

SECTION I: INSTRUCTION

Section I of the NEPN/NSBA classification system contains policies, regulations, and exhibits on the instructional program: basic curricular subjects, special programs, instructional resources, and academic achievement.

- **IA** Instructional Goals and Learning Objectives
- **IB** Academic Freedom
- **IC** School Year
 - **ICA** School Calendar
 - **ICB** Extended School Year
 - **ICC** Year-Round School
- **ID** School Day
 - **IDA** Evening Instructional Activities
- **IE** Organization of Instruction
- **IF** Instructional Approach
 - **IFA** Heterogeneous/Ability Grouping
 - **IFB** Active/Passive Learning
 - **IFC** Multiculturalism
 - **IFD** Continuous Progress Education
 - **IFE** Nongraded Education
- **IG** Curriculum Development, Adoption, and Review
 - **IGA** Curriculum Development
 - **IGB** Curriculum Research
 - **IGC** Pilot Projects
 - **IGD** Curriculum Adoption
 - **IGE** Curriculum Guides and Course Outlines
 - **IGF** Curriculum Review
- **IH** Curriculum Programs
 - **IHA** Basic Instructional Program
 - **IHAA** English/Reading/Writing/Language Arts Education
 - **IHAB** Mathematics Education
 - **IHAC** Social Studies Education
 - **IHAD** Science Education

IHAE	Physical Education
IHAF	Arts Education
IHAG	Music Education
IHAH	Foreign Language Education
IHAI	Vocational-Technical Education
• IHAJ	Computer/Technology Literacy
IHAK	Citizenship/Values Education
• IHAL	Teaching About Religion
• IHAM	Health Education
IHAMA	Teaching about Drugs, Alcohol, and Tobacco
IHAMB	Family Life/Sex Education
IHAMC	HIV/AIDS Education
• IHAN	Driver Education
• IHAO	Environmental Education
• IHAP	Consumer Education
• IHAQ	Career/Transition-to-Work Education
IHB	Special Instructional Programs
• IHBA	Special Education Programs
• IHBB	Gifted and Talented Education
• IHBC	Programs for At-Risk/Disadvantaged Students
IHBCA	Programs for Pregnant/Parenting Students
IHBCB	Programs for Substance Abusers
IHBCC	Programs for Children in At-Risk Families
IHBD	Compensatory Education
IHBDA	Remedial Instruction
IHBDB	Tutoring Programs
IHBDC	Acceleration of At-Risk Students
IHBE	Bilingual Instruction
• IHBEA	English as a Second Language (Limited English Proficiency)
• IHBF	Homebound Instruction
• IHBG	Home Schooling
• IHBH	Alternative School Programs
IHBHA	Alternative Schools
IHBHB	Magnet Schools
IHBHC	Weekend/Night School
IHBI	Early Childhood Education
IHBIA	Kindergarten Programs
IHBIAA	Half-Day/Full-Day Kindergarten
IHBIB	Primary/Pre-Primary Education

IHC	Extended Instructional Programs
• IHCA	Summer School
IHCB	Travel Study
IHCC	Honors Program
IHCD	Advanced College Placement
IHCDA	Postsecondary Options/Concurrent Enrollment
IHCE	School Camps
IHCEA	School-Sponsored Camps
IHCEB	Camps Conducted by Outside Groups/Organizations
IHCF	Child Care Programs
IHCFA	School-Based Child Care
IHCFB	Latchkey Programs
IHCFC	Preschool Child Care
IHD	Adult/Community Education
IHDA	Adult Basic Education
IHDB	Adult High School/GED Programs
IHDC	Adult Vocational/Career Education
IHDD	Community Education

II	Instructional Arrangements
IIA	Grouping for Instruction
IIB	Class Size
IIC	Scheduling Classes
IID	Pull-Out Programs
IIE	Student Schedules and Course Loads
IIF	Team Teaching
IIG	Differentiated Staffing
IIH	Mixed Classes
III	Independent Study
IIJ	Individualized Instruction
IIK	Contracting for Instruction/Performance Contracting
II L	Open Classrooms
II M	Nongraded Classrooms
II N	Cooperative Learning
II O	Peer Tutoring

- IJ** Instructional Resources and Materials
- IJA** Language Arts Resources and Materials
- IJB** Mathematics Resources and Materials
- IJC** Social Studies Resources and Materials
- IJD** Science Resources and Materials
- IJE** Art and Music Resources and Materials
- IJF** Physical Education Resources and Materials
- IJG** Health Education Resources and Materials
- IJH** Foreign Language Resources and Materials
- IJI** Vocational-Technical Resources and Materials
- IJJ** Textbook Selection and Adoption
- IJK** Supplementary Materials Selection and Adoption
- IJKA** Technology Resource Selection and Adoption
- IJL** Library Materials Selection and Adoption
- IJM** Special Interest Materials Selection and Adoption
- IJN** Instructional Services
 - IJNA** Teacher Aides
 - IJNB** Resource Teachers
 - IJNC** Resource Centers/Media Centers/School Library
 - IJNCA** Professional Library
 - IJND** Technology Resources
 - IJNDA** Computer-Assisted Instruction
 - IJNDB** Use of Technology Resources in Instruction
- IJO** Community Learning Resources
- **IJOA** Field Trips/Student Travel
- IJOB** Community Resource Persons/Speakers
- IJOC** School Volunteers

- **IK** Academic Achievement
 - **IKA** Grading/Assessment Systems
 - IKAA** Tests and Examinations
 - **IKAB** Report Cards/Progress Reports
 - IKAC** Conferences
 - **IKACA** Parent Conferences (Also GCMC)
 - IKACB** Student Conferences
 - **IKAD** Grade Adjustment
 - **IKB** Homework
 - **IKC** Class Rankings/Grade Point Averages
 - **IKD** Honor Rolls
 - **IKE** Promotion and Retention of Students
 - **IKF** Graduation Requirements
 - **IKFA** Early Graduation
 - **IKFB** Graduation Ceremonies

- **IL** Evaluation of Instructional Programs
 - ILA** Test/Assessment Selection
 - ILB** Test/Assessment Administration
 - ILBA** District Program Assessments
 - ILBB** State Program Assessments
 - ILBC** National Program Assessments
 - ILC** Use and Dissemination of Assessment Results
 - ILD** Educational Surveys and Research/Effective Schools Research

IM Miscellaneous Instructional Policies

- **IMA** Teaching Methods
- **IMB** Teaching about Controversial/Sensitive Issues
 - IMBA** Alternative Learning Experiences
 - **IMBB** Exemptions from Required Instruction
 - IMBC** Opt-Out Procedures for Alternative Instruction
- IMC** Controversial Speakers/Programs
 - **IMD** School Ceremonies and Observances
 - IMDA** Patriotic Exercises
 - IMDB** Flag Displays
 - IMDC** Religious Observances and Displays
 - **IME** School Assemblies
 - IMF** School Fairs
 - **IMG** Animals in Schools
 - **IMGA** Animal Dissection
 - **IMH** Class Interruptions
 - **IMI** School Stores
 - **IMJ** Collection of Money by Teachers
 - **IMK** Planning and Recordkeeping by Teachers

INSTRUCTIONAL GOALS AND LEARNING OBJECTIVES

The Caesar Rodney School District Board of Education seeks to make its finest contribution to education in our community with regard to the instructional program. The Board is committed to supporting and supplementing the efforts of the faculty without trespassing on faculty responsibility.

Teachers, administrators and other instructional personnel need several kinds of important help from the community. Most importantly, they need to know what the community expects students to learn. Accordingly, the Board of Education must establish purposes for our schools and monitor that process.

How instruction is to be delivered is primarily the prerogative of the staff. The Board of Education's contribution to that operation is to provide the needed equipment, materials of instruction, and such other facilitating action that may be requested.

The Board is interested, too, in supporting the staff's continuing efforts to improve the instructional program.

Adopted: November 19, 1996

CROSS REFS.: IG, Curriculum Development, Adoption, and Review
 IHA, Basic Instructional Program

Note: Under codes AD, Educational Philosophy, School District Mission, Goals and Objectives, are filed the Board's basic expectations for student achievement, and the educational objectives for meeting those expectations. These policies are the lodestar principles for the development and implementation of the instructional program.

As part of the District's accreditation and planning program, needs assessment studies are conducted periodically to determine specific needs and objectives of the school system. Together with the district's educational philosophy and goals, the results of these needs assessment studies determine the priorities in curriculum development and basic instructional program.

ACADEMIC FREEDOM

The Caesar Rodney School District Board of Education believes academic freedom is the right of qualified scholars in their respective fields of expertise to pursue the search for truth in its many forms and to make public their methods and findings. Academic freedom is the right of qualified staff to encourage freedom of discussion of controversial issues and questions in the classroom and to develop in students a love of knowledge and a desire to search for truth. All staff must keep in mind that academic freedom is not a guaranteed political right, but rather a necessary condition for the successful practice of the academic profession in a free society.

The Board also believes, however, that the application of the principle of academic freedom at the elementary, middle and secondary school levels involves considerations that are not always equally present in a college or university setting. Staff members must take into account the relative level of maturity of their students and their students' need for guidance and assistance in considering all viewpoints surrounding issues and ideas. Staff members must also recognize that academic freedom presupposes the staff member to be an expert in each area being considered, and that the general, introductory nature of elementary, middle and secondary instruction does not necessarily qualify a staff member as an expert in all areas.

While the Board intends to protect staff members from any censorship or restraint that interferes with their obligation to pursue truth in the performance of their responsibilities, it also expects that all material presented or discussed by staff members with students in the District will be relevant to the Board approved curriculum, appropriate to the maturity and intellectual development of the students being instructed, and presented in a manner that examines all sides of an issue. The Board, in return, agrees to guarantee staff members full freedom in expressing their personal opinions on all matters relevant to course content; provided, however, that when staff members do so they shall indicate they are speaking personally and not on behalf of the school, its administration or the Board. The Board also agrees that staff members shall not be censored or restrained in the performance of their duties on the grounds that the material discussed and/or opinions expressed are distasteful or embarrassing to those in authority in the school system.

