has made its decision, informed of the legal right to appeal at that time, and informed of any timelines governing such appeal.

The following due process requirements shall be observed.

- Notification of the charges shall be sent to the student's parents/guardians by certified mail.
- At least three (3) days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, including hearing procedures and notice that legal counsel may represent the student, shall be included with the notice. The student may request the rescheduling of the hearing when they demonstrate good cause for an extension.
- The hearing shall be held in private unless the student or parents/guardians request a public hearing.
- The student may be represented by counsel, at the expense of the parents/guardians, and may request that parents/guardians attend the hearing.
- The student has the right to be presented with the names of witnesses against the student and copies of the statements and affidavits of those witnesses. The student also has the right to request that the witnesses appear in person and answer questions or be cross-examined. Additionally, the student has the right to testify and present witnesses on their own behalf.
- A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
- The proceeding shall be held within fifteen (15) school days of the notification of charges unless mutually agreed upon by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
 - laboratory reports are needed from law enforcement agencies;
 - evaluations or other court or administrative proceedings are pending due to a student invoking their rights under the Individuals with Disabilities Education Act; and
 - delay is necessary due to the condition or best interests of the victim in court cases involving sexual assault or serious bodily injury.
- Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

If Expelled: Students who are under seventeen (17) years of age are still subject to the compulsory school attendance law following an expulsion and shall be provided an education. The initial responsibility for providing the required education rests with the student's parents/guardians through placement in another school, tutorial or correspondence study, or another educational program approved by the Principal. Within thirty (30) days of action by the governing board, the parents/guardians shall submit to GO-Wim written evidence that the required education is being provided as described above or that they

are unable to do so. If the parents/guardians are unable to provide the required education, GO-Wilm shall, within ten (10) days of receipt of the notification, make a provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals with Disabilities Education Act. In the case of non-compliance with the approved educational program, GO-Wilm may take action in accordance to ensure that the child will receive a proper education.

Students with Disabilities or Section 504 Services and Disciplinary Actions

Students who have been identified as eligible for special education services and/or Section 504 services have additional protections within the student discipline process.

Prior to a Disciplinary Change of Placement for a student with a disability, the IEP team must conduct a Manifestation Determination Meeting. The general purpose of the manifestation determination review is for the IEP team to determine whether the behavior for which the child is being disciplined is directly related to their disability or if the school failed to implement the student's IEP. If it is related or if they did fail to implement the IEP, then the school cannot proceed with the proposed disciplinary change of placement.

A disciplinary change of placement occurs if:

- the school removes the student from their educational placement for more than ten (10) consecutive school days; or
- the school removes the student from their educational placement on several occasions that add up to more than fifteen (15) school days; or
- the school moves the student to a Disciplinary School; or
- the school expels the student.

Except in the case of students with Intellectual Disabilities, the school can remove the student from their educational placement for up to ten (10) days without having to hold a manifestation determination review. During these first ten (10) days, the school does not have to provide the student with regular education or special education and related services unless it would provide those services to a non-disabled student in the same situation.

Additionally, under very specific conditions (weapons, illicit substances, or serious bodily harm), the school may unilaterally remove a student for up to forty-five (45) days.

Definitions

DEFINITIONS OF TERMS FOR DISCIPLINARY ACTION

Behavioral Contract: A written agreement among a student, the student's parent/guardian, and an administrator, which specifically states the conditions that, unless met, will result in further disciplinary action and possibly a recommendation for expulsion/ due process.

Denial of Bus Transportation: The temporary or permanent loss of bus transportation for failure to follow the Bus Safety Rules and bus regulations. A school administrator or designee is responsible for issuing bus suspensions. During the denial of school bus transportation, parents/guardians are responsible for transporting the student to school.

Detention: An established time when a student is detained in a supervised area.

Disciplinary Probation: A condition whereby a student must fulfill specific commitments and/or be denied certain privileges until behavior improves.

Disciplinary Hearing: A formal discipline hearing held at the district level by the Director of School Culture or designee. These hearings are held when a student commits an offense or offenses that may result in expulsion.

