



HENRY C. CONRAD SCHOOLS OF SCIENCE
STUDENT & FAMILY HANDBOOK
2020-2021

Nondiscrimination and Section 504 Notice

All parties, procedures, and policies of the Red Clay Consolidated School District shall clearly exemplify that there is no discrimination in the recruitment, employment, and subsequent placement, training, promotion, compensation, tenure, and all other terms and conditions of employment over which the Red Clay Consolidated School District Board of Education shall have jurisdiction, or in the educational programs and activities of students on the basis of race, creed, color, religion, national origin, age, sex, sexual orientation, domicile, marital status, handicap, genetic information, veteran status, or any legally protected characteristic. Inquiries into compliance for Title IX or Section 504 are to be directed to Debra Davenport, Human Resources Development, RCCSD, 1502 Spruce Avenue, Wilmington, DE 198085 (302) 552-3784. The school's building level coordinator of compliance for Title IX/Equal Educational Opportunity Officer is Matt Brainard. The building level coordinator of compliance for section 504 is Brenda Akin

This handbook belongs to:

| | |
|----------------------|--|
| Name | |
| Address | |
| City/Zip code | |
| Phone | |

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Red Clay Consolidated School District

Mr. Dorrell Green, Superintendent

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WELCOME LETTER

Dear Students, Parents, and Guardians,

The faculty and administrative team here at Henry C. Conrad Schools of Science welcome you to the 2020-2021 school year. As Conrad Schools of Science enters its fourteenth year, and after graduating ten classes, we are excited to begin the start of another successful school year. The 2020-21 school year promises to provide your student with an engaging academic experience within an inclusive learning environment. Our faculty is committed to fostering a community of learners in which each student is able to meet their fullest academic potential through a rigorous curriculum of project-oriented programs and real world experiences. We are committed to serving students in grades 6th through 12th in a life science magnet school that promotes pride and ownership of education in an academically challenging learning community. This begins with an accelerated middle school program that prepares students to become diligent scholars of the bio-science pathways in the upper grades while maintaining a traditional high school experience. The goal is for students to graduate with the knowledge and skills to be college and career ready. This handbook is designed to be a tool for you to use as you navigate through the many facets of student life while here at Conrad Schools of Science.

Conrad is a place where learning and scholarship are paramount. All other endeavors flow from this central purpose. We encourage you to take full advantage of the unique educational opportunities of our biotechnology, allied health, and computer science magnet school. This endeavor requires sound programs in academics, advisory groups, athletics, co-curricular activities, and student organizations. It is up to you to take full advantage of each component of our total program. Remember, the secondary school years provide a critical foundation that will shape your future.

The teachers, counselors, and administrators are here to help and support you in your daily activities. Our main priorities are to foster your love of learning and to assist you in obtaining your goals. Your responsibility is to come to school with a positive attitude, a willing outlook, and a team spirit in order to help actualize your success.

This handbook will answer many questions about our program and the logistics and policies of Conrad Schools of Science (CSS) and the Red Clay Consolidated School District. The goal of our policies on student behavior is to help you understand what it means, in concrete terms, to respect yourself and others. We hope this guide will aid and encourage you to form the self-discipline necessary to prepare for the future in highly competitive, global society. Everyone is responsible for helping students grow in maturity. Parents, you have a particular role in that your sons and daughters will look to you for an example of acceptable behavior. You are their teachers first and foremost. School helps to shape your children so let us all work together toward the common goal of achieving excellence for the students of Conrad. We hope that the information we provide in this handbook will support you in your endeavor for academic success.

We welcome you to Conrad Schools of Science and encourage you to do things the *Conrad Way!*

Mr. Mark Pruitt, Principal
Mr. Joseph Rappa, Assistant Principal
Mrs. Kendra Todd-Dixon, Assistant Principal
Mrs. Nora Wolford, Student Advisor

Conrad Schools of Science
Parent Involvement Policy

Parent Involvement: Empowering parents to participate in their children's education

The term *parent* refers to any caregiver who assumes responsibility for nurturing children. Studies show that student attitudes, behaviors, and achievement are positively enhanced when parents are involved in their children's education.

Conrad Schools of Science recognizes that parental involvement is a key to academic achievement. Parents want what is best for their children and are vital partners with the educational communities throughout their children's school career. The goal of this policy is to increase the positive interaction among parents, teachers, students, and administrators at Conrad Schools of Science.

In order to encourage parental involvement, the following four elements will be promoted:

1. **Supportive Environment:** Conrad welcomes families and actively seeks parental support and assistance for school programs. We respect cultural diversity and aspire to attain excellence for *all* students in our school.
2. **Full Partnership:** Parents are full partners in the decisions that affect children and families. Conrad relies on the expertise and skills of parents to strengthen the family, school, and community partnership.
3. **Reciprocal Communication:** Conrad depends on reciprocal communication with families. This requires school-initiated contact with parents and parent-initiated contact with the school. Both parties provide vital information about students' strengths, challenges, and accomplishments.
4. **Shared Responsibility:** Parents play an integral role in assisting student learning. Both parents and educators have a joint responsibility to make formal decisions related to all aspects of the education provided to our students. The role of parents in shared decision making is continually evaluated, refined, and expanded.

The primary goal of the Parent Involvement Policy is to provide *all* children with equal access to a quality education. All partners (parents, educators, communities, etc.) have the opportunity to provide input and offer resources to meet this goal.

This policy was developed in collaboration by the Conrad Building Leadership Team and the Conrad Parent Teacher Organization. Special thanks to the 2011 Advanced Placement Literature and Composition students for their skilled revision. The BLT will revisit the document annually to suggest changes/revisions.

| | | | |
|-----------|------|---------------|------|
| Principal | Date | PTO President | Date |
|-----------|------|---------------|------|

| | | | |
|----------------------------|------|------------------------|------|
| Conrad Teacher of the Year | Date | Senior Class President | Date |
|----------------------------|------|------------------------|------|

CONRAD BELL SCHEDULE 2020 - 2021

| BLOCK | START TIME | END TIME | TOTAL MINUTES |
|--|-------------------|-----------------|----------------------|
| 1ST | 7:25 | 9:00 | 95 |
| Passing | 9:00 | 9:05 | 5 |
| 2nd | 9:05 | 10:30 | 85 |
| Passing | 10:30 | 10:35 | 5 |
| 3rd | 10:35 | 12:45 | 130 |
| 1st lunch | 10:30 | 11:00 | 30 |
| Passing (return from 1st Lunch to class) | 11:00 | 11:05 | 5 |
| Passing (from class to 2nd lunch) | 11:05 | 11:10 | 5 |
| 2nd lunch | 11:05 | 11:35 | 30 |
| Passing (return from 2nd Lunch to class) | 11:35 | 11:40 | 5 |
| Passing (from class to 3rd lunch) | 11:40 | 11:45 | 5 |
| 3rd lunch | 11:40 | 12:10 | 30 |
| Passing (return from 3rd Lunch to class) | 12:10 | 12:15 | 5 |
| Passing (from class to 4th lunch) | 12:15 | 12:20 | 5 |
| 4th lunch | 12:15 | 12:45 | 30 |
| Passing | 12:45 | 12:50 | 5 |
| 4th | 12:50 | 2:15 | 85 |

- **1st period is 10 minutes longer to include announcements/attendance and homeroom functions.**
- **Double outlined & shaded 3rd Block is the lunchtime block. 1st, 2nd, 3rd & 4th lunch will be assigned by teacher/room. This means that a student's lunch may change depending on the class that occurs during the lunchtime block.**

HOW TO SUCCEED IN HIGH/MIDDLE SCHOOL

Success in middle and high school leads to success later in life. Whether you choose to continue your education at a higher level or pursue a career, find the balance that works for you to start achieving success now.

As a middle or high school student, you hear many opinions about what it takes to be successful. From the Administration & the Guidance Counselors, the following recommendations are essential to your success:

- Every student should get involved in a sport, activity or club
- Begin planning for the future
- Achieve high grades-starting with the first marking period
- Challenge yourself with harder classes
- Be responsible
- Be consistent; do not get behind in your class assignments; homework assignments and projects.
- Schedule allotted study time for test.
- Study every evening what you learned in your classes that day
- Seek help whether it is academically, emotionally, or socially
- Study hard
- Have fun
- If you intend on working accept a job no more than 3-4 hours a day.
- Develop good organizational skills
- Make use of a Daily Agenda by routinely writing in your; homework assignments, project assignments & test dates
- Print weekly grade reports to remain abreast of your grades

HOME ACCESS (HAC) CENTER AND SCHOOLGY

Home access center and Schoology are websites for parents, guardians and students. The goal of the sites, is to provide students and parents/guardians a vehicle with which to monitor student grades and assignments. Any questions regarding student academic performance should be directed to the teacher involved, counselor or building administration.

STUDENT SUCCESS PLAN (SSP)

The Student Success Plan (SSP) program is both unique and exciting in that it empowers students to plan their own success. Students can explore careers and match their interest to career and marketable skills. This online tool is a user friendly website. Students can use the program at school and home or anywhere they have computer access. While teachers and counselors will provide guidance, students are encouraged to use the program on their own to create their future.

PROGRAM DESCRIPTION

Conrad Schools of Science

The concept for **Conrad Schools of Science (CSS)** grew out of Red Clay's vision of a school that teaches a rigorous curriculum focused on the areas of biotechnology and allied health. The goal of the school is to prepare students for the workplace or for higher education at the college level. The curricular strands were chosen based on data derived from the Delaware Department of Labor Occupation and Industry Projections and the Delaware business community. Students attending CSS will have the opportunity to earn college credit as part of their school experience. CSS is a Red Clay Consolidated School District Magnet School. The program is designed to serve students from sixth through twelfth grade.

The middle school curriculum is designed to prepare students for the rigors and specific strands of the high school curriculum through classes focused on career exploration and the advisory program. Core content areas are English language arts, mathematics, science, and social studies. Accelerated groups will be created in mathematics based on ability and testing data. Students will also have the opportunity to take Algebra I, Geometry, Chinese and Spanish in middle school. The new academic program will retain many of the elements commonly associated with comprehensive middle and high school programs such as band, chorus, and sports. The exploratory program at the middle school will include biotechnology, computer science (coding) and allied health courses.

The school runs on a block schedule in order to increase instructional time and to provide for the extensive biotechnology and allied health high school component. Students have the ability to graduate with thirty-two high school credits or more.

College credits are earned while a student is in high school through dual enrollment courses at Delaware Technical and Community College and the Advanced Placement program.

The students and their parents will pay for the cost of those credits if the credits are to be transferred to the community college or to another institution accepting the coursework.

The high school curriculum contains the following six strands:

1. Biomedical - Science
2. Biotechnology - Research
3. Veterinary - Science
4. Nursing Technology
5. Physical Therapy & Athletic Health care
6. Computer Science

During the 2020-21 school year, all middle school students will participate daily in an advisory program. The program is designed to support the school climate by emphasizing the importance of building and maintaining supportive, caring relationships between teachers and the students they serve. The relationships and activities of the advisory program will positively influence not only their academic and personal achievement, but also their social interactions, and civic responsibilities.

At the high school level, students similarly participate in an advisory program; however, the advisors at the high school level focus on providing assistance to students by helping them to establish and achieve goals and overcome challenges related to a variety of topics that address their targeted social, emotional, and academic needs.

The academic program is designed to be rigorous. Students who successfully complete required course work can graduate with a Red Clay diploma and additional credits that can be applied toward degree programs at post-secondary colleges and universities. Students who desire to enter the workforce upon graduation will be viable candidates for a variety of entry-level jobs in health and science related fields. The design of the school incorporates partnerships with members of the corporate and educational community.

SCHOOL CHOICE

A middle school student wishing to attend high school **must reapply** to the program in the fall of their 8th grade year.

The school will adhere to the Board Choice termination policy (8013) listed below, as it pertains to academics, behavior and attendance.

The district may terminate a student's choice placement if the pupil:

- 1. Fails to comply with the district's requirements for attending school or class (10 unexcused absences, 25 absences or 25 days tardy, excused or unexcused.) or*
- 2. Fails to meet the district or state criteria for promotion to the next grade. or*
- 3. Has at least 3 out of school suspensions, a combination of at least 5 in or out of school suspensions or one or more serious violations of the Student Code of Conduct.*

VISION AND MISSION STATEMENT

Our Vision

Our vision is to create an inclusive environment centered on fostering independent critical thinkers and inquiry-based problem solvers who meet their academic potential through a rigorous curriculum of project-oriented programs and real world experiences.

Our Mission

Teaching life science and life lessons in a kind and inclusive environment, inspiring students and improving the world.

MIDDLE SCHOOL GRADING POLICIES (GRADES 6-8)

As defined by State Board Regulation, each local school district is to have a promotion policy for kindergarten through grade 12. The promotion policy for grades 1–8 must also, at a minimum, include the following:

1. Students in grades 1–8 must receive instruction in English Language Arts (ELA) or its equivalent, Mathematics, Social Studies, and Science each year as defined in the Delaware content standards.
2. ***Students in grades 1–8 must pass 50% of their instructional program each year (excluding physical education) to be promoted to the next grade level.*** One of the subject areas that must be passed is ELA or its equivalent. ELA or its equivalent includes English as a Second Language (ESL), and bilingual classes that are designed to develop the English language proficiency of students who have been identified as English Language Learners (ELL). Classes in ELA, Mathematics, Social Studies, and Science include those which employ alternative instructional methodologies designed to meet the needs of ELL students in the content areas.

In accordance with Board Policy 7011 Promotion and Retention, this administrative memorandum establishes the District’s promotion and retention guidelines for grades 6–8.