While the Board embraces the concept of academic freedom as outlined above, it wants to make clear that academic freedom is not a license for staff members to do as they wish under its guise or sanction. As noted above, staff members are expected to take into account the level of maturity and intellectual development of the students they are working with when determining what will and will not be discussed. The Board expects all staff members to make sound decisions in this regard that mirror the values of the District. When in doubt, staff members should check with their immediate supervisors for direction. In addition, it is important for everyone to understand that certain activities are never condoned or embraced by the tenets of academic freedom in the Caesar Rodney School District. Such activities include the use of profane, obscene, discriminatory or unacceptable language or the presentation, in any media form, of nudity, sexual contact, or graphic violence.

Finally, the Board stipulates that academic freedom does not give staff members the right to determine the curriculum of a course or grade or, necessarily, the methods by which curricula are presented to students. The Board alone is empowered with the responsibility for determining what is taught in the various grades and courses of the District, although it will continue to seek the input and recommendations of staff members at every level. In addition, although classroom teachers are responsible for the preparation of the instructional units and daily lesson plans necessary to provide classroom instruction that is practical and useful, the District may require particular instructional programs to be implemented, teaching methods to be employed or District provided training to be utilized in order to maximize the educational gains of all students in a particular course, subject or grade level.

SCHOOL YEAR

The Caesar Rodney School District Board of Education determines the compulsory attendance period each year in accordance with the requirements of state law.

Children who are residents of this District and who are in sufficient physical and mental health must attend an approved school full-time from the age of five (5) until they reach the age of sixteen (16), unless they meet the conditions for one of the exceptions allowed under state law.

For the purpose of student attendance accounting, the school year shall begin on the first day of July and end on June 30th following, during which time the school offers daily instruction interrupted by vacation periods. With prior Board of Education authorization or as presented by Delaware Department of Education, schools may operate during times of vacation.

Adopted: November 19, 1996

LEGAL REF.: 14 Del. C. Sec. 1023
14 Del. C. Sec. 2702
14 De. C. Ch. 28

CROSS REFS.: ICA, School Calendar
JEA, Compulsory Attendance Ages

SCHOOL CALENDAR

The Caesar Rodney School District Board of Education shall establish an annual school calendar. The administration is to recommend a school calendar which meets statutory and Department of Education (DOE) requirements.

Adopted: November 19, 1996

LEGAL REF.: 14 Del. C. Sec. 1023

SCHOOL DAY

The school day in the Caesar Rodney School District is to be no less than:

- two and one half hours (2.5) for kindergarten, or
- six hours (6.0) for grades 1-12

The time for the school day shall be exclusive of the time scheduled for lunch.

The starting and dismissal time for the school day may vary among schools providing the minimum hours cited for grades K-12 are scheduled.

Adopted: November 19, 1996

LEGAL REF.: 14 Del. C. Sec. 122, 1023

ORGANIZATION OF INSTRUCTION

The Caesar Rodney School District Board of Education is responsible for establishing a pattern of grade organization within the school district, and for housing and accommodating grades kindergarten through 12.

Plans for the grouping and housing of instructional levels will be recommended to the Board by the Superintendent. As circumstances change, the arrangement for all or parts of the District's grade organization may be changed by Board action.

It is the desire of the Board of Education that schools be organized in a similar manner.

The basic organizational structure of the schools is to be as follows (see note):

Grades K-5	Elementary School
Grades 6-8	Middle School
Grades 9-12	High School

Other organizational systems will be authorized by the Board of Education until facilities development goals enable the District to house students in the intended organizational pattern.

Principals are authorized to arrange internal instructional organizations such as: teams, houses, grade level, etc. for delivery of instruction and student services.

High School Student Classification

Students enrolled in grades 9-12 shall be classified as follows:

Freshmen: Enrolled student who has earned fewer than 4.0 credits

Sophomore: Enrolled student who has earned 4.0 to 8.5 credits

Junior: Enrolled student who has earned 9.0 to 12.5 credits

Senior: Enrolled student who has earned 13 credits

The principal of the high school is authorized to classify a student at a higher grade level when an exception is deemed appropriate.

Adopted: November 19, 1996

Note: The voters of the District have authorized the construction of two middle schools which are scheduled for occupancy during 1998-99 school year. Until that time, grades K-8 are organized other than the intent of the Board of Education.

Caesar Rodney School District, Wyoming, Delaware

INSTRUCTIONAL APPROACH

The focus of instructional class groupings in the Caesar Rodney School District elementary schools is to be in self-contained heterogeneously grouped classes. The intermediate/middle class groupings move to subject matter/instructional teams in heterogeneously grouped classes. High School classes for freshmen and sophomores in English, social studies and science are to be heterogeneously grouped. Students who have demonstrated proficiency in the subject matter and who are capable of high academic success in an advanced class may be accelerated if the principal deems such scheduling appropriate.

Exception to the heterogenous grouping at the intermediate/middle are limited to instructional music and algebra.

At the high school level, the principal may authorize requests for acceleration for students who have demonstrated proficiency and who must then meet graduation requirements by enrollment in advanced level classes.

Adopted: November 19, 1996

CURRICULUM DEVELOPMENT, ADOPTION AND REVIEW

The Caesar Rodney School District Board of Education recognizes that rapid social change, technological developments and the continuing explosion of knowledge are facts of contemporary life. Public education needs to respond actively and creatively to these factors. Therefore, it is imperative that the staff of the individual schools, the District as a whole and the Board of Education constantly assess, evaluate and review the educational practices and programs with a commitment to adjust, modify or change practices or programs to meet changing student needs and the expectations of the community.

The Board of Education has the following expectations regarding curriculum development:

1. Expects both the Board and the professional staff to be sensitive to conditions that require change in curriculum and/or programs, and methods;
2. Expects all educational programs will be under ongoing evaluation to assure curriculum practices and programs are meeting the needs of all students;
3. Expects that curriculum revisions will be recommended for specific areas when changing conditions and assessment of current practices indicate the needs of all students are not fully met.

To achieve these expectations, the Superintendent of Schools will establish procedures for curriculum development which will involve the professional staff of the District in a process designed to meet the following goals:

1. To improve program content, articulation, scope and sequence in all curricular areas;
2. To facilitate staff communications and cooperative activities associated with the development and implementation of the curriculum;
3. To provide a focus for staff development activities.

To achieve these goals, the Superintendent of Schools will establish Curriculum Councils and a Curriculum Cabinet, which shall be made up of both teachers and administrators.

Adopted: May 19, 1992

Revised: December, 1993
November, 1996
July, 2000

CROSS REF.: IGE, Curriculum Guides and Course Outlines
IJJ, Textbook Selection and Adoption

Caesar Rodney School District, Wyoming, Delaware

Curriculum Development, Adoption and Review Regulations

Curriculum Council Number, Size and Organization

The number, size, and organization of the councils shall be reviewed each year by the Curriculum Cabinet and changes, if any, shall be made. All grade clusters offering curriculum in a council's subject area shall be represented on the council. The Board of Education shall be notified of any changes in Council number or size.

Curriculum Council Membership

Teacher membership on a council shall be determined by either grade level or content area. Only teachers with a minimum two years teaching experience, and who are not on an improvement plan, may join a council. Council vacancies should be posted in each school every June and August. Teachers wishing to serve on a council should apply for the vacancy by submitting a letter of intent, resume, and letter of recommendation from the building principal to the Curriculum Council Chairperson. If more than one teacher applies for a vacancy, interviews will be held by the Director of Instruction or designee, Council Chairperson, and an administrative liaison. Membership on a council will be for three years with membership staggered to assure continuity within each council.

If a council seat becomes vacant for any reason, councils may fill vacancies by appointment or by interviews if more than one person applies for the position. Appointees shall serve the remaining term of the vacant seat. Appointed teachers shall not be on an improvement plan.

Councils shall establish attendance policies. Councils may remove members for non-attendance by a three-fourths majority vote of all council members.

Each council will be assisted by a building administrator who shall function as a facilitator for the councils business. The building administrator is a non-voting member of the council. The Superintendent, or designee, will assign a building administrator to each council. Building administrators shall normally serve as a facilitator to a given council for a minimum of two consecutive years except in extenuating circumstances as determined by the Superintendent, or designee.

Each curriculum council will be chaired by a teacher member of the council selected annually by the membership of the council at the first meeting of the year. Election of the chair shall be by majority vote of all council members.

The business of the Curriculum Councils will be:

- 1 . To review curriculum guides;
2. To make curriculum recommendations to the Cabinet;
3. To monitor the implementation of the curriculum development process;
4. To maintain an ongoing cycle for curriculum development, adoption and review;
5. To develop recommendations for adoption of instructional materials;
6. To recommend staff development activities;

7. To establish sub-committees, as necessary;
8. To communicate regularly with constituents through meeting minutes and an annual meeting of teachers in the councils subject area.

Curriculum Cabinet

Membership on the Curriculum Cabinet shall consist of representation of the demographics of the district to include elementary, middle, and high school positions. Teachers will be appointed after they interview and administrators will be appointed by the superintendent or designee. Teachers and building administrators have a vote on business before the Cabinet. The Director of Instruction shall chair the Curriculum Cabinet, but shall not have a vote on business before the Cabinet. The Director of Special Education and the Supervisors of Instruction shall serve in an ex-officio capacity.

The business of the Curriculum Cabinet will be:

1. To review the curriculum development process of each council;
2. To assess the recommendations of the various curriculum councils;
3. To provide direction to the various curriculum councils with respect to curriculum development;
4. To set forth the parameters for curriculum guides to be developed by the various councils;
5. To provide recommendations for curriculum budget priorities;
6. To recommend appropriate processes to address any curriculum related activities, which are not a specific responsibility of any council;
7. To communicate regularly with the professional staff of the District through meeting highlights.
8. Other related tasks the Superintendent or designee may assign to the Cabinet.

Any Cabinet recommendation to the Board of Education shall not be considered approved and recommended unless at least three-fourths of the appointed voting members of the Curriculum Cabinet vote in the affirmative on the issue. All other Cabinet business shall be conducted by simple majority vote.

When a Cabinet recommendation regarding the curriculum, textbooks or instructional materials, is presented to the Board of Education the position of the Curriculum Cabinet on the issue will be included.

Adopted: May 19, 1992
Revised: December, 1993
November, 1996
July, 2000
April, 2019

CROSS REF.: IGE, Curriculum Guides and Course Outlines
IJJ, Textbook Selection and Adoption

Caesar Rodney School District, Wyoming, Delaware

CURRICULUM GUIDES AND COURSE OUTLINES

The Caesar Rodney School District Board of Education expects the Curriculum Councils to develop comprehensive curriculum guides and course outlines for all curricular areas after the Board authorizes the recommended modification, addition or deletion.