Exclusion: Including but not limited to temporary removal from a school event or activity (e.g., sporting events, school activities, club participation).

Expulsion: The exclusion of a student from his/her regular school program for a period determined by the GO-Wilm not to exceed 180 school days. A student who is expelled shall be denied attendance at any school or facility except students who have been expelled from their regular school program and are placed in an alternative school/program facility.

Mandatory Parent/Guardian Conference: A formal discussion in-person after multiple offenses or as determined by the Dean of students/designee.

Manifestation Determination Disciplinary Hearing: A formal discipline hearing held for students with specialized services at the district level by the Director of School Culture, Dean of Specialized Services or designee. These hearings are held when a student determines if offense or offenses that may result in expulsion as not being a manifestation of their IEP.

Out of School Suspension: The temporary removal of a student from school and/or activities for a period of time. **Work Assignment:** An assigned task that must be completed by the student.

Parent/Guardian Contact: A verbal and/or written communication with a parent/guardian.

Readmission Conference: A required conference in conjunction with each suspension in a format mutually agreeable to the administration and parent/guardian.

Referral to Alternative Program: A recommendation of a student to be placed in a program outside of the school setting.

Removal from Class: The removal of a student from class for a period of time when the student's conduct is disruptive and reasonable efforts to resolve were unsuccessful. The student must be sent to a supervised area designated by the administrator.

Reprimand: A verbal or written warning of unacceptable behavior.

School/ Agency Counseling: A process which takes place in a one-to-one or a small group setting between student(s) and a qualified professional(s).

UNIFORM DEFINITIONS FOR STUDENT CONDUCT

The following definitions shall be used whenever a school district or charter school uses such conduct as a basis for alternative placement or expulsion of a student:

Arson: A person recklessly or intentionally damages a building by intentionally starting a fire or causing an explosion.

Assault III: (1) A person intentionally or recklessly causes physical injury to another person; or (2) With criminal negligence the person causes physical injury to another person by means of a Deadly Weapon or a Dangerous Instrument.

Attorney General's Report (Juvenile Arrest Warrant and Complaint): The Department of Justice's report of out-of-school criminal conduct, regardless of jurisdiction, which shows disregard for the health, safety and welfare of others, including, but not limited to acts of violence, weapons offenses, and Drug offenses.

Breaking and Entering: Unauthorized entry of any locked area of the school environment during or after school; including, but not limited to, rooms, classrooms, auditorium, gym, shops, offices, lockers, cabinets and vehicles.

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

Criminal Drug Offense, Commission of: The Commission by a student of the unlawful Possession, Distribution, or use of Alcohol, a Drug, a Drug-Like Substance, and/or Drug Paraphernalia.

Criminal Deadly Weapons/Dangerous Instrument, Possession of: The Commission by a student of an offense prohibited by 11 Del.C. §§1442–1458 inclusive. 11 Del. C. §1457(j)(5). § 1457 Possession of a weapon in a Safe School and Recreation Zone; class D, E, or F felony; class A or B misdemeanor. (j) The penalty for possession of a weapon in a Safe School and Recreation Zone shall be: (5) In the event that an elementary or secondary school student possesses a firearm or other deadly weapon in a Safe School and Recreation Zone in addition to any other penalties contained in this section, the student shall be expelled by the local school board or charter school board of directors for a period of not less than 180 days unless otherwise provided for in federal or state law. The local school board or charter school board of directors may, on a case by case basis, modify the terms of the expulsion.

Criminal Mischief (Vandalism): A student, in the School Environment, intentionally or recklessly: (1) Damages tangible property of another person or entity; or (2) Tamper with tangible property of another person so as to endanger person or property.

Criminal Sexual Offense, Commission of: The Commission by a student of an offense prohibited by 11 Del.C. §§763 through 780, inclusive, or §§1108 through 112A, inclusive, or §1352(2) or §1353.

Criminal Violent Felony Offense, Commission of: The Commission by a student of any violent felony as specified in 11 Del.C. §4201(c).