Guidelines for Report Cards

1. In grades 6–8, the Report Card is issued four times each year, following the designated nine week instructional periods.
2. Performance will be reported by percentage in each marking period. Final grade determination will be represented with a letter grade.

| | | | |
|---|----------------|----------|--------------------|
| A | = Excellent | = 90–100 | = 4 Quality Points |
| B | = Very Good | = 80–89 | = 3 Quality Points |
| C | = Satisfactory | = 70–79 | = 2 Quality Points |
| D | = Poor | = 60–69 | = 1 Quality Point |
| F | = Failure | = 50–59 | = 0 Quality Points |

Determining a final course grade: In determining the actual letter grade based on quality points, a .5 or greater will indicate the next higher grade, with the exception of a grade of F.

≤0.5=F 0.6 = D 1.5 = C 2.5 = B 3.5 =A

The following factors will be used as guidelines in determining level of achievement:

- 30% Process- Formative evaluation of student work used for the purpose of providing feedback to the student and teacher regarding progress toward standards. This may include but is not limited to: homework, classwork, participation, quizzes, summer reading, writing process, lab participation, preparation for performance based assignments. (at least seven grades per marking period must be formative in nature)
- 70%- Product- Summative assessment used to measure the degree to which a standard has been attained. This may include but is not limited to: tests, essays, projects, rubric

scored presentations, lab reports, and performance based assignments. (at least three grades per marking period must be summative in nature)

3. Academic interim warning(s) shall be given to students and parents at any time during the marking period when there is a question about student progress. Copies will be given to the student, to the parent and one copy will be retained by the teacher for the cumulative record.
4. Teachers shall indicate the reason for failure or low grades on the Comment Sheet or use the Remarks Codes available through the grade reporting system.
5. Students receiving a series of grades that show a downward trend during the marking period or for the year must be identified, counseled, and assisted by the teacher and other appropriate school personnel. A downward trend is defined as dropping two letter grades in a marking period. Parent(s)/guardian(s) must be notified of the aforementioned assistance.
6. Parents of students who are being considered for retention or placement must be notified in writing of the reason(s) for this recommended placement. Personal contact (documented conference, phone call, or written correspondence) with the parent/guardian must occur as a result of teacher and/or principal efforts. Notification of the potential for required summer school must be shared during this contact.

Retention

Students in grades 1–8 must pass 50% of their instructional program each year (excluding physical education) to be promoted to the next grade level. One of the subject areas that must be passed is ELA or its equivalent.

In addition to State code, 50% of the passing grade must include ELA and one other core subject. Students can have no more than two failing grades in exploratory courses (e.g., health, physical education).

Promotion and Placement Requirements for Students with an IEP

For students with an Individualized Education Program (IEP), including students who participate in a functional life skills curriculum, the IEP team will determine promotion and placement

according to the provisions of the student's IEP using all available data and in consultation with the student's parent(s)/guardian(s).

Promotion and Placement Requirements for Limited English Proficiency/ELL

Students with limited English proficiency/ELL students, decisions for promotion and placement shall be made by the school principal in consultation with teacher(s) and parent(s)/guardian(s). After one year, promotion decisions for ELL students shall be determined as for other students.

CSS HOMEWORK POLICY

Homework is **DEFINED** as:

- All assigned work, whether daily or long range, is to be completed outside of the regular school hours and to be handed in on a specifically assigned date.
- Standards-based, connected to GLE's/Common Core Standards and within the curriculum frameworks of the Red Clay Consolidated School District.

The **PURPOSE** of homework is:

- To reinforce, reflect, review or preview curricular concepts/skills.
- To attempt to master new concepts or ideas.
- To assist teachers in evaluating student mastery in a specific skill or subject.

Students are **EXPECTED** to:

- Make thoughtful and connected attempts to complete the work to the best of their abilities.

Frequency

1. On average, 10 minutes per grade/per night (ex. 6th grade 60 minutes 7th grade 70 minutes etc.)
2. Based on individual study habits and strengths, each student's completion time will vary by content and activity.
3. Parents and students are encouraged to communicate with the teacher if the frequency of homework is too much or too little.

Weight

Homework should not exceed 10% of a student's final MP grade.

Other pertinent information:

- This policy does not include reading assignments and is not applicable to AP & college courses.
- Excused absences will follow the Code of Conduct.

CONFERENCE AND PROGRESS REPORTS

Students receive interim reports at the mid-point of the marking period. All students receive a report card at the end of each marking period. Parents may contact the school whenever necessary by e-mail or phone. Conferences are held 3 times per school year. High school conferences are walk in conferences. Middle school conferences are by appointment as recommended by the grade level team and guidance counselor. Requests for conferences outside the designated dates and time can be scheduled through the guidance department.

DANGER OF FAILING NOTIFICATION TIMELINE

End of Second Marking Period: Students who fail reading/English language arts or two core subjects will receive notice that they are in danger of failing for the year.

End of Third Marking Period: Students who fail reading/English language arts or two core subjects will be notified that their promotion is in danger.

Fourth Marking Period Interims: Parents will be notified in regards to specific subjects students are in danger of failing.

End of Fourth Marking Period: Students who do not meet promotion requirements will be placed on an individual improvement plan that may include summer school, tutorial assistance, alternative placement, etc.

HIGH SCHOOL GRADE POINT AVERAGE and CLASS RANK (GRADES 9-12)

The Grade Point Average (GPA) at CSS is a weighted average and is computed by using only the grades in the academic core courses of English, social studies, mathematics, science, foreign language, and any Advanced Placement class. A grade of *C* or better in an Advanced Placement (AP) level course receives an additional one and one-half (1.5) quality points in the computation of the GPA. A grade of *C* or better in an honors level course receives an additional quality point in the computation of the GPA. The weighted, cumulative GPA is used to determine class rank.

It is important to note that students in Advanced Placement level courses are required to take the Advanced Placement test as part of the course requirement. It is the student's responsibility to pay the fee of approximately \$95. Students who find the fee restrictive may apply for assistance in the guidance office. The school is aware of the cost of the test. With that in mind, please do not send students to school with large sums of money. We advise parents to make checks payable to Conrad. The school will then remit the payment to the testing service.

In order to determine eligibility for honor roll status, an un-weighted GPA is used. This includes all grades of *A*, *B*, *C*, *D* or *F* in the 5 core courses of English, Math, Science, Social Studies, and Foreign Language. A weighted GPA is used to determine district athletic eligibility. This includes all grades of *A*, *B*, *C*, *D* or *F*.

The weighted, cumulative GPA is used to determine class rank. Final grades will take precedence over marking period grades when computing indexes. These rankings are available to students by checking with their guidance counselor. Students who transfer from other schools will be awarded the additional quality point for courses taken only from the highest phase for schools using the “phase” system. If a school does not offer honors level courses, no additional quality points can be awarded.

Additional information on the grade requirements for individual courses may be obtained from your teachers.

GRADUATION REQUIREMENTS

The specific Red Clay requirement for graduation is *a minimum of 24 credits*. These include:

- English4 credits
- Math.....4 credits
- Science.....3 credits
- Social Studies.....4 credits
- Physical Education.....1 credit
- Health.....½ credit
- Foreign Language2 credits

The State of Delaware and the Red Clay Consolidated School District also require three (3) career pathway credits, earned by enrolling in sequential /specialized course work within the same career area.

Additional Academic Course Work (academic, visual and performing arts, foreign language, and/or a vocational technical education program) 2 ½ credits.

OPTIONS FOR AWARDING CREDIT

Credits for graduation may be gained through a correspondence course with a nationally accredited school or any other option according to the Delaware Department of Education Regulations. A student who wishes to take a course through correspondence or another option must make the arrangements through the guidance department. Administrative approval may be given and documented on the appropriate form.

COMMENCEMENT

Commencement exercises are held prior to the close of school for seniors who have met all of the academic requirements prescribed by the Department of Education and the Red Clay School Board. Attendance at commencement is optional.

Pupils participating in commencement activities must conduct themselves in a manner that does not detract from the dignity of the program. Seniors who desire to participate in the commencement program must clear all financial obligations to the school and must order a cap and gown and attend commencement rehearsals. The dates of rehearsals will be publicized sufficiently early to enable seniors to plan accordingly. Students who fail to attend commencement rehearsals will not be allowed to participate in the commencement program.

HIGH SCHOOL REPORT CARD GUIDELINES

1. In grades 9–12, the Report Card is issued four times each year, following the designated nine-week instructional periods.
2. Performance will be reported by percentage in each marking period. Final grade determination will be represented with a letter grade.

A = Excellent = 90–100 = 4 Quality Points

B = Very Good = 80–89 = 3 Quality Points

C = Satisfactory = 70–79 = 2 Quality Points

D = Poor = 60–69 = 1 Quality Point

F = Failure = 50–59 = 0 Quality Points

Determining a final course grade: In determining the actual letter grade based on quality points, a .5 or greater will indicate the next higher grade, with the exception of a grade of F.

$\leq 0.5 = F$ $0.6 = D$ $1.5 = C$ $2.5 = B$ $3.5 = A$

Three marking period F's constitute course failing, regardless of quality points.

Determining a marking period grade:

- The following factors will be used as guidelines in determining level of achievement:

30% Process- Formative evaluation of student work used for the purpose of providing feedback to the student and teacher regarding progress toward standards. This may include but is not limited to: homework, classwork, participation, quizzes, summer reading, writing process, lab participation, preparation for performance based assignments. (at least seven grades per marking period must be formative in nature).

70%- Product- Summative assessment used to measure the degree to which a standard has been attained. This may include but is not limited to: tests, essays, projects, rubric scored

presentations, lab reports, and performance based assignments. (at least three grades per marking period must be summative in nature).

3. Academic interim warning(s) shall be given to students and parents at any time during the marking period when there is a question about student progress. Copies will be given to the student, to the parent and one copy will be retained by the teacher for the cumulative record.
4. Teachers shall indicate the reason for failure or low grades on the Comment Sheet or use the Remarks Codes available through the grade reporting system.
5. Students receiving a series of grades that show a downward trend during the marking period or for the year must be identified, counseled, and assisted by the teacher and other appropriate school personnel. A downward trend is defined as dropping two letter grades in a marking period. Parent(s)/guardian(s) must be notified of the aforementioned assistance.
6. Parents of students who are being considered for retention or placement must be notified in writing of the reason(s) for this recommended placement. Personal contact (documented conference, phone call, or written correspondence) with the parent/guardian must occur as a result of teacher and/or principal efforts. Notification of the potential for required summer school must be shared during this contact.

The District's high school graduation requirements are available from the "Parents and Students" section District website.

Units of Credit

1. Algebra I or an equivalent course will be the first high school mathematics course for which a student will receive credit.
2. Students must earn 4 credits of math to graduate. Students must earn a math credit during their senior year.
3. The Career Pathways requirement mandates a student choose three sequential or specialized elective offerings from the visual and performing arts, career-technical education areas, and academic areas. All three courses must be selected in the same content area.

Promotion and Placement Requirements for Students with an IEP

For students with an IEP, including students who participate in a functional life skills curriculum, the IEP team will determine promotion and placement according to the provisions of the student's IEP using all available data and in consultation with the student's parent(s)/guardian(s).

Promotion and Placement Requirements for Limited English Proficiency/ELL Students

For limited English proficiency/ELL students, decisions for promotion and placement shall be made by the school principal in consultation with teacher(s) and parent(s)/guardian(s). After one year, promotion decisions for ELL students shall be determined as for other students.

Retention

A student who fails to earn the required six credits (including ELA, Mathematics, and Social Studies) each year will be retained in grade until the necessary course work is successfully completed.

Timeline

The following timeline is recommended for grades 9–12:

1. *End of the second marking period (first semester)*: A message will appear on the front of the report card stating a minimum of six credits must be earned for promotion to the next grade level. Students who are in danger of failing for the year will be sent correspondence saying so.
2. The process outlined in above will be repeated for the third and fourth marking periods as applicable.

GUIDANCE SERVICES

Guidance services are available for every student in the school. These services include assistance with educational planning, interpretation of test scores, career information, study skills, help with home, school, and/or social concerns, attendance problems, or any question the students may feel they need to discuss with the counselor. Individual and/or group counseling opportunities are available to all students. Students and parents should make an appointment with the guidance office to discuss their concerns.

SCHEDULE CHANGE

Changes in the schedule shall occur only for valid educational reasons and only after consultation and approval from parents, counselors, teachers, and administrators. ***A student may request a schedule change prior to the start of the school year by contacting his/her counselor.***

After the start of the school year, a student's schedule may be changed for one of the following reasons:

1. A clerical or computer error
2. Inappropriate course placement
3. A physical or emotional problem
4. Academic overload

Transferring from one instructor to another within a given course is only allowed with **administrative permission**. *The transfer will be permitted only if it provides substantial learning benefits to the student.*

In all cases the pupil is required to follow her/his original schedule until officially notified of the schedule change.

COURSE LEVEL ASSIGNMENTS

If a parent feels that a student should be placed in a higher or lower level course than a teacher recommends, the following policy will be in effect: ***The student may be placed in the requested level. In the event that the new course is found to be too difficult, a transfer back to a lower level will be allowed only after the completion of one marking period. The acquired grade will follow the student into the lower level course.***

STUDENT ACTIVITIES

Participation in student activities is a privilege granted to the students of our school. As a participant, the student is a representative of Conrad. As such, he or she is expected to reflect its philosophy and values. Our student activities are organized and conducted not only for the individual participants, but also for the good of teammates, classmates, and the entire extended Conrad Community. All actions of individuals and groups in such activities must be measured in light of that good. Participants in the activities program are held to the standards set forth for all Conrad students and to those additional standards that are necessary and appropriate for such activities. Violations of these standards may call for the restriction or withdrawal of the privilege as determined by moderators, coaches, and administrators. It is the obligation of the participant and his or her parents or guardians to be aware of the rules and policies of the school and the activities in which the student participates.