The Superintendent shall budget funds to support staff activity to develop needed curriculum guides and course outlines.

The Director of Instruction shall schedule appropriate staff in-service to familiarize the teaching staff and administrators with the content of the curriculum and the Board of Education expectations.

The principals are to establish in their school a curriculum monitoring process to assure the adopted curriculum is being presented and to assess the effectiveness of the teaching.

Adopted: November 19, 1996

CROSS REFS.: IG, Curriculum Development, Adoption and Review
 IJJ, Textbook Selection and Adoption

CURRICULUM GUIDES AND COURSE OUTLINES

The approved set of Caesar Rodney School District Curriculum Guides shall be maintained by the Director of Instruction at the District Office.

A complete set of Curriculum Guides is to be maintained by each principal and in the library of each school.

The appropriate guide shall be provided to each teacher.

Upon adoption by the Board of Education, the Director of Instruction shall see that copies of Curriculum Guides are provided to principals and teachers currently assigned to the school.

Principals are responsible for dissemination of Curriculum Guides to teachers and the library. Replacement of lost or abused copies is the responsibility of the building principal and is to be provided from the Basic Building Budget.

Issued: 1996
Revised: August 1997

CURRICULUM PROGRAMS

The Caesar Rodney School District curriculum shall be offered at a challenging level and a level appropriate to the age and maturity of the students in the fields of study identified through the policy, IG, Curriculum Development, Adoption and Review or for which the Board of Education has otherwise directed.

Delaware Code and Federal Law mandate certain activity and curriculum topics. These activities and topics are to be included in the curriculum of the District at the appropriate grade or subject and, if necessary, be the primary subject of a course offering.

Adopted: November 19, 1996

CROSS REFS.: IHAJ, Computer/Technology Literacy

BASIC INSTRUCTIONAL PROGRAM

The instructional program of the Caesar Rodney School District includes the entire offering of the schools, including the out-of-class activities, and the particular arrangement and sequence of subjects and activities. The programs, as adopted by the Board, set forth the ways in which the administration shall provide all students with a carefully developed, well-rounded learning program from the day they enroll until the day they graduate.

The Board of Education believes that the first business of the schools is to equip all students with the skills, tools and attitudes which will provide the basis for learning now and in the future. This means giving highest priority to developing skills in reading, writing, speaking, listening, and solving numerical problems. Therefore, the first claim of the District's resources shall be made for the realization of this priority and must be concentrated to meet this goal. No student shall be by-passed or left out of the school's efforts to teach these fundamental skills. Schooling for basic literacy must reach all students.

The Board of Education realizes that students need more than literacy. The schools must provide students the opportunity to develop their capabilities for thinking, working, creating, and gaining satisfaction out of life, each in his or her own way. Thus, the Board is equally concerned with individual development. The student is to be the center and focus of the educational resources of the District. Whether the child is average, gifted, or one with special needs, the Board confirms the community's commitment to serve all students.

The Board of Education also realizes that the schools alone cannot take on the burdens of solving all of society's problems. The District cannot spend its resources on challenges which properly belong to the home, family, church, workplace, and other agencies and institutions, but is committed to developing partnerships with others having an interest in the development of our students.

Adopted: November 19, 1996

COMPUTER/TECHNOLOGY LITERACY

The Caesar Rodney School District Board of Education recognizes continuing advances in technology are bringing about many changes within our society that have an increasing impact on the way we obtain, process, evaluate, and use information. Students in the District should receive the benefits available through computer assisted education that will assist them to accomplish the educational goals of this District. Therefore, the District is committed to:

- providing appropriate instruction to achieve computer literacy and to use computer-assisted instruction;
- providing instructional personnel with appropriate in-service in computer literacy; and
- developing instructional objectives for students participating in computer literacy and computer-assisted instruction that will assist them in reaching educational goals approved by the Board.

The Board will make an effort to ensure that students have an opportunity to:

- gain an understanding of the applications of computers in society;
- gain an understanding of the social implications of computer applications to society;
- develop skills in the use of computers as learning tools; and
- develop vocational skills that can lead to further training or employment opportunities.

To accomplish the above stated goal, the Board of Education directs the Curriculum Cabinet to incorporate appropriate activities into the Curriculum Program.

Adopted: November 19, 1996

CROSS REFS.: IH, Computer/Technology Literacy
IKF, Graduation Requirements

Note: In 1997, the State Board of Education added computer literacy as a graduation requirement.

Caesar Rodney School District, Wyoming, Delaware

TEACHING ABOUT RELIGION

In accordance with the mandate of the Constitution of the United State prohibiting the establishment of religion, it is the policy of the Board of Education that the Caesar Rodney School District;

- will assume no role or responsibility for the religious training of any student; and
- will, in no way, become involved in the religious belief, disbelief or doubt of any student.

This requirement of neutrality need not preclude nor hinder the Caesar Rodney School District in fulfilling its responsibility to educate students to be tolerant and respectful of religious diversity. The District also recognizes that one of its educational responsibilities is to advance the students' knowledge and appreciation of the role that religion has played in the social, cultural, and historical development of civilization.

Therefore, the District will approach religion from an objective, curriculum-related perspective, encouraging all students and staff members to be aware of the diversity of beliefs and respectful of each other's religious and/or non-religious views. Students and staff members should be excused from participating in activities that are contrary to their religious beliefs unless there are clear issues of compelling public interest that would prevent such an exemption.

Adopted: November 19, 1996

HEALTH EDUCATION

The Caesar Rodney School District Board of Education acknowledges that a positive state of physical, mental and social well being is more than the absence of illness. Good health is a state of wellness and teaching students how to achieve and maintain wellness is the goal of Health Education in the Caesar Rodney School District.

To achieve wellness, individuals must take responsibility for their own health. This includes choosing healthy behaviors and avoiding risk behaviors and risk situations. Concern for health is reflected in the quality of life and should be the basis for decisions individuals make about their lifestyles.

Health education is a skill-building process through which students acquire knowledge, examine their lifestyles, and set goals to achieve and maintain wellness. The possession of basic knowledge is essential if students are to make informed, healthy choices that will positively affect their well-being and enhance the health of family, friends and community. There is increasing evidence that it is best to acquire this knowledge during childhood and adolescence when skills and attitudes are being developed.

Students need to recognize the consequences of the behaviors they choose. Students need to be given positive behavior strategies that will enable them to screen media messages, deal with peer pressure and make appropriate adjustments to changes that occur throughout their lives. Additionally, they need identified strategies to avoid risk situations and to say, "NO!". Positive health behaviors based on self-respect and respect for others must be developed, supported and enhanced.

It is well documented that maintaining health contributes to a long, productive life. It is imperative that students receive sound health education that promotes, reinforces, supports and enhances wellness behaviors.

Health Education activities are incorporated into the Life Skills curriculum for grades 1-6 and in separate classes for grades 7-12. Appropriate activities associated with wellness should be incorporated into any other curricular area when inclusion is appropriate.

Teachers need to be sensitive to student differences with respect to gender and age. Instruction in sex education, family life and other sensitive areas should be presented to students grouped by gender when such grouping enhances group understanding. Instruction in sex education and HIV prevention shall promote abstinence as the only effective avoidance to the risk of conception or HIV infection.

Specific instruction in physiology and hygiene with special reference to the effects of alcohol, stimulants, narcotics and other drugs upon the human system shall be a component of the Health Curriculum.

Adopted: December 17, 1996

Current practice codified 1996

LEGAL REF.: Del. Code Title 14, Ch. 122
Delaware Handbook for K-12 Education

DRIVER EDUCATION

Driver Education is a specially funded state program for sophomores in the Caesar Rodney School District. The standards for the driver education program are established by Delaware Code and regulations of the Delaware Department of Education (DOE).

Driver Education instruction consists of both classroom and behind-the-wheel training.

At no time shall an instructor present behind-the-wheel instruction to a student without at least one other student present in the automobile.

Adopted: December 17, 1996

Current practice codified 1996

LEGAL REF.: Delaware Handbook for K-12 Education

ENVIRONMENTAL EDUCATION

The Caesar Rodney School District Board of Education bases its policy concerning environmental education on the belief that the quality of life and ultimately the question of survival depend upon the ability to live in harmony with the physical environment. The schools must provide cross-disciplinary experiences leading to the acquisition of knowledge, skills, and positive attitudes that will enable society to develop a balanced use of natural resources that recognizes the concurrent rights of present and future generations.

The goals of environmental education are:

- To foster clear awareness of, and concern about, economic, social, political, and ecological interdependence in urban and rural areas.
- To provide every student with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and improve the environment.
- To create responsible patterns of behavior by students towards the environment.

The Board of Education believes environmental education gives dimension to our appreciation of the earth. Environmental practices should take the student one step beyond learning and appreciation by encouraging a commitment to personal action in daily life. The basic objective is to improve the attitudes and lifestyles of students in order for them to be in harmony with the environment.

Adopted: December 17, 1996

Current practice codified 1996

CONSUMER EDUCATION

The Caesar Rodney School District Board of Education bases its policy on consumer education on the belief that acquisition of basic skills alone does not prepare a student for all of life's experiences. The schools must provide cross-disciplinary experiences leading to the acquisition of knowledge and skills which will enable the students to benefit from thoughtful expenditure and use of their individual resources. Many of the problems that confront students and adults are consumer orientated, thus teaching effective consumer practices is an appropriate activity for the schools.

Instruction in consumer education will be conducted in all District schools in conjunction with courses in all areas of study. Such instruction will be suited to meet the needs of the students at their respective grade levels.

Adopted: December 17, 1996

Current practice codified 1996

CAREER/TRANSITION-TO-WORK EDUCATION

The Caesar Rodney School District Board of Education bases its policy on career/transition-to-work education on the belief that learning is relevant to success in life. Career/transition-to-work education is a cross-disciplinary experience. Students are generally instructed in the following questions:

- Who am I?, and
- What can I do?, and
- How do I become...?

The career/transition-to-work learning experience should be designed to revolve around what people do for a living and questions about the world of work. The career/transition-to-work learning experience should be designed to enhance other curricular activities, not compete with other curricular programs.

Adopted: December 17, 1996

Current practice codified 1996

LEGAL REF.: Delaware Handbook for K-12 Education

SPECIAL EDUCATION PROGRAMS

The Caesar Rodney School District Board of Education is responsible for identifying and providing appropriate programs for children starting at birth through age 20 for individuals who are disabled and who are eligible per the criteria described in the Delaware Administrative Manual: Programs for Exceptional Children (AMPEC).