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

Dangerous Instrument(s), Possession, Concealment, Sale of: The unauthorized Possession/ concealment/ sale by a student in the School Environment of any instrument, article or substance which is readily capable of causing serious physical injury or death.

Deadly Weapon(s), Possession, Concealment, Sale of: The Possession, concealment, or sale of a Deadly Weapon in the School Environment.

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

Disorderly Conduct: Conduct in the School Environment which causes public inconvenience, annoyance or alarm or creates a risk thereof by: engaging in fighting or violent tumultuous or threatening behavior or making an unreasonable noise or an offensively coarse utterance or gesture or display or addressing, abusive language to any person present.

Drugs and/or Alcohol and/or Drug Paraphernalia, Distribution of: The sale, transfer, or Distribution in school, on school property, or on school field trip of Drugs or Alcohol.

Drug and/or Alcohol and/or Drug Paraphernalia, Use and/or Possession of: In the School Environment, a student unlawfully Possesses, Uses or is under the influence of Alcohol, a Drug, Drug Paraphernalia, or any substance or paraphernalia consistent with the definitions of these substances or paraphernalia.

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

Felony Theft (\$1,500 or more): (1) When a person takes, exercises control over or obtains property of another person intending to deprive that person of it or appropriate it; or (2) When a person, in any capacity, legally receives, takes, exercises control over or obtains property of another which is the subject of Theft, and fraudulently converts the property to the person's own use. The Theft is considered a felony when the value of the property received, retained, or disposed of is \$1,500 or more or the victim is 62 years of age or older, or an "adult who is impaired" as defined in § 3902(2) of Title 31, or a "person with a disability" as defined in § 3901(a)(2) of Title 12.

Fighting: Any aggressive physical altercation between two or more individuals. **Gambling:** Participation in games of chance for money or other things of value.

Harassment: Any actions or statements made with the intent to harass, annoy, or alarm another person which: (1) insults, taunts, or challenges the other person, or (2) is a cause of alarming or distressing conduct which serves no legitimate purpose and is done in a manner which the actor knows is likely to provoke a violent or disorderly response or cause a reasonable person to suffer fear, alarm, or distress.

Inhalant Abuse: Chemical vapors that are inhaled for their mind-altering effects.

Medications, Inappropriate Use or Possession of: Possessing or using Nonprescription Medication or Prescription Drugs of any type in the School Environment in violation of 14 DE Admin. Code 612.

Misuse of Technology: (1) The use of school technology equipment in: (a) Soliciting, using, receiving or sending pornographic or obscene material; or (b) Accessing unauthorized email; or (2) The unauthorized downloading and/or installing of files; or (3) Intentionally damaging technology equipment in the School Environment; or (4) A situation in which a student deliberately: (a) Tampers with, damages, alters, accesses, crashes, or corrupts the computer/communications system in the School Environment resulting in the loss or corruption of information or the ability of the system to operate; or (b) In any way disrupts or degrades the school or GO-Wilm's technology infrastructure.

Offensive Touching: Intentionally touching another person either with a member of his or her body or with any instrument, knowing that the person is thereby likely to cause offense or alarm to such other person; or Intentionally striking another person with saliva, urine, feces or any other bodily fluid, knowing that the person is thereby likely to cause offense or alarm to such other person.

Pornography: The Possession, sharing, or production of any known obscene material in the School Environment.

Rape or Attempted Rape: Shall respectively mean sexual intercourse and attempted sexual intercourse without the consent of the victim in both cases.

By signing the Statement of Understanding students and parents/guardians are made responsible for being well versed in our discipline procedures.

As an important stakeholder at Great Oaks Charter School Wilmington, I acknowledge that I will adhere to the expectations outlined in this Culture Student Code of Conduct and understand the measures of redirection outlined could result in a number of outcomes. By signing this I agree to uphold these expectations:

Student Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

Principal Signature: _____ **Date:** _____

Culture Signature: _____ **Date:** _____