****Clubs and activities take place from 2:30-4:15 unless otherwise noted. The activity bus departs at 4:30. Check www.conradsports.com for bus stops and accurate after school bus departure times.**

EXTRACURRICULAR ACTIVITIES

The school sponsors a number of activities and clubs that center on social, cultural, scholarly, science, allied health, and service opportunities. These activities depend on student subscription and the availability of club sponsors. They are dependent on the ability of the district to support

these activities. **Some clubs and activities are listed **but not limited to** the organizations noted below.

| | |
|---------------------------------|------------------------|
| ❖ Band | ❖ Lego League |
| ❖ Chorus | ❖ Robotics Club |
| ❖ Art Club | ❖ Yearbook |
| ❖ Math League | ❖ Student Council |
| ❖ Strength & Conditioning | ❖ Class Council |
| ❖ National Honor Society | ❖ Key Club |
| ❖ National Junior Honor Society | ❖ Dramatics |
| ❖ Science Olympiad | ❖ Newspaper |
| ❖ HOSA | ❖ Model United Nations |

INTERSCHOLASTIC ATHLETICS

Students in grades 8, 9, 10, 11, 12 may play interscholastic sports, such as:

High School

| Fall | Winter | Spring |
|------------------------|---------------------------------|-----------------------|
| Football | Boys Basketball | Boys Baseball |
| Field Hockey | Girls Basketball | Girls Softball |
| Boys Soccer | Wrestling | Girls Soccer |
| Girls Volleyball | Boys & Girls Swimming/Diving | Boys & Girls Tennis |
| Boys & Girls X-Country | Cheerleading | Golf |
| Cheerleading | Ice Hockey | Boys & Girls Lacrosse |
| Marching Band | | Boys Volleyball |
| | | Track & Field |

Middle School

| Fall | Winter | Spring |
|------------------------|------------------|----------------------|
| Soccer (Coed) | Boys Basketball | Track & Field (Coed) |
| Field Hockey | Girls Basketball | Girls Softball |
| Girls Volleyball | Wrestling | Boys Volleyball |
| Boys & Girls X-Country | Cheerleading | Boys Baseball |

NATIONAL HONOR SOCIETY

The National Honor Society (NHS) is an honorary group for selected students. Students who are eligible for induction into NHS include juniors and seniors with a cumulative index of 3.25 or higher and who have been students at CSS for at least one semester (two marking periods). Qualified students will be invited to submit information to the faculty council, who will approve students for membership on the basis of scholarship, service, leadership, and character.

Scholarship: Students must have achieved a cumulative index of 3.25 or higher at the conclusion of the first semester of junior or senior year in order to be invited to join National Honor Society. These students become eligible for further consideration in the areas of service, leadership, and character.

Service: Students must document their voluntary contributions to the school or community. The service is performed without compensation and in a positive, courteous, and enthusiastic manner. Conrad requires students to have completed **36** hours of community service at the time of the application.

Leadership: Student learners demonstrate that they are resourceful, responsible, dependable, and good problem solvers. They promote school activities and contribute ideas. Leadership can be demonstrated through involvement with school and/or community activities while working for others.

Character: Students who exemplify good character uphold principles of morality and ethics; they demonstrate high standards of honesty and reliability that show courtesy, concern, and respect for themselves and others.

Membership in the National Honor Society is both an honor and a responsibility. Students who are selected for membership are expected to continually demonstrate the qualities of scholarship, service, leadership, and character. The faculty council's admission decisions are final and not subject to appeal. Students who are not selected for membership during their junior year are encouraged to reapply during their senior year (if they continue to meet the qualifications). Students must be officially inducted to be recognized as National Honor Society members and to participate in member-sponsored activities.

ACADEMIC DISHONESTY

Students of our school are expected to be honest and forthright in their academic endeavors. It is the official policy of CSS that all acts of alleged academic dishonesty are to be reported to the administration of the school. If an investigation finds that cheating did occur, the student will receive a grade of *F* for the assignment. CSS will follow all other stipulations as outlined in the RCCSD Student Code of Conduct.

Plagiarism

Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of this information must be acknowledged through complete, accurate, and specific reference, and if verbatim statements are included, through quotation marks as well. By placing his or her name on the work submitted for credit, the student certifies the originality of all work not otherwise

identified by appropriate acknowledgements. Plagiarism covers unpublished as well as published sources.

Examples of plagiarism:

1. Quoting another person's actual work in complete sentences or paragraphs or an entire piece of written work *without acknowledgment of the source*.
2. Using another person's ideas, opinions, or theory, even if it is completely paraphrased in one's own words *without acknowledgment of the source*.
3. Borrowing facts, statistics, or other illustrative materials that are not clearly common knowledge *without acknowledgment of the source*.
4. Copying another student's essay test answers.
5. Copying, or allowing another student to copy a computer file that contains another student's assignments and submitting it, in part or in its entirety, as one's own.
6. Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one's own work.

When in doubt, students are urged to consult with a faculty member, an academic department, or a recognized handbook in the academic field.

Fabrication

Fabrication is the intentional use of information or the falsification of research or falsification of other findings with the intent to deceive.

Examples of fabrication:

1. Citing information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.
2. Listing sources in a bibliography that was not used in the academic exercise.
3. Submitting falsified, invented, or fictitious data or evidence in a paper, lab report, or other academic exercise, or deliberately and knowingly concealing, or distorting the true nature, origin, or function of such data or evidence.
4. Submitting as your own academic exercises such as written work, printing, sculptures, etc... that have been prepared totally or in part by another person.
5. Taking a test for someone else or permitting someone else to take a test for you.

Cheating

Cheating is an act or attempted act of deception by which a student seeks to show mastery on an academic exercise for which he or she has not mastered.

Examples of cheating:

1. Copying from another student's test paper.
2. Allowing another student to copy from your own test paper.

3. Using a course textbook or other material, such as a notebook, brought to a class meeting, but not authorized for use during a test.
4. Collaborating during a test with any other person and receiving information without authority, or collaborating with others on projects where such collaboration is expressly forbidden. This collaboration includes but is not limited to text messaging.
5. Using or possessing specifically prepared materials that are not authorized during a test, such as notes, formula lists, notes written on student's clothing, etc...

ATTENDANCE

A student is considered to be absent if he or she attends school for less than 50% of the scheduled day whether excused or unexcused. If a student is absent more than 25 days during the school year, he or she may fail the course and/or become ineligible for promotion and/or graduation.

Arriving to school on time and attending all classes every day requires personal responsibility and self-discipline. There are only a few reasons for absence which are recognized as valid. The following excused absences are accepted as "necessary and legal":

1. Illness or pregnancy of the pupil, attested by a physician's certificate
2. Contagious disease within the home of a pupil
3. Critical illness and/or death in the family or of a friend
4. Legal business
5. Observance of a religious holiday
6. Remedial health treatment
7. Pre-arranged absence to visit a college or university, or to participate in an educational experience, including an emergency situation as determined by the school principal
8. Suspension or expulsion from school

Following an excused absence, the student will be allowed to make up all missed work/tests, and to submit any assignments to his or her teacher that became due during the absence. Following the excused absence from school or class, the time allowance for taking tests or turning in assignments shall be equal to the number of school days or number of class meetings that the student missed due to the absence. ***It is the student's responsibility to initiate this process by making up the missed work and turning in assignments in a timely manner.***

Absences for other reasons are classified as "unexcused." Students will receive a zero for any work missed during an unexcused absence.

A student is considered truant if he or she is absent from school without a valid excuse for more than three (3) days or exhibits an unreasonable amount of intermittent attendance or tardiness without valid reason. Parents who allow their child to be truant are subject to a referral to the court system.

A student's attendance records will become a part of his or her permanent record and consequently will be included with the information sent to colleges and employers.

Returning to School Following an Absence

Upon returning to school from an absence, except suspension, the student must submit to the main office a note from a parent, guardian, doctor, or court official. The note must state the dates of absence and the reason. It must also contain the telephone number at which a parent or guardian can be reached during the day. A determination will be made as to whether the absence is excused or unexcused. This information will be recorded on the admission slip for permission to make up missed work.

Failure to bring a note, when returning from an absence results in an unexcused absence. Failure to bring a note the following day will result in the absence remaining unexcused and the student will be given zeros for all class work assigned on the date of the absence. If a student is late for an unexcused reason or fails to bring a verifiable note from a parent or guardian, an administrator may assign a detention until the note is verified.

Remember, a note is required when returning to school from any absence even when the student misses a half or partial school day. A note does not automatically make an absence excused. In order for the absence to be excused, it must be deemed acceptable as “necessary and legal” (*see above). In the case of an excused absence, it is the student’s responsibility to arrange immediately to make up the missed work. An unexcused absence results in zeros for the missed work. If a student misses a midterm or a final examination, he or she must have an excused absence and receive permission from the principal or his designee to take the exam.

DISTRICT ATTENDANCE POLICY

The Red Clay Consolidated School District Board of Education requires all students to attend school every day of the scheduled school year and to be punctual for all assigned classes in order to benefit from the instructional programs and to develop good work habits through self-discipline and responsibility.

The district will develop procedures for the implementation of this policy in accordance with state law and the Department of Education’s regulations and will publish the procedures in the district’s *Student Code of Conduct*. The procedures must include the following provisions:

As one of the qualifications for promotion, credit for course work, eligibility for graduation or administrative assignment, a student shall not exceed 25 days absent during the school year.

Students who are absent more than 25 days but less than 45 days, are allowed to recover absent days by attending after school programs, Saturday school, or by successfully completing an approved supplemental instructional program. Students who exceed 45 days absent may recover absent days only by attending an approved summer school program. Absences referred to in this policy include both excused and unexcused absences for personal illness, family vacation, family problems, professional appointments, suspensions and all other unauthorized absences from school. Days absent from class or school for participation in approved school sponsored activities, such as but not limited to, field trips, driver’s education, and athletic or academic events shall be excluded from the total number of days absent.

Recovering Days Absent

A student absent from school may recover the days absent by attending an after-school program or by participating in an approved supplemental instructional program. For each day a student participates in an after-school program he or she shall recover one half day's absence. The principal shall have sole discretion in determining when after-school programs will be offered and/or supplemental programs are appropriate. He or she shall further determine the content, length, and requirements of such programs. Students who exceed 45 days absent may recover days absent only by completing an approved summer school program.

After-school programs provide a supervised setting for students to complete school assignments missed during the absence from school. Students are responsible for requesting missed assignments from their teachers as outlined in the *Student Code of Conduct*. Students who violate the Code while attending after-school programs may be banned from such programs and are subject to disciplinary action as defined in the *Student Code of Conduct*.

It is the responsibility of the student and parent to monitor school absences and to recover those days in order to comply with the district's attendance policy.

Notice to Parents

Parents will be sent notice that their child is in violation of the Red Clay Consolidated School District's attendance policy when their child exceeds 25 days absent. The notice will instruct parents of the requirements for recovering absent days in order to be eligible for credit, promotion, or administrative assignment. When students under the age of 16 exceed 45 days absent, parents will be sent notice that their child must attend summer school to be eligible for credit, promotion, or administrative assignment. When students over the age of 16 exceed 45 days absent, parents will be sent notice that their child is in violation of the attendance policy and will be provided with alternative education options outside the regular school program.

Appeal Process

Parents may appeal the attendance procedures by filing a written request to the principal within ten (10) days of the 25th or 45th day absent. Parents may file an appeal if the following conditions are met:

1. The student has missed 25 or 45 days of school.
2. Days absent were a result of school-related activities.
3. The student was not provided with an opportunity to recover missed time.
4. Days absent were caused by factors beyond the student and parent's control.

The principal will schedule a meeting with parents to hear the appeal. The principal will render a written decision within 10 days of the meeting.

Parents may appeal the principal's decision by submitting a written request to the Director of Secondary or Elementary Education within 10 days of the principal's decision. The Director will review both the parent and principal's documentation and render a written decision within 10 days of the request for an appeal. The Director's decision will be final.

District Attendance Policy Course Placement

The following guidelines will be used for course placement for students who have not received credit due to the attendance policy:

Students earn an A or B in a course and did not receive credit due to having more than 25 days absent are allowed to enroll in the next course (i.e. If a student was earning a B in freshman English but received no credit due to excessive absences he or she should be placed in sophomore English).

Students who were earning a C or lower and have not received credit due to having more than 25 days absent should repeat the class (i.e. A student who was earning a C in Algebra I but received no credit due to excessive absences should repeat Algebra I).

EARLY DISMISSAL

Any student who leaves school before the close of the school day must have a written excuse stating the reason for leaving, the time of dismissal, and the expected time of return, if applicable. Such excuses must include the parent or guardian's signature and phone number. The main office will verify the early dismissal by contacting the parent or guardian before issuing an early dismissal form. At the appropriate time, the student will report to the main office to be signed out and accompanied by the parent or guardian. Parents or guardians must sign-in the returning student in the main office. *For the safety of our students, please be prepared to show a photo I.D.*

LATENESS TO SCHOOL

Students are expected to report to school on time and are released into the hallways in the morning at 7:10 a.m. Students who arrive to class after 7:25 a.m. are late and should sign in at the late center. Students who arrive after 7:45 a.m. will sign in the main office. **For a late to school pass to be excused, the student must have a written explanation from the parent and a valid reason.** Students should recognize that a written explanation from home does not automatically cause the tardy to be excused. **Reasons such as, "missed the bus, car trouble, heavy traffic, over sleeping, personal business, needed at home, stopped by the train" while understandable, are not acceptable excuses and will be listed as unexcused.**

Students who are late to school three times in one month will receive a detention. Students who do not attend more than half of the periods on any given day will be marked absent for the day.