SCHOOL AGE YOUTH

The Board of Education believes that students with exceptional educational needs should be served in regular classrooms whenever possible. To this extent, special education is viewed as an integral part of the general education program offered to all students.

The objective of the special education program is to provide the most appropriate education for each student in the least restrictive environment without infringing on the rights of other students to a profitable learning environment. The extent of integration follows a continuum which varies from full-time placement in a regular classroom to full-time placement in a separate facility. The degree of integration provided each student is based on a number of variables including:

- specific student needs;
- available resources including paraprofessional support;
- realistic and practical program options;
- the well-being of the child;
- the welfare of others in the classroom;
- consultation with the principal

Parents are to be involved in both placement and program planning for the child.

SPECIAL PROGRAM PLACEMENT

Some students require a more specialized educational programming than the regular school can provide if the student's unique needs are to be met in a secure and non-threatening environment. These students benefit from placement in alternative educational settings, e.g., special classes, resource rooms, programs offered in separate facilities, and other resource programs. Students become eligible for these special services through a process established by the Delaware Department of Education (DOE) and facilitated at the District level by the Multi-Disciplinary Team which has the responsibility of evaluating referrals for special education placement.

Placement of students in special classes or programs or in separate facilities occurs when:

- necessary educational assessments have been completed;
- students have been declared eligible as disabled by the Multi-Disciplinary Team;
- students' needs cannot adequately be addressed in the regular school program;
- alternative placement has been recommended by the school's Individualized Educational Plan (IEP) Team;
- parents understand the purpose of the placement and the nature of the alternative education program;
- parents consent initially to the alternative placement.

APPEAL PROCEDURE

When there is disagreement with the recommended placement or concern related to the educational needs of their student, parents may further discuss these issues with school and/or District staff. If no resolution is reached, principals shall notify the Superintendent of Schools and provide the parents with information regarding the "due process procedure".

PRESCHOOL YOUTH

The Director of Special Education is responsible for establishing procedures to cooperate with other agencies to identify preschool youth in need of special education and to coordinate programs to service these youths.

Adopted: December 17, 1996

Current practice codified 1996

LEGAL REF.: Individuals with Disabilities: Education Act (IDEA)
Delaware Administrative Manual: Programs for Exceptional Children (AMPEC),
1993

CROSS REFS.: IHCA, Summer School

Note: Although parents are involved with each placement decision, a parent's signature is only required for the initial placement. If a parent refuses to sign authorizing an initial placement, the District may appeal that action through "due process". Parents who do not agree with a placement may use "due process" to challenge a placement. Lacking a "due process" complaint, the recommended placement will take place.

Caesar Rodney School District, Wyoming, Delaware

GIFTED AND TALENTED EDUCATION

The Caesar Rodney School District Board of Education strives to meet the educational needs of all students. In meeting this concept, the Board of Education recognizes the unique characteristics of gifted and talented children and further recognizes the need to develop special programs to respond to their individual abilities and competencies.

The Board of Education, therefore, directs the Superintendent of Schools to establish educational standards and develop a program for gifted and talented students. The Board of Education further requires that the Superintendent of Schools assures the following:

- a plan for the definition and identification of gifted and talented students;
- the provision of programs to meet their special educational needs;
- a plan for the training of staff for administering, supervising, and teaching such programs; and
- an appropriation in the annual budget to support student participation in District authorized national competitions.

Adoption: December 17, 1996

Current practice codified 1996

LEGAL REF.: Delaware Handbook for K-12 Education

PROGRAMS FOR AT-RISK/DISADVANTAGED STUDENTS

The Caesar Rodney School District Board of Education realizes that some students need additional time to successfully complete school work and that some students need special help to be prepared to be successful in school. Thus, the Board of Education directs the Superintendent to consider these special needs and to present recommendations to the Board of Education for programs to serve at-risk and disadvantaged students.

Adopted: December 17, 1996

Current practice codified 1996

LEGAL REFS.: Delaware Handbook for K-12 Education

CROSS REFS.: IHCA, Summer School

PROGRAMS FOR AT-RISK/DISADVANTAGED STUDENTS

Summer School:

For Grades 1-6:

A tuition free summer school is available for students who fail promotion standards, but who are considered capable of meeting the promotion standards via a successful participation in a remedial summer school experience. The program is supported from local and state funds.

For Grades 7-12:

A tuition free program for remedial course work is available for students who did not meet promotion standards for grades 8 or 9 or individual courses at grades 9-12. The program is supported in part through local and state funds.

All Day Kindergarten:

A full day kindergarten program for at-risk students is provided fee free. The extended day portion of the all-day kindergarten (½ day) is supported by Title I funds.

In each section of full day kindergarten, five tuition students may be enrolled. The selection of the tuition students is determined by lottery if more than five applications are received.

Transition First Grade:

An at-risk first grade program prepares students who need more time for the first grade program. The purpose is to bring academically disadvantaged students to the skill level of typical students. The program is supported through local and federal funds.

Headway:

A summer remedial program is provided for 7th and 8th grade students who will have been retained for two or more years, or who are two years over the usual age for grade.

The program is designed to enhance self-esteem and academic skills as well as motivate students who are becoming candidates for dropping out of school. The program is fully supported through state and federal funds.

Limited English Proficient Class (LEP):

A resource room is provided at the elementary, junior high and high schools to assist Limited English Proficiency students' transition to learning in the English language.

The program is fully supported through District funds and state Division I units.

Breakthrough:

This computer-assisted individualized reading program is designed to provide mini lessons to support early reading strategies in kindergarten classes and transitional first grade.

This computer-assisted instruction for non-readers started in 1996. It is funded through state grants, Title I funds and special education funds.

Remedial Instruction:

Federal funds, primarily from the Title I appropriation, fund various remedial programs in eligible schools. Currently, the two major programs supported with these funds are remedial reading and computer-assisted instruction.

State Extra Time funds support remedial education after school and during the summer.

Issued: 1996
Revised: August 1998

ENGLISH AS A SECOND LANGUAGE
(Limited English Proficiency)

The purpose of instruction in English for Caesar Rodney School District students with Limited English Proficiency (LEP) is to assist the student's transition to learning in the English language.

Teachers and instructional aides assigned to the LEP program shall be bilingual. LEP students may be assigned to an elementary school other than the school receiving their area of residence to facilitate instruction.

LEP students are to be integrated into the regular program of the school as quickly as possible and they are to be counted as regular students in the teacher-staffing model with LEP teachers assigned to the appropriate schools outside the staffing model.

The goal of the LEP program is to have students fully integrated into the regular program within three years. The Board of Education recognizes that LEP students bring cultural heritages to the school that enrich the learning environment; thus, the inclusion of LEP students should be considered an opportunity to demonstrate the American dream of inclusion and the benefits of diversity.

Adopted: December 17, 1996

Current practice codified 1996

LEGAL REFS.: Delaware Handbook for K-12 Education

ENGLISH AS A SECOND LANGUAGE
(Limited English Proficiency)
(ESL)

Special instructional classes will be provided to students who meet criteria for enrollment.

Part I: **Enrollment:** All students are initially enrolled in the school serving the student's area of residence. If after enrollment, the principal is of the opinion the student should be assigned to the ESL class, the following process should be followed:

Grades 9-12: The counselor should present a recommended schedule to the principal. The aim of the special schedule should be to minimize time spent in the ESL classroom.

Grades 6-8*: If the principal is made aware of the possible need for ESL placement, the principal shall arrange for the student to be evaluated by the middle school ESL teacher. If placement in the ESL program is considered appropriate by the principal, it may be necessary to transfer the student to the school hosting the ESL program, if it is not located in the middle school serving the students area of residence.

*Until the junior high school serving grades 7-8 is converted to two middle schools serving grades 6-8, 6th grade students will be processed as students assigned to grades K-5.

Grades K-5: After enrollment and assignment to a class, the principal of a student who may be a candidate for the ESL program can be referred for the ESL class as follows:

1. The resident principal shall arrange for the student to be tested by the District ESL teacher. Scheduling and transportation of the student to and from the test site is the responsibility of the student's resident principal.
2. If the student is accepted for transfer to the ESL program, the student's resident principal shall contact the Supervisor of Transportation to arrange for the student's transportation to the school hosting the ESL class.
3. The student's resident principal is responsible for informing the student's parents of the planned transfer. For migrant students, the principal may use the Migrant Program Recruiter to assist with communicating the plan to parents.

4. The student's resident principal shall transfer the student's records to the school hosting the ESL program after transportation and parent notification is completed.
5. Until the student is an active student in the ESL class, the principal of the student needing ESL service shall act as the advocate for the child and parent to assure a successful transfer.

Part II: **Evaluation:** At the end of the school year it should be assumed all students will enroll in the regular program of the school serving their residence area unless a review similar to the process for determining enrollment is completed in the month of June.

Part III: **Duration of Service:** Students will not be scheduled into ESL classes for more than three years unless the Board of Education authorizes an extension of time allowed for an individual enrollment in the ESL program.

Part IV: **Program Delivery:** Even when a K-5 student is assigned to an ESL class, the student is to be assigned to a regular class and the student is to be integrated to the highest degree practical to assist ESL student transition out of the ESL program. Student mentors should be involved in the efforts to assist ESL student transition into the regular program.

Part V: **Criteria for Enrollment and Retention:**

1. Enrollment in ESL classes is limited to students who cannot orally communicate at a basic level in English sufficient to enable the student to begin attaining English skills sufficient to function in a regular class.

Issued: April 1998

HOMEBOUND INSTRUCTION

The Caesar Rodney School District provides homebound instruction to those students who are unable to attend classes for at least 10 consecutive school days due to physical injury, medical situation, severe emotional problems or other unique circumstances. The instruction is to be designed to provide maintenance in the basic academic courses so that when a student returns to school the student will not be at a disadvantage because of absence.

Students whose absence is associated with injury, medical or emotional-related situations qualify for homebound instruction by submitting a written statement from a medical doctor requesting homebound instruction. The documentation shall state the reasons for the homebound instruction request, as well as the estimated time the student will be out of school. This documentation shall be presented to the principal by the parent. In the event a parent does not initiate a request for homebound instruction, the school principal shall use the service of the Visiting Teacher to obtain the needed documentation from the parent. Principals may refer students for homebound instruction for unique circumstances. The Superintendent of Schools is authorized to declare such students eligible for homebound instruction if, in the Superintendent's opinion, homebound instruction is appropriate.