EXCUSED LATENESS TO CLASS

Once a student is in school, excuses dealing with administrative, academic, social and/or emotional concerns will be recognized as valid. The student must have a signed note from a teacher or administrator authorizing the tardiness.

UNEXCUSED LATENESS TO CLASS

Students have five minutes to change classes between periods and are expected to report to their classes on time. All lateness to class in which the student does not have a pass from a staff member will be considered unexcused.

HALL PASSES

A student must have a written hall pass from his or her teacher in order to be out of that class during its designated time. If a student needs to be excused from one teacher's class to do work in another class, he or she must obtain written permission from both teachers. The pass must contain the date, time, destination, and the teacher's signature. **Students are not permitted in the halls during the first ten minutes and last ten minutes of the block.**

CUTTING CLASS

Students who are more than 10 minutes late to class, fail to attend their assigned class, or fail to receive permission from their classroom teacher to attend meetings or to participate in other school activities will be considered absent from class. These are unexcused absences that count as class cuts. Appropriate disciplinary action will be taken according to the Student Code of Conduct.

Conrad is a closed campus. If a student leaves school grounds without the proper authorization, the student will be suspended out of school. No exceptions.

STUDENT CODE OF CONDUCT-DISCIPLINE

Discipline policies of CSS are in compliance with the Red Clay Consolidated School District's *Student Code of Conduct*. Students are given a copy of the Code during the first week of school. Students are responsible for reading and understanding the Code. Students who enroll after the *Student Code of Conduct* is distributed in the fall will receive a copy of it through the Guidance office.

Under state law, school districts may terminate Choice placements at the end of the school year for specific reasons such as failure to comply with the receiving district's requirements for attending school or class; multiple violations of, or one or more serious violations of the district's *Student Code of Conduct*; and failure to meet the academic standards (out-of-district students only) for the school or program.

The *Student Code of Conduct* contains pertinent information for students and parents, much of which is not repeated in this student handbook. The Code contains chapters on the following:

1. Student Rights and Responsibilities
2. School Attendance
3. The Rights of Students and Parents
4. Drug and Alcohol Policy
5. Violations of the Code of Student Conduct

Any student sent out of a classroom for disruptive behavior will report immediately to the main office. A refusal by a student to leave the classroom will be viewed as defiant behavior. If a student feels that he or she has been treated unfairly he or she will report to the main office and arrange for a meeting with an administrator in an appropriate manner.

Types of Disciplinary Action

| | |
|---------------------------------|------------------------------------|
| Reprimand | Denial of driving privilege |
| Parent contact/conference | Detention |
| Suspension- In or out of school | Disciplinary probation |
| Referral to the courts | Referral to social services agency |
| Arrest | Work assignment |
| Restitution/restoration | Behavioral contract |
| Denial of bus transportation | Recommendation for expulsion |

PARENT'S RIGHTS and RESPONSIBILITIES

The Red Clay Consolidated School District has adopted policies requiring students to meet our Board of Education's standards and for promotion in grades K-12. The Board believes that learning best takes place when there is a shared effort, interest, and motivation by parents, school and district staff. We are committed to your child's success in school and promise to work together to promote student achievement.

The school and district have a responsibility to:

- Notify parents when their student's absences become excessive and/or attendance interferes with student progress according to the Red Clay Attendance Code;
- Provide appropriate instruction that reflects state and district standards;
- Respond to parent and/or student communications within three days;
- Promote consistency in following the *Student Code of Conduct* to ensure the safety and well-being of all;
- Share information about outside resources with parents having problems keeping students properly prepared for school such as well rested, fed, clothed, clean and healthy; and

- Provide parents information related to instructional programs.

As your child's first teacher, parents have a responsibility to:

- See that your child attends school daily, as outlined in the attendance code;
- See that your child's homework is completed on time and eliminate distractions such as television, video and computer games, online surfing, instant messaging etc;
- Respond to school staff communications such as conferences, telephone calls or letters, within three days;
- Accept responsibility for your child's school behavior as outlined in the *Student Code of Conduct* by supporting the district's discipline policies; and,
- See that your child is properly prepared for school by being well rested, fed, clothed, clean, and healthy, and ready to learn.

IN-SCHOOL SUSPENSION CENTER (ISS)

The Time Out or In School Suspension (ISS) Center will address the need to remove disruptive and disorderly pupils from the regular classroom. The setting is intended to facilitate behavioral changes. It will also serve as an option to out-of-school suspension and will assist in the transitioning of students from an alternative to regular school program. The ISS coordinator will work with students having difficulty with any aspect of social or academic behavior. The coordinator will work collaboratively with the administrative staff and school intervention team to initiate contacts with parents and to make recommendations for referrals to the district, outside agencies, and organizations for follow-up and assistance.

The program is designed to provide students the opportunity to continue their schoolwork in a quiet study atmosphere, to explore positive alternatives to problems, and to learn to make decisions that lead to productive school and/or classroom behavior.

Administrators will assign students to the In School Suspension (ISS) Center. Teachers will be informed via ISS notice (e-mail). In most cases, notices will be given at least one day in advance. Teachers will provide work for students who have been assigned to the ISS center. Students assigned to the ISS room are to do the following:

1. Students will work on class assignments or read from materials provided. The first assignment will be to complete a Student Action Plan work sheet in accordance with the cooperative discipline program. This will be shared with the teacher as an intervention tool. They will be given the opportunity to write about *their behavior or actions*, express *their feelings about the situation*, and talk about *ways to prevent the problems from reoccurring*.
2. All assignments must be completed or the student may, at the discretion of the administration, receive another day in ISS. The center coordinator will be available to assist the student in this and other assignments.
3. Student behaviors will follow the same guidelines as if they were in a regular class.
4. Students who are disruptive in ISS will be suspended and their parent must meet with the administrator before the student is allowed to return to school. When possible, the

coordinator will make a parent contact to enlist support for changing negative behaviors before they result in a suspension.

5. Students who are absent on the day they are assigned to ISS will serve on the next day they are in attendance.

DETENTION

After school detentions will be given with at least a 24-hour notice. Detentions are served from 2:25 PM to 4:15 PM. Transportation home from detention is the responsibility of the student. A 4:30 bus is available to provide transportation home. School Detentions are assigned by Administrators and/or the Interventionist. Teachers may hold their own detentions in their classrooms for classroom infractions if they wish, as long as students are supervised until they leave to board the 4:30 bus or on pre-arranged transportation. A student may be late to class and/or school twice in one month without official penalty. **At the third occurrence, a detention will be issued.** Students are to sign the slip and keep the copy as a reminder. Students who are absent from school on the day detention is assigned will serve on the next detention day. Students failing to serve an assigned detention may be suspended from school for defiance.

Detention Rules

1. Students must report to detention by 2:25 p.m. and will remain until 4:15 p.m.
2. Students are expected to be polite and on-task. They are not allowed to speak to one another without permission from the supervising teacher.
3. Students may be allowed to do homework or other writing or reading of their choosing.

Any student who violates any of the rules of the detention will be referred to an administrator. The administrator will decide on further disciplinary action. Students who are disruptive in the ISS or detention setting are subject to out-of-school suspension.

DEFIANCE OF AUTHORITY

Compliance with reasonable requests from teachers, administrators, and other staff personnel is vital to maintaining a school atmosphere in which learning can occur in a safe and efficient manner. Consequently, verbal or non-verbal refusal to comply with a reasonable request from any teacher, administrator, or other staff person is a serious offense. Examples of defiance are as follows: refusal to give your name, refusal to change your seat at any teacher's request, or refusal to accompany school personnel to the classroom or office. Refusal to accompany an administrator may result in a five-day suspension and an arrest for disorderly conduct.

COMMUNICATION DEVICES

The district acknowledges that electronic communication devices such as cell phones are increasingly common and provide students and their families with a sense of security and safety through immediate and direct communication. However, use of cell phones during the school day disrupts the educational process. In addition, use of cell phones during fire drills or in the case of an emergency may create dangerous situations by disseminating misinformation or interrupting administrative procedures.

Therefore, the *unauthorized use of an electronic communication device, including but not limited to cell phones, text messages, etc. is prohibited during the school day at the discretion of the teacher.* Cell phones are permitted in the cafeteria during the students designated lunch time.

Please refer to the administrative guidelines included in the *Student Code of Conduct* for the disciplinary consequences associated with the unauthorized use of electronic communication devices.

Cell phones and other electronic devices are personal property and students are urged to take precautions to guard against loss or theft. *Conrad and the Red Clay School District are not responsible for the loss or theft of students' personal property.*

LAVATORIES and CORRIDOR TRAFFIC

Good order and an atmosphere conducive to learning must be achieved and maintained so that students have the opportunity to learn. Schools are to be free from disruptions that interfere with teaching and learning.

To ensure the safety of all students, passage in the corridors should be in an orderly fashion. As much as possible, students should walk to the right of the corridor. Running is prohibited. Behavior and language should be respectful of others. Except for emergencies, lavatory use should be limited to the time between classes.

Violations of this policy are defined below:

1. Students are not permitted in the school corridors or lavatories during the first or last ten minutes of class. When they do leave class, students need to have a completed blue pass signed by the appropriate staff member.
2. Students may not run, push, shove, or loiter in the hallways or lavatories.
3. Students may not use abusive language in the hallways or lavatories.

TOBACCO POSSESSION and USE

Students have a right to learn in a healthy atmosphere. Smoking/Vaping and possession of tobacco products is illegal for juveniles; therefore, smoking in school buildings or on school grounds at any time is prohibited. Smoking and/or Vaping is prohibited on school buses, on school-sponsored field trips at all times, and when students are participating in athletic and extra-curricular activities.

DRESS CODE

Conrad students will follow both the District and the Conrad Schools of Science dress codes. A student not in compliance with the dress codes is in violation of the Dress Code Policy.

Ongoing Dress Code violations of 2 or more will result in a referral for defiance. 1st referral = verbal warning; 2nd referral = verbal warning and parent contact; 3rd referral = parent contact and detention; 4th referral = ISS mandatory parent conference for non-compliance. Continued violations will result in the administration's disciplinary action.

All students will be assessed for appropriate Conrad uniform throughout the day and thereafter. At the beginning of every first period, teachers will write a referral on students in violation of the dress code.

**Announced Dress code sweeps occur periodically during the school year and any student(s) that is out of dress code will be issued a detention.*

The Red Clay Consolidated School District dress code is as follows:

The following regulations shall govern the dress and grooming of students in all grades. Student dress may vary with instructional activity and special events when announced by the principal.

1. Appropriate and safe footwear must be worn at all times. Specifically, house slippers are not appropriate in school or at school functions.
2. Hats, headbands, head coverings, and ear coverings are not to be worn in the building during school hours.
3. Any garments deemed inappropriately tight, short, or revealing (mesh tops, midriff tops, tank tops, tube tops, short shorts, etc.) are prohibited during school hours.
4. Any attire that is disruptive to the educational process is prohibited. Attire that is unsafe, unhealthy, offensive to generally accepted standards, or obscene is not to be worn. Decals, slogans, or pictures that contain references to illegal substances (i.e. alcohol, drugs, etc.) or immoral behavior are not allowed.
5. Removal of accessories (jewelry, dangling scarves, etc.) during shop, physical education, or lab is required for safety.
6. Items not specifically covered in the above-listed regulations will be at the discretion and good judgment of the administration.
7. Pants worn in a "sag and drag" fashion (pants worn below the waist to the extent that the underwear and/or skin is or could be exposed) are not permitted in school or at school functions.

In general, the Conrad Dress Code specifies a solid red, white, black or navy blue collared shirt and solid black, navy blue or khaki/tan pants.



CONRAD SCHOOLS OF SCIENCE

DRESS CODE 2019-2020

| | PANTS | SHIRTS/SWEATSHIRTS | SHOES |
|-----------------------|---|---|---|
| COLOR | <ul style="list-style-type: none"> • Black • Navy Blue • Khaki/Tan Solid Color Only | <ul style="list-style-type: none"> • Red • Navy Blue • White • Black Solid Color Only OR Conrad Logo | |
| ACCEPTABLE | <ul style="list-style-type: none"> • Dress Slacks • Capris • Shorts • Skirts • Jumpers Must not extend more than 4 inches above knee | <ul style="list-style-type: none"> • Collared Polo style • Collared Dress Shirt • Turtle Neck • Sweater • Fleece Top • Sweatshirt/Hoodie | <ul style="list-style-type: none"> • Athletic Shoes • Leather Shoes • Boots • Crocs Closed toed shoes worn in labs for safety |
| NOT ACCEPTABLE | <ul style="list-style-type: none"> • No Jeans • No Denim • No Sweatpants • No Pajamas • No Frayed or torn attire • No Leggings/yoga pants | <ul style="list-style-type: none"> • No Sleeveless tops/t-shirts • No non-Conrad logos larger than 1" square, stripes, writing, artwork • T's worn under shirt must be red, navy blue, or white | <ul style="list-style-type: none"> • No Slippers • No Flip flops • No Athletic slides • No Heelies |

| | |
|---------------------------|---|
| Purses | May be carried by students during the day |
| Electronic Devices | "Off and Away During the Day" (cell phones, cameras, MP3 players, games, etc.) Teachers are permitted to allow cellular phones for academic/instructional (example-calculators/conversion tables) purposes only. Teachers will advise students of proper usage instances and times within the classroom. |

The RCCSD Student Dress Code is in effect:

| | |
|---|---|
| 1. Appropriate & safe footwear must be worn at all times. Specifically, house slippers are not appropriate in school or at school functions | 5. Removal of accessories (jewelry, dangling scarves, etc.) during shop, physical education or lab is required for safety. |
| 2. Hats, headbands, head coverings, and ear coverings are not to be worn in the building during school hours. | 6. Items not specifically covered in the above-listed regulations will be at the discretion and good judgment of the principal. |
| 3. Any garments deemed inappropriately tight, short, or revealing (mesh tops, midriff tops, tank tops, tube tops, short shorts, etc.) are prohibited during school hours. | 7. Pants worn in a "Sag and Drag" fashion (pants worn below the waist to the extent that the underwear and/or skin is/could be exposed) are not permitted in school or at school functions. |
| 4. Any attire that is disruptive to the educational process is prohibited. Attire that is unsafe, unhealthy, offensive to generally accepted standards, or obscene is not to be worn. Decals, slogans, or pictures that contain references to illegal substances (i.e. alcohol, drugs, etc.) or immoral behavior are not allowed. | |

ILLNESS and ACCIDENTS

Students who become ill during the school day shall report to the nurse. Linger in the lavatory is not permitted. Only the nurse is authorized to arrange early dismissals for illness. If a student suffers an accident at school, the nurse will take appropriate medical action to include submitting a detailed report of the accident in a timely fashion. Students and parents are responsible for keeping Emergency Data Cards current so that the expected course of action may take place.

INCLEMENT WEATHER PROCEDURES

The district policy regarding snow and other inclement weather is that school and offices will operate on their regular schedules as long as the health and safety of students and staff can be assured. Should conditions warrant, schools and offices may be either closed, open one or two hours late, or dismissed early. Any such change in schedule will pertain to the entire district, and will be in effect only for the day for which it is made.

When schools are closed for the day, or opened one hour late, radio announcements will begin by 5:30 a.m., when possible. When schools are dismissed early, radio announcements will begin at least one hour prior to dismissal. When schools are closed or dismissed early, all after-school and evening activities are cancelled. All days lost due to inclement weather must be made up at a later date.

Emergency broadcasts of inclement weather closings and delays will be made from the following radio stations:

WDEL (1150 AM); WILM (1450 AM); WJBR (99.5 FM and 1290 AM); WSTW (93.7 FM)

Inclement weather closings and delays are also posted on the following websites:

- Red Clay Consolidated School District's website
www.redclayschools.com
- Delaware Department of Education's school closings website
<http://schoolclosings.delaware.gov/>

Inclement weather closing and delays can also be found on social media sites (Red Clay Facebook and Twitter pages)

DRIVING PRIVILEGES and AUTOMOBILE REGISTRATION

Driving to school is a privilege, not a right. An administrator at his or her discretion may rescind this privilege. If a student is driving to school, the following rules apply:

1. All school and state traffic and parking regulations are observed.

2. All student vehicles must be registered. **The registration fee is \$5.00. Registration is completed through Assistant Principal Mr. Joseph Rappa.**
3. Cars are parked only in the following area: **Back lot between the football field and the gym.**

A student vehicle parked in any other area is subject to towing at the owner's expense. Loss of driving privileges may also result. Students are issued driving tags for a fee when they register. Tags are displayed on their vehicles. Cars without tags will be towed at the owner's expense. Once a student has bought a parking permit, he/she forfeits his/her bus seat for the remainder of the school year.

SCHOOL BUS TRANSPORTATION

Bus route information is mailed to parents prior to the opening of school. Transportation is based on the address provided. Bus routes and assignments can only be changed by the Transportation Department. Once the school makes address changes, transportation will adjust the schedule within 48 hours. Permission will not be given for a student to ride a different bus, except in emergencies. Changing bus assignments for social events, school projects, parental vacations, to a work location, to visit another student, or to allow multiple drop-off locations for different days are not acceptable reasons. For information about District bus transportation call 322-0251.

ACTIVITY BUS

These buses and times are subject to district ability to provide support in the same way the activities are subject to the district financial support. Activity buses will be provided for pupils who participate in after school activities. Please refer to www.conradsports.com under the "activity bus" link for the most up to date bus departure times and bus stop locations.

TELEPHONE USE

Emergency calls are allowed when an administrator grants permission. Telephones in the main office are not authorized for student use. Students who need to make emergency calls during the school day need to obtain permission from an administrator.

LOCKERS

Students are assigned lockers with built in combination locks at the beginning of each school year according to homerooms. Lockers are kept in order at all times. Students are also issued lockers which require a student provided lock for physical education. All personal items must be secured in a locker. The administration strongly advises against leaving money and valuables in the locker. Please leave them at home. Although the school provides lockers to students, it is not responsible for items left in or stolen from lockers, either secured or unsecured. School lockers are school property and subject to search at any time.

LOST and FOUND

Check in the Guidance Office for lost articles.

COPY MACHINE

No individual student may use the copy machine for private purposes.

CAFETERIA

Conrad is a closed campus. No student is to leave school except as set forth in the early dismissal regulations. During the assigned lunch period, a student must be in the cafeteria or designated area. No one is to be anywhere else during lunch. Lunches/food may not be taken from the cafeteria.

Cafeteria behavior is expected to be within the bounds dictated by good manners and common courtesy. Obviously, throwing food, leaving trays, etc., do not fit examples of good behavior. Throwing food or any object is grounds for immediate suspension. The cafeteria is a place to eat, relax, and chat with friends. Please take pride in our cafeteria and give your best effort in helping to keep the cafeteria clean.

Red Clay Consolidated School District is part of the Federal Lunch Program, and reduced price lunch information will be made available to all students at the beginning of the year. Federal Law prohibits the sale of any food items that are not part of the lunch program. This applies to both fundraisers and school stores.

The CONRAD WAY in the CAFETERIA:

1. Arrive on time
2. Line up single file in one of the food lines
3. Once you have your lunch, remain seated in your chosen seat
 4. Keep your voice at a moderate level
 5. Do not throw food or other objects
6. Discard all trash in the trash cans or recycle bin
 7. Clean your table and area
8. Obtain a hall pass to leave the cafeteria (restroom)
9. Students are dismissed from lunch by staff one table at a time
10. Take the most direct route from the cafeteria to your next class

ENJOY A RELAXING LUNCH WITH YOUR FRIENDS....
“The CONRAD WAY”



VISITORS

Students may not bring visitors to school. Should a student seek to invite a visitor to the school, for a special event, he/she must seek administrative permission. Administrative permission will only be given for valid educational reasons. Upon arrival to school, the host and guest should proceed directly to the main office. The visitor should be introduced to one of the administrators or the secretary, who will issue a permit to allow the visitor to attend class.

Other visitors should first report to the main office to obtain a visitor's pass. Upon completion of their business, all visitors will return the pass to the office and leave the building.

No visitor will be approved who cannot display valid identification. Anyone without legitimate business on school property may be charged and arrested, without warrant, by the police.

BUILDING USE

The facilities at Conrad are available for use by the community. A Facilities Use Form is available through the main office and is located on the district website.

STUDENT PUBLICATIONS

School publications such as yearbooks and school newspapers afford an educational experience for those students interested in these activities and should provide an opportunity for the sincere expression of all facets of student opinion. These guidelines should be followed:

- 1) The faculty advisors shall advise on matters of style, grammar, format, and suitability of materials.
- 2) School publications shall reflect the policy and judgment of the student editors. Material of a controversial nature is permitted unless the material:
 1. Clearly endangers the health or safety of students.
 2. Imminently threatens to disrupt the educational process of the school.
 3. Is of a libelous or obscene nature.
 4. Threatens any person or group within the school or advocates discrimination based on race, color, religion, gender, national origin, or handicapped status.
 5. Advocates violation of the law or official school regulations.
 6. Is *not* verifiable in the light of available facts.
 7. Is not consistent with the basic educational mission of the publication and/or its theme.
- 3) All school publications must be submitted to the principal or his/her designee prior to distribution. The final decision as to the suitability of material shall rest with the school administration after consultation with the student editor and faculty advisor. Parties shall have the right of appeal.

Bullying Prevention Plan Conrad Schools of Science 2020-2021

The Conrad Schools of Science has a standing committee, the **School Climate Committee**, whose mission is to develop and implement measures that are intended to create a safe and secure learning environment for our students. As an example, the committee has developed the Biotech Bucks Positive Behavior Support (PBS) program to support and encourage positive student behaviors. That committee also has assumed the responsibility for disseminating the Student Code of Conduct every year and updating the instructional materials that teacher use to teach/reinforce the code. The committee will also act as the coordinating committee for bullying prevention.

The School Climate Committee:

- Shall be composed of at least one administrator and four representative teachers from the school
- Shall have a student component taken from among the elected Student Council representatives; they shall be assigned to serve on the committee at the discretion of the committee
- Shall enlist a volunteer from the Parent Teacher Organization (PTO) to sit on the committee
- Shall assist with establishing/reviewing school discipline policy
- Shall review and contribute to the student handbook. This review and contribution will include the school bullying policy
 - Includes guidelines for reporting
 - Includes timelines for reporting
 - Includes DOE reporting requirements
 - Includes guidelines for written notification to district office annually by December 1 of each year
- Shall oversee the dissemination of the Student Code of Conduct and the Student Handbook and shall establish the logistics for teacher review and student sign-off on the Code
- Shall assist with establishing school safety procedures and implementing a schedule for various emergency drills
- Shall establish a yearly calendar for student rewards (the Biotech Bucks program)
- Shall monitor data that pertains to discipline and attendance and report findings to the Building Leadership Team

A. DEFINITIONS:

Bullying: Any intentional written, electronic, verbal, or physical act or actions against another student, school volunteer, or school employee that a reasonable person under the circumstances should know will have the effect of any of the following: (1) placing a student, school volunteer, or school employee in reasonable fear of substantial harm to his/her emotional or physical well-being or substantial damage to his/her property; (2) creating a hostile, threatening, humiliating, or abusive educational environment due to the pervasiveness or persistence of actions or due to a power differential between the bully and the target; (3) interfering with a student having a safe

school environment that is necessary to facilitate educational performance, opportunities, or benefits; (4) perpetuating bullying by inciting, soliciting, or coercing an individual or group to demean, dehumanize, embarrass, or cause emotional, psychological, or physical harm to another student, school volunteer or school employee.

School Employees: All persons 18 years of age or older hired or subcontracted by the District; includes bus drivers, cafeteria workers, long-term substitutes, and custodial staff.

School Function: Any field trip or any officially sponsored school event in the State.

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

A. POLICY:

Conrad Schools of Science recognizes that the District prohibits the bullying of any person on school property or at school functions or by the use of data or computer software that is accessed through a computer, computer system, computer network, or other electronic technology of the District. The District further prohibits reprisal, retaliation, or false accusation against a target, witness, or one with reliable information about an act of bullying.

Bullying Prevention Training

Employees shall receive combined training within each contracted school year totaling one hour in the identification and reporting of criminal youth gang activity and bullying prevention. The materials required for such training shall be prepared by the Department of Justice and the Department of Education in collaboration with law enforcement agencies, the Delaware State Education Association, the Delaware School Boards Association, and the Delaware Association of School Administrators. All school employees shall either attend the provided training session live or watch the official film provided by the District in lieu of attendance, with written proof in the form of signing in and out of the live session, or signing the film in and out, and providing adequate written answers to questions about the film.

School-Wide Bullying Prevention Program

The Conrad Schools of Science bullying prevention program meets the following criteria:

1. It is research-based
2. It is implemented throughout the year and is integrated with the school's discipline policies and state law
3. It strives to reduce existing bullying problems among students, prevent the development of new bullying problems, and achieve better peer relations and staff-student connections at school
4. It includes the following components:
 - Efforts among the school staff to treat others with warmth, positive interest, and involvement; set firm limits for unacceptable behavior; apply non-physical, non-hostile negative consequences when rules are broken; act as authorities and positive role models; and solve bullying problems in a consistent manner across

all grade levels and all school locations

- Involvement of a Coordinating Committee (the School Climate Committee)
 - Include of a supervisory system in non-classroom areas (described below)
 - The following principles apply to everyone on school property or at a school function:
 - I will not bully others.
 - I will try to help anyone who I suspect is being bullied.
 - I will try to include students who are left out.
 - If someone is being bullied, I will tell an adult.
5. Includes the following components at the classroom level:
- Display and enforcement of principles against bullying
 - Regular, ongoing class meetings, discussions, or role playing activities
 - Involvement of parents in bullying prevention
 - Identification of creative ways to incorporate issues involving bullying into the curriculum
6. Includes the following components at the individual level:
- Supervision of students' activities
 - Efforts to ensure that all staff intervene appropriately on the spot when suspected bullying occurs
 - Discussion of bullying behavior with students who bully and, separately, with targets of bullying, and with their parents
 - Development of Behavioral Intervention Plans for involved students, with a graduated response
 - Attention to bystander involvement

Reporting Requirements and Procedures

Any school employee who has reliable information that would lead a reasonable person to suspect that a person is a target of bullying as defined above shall immediately report it to administration. A written report shall be submitted to a designated administrator within 24 hours if (a) measures confirm a staff member's concerns that a student is being bullied, (b) a staff member receives a report of a bullying matter, or (c) a staff member observes a bullying incident.

The procedures for a student and parent, guardian, relative caregiver, or legal guardian to provide information on bullying activity shall be as follows:

1. If a child complains of bullying while it is happening, the staff member shall respond quickly and firmly to intervene, if safety permits, if the situation appears to that staff member to involve bullying or real fighting.
2. If a child expresses a desire to discuss a personal incident of bullying with a staff member, the staff member shall make an effort to provide the child with a practical, safe, private, and age-appropriate method of doing so.
3. A letter box shall be placed in places selected by the Coordinating Committee (Library & Nurse's office) so that students who feel unable to talk to any staff can have a point of contact. Information found in the box shall be treated with care and a staff member or members

shall be designated to be responsible for this information. Blank “Bullying: Request for Support” forms shall be available to all students but shall not be required for a report.