The Superintendent of Schools may authorize homebound instruction as a temporary educational placement for students removed from the regular program for disciplinary reasons.

The homebound instruction program is under the supervision of the Director of Special Education.

Adopted: December 17, 1996

Current practice codified 1996

LEGAL REFS.: Delaware Handbook for K-12 Education
Delaware Administrative Manual: Programs for Exceptional Children

CROSS REFS.: IHBH, Alternative School Program

HOME SCHOOLING

The State of Delaware accepts home schooling as an appropriate alternative educational placement to meet the compulsory education requirement of the Code of Delaware, when such home schooling is authorized by the Superintendent of Schools in the Caesar Rodney School District.

To establish a home schooling program, parents of children under the age of 16 must submit a letter of intent and request authorization by the Superintendent of Schools.

The Delaware Department of Education provides both parent and school district guidelines for meaningful home schooling. The minimum guidelines must be considered obtainable for the Superintendent of Schools to authorize home schooling.

Credit for graduation is not generally awarded for home schooling; high school age students and their parents are to be notified of this when they request permission to home school. The Superintendent of Schools is authorized to establish proficiency exams for high school credit when extenuating circumstances warrant such authorization. This arrangement must be a part of the original approval for home schooling.

Students being home schooled are not eligible to participate in the extra-curricular program of the schools. Students being home schooled may use the resources of the school library with the consent of the school principal providing such usage does not limit library access to regular students. Parents are fully responsible for securing adequate instructional materials for home schooling.

The Administrative Assistant to the Superintendent supervises home schooling and is to notify the Superintendent of Schools whenever the adequacy of a home school is questioned.

Adopted: December 17, 1996

Current practice codified 1994

LEGAL REFS.: Delaware Handbook for K-12 Education

Caesar Rodney School District, Wyoming, Delaware

ALTERNATIVE SCHOOL PROGRAMS

The Caesar Rodney School District Board of Education realizes that some student needs cannot be met in the regular school program. The Board of Education directs the Superintendent of Schools to present program recommendations for Board of Education consideration and authorization as conditions within the schools warrant.

Although alternative school programs are usually associated with student discipline, academic problems or attendance, the Board of Education realizes that any student may benefit from alternative school programs.

Programs which affect more than one student and which are considered ongoing programs shall not be initiated without Board of Education authorization. The Superintendent of Schools is authorized to establish alternative school programs for individual students with unique needs providing all requirements for promotion or awarding of credit are met.

A decision to place a student in an alternative school program will be based on a review of all student records and a meeting of the parent or guardian with appropriate school representatives to review the records fully and discuss the matter.

The alternative school program may be located within a school or on a separate campus and may operate before, after, or during regular school hours. In implementing the program, the District may modify the number of credits a student must take each semester, and modify the methods, pacing, and materials of instruction as appropriate.

The District will require students in alternative school programs to meet state graduation requirements. The District will maintain evidence of student accomplishments and progress in the programs.

Alternative school programs are under the supervision of the Director of Support Services.

Adopted: December 17, 1996

Current policy and practice codified 1996

CROSS REFS.: IHBC, Programs for At Risk/Disadvantaged Students

Caesar Rodney School District, Wyoming, Delaware

ALTERNATIVE SCHOOL PROGRAMS

The following alternative school programs have been authorized for the Caesar Rodney School District:

- Early Graduation
- Alternative Class: Caesar Rodney Junior High School
- SARS (Severely At Risk Students): Caesar Rodney High School
- PEAK (Programs for Education Alternatives in Kent County): High School students
- Because We Care: Grades 6-8
- Correspondence Courses: Caesar Rodney High School
- SBI (School Based Intervention): All schools

Issued: 1996

SUMMER SCHOOL

The Caesar Rodney School District Board of Education authorizes three types of summer school programs:

- students in need of extended study to meet course or grade standards;
- students desiring to accelerate or enrich their programs;
- special education students whose Individualized Educational Plan (IEP) prescribes such programming;

Programs of a remedial nature due to course failure are provided free to students except at the middle school or high school level.

Students enrolling in summer school acceleration or enrichment courses will be charged a tuition fee. Such programs are offered pending sufficient enrollment and availability of staff. When the cost of such courses is supported by tuition, the establishment of such classes will be contingent upon at least 10 registrations in the subjects to be offered.

Summer school programs are under the supervision of the Director of Curriculum & Instruction.

Adopted: prior to 1996, Codified 1996

Revised: February 2006

Revised: January 24, 2017

CROSS REFS.: IHBA, Special Education Programs
IHBC, Programs for At-Risk/Disadvantaged Students

Caesar Rodney School District, Wyoming, Delaware

FIELD TRIPS/STUDENT TRAVEL

Student travel is categorized into the following two categories:

- Field Trips
- Educational Travel

Section I. Definition:

Field Trips:

Type I: Trips by students in a course or class that take place entirely during the time of a regular school day.

Type II: Trips by students in a course or class that take place on a regular school day and part of the trip includes time before or after the regular school day.

Educational Travel: Trips by students, individually or in a group under the sponsorship of the school to participate in a competition, exhibit, study activity or student conference and overnight lodging is often necessary.

Section II. Board Authorization: All out-of-state field trips shall be presented for Board of Education review and authorization.

All over-night educational travel shall be presented for Board of Education review and authorization.

Section III. Field Trips: The relative merit of a field trip versus classroom activity must be carefully evaluated. When the merits of a field trip outweigh the classroom activity, the field trip will be considered a part of the instructional program. Local trips are to receive priority.

Field trip costs may be partially or fully funded by student fees; however, no student may be denied participation in a school day field trip who did not provide the requested fee to cover the cost of the field trip. Basic Building Budget funds or donations shall be used to cover the costs of field trip participation for a student who did not pay the fee.

Saturday trips are encouraged where the trip is more of a social event than an educational event. Saturday trips may be partially or fully financed by student fees. Out-of-state trips must be authorized by the Board of Education.

The building principal is authorized to approve staff requests for field trips not requiring Board of Education approval.

Principals are authorized to cancel field trips if the expected number of chaperons are not present or weather conditions would nullify the benefit of the field trip.

Section IV. Educational Travel: Principals are to submit requests for Board of Education approval early enough to assure placement on a meeting agenda far enough in advance of the trip date to assure no loss of deposit if Board of Education approval is denied.

Requests for authorization of an educational travel trip must include data regarding the cost to the student, planned fund raising activities, dates, trip itinerary, purpose of the trip and other relevant data.

Section V. Parental Permission:

- Field Trips-Type I: Individual parent permission slips are not required providing the notice of the trip has been communicated to parents via school newsletter or other usual school communication procedures.
- Field Trips - Type II and All Educational Travel: Individual parent permission slips authorizing student participation are required.
- 18 Year Old Students: Only students who have declared independence may sign their own permission slips.
- When parent permission slips are required, a principal is not authorized to waive the requirement.

Adopted: February 17, 1998

CROSS REFS.: JJH, Student Travel/Field Trips

Caesar Rodney School District, Wyoming, Delaware

FIELD TRIPS/STUDENT TRAVEL

I. FIELD TRIPS

1. Type I: Field Trips Within the School Day

Type I trips are considered a basic component of the curriculum and principals are to validate the linkage between class activity and the field trip before authorizing a Type I field trip. Parent Permit Slips are not required for Type I trips.

Parents shall be notified of a Type I field trip via a written notice, a minimum of five school days before the field trip. Notification shall be by a regular school communication process such as the "Brown Envelope Day" or school activity calendar.

No student may be denied participation in a Type I field trip who did not pay the designated fee for the trip.

Student fees may be collected for participating in a Type I field trip. All students assigned to the class or group scheduled for a Type I field trip are to participate unless prearranged absence had been scheduled for such activity as doctor or dentist appointment. The school will cover the costs for students who did not pay the fee.

Parental objection to a field trip is not a valid excuse for absence from school or an alternative activity in place of participation in the field trip. Parental objection to the appropriateness or participation in a Type I field trip shall be processed as any other complaint about the instructional program. Such complaints are processed via the procedures of the Reconsideration Process.

2. Type II: Extended Day Field Trips

The only programmatic difference between a Type I and Type II field trip is the time of day the trip is scheduled.

Parental Permission Permits are required for Type II field trips.

Students whose parents will not authorize Type II field trips shall be scheduled for an appropriate alternative educational activity at school while the other students are absent for the field trip.

Principals shall make multiple attempts to secure parent permission for student participation in Type II trips for students considered “at risk” so these students can experience the educational benefits of the field trip. Principals are encouraged to use parents to contact parents as one way of securing permission for all students to participate.

Any such trip should be canceled whenever fewer than 70% of the students do not have authorization to participate in the field trip.

No student may be denied participation in a Type II field trip who did not pay the designated fee for the trip.

3. Educational Travel

Educational travel trips must be approved by the Superintendent of Schools before the students are informed of the potential trip.

Students may be charged a fee to offset part or all of the expense of a trip designated Educational Travel.

4. Board Authorization for Overnight and Out-of-State Field Trips or Educational Travel

Requests for authorization must be received by the Superintendent of Schools no later than the Thursday preceding the date of the regular Board of Education meeting for that month.

Issued: February 17, 1998

SCHOOL VOLUNTEERS

The Caesar Rodney School District Board of Education recognizes the benefit of a cooperative effort between the community and the District that promotes a volunteer program to support District instructional programs and extracurricular activities. The purpose of the volunteer program will be to:

- Assist school employees in providing more individualization and enrichment of instruction.
- Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in the total educational process.
- Strengthen school community relations through positive participation.

A volunteer is an adult person who works on an occasional or regular basis at school sites or other educational facilities to support the efforts of professional personnel. Volunteers will work with students under the immediate supervision and direction of a professional staff member. Such an adult volunteer worker shall serve in that capacity without employee benefits of any type.

Volunteers are expected to comply with all policies and regulations set forth by the District.

Adopted: November 2006

Caesar Rodney School District, Wyoming, Delaware

SCHOOL VOLUNTEERS

A *volunteer* is an adult person who works on an occasional or regular basis at school sites or other educational facilities to support the efforts of professional personnel.