4. Written complaints shall be reasonably specific as to actions giving rise to the complaint and should include information as to:
 - Conduct involved;
 - Persons involved, designated bully, target, and bystanders’ roles;
 - Time and place of the conduct alleged, number of incidents;
 - Names of potential student or staff witnesses; and
 - Any actions taken in response.
5. Short, easy to use complaint forms shall be provided.
6. A system shall be established whereby students can submit anonymous complaints of bullying that only designated persons will have access to.
7. Anyone may report bullying and a report may be made to any staff member. Staff members should encourage that reports of bullying be made in writing.
8. The principal has designated the Student Advisor and the guidance counselors as the persons responsible for responding to bullying complaints.
9. Every identified complainant who files a written complaint with a staff member shall receive a written explanation of results to the extent that it is legally allowed and shall be given an opportunity to inform the designated person as to whether or not the outcome was satisfactory. Easy to use follow-up forms shall be made available.
10. Every substantiated and unsubstantiated bullying incident is recorded in e-School within 5 business days. This provides a central record for designated staff to read. This record shall give an indication of patterns which may emerge of both bullies and victims.

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

Investigative Procedures

Administration shall promptly investigate in a timely manner and determine whether bullying has occurred, including the following steps:

3. All complaints shall be appropriately investigated and handled consistent with the Code of Conduct and due process requirements.
4. The principal has designated the Student Advisor and the Guidance Counselors as the persons responsible for responding to bullying complaints.
5. Neither complainant nor witnesses shall be promised confidentiality at the onset of an investigation; however, efforts shall be made to increase the confidence and trust of the person making the complaint. Whenever practical, the investigating person shall make efforts to document the bullying from several sources. Student victims may have a parent or trusted adult with them, if requested, during any investigatory activities.
6. After receiving notice of the suspected bullying, the designated person shall review the complaint in conjunction with any other related complaints and

- reasonable steps shall then be taken by the designated person to verify the information and to determine whether the information would lead a reasonable person to suspect that a person has been a victim of bullying.
7. Parents of the alleged bully and the parents of the alleged victim are both notified that an allegation was made and that it is being investigated.
 8. Any allegation of cyberbullying, so long as it has a substantial impact on the schools learning environment for the victim, shall be investigated and consequences applied in the same fashion as traditional forms of in school bullying.
 9. Once the administrator has confirmed that a person has been the victim of bullying, the administrator shall take prompt investigatory steps to determine who committed the acts of bullying and whether others played a role in perpetuating the bullying. The administrator shall avoid forewarning the student suspects and shall interview suspects separately and in rapid succession.
 10. After identifying those who committed the act or acts of bullying, the administrator shall apply disciplinary action as delineated in the Code of Conduct. The bully shall be informed that graduating consequences will occur if the bullying continues.
 11. The administrator shall keep a written record of the bullying incident and any disciplinary actions taken, as well as a record of any written statements of those committing the bullying, victims, and witnesses. Discussions with all parties shall be documented as soon as possible after the events. The school shall not destroy or discard any material records or evidence while a criminal investigation into or prosecution relating to the incident is ongoing.
 12. A follow-up shall be completed two weeks after an incident to determine whether the bullying has continued and whether additional consequences are needed. An additional follow-up shall occur in two months, regardless of whether new incidents have been reported.
 13. Each confirmed incident shall be recorded in e-School.

All confirmed bullying incidents shall be reported to the Department of Education by the principal or his/her designee pursuant to Department of Education regulations.

Non-Classroom Supervision

Teachers are to actively engage in hall duty between class periods. Staff is assigned cafeteria duty to ensure safety. Administrators and other staff are assigned radio walkie-talkies and monitor stairwells, hallways, and non-classroom areas, allowing for the review and exchange of information regarding non-classroom areas. A number of video surveillance cameras are installed in the building and are used to investigate Code of Conduct violations.

Consequences for Bullying

Consequences for bullying shall be consistently applied and shall be delivered in a non-hostile manner as per the Code of Conduct.

Consequences shall take into account such factors as the nature and severity of the behaviors; the degrees of harm; the student's age, size, and personality (including development and maturity levels

of the parties involved); surrounding circumstances and the context in which the incidents occurred; prior disciplinary history and incidences of past or continuing patterns of behavior; relationships between the parties involved (including any imbalance of power between the perpetrator and victim); and ease of use for staff (within available resources and time constraints).

The appropriate range of consequences for bullying shall be as follows:

1. Removal of positive reinforcers (e.g., time-out, loss of a privilege)
2. Use of negative or unpleasant stimuli, which may include:
 - Rebuke or verbal reprimand clearly specifying what is not acceptable and consequences if repeated
 - Notice to parent
 - Serious talk with school staff member, with or without parent's present
 - Supervised break times
 - Reassignment of seats in class, lunch, or on bus
 - Behavioral report cards sent home or creation of a behavior contract
 - Detention
 - In-school suspension
 - Suspension
 - Forbidden to enter certain areas of school
 - Reassignment of classes
 - A referral to an external agency
 - Reassignment to another school, or another mode of transportation
 - Expulsion
 - Report to law enforcement officials

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

1. Reparation to the victim in the form of payment for or repair of damage to possessions out of the bully's own money
2. Cooperation with assessment of problems
3. Education about what bullying is and why it is not acceptable
4. Documentation on books or films about bullying
5. Completion of bully related workbooks
6. Completion of letter of acknowledgement of actions to the victim (only after reviewed by staff and never in cases of sexual bullying)
7. Completion of psychological assessment or evaluation
8. Completion of counseling (in house or referral to an outside agency, individual, or family)
9. Cooperation with a behavioral management program developed in consultation with a mental health professional
10. Submission to a psychological, psychiatric, or neuropsychiatric evaluation before the bully can return to school
11. Completion of community service

Positive consequences are given when students are obeying the rules about bullying. These consequences may include enthusiastic, concrete, behavior-specific praise or Biotech Bucks in our school Positive Behavior Support (PBS) system.

If bullying is suspected, staff members shall make an effort to:

1. Find a private opportunity for discussion with the victim.
2. Discuss with the victim what support he/she needs.
3. Ensure the victim's safety.
4. Record the event and follow through with actions.
5. Provide the victim with opportunities to gain peer support.
6. Refer the victim to available in-school help.
7. Provide the victim with an opportunity to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face to face, if the victim chooses to do so.
8. Make referrals to external agencies if necessary.
9. Provide the victim with information for mental health or medical treatment needs.

Notification of Parents

A parent, guardian, relative caregiver, or legal guardian of any target of bullying or person who bullies another shall be notified.

Retaliation

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

Communication with Medical and Mental Health Professionals

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

1. Release of information forms to pediatricians and/or primary care physicians and mental health professionals shall be signed by the parent, guardian, relative caregiver, or legal guardian in order for the professional to communicate with school personnel regarding any treatment of a child. Releases shall be signed both at school and at the physician or mental health professional's office before communication may take place according to Health Insurance Portability and Accountability Act of 1996 (HIPAA) and Family Educational Rights and Privacy Act (FERPA) guidelines.
2. If a parent refuses to sign a release form at school, the school shall review this policy with him/her, explaining the reasons the release would be advantageous to his/her child.
3. After confirmation that a child has been involved in a bullying incident, if the administrator's designee recommends a mental health evaluation be completed, the school may:
 - Require that return to school will be contingent upon the clinical evaluation providing recommendations and a treatment plan if identified as appropriate.

- Require that the student remain in in-school suspension and that return to a regular class schedule will be contingent upon the clinical evaluation providing recommendations and a treatment plan if identified as appropriate.
4. Summary of this evaluation shall be shared at a meeting with the student, his/her parent/guardian, and the school administrator's designee prior to return to school or the general population.

Defenses

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

ACTION PLAN

FRESHMAN

COLLEGE BOUND

www.collegeboard.com

Establish good study habits, do your homework, work hard to get good grades and become involved in school activities.

Action Plan

High School Freshman

www.collegeboard.com

Plan for the Year Ahead

- High School is the time to start preparing for college.
- Each year your assignment will become more and more challenging.
- Learn essential skills and build upon them for a bright and successful future.
- Review your schedule with your counselor to make sure you're enrolled in challenging classes that will help prepare you for college. Colleges prefer four years of English, history, math, science, and foreign language.
- Get involve in extracurricular activities.
- Go to college fairs in your area.

Winter

Learn About College

- Use the SSP program to help you choose a career, college, and classes that you should take in high school to follow that career.
- Seek Help if you feel upset, confused, have doubts about your school life. Your teachers, your counselor, your parents, and your administrators are all here to help you.
- Learn about college costs and how financial aid works.
- Find out about colleges from college friends, and families who are home for the holidays.

Spring

Choosing the right path

- Stay Focused
- Get to know your guidance counselor and become familiar with the types of courses that are required in your chosen field.
- Sign up for challenging classes Honor or AP (Advance Placement).

Explore Summer Opportunities

- Look for a great summer opportunity- job, internship, or volunteer work and obtain a credit from the Delaware Volunteer Credit program.
- Check online for summer school programs for high school students at colleges.

Road to Diploma

Your path to graduation can be bumpy or smooth. Find the right tools to be the most successful student you can be.

ACTION PLAN

SOPHOMORE

COLLEGE BOUND

www.collegeboard.com

Continue to work hard in school; not involved in school activities get involved. Try to identify your abilities, interests, and aptitudes using the SSP program.

Action Plan

High School Sophomores

www.collegeboard.com

FALL

Plan for the Year Ahead

- Meet with your counselor to discuss your college plans. Review your schedule with him or her to make sure you're enrolled in challenging classes that will help you prepare for college. Colleges prefer four years of English, history, math, science, and a foreign language.
- Keep track of your assignments, test dates, activities, and important events by using a planner or electronic organizer to set up a study schedule.
- Explore college and career options related to your interest with the SSP program of our school.
- Know yourself. What do you like to do, what are you good at and what do you value most? Make a list of your answers. The first step in career planning is self-discovery.
- Get more involved. Find an activity at school or in the community that you would enjoy and be active. Colleges look for involved students. Get involved in hobbies and extracurricular activities that match up with your career interest.
- Use College Search to find out the required courses and tests of colleges that you might be interested in attending.
- Go to college fairs in your area.

WINTER

Prepare for Tests

- Use your PSAT/NMSQT Score Report and www.collegeboard.com/psatextra to prepare for the SAT.
- Talk to your counselor and teachers about taking SAT Subject Tests in your strong subjects this spring. Take Subject Tests such as World History, Biology, E/M, and Chemistry while the material is still fresh in your mind.

Learn about Colleges

- Learn about college costs and how financial aid works. What is financial aid? It is made up of four types of assistance: grants, scholarships, loan and work-study. Grants and scholarships are free sources of money that do not have to be paid back. A loan is money given to you to help pay for college related expenses it must be repaid. Work-study allows you to earn money by working part time at a campus-approved job.
- If you are an athlete hoping to play sports in college, it's important to begin planning. Find out what the NCCA academic requirement are at www.ncaaclearinghouse.net and check with your school counselor for more information.
- Use the College Savings Calculator to see how much money you'll need for college, whether you're on track to save enough, and what you need to reach your goal. Talk to your parents about financing college.
- Start thinking about college majors. What matches your skills and interests? Have you thought about how specific majors relate to careers? Explore college majors and careers that might be right for you. All of this information can be obtained using SSP program.
- Plan to attend college planning night; check with your counselor to see the date and time it is going to be offer.
- Find out about college firsthand from college friends who are home for the holidays.

SPRING

Stay Focused

- Sign up for Honors / and consider AP (Advanced Placement) courses. Harder courses in high school make you more prepared for college.
- Begin making a list of colleges that you want to look into.

Explore Summer Opportunities

- Look for a great summer opportunity – job, internship, or volunteer position.
- Check with your counselor and search online for summer school programs for high school students at colleges.
- Look for academic camp being held in the summer. They're a great way to catch up or get ahead.

SUMMER

Make the Most of Your Break

- Start a summer reading list. Ask your teachers to recommend books. Reading is one of the best ways to improve your grades, and you can do it practically anywhere.
- Plan to visit college campuses near where you live that fit the idea of the type of school that you might want to attend. When you visit these schools, try to meet with their admissions officers and some of the students currently attending, they can help you get an insight on what the college experience is really about.
- Finalize your summer plans by April 30th.

ACTION PLAN

JUNIORS

COLLEGE BOUND

www.collegeboard.com

Continue to work hard and stay involved in school activities. Make college visits. Start searching for college information and scholarships. Take the SAT's in the Spring.

Action Plan

High School Juniors

www.collegeboard.com

FALL

- Start with you: make list of your abilities, preferences, and personal qualities. List things you may want to study and do in college.
- Jumpstart your college planning by reading about majors and careers.
- Use College Search to find colleges with the right characteristics (i.e. size, type, location, programs, facilities, cost, academic quality, etc.)
- Check the entrance requirements of the colleges that you're planning to apply to, and find out which test (s) you need to take.
- Look into campus visits. Some colleges host special visit days for juniors.

Start Thinking about Financial Aid

- Talk to your counselor about your college plans and attend college night and financial aid night at your school. Use financial aid calculators to estimate your aid eligibility and college costs.
- Attend college fairs in your area and meet with college representatives who visit our high school.

WINTER

Plan Your Spring Testing Schedule

- You can take either the SAT Reasoning Test -or- up to three SAT Subject Tests on one test day. Plan your testing schedule carefully if you want to take both types of SAT. See the SAT schedule of test dates and register online for the SAT.
- Your PSAT/NMSQT Score Report arrives in December. Use it to improve your skills and prepare for the SAT. Practice at collegeboard.com/PSAT extra.
- Get involved. Colleges seek well-rounded students who not only get good grades, but who are also involved in school and community organizations.

SPRING

Get Ready for the SAT

- Visit the SAT Preparation Center to take a free full-length official practice test and get a score and skills report. Be sure to sign up for The Official SAT Question of the Day for daily practice

Explore Colleges

- Start visiting local colleges: large, small, public, and private. Get a feel for what works for you. Develop a list of 5-10 colleges that interest you.
- Take notes and compare your thoughts on each of the colleges after your visit.
- Soon you'll be completing college and scholarship applications. Put together a resume listing your activities, awards, achievements, employment, and volunteer experiences. Go to the guidance office and fill out an activity sheet.

Plan Ahead for the Summer & Senior Year

- Review your senior year class schedule with your counselor. Challenge yourself with honors and AP (Advanced Placement) classes and stick with sequences you've begun, for example take 3 to 4 years instead of the 2 year requirement.
- Are you unsure what you want to be? Ask your school counselor how an online assessment on SSP can help you to choose a career path.
- Plan summer activities early. Enrich yourself by volunteering, getting an interesting job or internship, or signing up for special summer learning programs.

SUMMER

Keep Your Momentum This Summer

- Visit colleges. Take campus tours of colleges that you visit; schedule interviews with admissions counselors. Be sure to bring your campus visit checklist.
- Request applications from colleges you plan to attend. Check important dates; some universities have early dates or rolling admissions. Consult the College Application Calendar and the Financial Aid Calendar for the basic idea of the applications timeline.

Get Ready for your senior year! Start thinking about how to manage your time; Remember that you should focus on keeping your grades up, filling out applications and selecting the college of your choice.

ACTION PLAN

SENIOR

COLLEGE BOUND

www.collegeboard.com

This is the year to continue to work hard and to plan for higher educational goals. Complete college applications in the fall, check deadlines. Retake/ take SAT. Check financial aid and scholarship.

Action Plan

High School Seniors

www.collegeboard.com

FALL

Pulling Your Applications Together

- Narrow your list of colleges to between 3 and 6 and review it with your parents and counselor. Get an application and financial aid info from each. Visit as many as possible.
- Make a master calendar and note:
 - Test Dates, Fees, and Deadlines
 - College application due dates
 - Required financial aid applications and their deadlines
 - Recommendations, transcripts, and other necessary materials
 - Your high school's deadlines for application requests such as your transcript
- Ask for recommendations. Give each person your resume, a stamped, addressed envelope, and any required forms.
- Write application essays and ask teachers, parents, and friends to read first drafts.

Applying Early Action or Early Decision

- November 1: For early admissions, colleges may require test scores and applications in early November. Send your SAT scores at collegeboard.com
- Ask if your college offers an early estimate of financial aid eligibility.

Get Financial Aid Info

- Attend financial aid info events in your area.
- Talk to your counselor about CSS/Financial Aid PROFILE and learn about it, with **Completing the PROFILE**.
- Use Scholarship Search at collegeboard.com, review scholarship books, and ask your counselor about local and state funding sources.

WINTER

Application Details

- Most regular applications are due between January 1 and February 15. Keep copies of everything you send to colleges.
- Have your high school send your transcript to colleges.
- Contact colleges to make sure they've received all application materials.

Financial Aid: Apply Early.

- You and your family should save 2020 pay stubs to estimate income on aid forms that you'll file in early 2021.
- Submit you FAFSA as soon after January 1 as possible. Men 18 or older must register for the selective service to receive federal financial aid.

- Many priority financial aid deadlines fall in February. To get the most attractive award package, apply by the priority date. Keep copies of everything you send

SPRING

When the Letters Start Rolling In

- You should get acceptance letters and financial aid offers by mid-April.
- Use Compare Your Aid Awards to compare awards from different colleges. Questions? Talk to financial aid officers. Not enough aid? Ask if other financing plans are available.
- If you haven't already, visit your final college before accepting

May 1: Making Your Final Choice

- You must tell every college of your acceptance or rejection of offers of admission or financial aid by May 1. Send a deposit to the college you choose.
- Waitlisted? If you enroll if accepted, tell the admissions director your intent and ask how to strengthen your application. Need financial aid? Ask if funds will be available if you're accepted.

SUMMER

Next Steps

- Ask your high school to send a final transcript to your college
- Start preparing for the year ahead

2020-2021 TEST DATES **SAT and PSAT**

March 24th, 2021 (8th, 9th and 10th grade; 11th grade SAT only)

AP EXAMS (Registration/Payment Deadline: March 12, 2021)

| | |
|---------------|---|
| May 3, 2021: | US Government & Politics |
| May 4, 2021: | Calculus AB & BC; Human Geography |
| May 5, 2021: | Eng. Lit & Comp; Physics 1 |
| May 6, 2021: | US History; Comp. Science A |
| May 7, 2021: | Chemistry; Physics 2 |
| May 10, 2021: | World History |
| May 11, 2021: | Seminar; Spanish Culture; Psychology |
| May 12, 2021: | Eng. Lang & Comp |
| May 13, 2021: | Comparative Gov't & Politics; Comp. Science; Statistics |

SAT

| <u>Test Date</u> | <u>Registration Deadline</u> |
|-------------------------|-------------------------------------|
| 8/29/2020 | 7/31/2020 |
| 9/26/2020 | 8/26/2020 |
| 10/3/2020 | 9/4/2020 |
| 11/7/2020 | 10/7/2020 |
| 12/5/2020 | 11/5/2020 |
| 3/13/2021 | 2/12/2021 |
| 5/8/2021 | 4/8/2021 |

ACT

| <u>Test Date</u> | <u>Registration Deadline</u> |
|-------------------------|-------------------------------------|
| 9/19/2020 | 8/14/2020 |
| 10/10/2020 | 9/17/2020 |
| 12/12/2020 | 11/6/2020 |
| 2/6/2021 | 1/8/2021 |
| 4/17/2021 | 3/12/2021 |

About PSAT / NMSQT

The Preliminary SAT[®]/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and [National Merit Scholarship Corporation \(NMSC\)](#).

PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It's a standardized test that provides firsthand practice for the SAT Reasoning Test[™]. It also gives you a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills
- math problem-solving skills
- writing skills

You have developed these skills over many years, both in and out of school. This test doesn't require you to recall specific facts from your classes.

The most common reasons for taking the PSAT/NMSQT are:

- Receive feedback on your strengths and weaknesses on skills necessary for college study. You can then focus your preparation on those areas that could most benefit from additional study or practice.
- See how your performance on an admissions test might compare with that of others applying to college.
- Enter the competition for scholarships from the National Merit Scholarship Corporation (grade 11).
- Help prepare for the SAT. You can become familiar with the kinds of questions and the exact directions you will see on the SAT.
- Receive information from colleges when you check "yes" to Student Search Service.

Students with Disabilities Eligibility

What are the College Board's eligibility requirements?

A student with a documented disability may be eligible for accommodations on College Board tests (i.e., SAT®; SAT Subject Tests™ AP; PSAT). The College Board asks that each student seeking accommodations on their tests by completing and submitting a Student Eligibility Form.

To be eligible, the student:

1. has a disability that necessitates testing accommodations,
2. has documentation on file at school that supports the need for requested accommodations and meets the *Guidelines for Documentation*, and
3. Receives and uses the requested accommodations, due to the disability, for school-based tests.

If any of these requirements are not met, a student may still be eligible. The student may send his or her disability documentation with the *Student Eligibility Form* to the College Board for review and determination. The disability documentation must adhere to the *Guidelines for Documentation* on page 1 of the Instructions (for additional help, refer to [Resources and Tools](#)).

What disabilities make students eligible for accommodations?

There are many disabilities that impact a student's academic functioning. Here are a few

- Blindness/Vision Impairment
- AD/HD (formerly known as A.D.D. /A.D.H.D.)
- Learning Disabilities
- Deafness/Hearing Impairment
- Certain Medical Conditions
- Certain Physical Disabilities

Certain Psychiatric Conditions

How do I know if a student is eligible?

- Does the student have a diagnosed disability that makes it difficult for him or her to learn and take tests in the traditional manner?
- Does the student have documentation on file at the school showing that he or she has a disability that requires testing accommodations and addressing each of the information categories in the *Guidelines for Documentation*?
- Has the student received accommodations for tests he or she took in school? (See the Teacher Survey Form under [Resources and Tools](#)).

If the answer is **yes** to these questions, and the student wishes to take College Board tests, accommodations may be appropriate for the student.

What types of accommodations are available on College Board tests?

The College Board's procedures for determining appropriate accommodations on its tests provide for considerable flexibility-customization, if you will-to accommodate each student's special needs (for greater detail, visit [Accommodations](#)). There are four major categories for testing accommodations (below with accommodation examples in each category):

- **Presentation** (e.g., large print; reader; Braille; Braille device for written responses; visual magnification;; audio amplification; audiocassette; sign/oral presentations),
- **Responding** (e.g., verbal/dictated to scribe; tape recorder; computer without grammar/cut & paste features; large block answer sheet),
- **Timing/scheduling** (e.g., frequent breaks; extended time; multiple day; specified time of day), and

- **Setting** (e.g., small group setting; private room; special lighting/acoustics; adaptive/special furniture/tools; alternative test site [with proctor present]; preferential seating).

What happens if a student has a temporary disability? Should the student apply for a testing accommodation?

If a student has a temporary disability, such as a broken arm, and cannot take an upcoming test for which he or she has registered, the student should register for a test on a later date when the temporary disability has healed. This is the process for the SAT tests that are administered throughout the academic year. However, if the student is planning to take a test that is only administered annually (e.g., AP exams; PSAT/NMSQT), the school and the student may contact the College Board at (609) 771-7137 to inquire if it would be possible for the student to test with temporary accommodations (all contact information is on page 8 of the *Instructions*).

*****If you have any questions or would like to apply for accommodations on the PSAT, SAT, or Advanced Placement tests you should see your counselor.***

How to Apply for a Scholarship

The Money Is There, but You Have to Ask for It

There's a lot of advice out there about the best way to apply for scholarships—how your child should "package" himself in his essay, which extracurricular activities to emphasize, and what color paper to use for his resume. The truth is, much of this advice can vary widely, depending on the author—and what works for one applicant may not necessarily work for another.

Your child will discover that most of the scholarship secrets simply boil down to using common sense and following directions carefully.

Application Tips

Here are some tips your child can use to create solid applications and avoid common scholarship mistakes:

1. Start Researching Scholarships Early

The more time your child can put into a scholarship search, the more options they will have. Your child will need time to research scholarships, request information and application materials, and complete applications—plus, some scholarships have deadlines early in the fall of the senior year. Your child can use our online [Scholarship Search](#) to get started.

2. Read Eligibility Requirements Carefully

If your child has a question about eligibility for a particular scholarship, contact the scholarship sponsors immediately.

3. Organize All Scholarship Materials

Your child should create a separate file for each scholarship and file by application date. Keep a calendar of application deadlines and follow-up appointments.

Many scholarships require your child to provide some combination of the following:

- Transcript
- Standardized test scores
- Financial aid forms, such as the FAFSA or PROFILE
- Parent's financial information, including tax returns
- One or more essays
- One or more letters of recommendation
- Proof of eligibility (e.g. membership credentials)

Your child may also need to prepare for a personal interview. For students competing for talent-based scholarships, an audition, performance, or portfolio may be required.

4. Proofread Applications Carefully

Your child can use the computer's spelling and grammar check features to scan for any careless mistakes, however, it's also a good idea to ask others—you, a teacher, or a friend—to read the essays and share thoughts and ideas.

5. Don't Leave Items Blank

Blank items will slow down the processing of your child's application. Your child should contact scholarship sponsors with questions on how to fill out any part of the application.

6. Follow Instructions to the Letter

Make sure your child does not go over the length limit for the essay. Do not send supporting materials that are not requested in the application.

7. Make Sure the Application is Legible

Type or print application forms and essays.

8. Make Copies of Everything

If application materials are lost, having copies on hand will make it much easier to resend the application quickly.

9. Double-Check the Application

If your child is reusing material (such as a cover letter or essay) from another scholarship application, be especially careful he hasn't left in any incorrect names or blank fields. He should not forget to sign and date his application.

10. Get Your Applications in Early

Missing deadlines means missing out! Consider using certified mail and/or return receipt.

Scholarships Might Affect the Financial Aid Package

Private scholarships can actually reduce parts of your child's financial aid package. How? Colleges must consider outside scholarships as a student's financial resource, available to pay for education costs. If a college financial aid office meets your child's full financial need, government regulations specify that any scholarship money won lowers the need figure on a dollar-for-dollar basis.

What should matter to you and your child is which types of aid are reduced or eliminated—self-help aid (loans or work-study) or need-based grants. Colleges, following federal regulations, can adjust aid packages in a variety of ways—some will subtract the value of unmet need first, others will reduce self-help aid before reducing grants, still others will use scholarship funds only to replace grant money. Some colleges even give the option of using scholarships to reduce the expected family contribution.

It's a good idea to contact the financial aid office of colleges that interest your child and inquire about their policies regarding outside scholarships.

SEED Program (If the SEED program is funded)

Delaware SEED (Student Excellence Equals Degree) scholarships are provided by the State of Delaware and cover tuition for a full time student enrolled in the University of Delaware Associate in Arts Program/Delaware Technical & Community College. The SEED Scholarships are for Delaware-resident students, who stay in school, work hard, and stay out of trouble.