An individual defined as a volunteer at a school or district facility shall complete all necessary School Volunteer Forms and receive the Principal's signed approval. The required forms will be made available at each district facility and processed by the Office of Human Resources.

The building administration will approve all volunteer placements.

Volunteers will work with students under the immediate supervision and direction of a professional staff member.

Volunteers are expected to comply with all policies, expectations and regulations set forth by the District and the building administration.

The Caesar Rodney School District reserves the right to deny a person's application to serve as a volunteer.

The Caesar Rodney School District may terminate a volunteer agreement, or previously approved application, at any time without notice.

A chaperone responsible for the supervision of children will be considered a volunteer. A mentor will be considered a volunteer. Chaperones and mentors will be required to complete all necessary volunteer forms.

A *visitor* is defined as any person that visits a school or facility in a seldom or infrequent manner and is not held responsible to supervise or mentor children.

A principal may use their discretion to determine whether an individual is considered a volunteer or a visitor.

For each visitation, all volunteers and visitors must sign-in at a designated area and receive approval and/or credentials to enter the district facility.

ACADEMIC ACHIEVEMENT

The Caesar Rodney School District's instructional goals and objectives are based upon the content standards established by the State Board of Education and the District standards, which align with the state standards. These standards address both the content and the skills needed for successful achievement in the next grade or the next course in a sequence of courses.

Classroom instruction and assessments are to be designed so that the student's performance indicates the level of mastery of District objectives. The student's mastery level will be the sole factor in determining the grade for a subject or course.

Adopted: March 18, 1997
Revised: September 18, 2007

GRADING/ASSESSMENT SYSTEMS

Evaluation of student progress is a primary responsibility of the teacher in the Caesar Rodney School District. The highest possible level of student achievement is a common goal of both the school and the home. It is the position of the Board of Education that a close working relationship between the home and the school is essential to the accomplishment of this goal. Regular communication with parents or guardians about the scholastic progress of their student is a basic component of this working relationship.

Regularly issued report cards and regular interim reports combined with parent-teacher conferences serve to promote a process of continuous evaluation of student performance.

Adopted: March 18, 1997

Current policy adopted prior to 1997

REPORT CARDS/PROGRESS REPORTS

Kindergarten Reporting Process

Progress reports are issued at semester and at year's end only.

Elementary Reporting Process

For the elementary grades 1-5, a formal report card will be provided to students and parents every nine weeks. The reporting cycle will include an interim progress report at the midpoint of the nine weeks.

The report card will indicate progress by letter grades in the core academic subjects of English/Language Arts, mathematics, science, and social studies.

<u>Letter Grade</u>	<u>Quality of Student Work</u>
A	Excellent
B	Very Good
C	Satisfactory
D	Poor
F	Failing

No pluses or minuses may be added to the letter grades for any subject on the report card.

For non-core courses the following grades will be used:

<u>Grade</u>	<u>Quality of Student Work</u>
O	Outstanding
S	Satisfactory
N	Needs Improvement

If a mathematical scale is to be used by classroom teachers to calculate the grade for core courses, the scale will be:

A = 92-100
B = 85-91
C = 75-84
D = 70-74
F = below 70

Secondary Reporting Process

For the secondary schools, formal reporting of progress is provided to students and parents on a nine week basis with an interim report issued at the midpoint of the reporting period.

Student achievement is determined by a mathematical scale in the secondary school. For the middle schools, achievement is reported as a letter grade, whereas for the high school numeric grades are used to report achievement.

Middle School Grading Scale

A = 92-100
B = 85-91
C = 75-84
D = 70-74
F = below 70

High School Grading Scale

A = 92-100
B = 85-91
C = 75-84
D = 70-74
F = below 70

Due to the fact that grades are used to determine eligibility for some extracurricular activities, it is imperative that interim reports reflect actual scholastic progress to that date so that a student in danger of becoming ineligible has time to remedy the problem.

Note: For the 1999-2000 school year, the sixth grade begins to follow the Middle School Grading Scale.

Adopted: July 20, 1999

PARENT CONFERENCES

The Caesar Rodney School District Board of Education believes that home-school communication is a key to student success. To provide opportunities for parent conferences, the school calendar shall include regular opportunities for the scheduling of parent/teacher conferences for the elementary grades. For the secondary schools, parent conferences may be listed in the calendar, but principals and teachers are to initiate parent conferences as the need exists.

The Board of Education realizes that the time provided in the school calendar may not accommodate the needs of all parents and expects the principal and teachers to offer alternative times for parent conferences to meet those special needs.

In the event a parent does not schedule a parent/teacher conference, principals and teachers are expected to initiate a telephone conference with parents and to encourage attendance at future conferences.

Adopted: Current practice codified 1997

GRADE ADJUSTMENT

The Caesar Rodney School District Board of Education recognizes that a teacher is the primary professional responsible for determining grades. No grade shall be changed without prior consultation with the teacher. When any administrative change in a grade is made without the teacher's consent, a written rationale for the change shall be provided to the teacher by the administrator. The administrator is responsible for maintaining a written record which states the reason for the grade adjustment.

Adopted: Current policy codified 1996

LEGAL REFS.: CREA Negotiated Agreement, Article III, Section F

HOMEWORK

The Caesar Rodney School District Board of Education considers homework to be an essential part of the learning process. However, care must be exercised that homework is purposeful and not overburdening by way of quantity. Homework may vary from grade to grade and/or course to course and should account for the student age with respect to time needed to complete the homework. Principals are responsible for monitoring the amount and type of homework assigned in each school.

The Superintendent of Schools is to see that regulations for the purpose of providing uniformity of homework at grade levels or similar courses is available to teachers, students, and parents. Periodically, the Superintendent of Schools is expected to appoint a committee to review the adequacy of the regulations.

Adopted prior to 1997

CLASS RANKINGS/GRADE POINT AVERAGE

The Caesar Rodney School District Board of Education authorizes the compilation of grade point average and class rank for grades 9, 10, 11, and 12. Such compilations are generally not for public usage. These computations are part of the student's academic profile and are used to assist students and parents in academic and career planning. These compilations are not to be distributed, posted, or made available for general information purposes. The principal may authorize the use of this data to determine eligibility for special recognitions, awards, or scholarships.

The compilation of class rank is computed at the end of the fifth, sixth, seventh and eighth semesters of high school work. The class rank computed at the end of the eighth semester reflects the final class rank of all graduating seniors except for seniors who must attend summer school in order to qualify for summer graduation. The grade point average and class rank for these seniors are adjusted to include the grades earned in summer school.

All credit courses are included in the computation of grade point average and all courses are of equal value in this computation.

Current policy codified 1997

HONOR ROLLS

It is the intent of the Caesar Rodney School District to recognize excellence in student academic achievement. Honor Rolls provide an opportunity for recognition of superior scholastic performance. In grades 1-12 therefore, the Board of Education authorizes and encourages the listing and publication of scholastic honor rolls at each elementary school, the middle schools, and the high school.

Adopted: February 15, 2000

Caesar Rodney School District, Wyoming, Delaware

HONOR ROLLS

It is the intent of the Caesar Rodney School District to recognize excellence in academic achievement in grades 1-12. Such scholastic honor rolls in the District require the following at the levels indicated:

Elementary Grades 1-5

- An honor roll list will be published at the end of each nine-week marking period.
- A student must achieve a B or better in each graded subject.

Middle School Grades 6-8

- Every graded subject will be computed in the grade-point average.
- A student must achieve a B or better in each graded subject.
- A student must achieve a B average overall to be placed on the honor roll.
- An honor roll list will be published at the end of each nine-week marking period.

High School Grades 9-12

- Every graded subject will be computed in the grade-point average.
- A student must achieve a B or 90.0 average overall to be placed on the honor roll.
- Every grade must be a minimum of 70.
- AP courses at the high school will receive an additional 5% consideration for Honor Roll determination only.
- An honor roll list will be published at the end of each nine-week marking period.

Adopted: February 15, 2000

Caesar Rodney School District, Wyoming, Delaware

PROMOTION AND RETENTION OF STUDENTS

Students in the Caesar Rodney School District must meet all promotion requirements specified in state law and required through Department of Education regulations. Such promotion requirements include stipulations requiring students to meet or exceed the standards set for the Delaware State Testing Program.

In addition to State requirements, District policy addresses the following promotion standards:

- Students in kindergarten are promoted based on mastery of the curriculum in the judgment of the teacher and building principal.
- Students in grades 1-5 must pass English/Language Arts and one other core course, to include mathematics, science, or social studies, with a final grade of “D” or better to be promoted.
- Students in grades 6-8 must pass English, science, social studies and math with a final grade of “D” or better to be promoted.
- Students in grades 9-12 must pass courses for credit as specified in policy IKF.

Adopted: February 2000

LEGAL REFS.: 14 Del. C Chapter 1, Subsection 3

PROMOTION AND RETENTION OF STUDENTS

Promotion to the next grade level is determined in the following manner for the different grade levels:

Kindergarten

Promotion is determined by the teacher and the principal.

Grades 1-5

Because our progress report shows improvement over time, only the column for the 4th nine weeks is to be used to determine promotion or retention. A majority of one's in any subject area in the 4th column, math, science, social studies, and English/Language Arts is failure in that subject. English/Language Arts must be passed each year in grades 1-8 for a student to be promoted. In grades 1-6, 50 percent of core courses must be passed for a student to be promoted, and one of those passed must be English/Language Arts. English/Language Arts includes reading, writing, listening and speaking.

Grade 6

For the 1998-99 school year, the sixth grade promotion will be based on the elementary school intermediate grade scale. For the 1999-2000 school year, the sixth grades will move to the middle school and will thereafter follow the middle school progress report with letter grades. At that point, promotion will be the same as for grades 7 and 8.

Grades 7-8

Final grades of "F" in any core academic subject (English/Language Arts, math, science, social studies) will result in retention pending completion of summer school. If weaknesses have not been remediated during summer school, the student will be retained. Beginning in 1999-2000, failure on the DSTP for an eighth grade student in English/Language Arts and/or math will also result in retention pending summer school. If the student fails to achieve passing scores on a retake of the DSTP after summer school, the student is retained. If a student who has failed a core course fails to attend mandatory summer school, the student is retained. At this point an individual improvement plan must be developed. A student cannot repeat any course already passed. The eighth grade student who is retained will be placed in a readiness academy to prepare him/her for ninth grade, while remediation of the weaknesses in eighth grade courses takes place.

TABLE FOR PROMOTION

GRADE LEVEL	REQUIREMENT
Kindergarten	Teacher and principal judgment of mastery of the curriculum
Grades 1-5	Mastery of English/Language Arts curriculum AND mastery of at least one of the following curricula: science, social studies or mathematics. 1999-2000 and beyond - students in grades 3 and 5 must also pass the DSTP English/Language Arts state test in order to be promoted.
Grade 6	For 1998-99; the same requirements as grades 1-5 For 1999-2000 and beyond: the same requirements as for grades 7-8
Grades 7-8	Final grades of A, B, C, or D in core subjects (math, science, social studies, English/Language Arts) 1999-2000 and beyond - 8 th grade students must also pass the DSTP English/Language Arts and math state tests to be promoted.
Grades 9-12	See IKF For the 1999-2000 and beyond, students must pass the DSTP English/Language Arts and math state tests in order to graduate and receive a diploma.

Grades for Promotion Elementary

Primary Progress Report (Grades 1-3)

E/LA has 11 items, so 6 “1’s” = failure
 Math has 3 items, so 2 “1’s” = failure
 Science has 2 items, so 2 “1’s” = failure
 Social Studies has 2 items, so 2 “1’s” = failure

Intermediate Progress Report (1999 4-6)

(1999-2000 4-5)

E/LA has 11 items, so 6 “1’s” = failure
 Math has 5 items, so 3 “1’s” = failure

Remember only the scores in the 4th column are counted for retention.

Caesar Rodney School District, Wyoming, Delaware

GRADUATION REQUIREMENTS

The Caesar Rodney School District Board of Education recognizes that the State Board of Education is responsible for establishing the minimum requirements for the awarding of a diploma signifying successful completion of the course of studies for high school graduation. In addition to the requirements established by the State Board of Education, the Board of Education of the Caesar Rodney School District has established requirements regarding the number of years of study a student must successfully complete to be awarded a diploma.

A student meets the requirements for a high school diploma while enrolled in grades 9, 10, 11 and 12.

Carnegie units of credit are awarded for successful completion of approved courses. A full credit course must consist of at least 135 clock hours of instruction. A fractional credit may be awarded for a course scheduled for more or less than 135 clock hours providing the credit is in ratio to the clock hours needed to earn a full credit.

In certain instances, course credit may be awarded to students who demonstrate competency. Credit via competency examination shall only be awarded for courses identified by the State Board of Education as eligible for waiver from the clock hour requirements. Credits earned via competency examination do not count toward meeting the number of credits needed to qualify for graduation. Credits earned via competency examination are designated on the student's transcript via a notation "passed/date" and no grade is assigned.

All students enrolled in grades 9, 10, 11, and 12 are to be scheduled as full time students unless they are a fifth year student. The principal may authorize an exception due to extenuating circumstances.

A Student Curriculum Guide is to be published annually by the high school. The Student Curriculum Guide will include a listing of credit courses which may be offered the following school year. In some cases, minimum enrollment is required for the course to be scheduled. In addition to the courses identified in the Student Curriculum Guide, students may earn graduation credit as follows:

- courses taken at or through a community, junior, and/or a four year college, or
- peer teaching or work experience which meet the educational objectives or vocational program of the student, or
- independent study and/or correspondence courses

The authorization of the high school principal prior to enrollment in any of the options cited above is needed for the awarding of graduation credit. The procedures to obtain the principal's authorization shall be published in the Student Curriculum Guide publication.

Adopted: March 18, 1997

LEGAL REFS.: Handbook for K-12 Education

CROSS REFS.: IHAI, Computer/Technology Literacy

Caesar Rodney School District, Wyoming, Delaware

EARLY GRADUATION

The Caesar Rodney School District Board of Education realizes that, on occasion, a student may desire to graduate in a time period shorter than the usual four year program.

The Board authorizes the high school principal to approve a course of study to facilitate early graduation for students who qualify. Students should apply for approval prior to the end of their freshman year.

Early graduation is only to be approved for students who are achieving at the highest levels academically and are projected to move beyond the high school curriculum prior to normal graduation.

Adopted: December 16, 1997

Current practice codified 1997

GRADUATION CEREMONIES

The Caesar Rodney School District Board of Education shall sponsor a graduation ceremony for students who are eligible to receive a diploma or a certificate of competency at the end of the regular school year and at the end of summer school. The dates for graduation will be included as events on the District School Calendar.

The high school principal is responsible for organizing the ceremony and determining if the planned, outdoor ceremony should be transferred inside as a result of inclement weather. The end-of-year ceremony will be held at the stadium and the summer school ceremony will be held in the high school auditorium.

The selection of the commencement speaker will be made by the Senior Class under the direction of the Class Sponsors, with final approval by the high school principal. Expenses for the commencement speaker will be paid by the Senior Class. Should the Class lack appropriate funds, the Class may request assistance from the Board of Education.

Any costs associated with staging of the graduation ceremonies, with the exception of those previously noted, will be paid by the Board of Education.

The principal is responsible for the selection of student speakers at commencement. Students to be considered for selection are the class officers, Valedictorian, Salutatorian, or others who have made significant contributions to the school or community.

Guidelines for Student Speakers

The principal shall be responsible for approving the topic, content, and length of all speeches delivered by students. A copy of the speech or address shall be given to the principal prior to graduation. The following should be considered:

- The speech should not mock, demean, or ridicule other persons or groups.
- The speech should not reflect obscenity, vulgarity, or inflammatory statements.

The Board of Education President or the President's designee will award the diplomas and certificates.

The following will be invited to sit on the platform:

Members of the Board of Education
Superintendent of Schools
District Directors
DAFB Wing Commander or designee
DAFB Liaison to Board of Education
Guests of the Board of Education

Speakers
High School Administrators
Class Sponsors
High School Dean of Students
High School Teacher of the Year

Student participation in graduation ceremonies is voluntary. Students who opt not to participate may pick up their diplomas or certificates at the high school office the next business day after graduation or may request that the diploma or certificate be mailed to their home address.

Students who have not completed all graduation requirements of the State of Delaware and the Board of Education, or who are not eligible for a certificate of competency, will not participate in graduation ceremonies.

Students who have met graduation requirements, but who have unpaid financial obligations to the school, may participate in graduation ceremonies. However, the diploma or certificate will not be awarded until the financial obligations are satisfied.

Current policy codified 1997

CROSS REFS.: IKF: Graduation Requirements
 ICA: School Calendar

Revised: November 21, 2000

Caesar Rodney School District, Wyoming, Delaware

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Caesar Rodney School District Board of Education recognizes the need for constant evaluation of the instructional program in order to comply with Delaware Department of Education requirements and to fulfill the educational needs of the students as well as the expectations of the community. Therefore, the Board authorizes the District's professional personnel, directed by the Superintendent, to plan and carry out the evaluation.

The evaluation will be designed to compare student progress with the aims and objectives established by the District's curriculum plan. Its focus is to determine if established goals are being met. Such means and instruments as are necessary to conduct this evaluation fairly, fully, and constructively with respect to all teachers and students may be used. Evaluative devices may include pre-tests and post-tests furnished by textbook publishers, teacher made tests, teacher judgments, standardized tests, skill checklists, and the tests of the State of Delaware or the District Testing Program.

The Board of Education realizes that a major component of the Curriculum Development Policy is assessment of the curriculum, which includes evaluation of instructional programs. The Board of Education reviews assessment and evaluation reports from the Curriculum Cabinet. The Superintendent shall schedule other reports, which will assist the Board of Education in its evaluation of the instructional program.

The Board of Education supports the following objectives for the District Testing Program. Testing is to be used to analyze the:

- effectiveness of the District Curriculum;
- needs of individuals as well as groups;
- effectiveness of programs;
- progress of individual students, grade levels and the District.

To protect individual students and the District, the test scores are generally regarded as confidential. Access and use of test results are to be limited as follows:

- Teachers shall have access only to the test scores of students assigned to their classes and the public reports prepared for the Board of Education.
- Parents/guardians shall have access only to the individual scores of their own student and the public reports prepared for the Board of Education.
- Except for comparisons made from group results reported to the Board of Education, no other group results may be distributed unless the distribution is authorized by the Board of Education.
- Teachers working on curriculum projects shall only have access to data that cannot be identified to an individual student or teacher.

Testing of individual students associated with identification or continuation of special education services is not a focus of this policy. Testing for special education needs shall be in accordance with the guidelines of policy IHBA, Special Education Program.

Current policy codified 1997

CROSS REF: IG, Curriculum Revision, Adoption, and Review
IHBA, Special Education Program

TEACHING METHODS

It is the policy of the Caesar Rodney School District Board of Education to encourage and support variation and flexibility in the organization and teaching methods which promote and implement the basic philosophy of the Board of Education.

The educational needs of the District, the different rates at which students learn, the nature and variety of subjects taught in school, and the increasing body of knowledge suggest that there is not one teaching method or organization for instruction which could be used to advantage by all teachers for all courses and grade levels.

This policy recognizes the contributions made by educational researchers and affirms that teachers and administrators can meet the educational needs of the students by employing a variety of teaching methods and systems of organization for instruction. This policy encourages creative and constructive study of the teaching and learning processes.

Adopted: December 16, 1997

Current practice codified 1997

TEACHING ABOUT CONTROVERSIAL/SENSITIVE ISSUES

Education for effective citizenship is a major goal of the Caesar Rodney School District. To achieve this goal, students should have an opportunity to examine controversial/sensitive issues within the context of their formal education experiences. Accordingly, it will be the purpose of this policy to establish guidelines within which the District's professional staff and students can teach and learn about controversial/sensitive issues. In dealing with these issues, the concern is often about the instructional material rather than the issue. In the District, controversial/sensitive material is that material which, when introduced, arouses strong reactions representing differing points of view. There are many subjects which, by the nature of contemporary society, are intrinsically controversial/sensitive. To assist teachers, students, administrators and other interested parties, the Board of Education has established the following guidelines for handling controversial/sensitive issues:

Instructional Materials

- The topics selected for study must contribute to the purposes of the school curriculum.
- Indoctrination of specific beliefs will not be included in class discussions or in the curriculum. This should not prevent or discourage the study of the role of religion and its effect on history and culture.
- The content of the instructional materials must be appropriate to the developmental levels of the students.
- Problems and issues selected for discussion and study will be current, significant, and of interest to students.
- A reasonable effort will be made to provide sufficient materials for the thorough study of many facets of controversial/sensitive issues.

Rights and Responsibilities of the Student

- Students have the responsibility to learn and practice the techniques of participatory governance in preparation for carrying out the duties of intelligent, involved citizens.
- Students have a right to an explanation by the teacher if an issue is not to be studied.
- Students have a responsibility to undertake the study of all sides of an issue, to listen to other viewpoints with an open mind, and to evaluate issues on an intellectual, rather than an emotional basis.

Rights and Responsibilities of the Teacher

- The teacher will determine whether the issue raised is to be considered at the moment; whether there will be time to explore the issue sufficiently; the relationship of the problem to the curriculum; whether the students are prepared or ready to study the issue; and whether the teacher is prepared to discuss and present it effectively.
- The students will be instructed on the importance of the reason for considering controversial/sensitive issues. If an issue is not to be studied, the teacher has an obligation to explain the reason.
- The teacher as a moderator and a participant will point out the possibility of errors in statements of students and writers and the possibility of alternative points of view. The teacher will see that facts, evidence, and aspects of an issue are fairly presented and that students are helped to evaluate their sources of data as well as their methods for reaching conclusions.
- Teachers have the right to express their opinions providing the students understand that it is opinion and not an authoritative answer. Teachers will not attempt to limit or control the judgment of students, directly or indirectly, and they must avoid indoctrination.
- The teacher has a right to protection from pressures that demand withholding of important facts.
- The teacher will uphold, protect, and defend the fundamental freedoms of the U.S. Constitution.
- The teacher will seek the advice of the principal when in doubt about the appropriateness of introducing an issue in class.

Rights and Responsibilities of the Administration

- When a teacher has doubts about the appropriateness of discussing certain controversial/sensitive issues in the classroom and seeks the advice of the principal, the principal should offer guidance. If the principal and teacher are unable to agree, the matter will be referred to the District Director of Instruction.

- No group or individual has the right, without authorization of the principal, to present arguments for or against any issue under study directly to students or to the class. The teacher, however, may invite representatives of different viewpoints to appear before the class to discuss their opinions after obtaining approval of the principal.

Adopted: December 16, 1997

Current practice codified 1997

CROSS REFS.: KEC, Public Concerns/Complaints about Instructional Resources

EXEMPTIONS FROM REQUIRED INSTRUCTION

The Caesar Rodney School District Board of Education has determined that if the religious beliefs and teachings of a student, the parents or legal guardians are contrary to the content of a school subject or to any part of a school activity, the student may be exempt from participation. To receive such an exemption, the parent or legal guardian must present to the principal a written explanation from an appropriate religious leader identifying the conflict.

If a student is physically unable to participate in a physical education class activity, the parent must present to the principal a statement from a physician stating the reason for the exemption.

Exemptions from required instruction do not excuse a student from the total credits required for graduation. Exemption from a class activity will be replaced by an appropriate activity if a grade or credit for the class is to be awarded.

Current policy and practice codified: November, 1997

LEGAL REFS.: Handbook for Delaware K-12 Education

SCHOOL CEREMONIES AND OBSERVANCES

The State of Delaware directs that specific activities be incorporated into the public schools, including the Caesar Rodney School District. These recognize the U.S. Constitution, individual conscience, and patriotism. Principals are to schedule appropriate ceremonies to meet this requirement of the Delaware Code.

The Board of Education expects the principal of each school to lead the faculty in organizing appropriate ceremonies and observances to recognize the plural characteristics of the American culture. The meaning of certain days and customs must be understood by all and presented fairly and in an unbiased way to foster the unifying principle of American culture.

Special days which are not scheduled as school holidays should be recognized in the curricular activities of a school to enable students to understand the significance and rationale for such days.

To illustrate this, the evolution and special significance of November 11th is cited. Following World War I, the day was identified as Armistice Day and was a national holiday. Following World War II, it evolved into Veterans' Day. It is still a national holiday, but the observance of the day at the local level has changed dramatically over time. Currently, November 11th is a school day because the calendar has adjusted to the fact that not all special days can be observed as school holidays. These days have special meaning to the total fabric of the American culture and their significance should be evident in the schools.

Adopted: December 16, 1997

Current practice codified 1997

LEGAL REFS.: 14 Delaware Code, Section 4101
Delaware Handbook for K-12 Education

SCHOOL ASSEMBLIES

The Caesar Rodney School District Board of Education recognizes that assembly programs are conducted at the discretion of the building principal. The content of the program should be directly related to the instructional program, to the general operation of the school, or to the celebration of special events of local, state or national importance.

Current policy adopted: date of manual adoption

ANIMALS IN SCHOOLS

With the principal's authorization, live animals may be housed or brought to schools in the Caesar Rodney School District. When such authorization is given, the following guidelines are to be followed:

- It is the responsibility of the principal or designee to assure a specific and appropriate educational purpose before any animal is housed in a classroom.
- School staff will be responsible for the proper control of animals brought to school for instructional purposes, and the principal will be responsible for ensuring the effective protection of students when animals are in the school.
- Specific guidelines for the care of animals and the recognition of hazards related to animals housed in a classroom must be available and taught to all students who will be in contact with the animals.
- Special attention should be given to furred and feathered animals in the classroom in terms of their effect on students with allergies.
- It will be the responsibility of the principal or designee to provide for a plan of care for classroom-housed animals when school is closed.

Note: Nothing in this policy prohibits the use of leader dogs or other animals used to assist physically disabled persons in the schools.

Adopted: December 16, 1997

Current practice codified 1997

Caesar Rodney School District, Wyoming, Delaware

ANIMAL DISSECTION

The Caesar Rodney School District Board of Education expects that principals of schools where dissection of animals is a curriculum activity shall provide a meaningful alternate activity for students who have a moral objection to animal dissection. When such an objection is presented, the following guidelines are to be followed:

- A written request from the parents of the student wishing to be excused from dissection must be submitted to the teacher. The request must state the reasons for not participating in the dissection.
- A committee comprised of the principal or designee, guidance counselor, and classroom teacher will review the request to ensure its legitimacy. The committee may request an interview with the parent and/or student in order to gain information needed to act on the request.
- An alternate activity closely related, and of comparable rigor, will be assigned in lieu of the laboratory dissection. (Computer simulations and research are some examples of alternate activities.)
- The student will be responsible for the material covered in the alternate activity and the student will be evaluated on that material.
- The alternate activity will be equivalent to the dissection activity in determining the grade for the class.

Adopted: December 16, 1997

Current practice codified 1997

CLASS INTERRUPTIONS

Teachers will not be called from the classroom or interrupted while teaching except under emergency situations in schools in the Caesar Rodney School District.

Intercom communications other than for emergencies should be made at scheduled times and not in a way that disrupts the total school or individual classrooms.

Current policy adopted: date of manual adoption

LEGAL REFS.: CREA Negotiated Agreement

SCHOOL STORES

Principals may authorize the operation of school stores in the Caesar Rodney School District. The stores may be a function of the school administration, sponsored by a parent or student organization, club or class. Items sold in the stores should be associated with student school needs or items associated with providing students access to merchandise which foster school spirit.

Profits, if any, are to be directed to support the mission of the school or services to students provided by the sponsoring organization, club or class.

Principals who authorize school stores are responsible to see that funds are collected and supplies are purchased according to appropriate District fiscal management policies.

Adopted: December 16, 1997

Current practice codified 1997

CROSS REFS.: Section D, Fiscal Management, District Policy Manual

COLLECTION OF MONEY BY TEACHERS

Using teachers for the collection of money is generally discouraged within the Caesar Rodney School District. The Board of Education recognizes that money must be collected by teachers for certain activities. It is the desire of the Board of Education that this practice be kept to a minimum. Whenever teachers must collect money, the procedures for handling monies as listed in Section D, Fiscal Management of the District Policy Manual, are to be followed.

The Board of Education does not support using teachers as the collectors of monies for fund raising projects of the parent organizations. When a parent organization sponsors a fund raising activity, a parent volunteer should handle the money. The principal needs to schedule parent volunteer visits to classrooms for collection of such money in a way as to minimize the loss of instructional time.

Adopted: December 16, 1997

Current practice codified 1997

CROSS REFS.: Section D, Fiscal Management, of the District Policy Manual

PLANNING AND RECORD KEEPING BY CLASSROOM TEACHERS

Lesson Plans

The Caesar Rodney School District Board of Education believes that quality lesson planning is necessary to help ensure that key elements of an effective lesson are presented. Lesson plans assist the principal, supervisor and substitute teachers in understanding the regular classroom teacher's plan for teaching the Course of Study as adopted by the Board of Education. Lesson plans should also be prepared by teachers whose assignment may vary from regular classroom work in order that their scheduled activities may be observed with understanding or replicated by a substitute teacher. Generally, teachers will prepare lesson plans on a weekly basis,, although they are expected to have general plans which cover the length of the course. Plans will be kept by the classroom teacher in a place known to, and accessible to, the building administrators. The principal may further require teachers to provide copies of lesson plans to the school office at reasonable times.

The lesson plan should be of sufficient length and substance to allow a substitute teacher to carry on the course of study and to provide a means by which principals and supervisors may monitor instruction to assure that the educational program in a particular class or activity is related to the District-approved course of study.

Although the District will provide lesson plan books, principals may request another system or format for the presentation of lesson plans provided it meets the purpose of planning. Principals may also require more detail or specific plans to assist individual teachers, or they may minimize the use of lesson plans when such action will not compromise the stated purpose of lesson planning.

Lesson plans may be prepared by teaching teams. It is recognized that provision for flexibility is essential within the lesson plan to allow for unexpected changes and varying learning rates. It is further recognized that there may be many effective lesson designs.

Record Keeping

Accurate records of student academic work, attendance, and participation in activities associated with classroom instruction are all part of record keeping. Teachers are provided grade books or other data forms for the collection and/or maintenance of needed records. Teachers are responsible for the accuracy of records associated with these assignments.

Grade books and other data forms are to be available as directed by the principal and filed for retention as directed by the principal.

Planning Time

Principals are to schedule planning time for teachers in accordance with the provisions of the Negotiated Agreement between the CREA and the Board of Education.

Adopted: December 16, 1997

Current practice codified 1997

LEGAL REFS.: Delaware Handbook for K-12 Education
State of Delaware Records Retention Manual
CREA Negotiated Agreement

Caesar Rodney School District, Wyoming, Delaware