- Students must have graduated from a Delaware public or non-public high school or home school program,
- Students must meet the residency requirements of the University.

- Entering students must have a cumulative GPA of 2.5 on a 4.0-point scale of 80% on a 100% scale, as stated on the students' official high school transcript.
- Student must not have been convicted of a felony.
- Students must maintain a 2.5 GPA in order to remain eligible for the scholarship.
- Student must apply for all appropriate forms of financial aid for which the student is eligible and accept all such financial assistance offered or awarded to the student, except for loans.

FAFSA Information

Tips to Getting Aid without Delay!

Financial aid administrators and guidance counselors from around the country agree that the following tips speed up the application process:

- **Important: Read the instructions!**
Many questions on the FAFSA are straightforward, like your Social Security Number. But many questions are asked specifically for purposes of student financial aid. Common words like "household," "investments," and even "parent" may have special meaning. Read all instructions carefully.
- **Apply early**
State and school deadlines will vary and tend to be early. Check with them to find out their exact deadline dates.

The U.S. Department of Education (ED) will process your FAFSA if received on or before the deadline. However, to actually receive aid, your school must have correct, complete FAFSA information before your last day of enrollment.
- **Complete your tax return**
We recommend that you (and your parents if you are a dependent student) complete your tax return before filling out your FAFSA. This will make completing the FAFSA easier. If you have not filed your tax return yet, you can still submit your FAFSA but you must provide income and tax data. Once you (and your parents if you are a dependent student) file your tax return, you must correct any income or tax information that changed.
- **Save time: File Electronically!**
Complete and submit your FAFSA online. It is the fastest and most accurate way to apply for student aid.
- **Ask: Do I need additional forms?**
Many schools and states rely on the FAFSA as the single application for student aid. However, your school or state may require additional forms. Check with your state agency and the financial aid office at the school you plan to attend to find out if they require additional forms.

Why fill out a FAFSA?

The FAFSA (*Free Application for Federal Student Aid*) is the first step in the financial aid process. Use it to apply for federal student financial aid, such as Pell grant, student loans, and college work-study. In addition, most states and schools use FAFSA information to award their financial aid. For introductory instructions on how to complete the FAFSA online or on paper go to Completing the FAFSA at <http://studentaid.ed.gov/completefafsa>

Why all the questions?

They enter your FAFSA responses into a formula (known as the Federal Methodology), which is required by the Higher Education Act of 1965, as amended. The result is your Expected Family Contribution, or EFC. The EFC is a number that measures your family's financial strength. It is subtracted from the Cost of Attendance at the school(s) you plan to attend which determines your eligibility for federal student aid.

Your state, and the school(s) you list, may use all or some of your responses. They will determine if you are also eligible for school or state aid.

How do I find out what my EFC is?

They will send you a report, called a *Student Aid Report* (SAR) by email or by postal mail depending on the addresses that we have on file for you. The SAR lists the information you reported on your FAFSA, and will tell you your EFC. Reviewing your SAR is important to ensure all of your information is correct. Make any necessary changes or provide additional information.

How much aid do I get?

The schools use your EFC to prepare a financial aid package (grants, loans, and/or work-study) to help you meet your financial need. Financial need is the difference between your EFC and your school's cost of attendance (which can include living expenses), as determined by the school. If you or your family has special circumstances that impact your financial situation, contact your school's financial aid office. Some examples include: unusual medical or dental expenses, or a large change in income from last year to this year.

When do I get the aid?

Your financial aid will be paid to you through your school. Typically, your school will first use the aid to pay tuition, fees, and room and board (if provided by the school). Any remaining aid is returned to you for your other expenses.

Where can I get more information on student aid?

The financial aid office at the school you plan to attend is best place to get information about federal, state, school and other sources of student financial aid.

You can also check out these resources:

- www.studentaid.ed.gov
- www.students.gov
- Your high school counselor's office
- Your local library's reference section

There may be information available from foundations, religious organizations, community organizations, and civic groups, as well as organizations related to your field of interest, such as the American Medical Association or American Bar Association. Check with your parents' employers or unions to see if they award scholarships or have tuition payment plans.

Warning!

Be wary of organizations that charge a fee to submit your application, or to find you money for school. Some are legitimate and some are scams. Generally, any help that you pay for can be received free from your school or the U.S. Department of Education.

Types of Colleges

Which Type Suits You Best?

What kind of college do you see yourself attending? Different types of colleges suit different types of people. Take a look at these descriptions to help you see where you fit.

Liberal Arts Colleges

Liberal arts colleges offer a broad base of courses in the humanities, social sciences, and sciences. Most are private and focus mainly on undergraduate students. Classes tend to be small and personal attention is available. Read more about a [liberal arts education](#).

Universities

Generally, a university is bigger than a college and offers more majors and research facilities. Class size often reflects institutional size and some classes may be taught by graduate students.

Community or Junior Colleges

Community colleges offer a degree after the completion of two years of full-time study. They frequently offer technical programs that prepare you for immediate entry into the job market. Learn more about [community colleges](#).

Upper-Division Schools

Upper-division schools offer the last two years of undergraduate study, usually in specialized programs leading to a bachelor's degree. You'd generally transfer to an upper-division college after completing an associate's degree or after finishing a second year of study at a four-year college.

Agricultural, Technical, and Specialized Colleges

Have you made a clear decision about what you want to do with your life? Specialized colleges emphasize preparation for specific careers. Examples include Art/music, Bible, Business, Health Science, Seminary/rabbinical, and Teaching.

Public vs. Private

On the one hand, public colleges are usually less expensive, particularly for in-state residents. They get most of their money from the state or local government. Check out your state's [Guide to Residency](#). Private colleges rely on tuition, fees, endowments, and other private sources. On the other hand, private colleges are usually smaller and can offer more personalized attention (and some believe, more prestige).

Special Interests

- **Single-Sex:** All four-year public colleges and most private schools are co-ed. In terms of single-sex colleges, there are about 50 specifically for men and about 70 specifically for women. Some may enroll a few men or women.
- **Religiously Affiliated Colleges:** Some private colleges are affiliated with a religious faith. The affiliation may be historic only or it may affect day-to-day student life.
- **Historically Black Colleges:** Historically-black colleges find their origins in the time when African American students were systematically denied access to most other colleges and universities. These schools offer students a unique opportunity to experience an educational community in which they're part of the majority.
- **Hispanic-Serving Institutes:** There are about 135 institutions designated by the federal government as "Hispanic-Serving" At these schools, Hispanic students comprise at least 25 percent of the total full-time undergraduate enrollment. Bottom Line

What's right for you depends on your situation and goals. For more information about planning for college and how to build your college list; check out the [College Board's College Handbook](#).

College Application Requirements

There's More Than Just a Form

Applications vary from college to college, but most require some or all of the following parts:

Application Form

In the old days (well, a few years ago), you had one application option—a handwritten or typed form. Today you can often apply online directly to an individual school or use the Common Application, entering your information just once.

Application Fee

The average college application fee is around \$25. (Some colleges charge up to \$60, while others don't have an application fee at all.) The fee is usually nonrefundable, even if you're not offered admission. Many colleges offer fee

waivers for applicants from low-income families. If you need a fee waiver, call the college's admission office for more information.

High School Transcript

This form is filled out by an official of your high school. If it comes with your admission materials, you should give it to the guidance office to complete as early as possible. Some colleges send this form directly to your school after receiving your application.

Admission Test Scores

At many colleges, you have to submit SAT[®], SAT Subject Test[™], or ACT test scores. Test scores are a standard way of measuring a student's ability to do college-level work.

Letters of Recommendation

Your entire application should create a consistent portrait of who you are. Many private colleges ask you to submit one or more letters of recommendation from a teacher, counselor, or other adult who knows you well. When asking someone to write such a letter, be sure to do so well before the college's deadline.

Essay

If you're applying to private colleges, your essay often plays a very important role. Whether you're writing an autobiographical statement or an essay on a specific theme, take the opportunity to express your individuality in a way that sets you apart from other applicants.

Interview

This is required or recommended by some colleges. Even if it's not required, it's a good idea to set up an interview because it gives you a chance to make a personal connection with someone who will have a voice in deciding whether or not you'll be offered admission. If you're too far away for an on-campus interview, try to arrange to meet with an alumnus in your community.

Audition/Portfolio

If you're applying for a program such as music, art, or design, you may have to document prior work by auditioning on campus or submitting an audiotape, slides, or some other sample of your work to demonstrate your ability.

The Sum of the Parts

Your entire application should create a consistent portrait of who you are and what you'll bring to the college. The more the pieces of the puzzle support one impression, the more confident the admission committee will be in admitting you. If the essay or interview contradicts information you gave on other forms, you may cause them to have doubts about accepting you.

If all the parts of your application are filled out honestly and carefully, with an attention to your conviction that each school is a good match for you, you will come across in the best light possible.

**REDCLAY CONSOLIDATED SCHOOL DISTRICT
CONRAD SCHOOLS OF SCIENCE
WILMINGTON DELWARE 19804**

To the Parent/Guardian/Student:

In accordance with the provisions of PL 93-380, officials of other schools or school systems in which a student under the age of 18 intends to enroll may be sent a copy of the student's records, providing a parent is notified of the intended transfer of record. You/your student is requesting that a transcript of his/her high school record be sent to the institution named below. Please sign this form, indicating that you have been notified of the intended transfer.

(Signature of Parent/Guardian)

REQUEST FOR FORWARDING OF TRANSCRIPT

(To be completed by student)

On _____ I gave application for:
(date)

(Name of Institution)

(Address)

(City)

(State)

(Zip Code)

Please forward a copy of the transcript of my high school records to this institution.

_____ Transcript to be mailed

(Printed name of Student)

_____ Transcript to student/parent

(Graduation Year)

Application Due Date

(Student Signature)

TO THE STUDENT:

YOUR REQUEST FOR A TRANSCRIPT WILL NOT BE PROCESSED UNTIL THIS FORM HAS BEEN COMPLETED AND RETURNED TO THE GUIDANCE OFFICE (**MINIMUM 1 SCHOOL DAY REQUIRED FOR PROCESSING**). TRANSCRIPTS ARE PROCESSED IN THE ORDER IN WHICH THEY ARE REQUESTED AND NOT UNTIL THE FEE OF \$2.00 IS PAID BY CASH OR MONEY ORDER. RETURN THIS FORM TO: CONRAD SCHOOLS OF SCIENCE, WILMINGTON DELAWARE 19804

College Matchmaker

www.collegeboard.com

Find the Right Colleges for You

College Search offers two starting points. Use the College MatchMaker to find colleges that meet all of your needs or use the College QuickFinder to explore a school already familiar to you. Either way, you'll find the latest info on 3,600+ colleges, plus easy access to related tools.

| College MatchMaker | College QuickFinder | | | | | | |
|--|--|---|--|------------------------------------|-----------------------------|--------------------------------------|--|
| <p>What are you looking for in a college - close to home or far away? With certain majors? In a cost range?</p> <p>To get started, pick a category:</p> <p>Type of School <input type="text"/> <input type="button" value="Start"/></p> <p>Popular Searches</p> <table border="0"> <tr> <td>Poli Sci Major Available</td> <td>Freshman Housing a Must</td> </tr> <tr> <td>Study Abroad Available</td> <td>Interview Required</td> </tr> <tr> <td>Wired Dorms</td> <td>Men's Football Div I</td> </tr> </table> | Poli Sci Major Available | Freshman Housing a Must | Study Abroad Available | Interview Required | Wired Dorms | Men's Football Div I | <p><input type="text"/> <input type="button" value="Find"/></p> <p>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</p> <p><input checked="" type="radio"/> Go to college's profile</p> <p><input type="radio"/> Compare this college to another</p> <p><input type="radio"/> Find colleges with similar traits</p> |
| Poli Sci Major Available | Freshman Housing a Must | | | | | | |
| Study Abroad Available | Interview Required | | | | | | |
| Wired Dorms | Men's Football Div I | | | | | | |

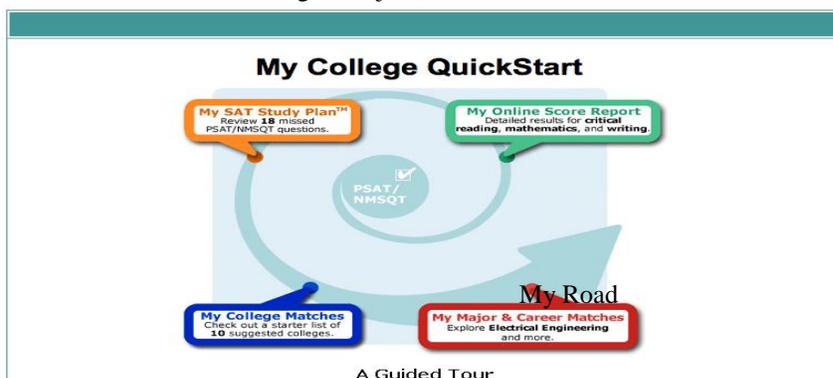
[My College Quick Start™](http://www.collegeboard.com)
www.collegeboard.com

If you took the PSAT/NMSQT in October, you have access to My College QuickStart, a free personalized planning kit based on your test results.

To sign in, you'll need the [access code](#) printed on the upper right corner of your PSAT/NMSQT score report. If you do not already have a College Board account, you'll be prompted to create one. It typically takes less than two minutes to create your free account.

Once you're in, you'll be able to take the next steps toward college with these features:

- An online PSAT/NMSQT score report, including projected SAT score ranges, state percentiles, and the power to sort answer explanations by difficulty and question type
- A customized SAT study plan
- Personalized lists of colleges, majors, and careers



Students who take the PSAT/NMSQT will have free access to My Road—the College Board's online majors, college, and career exploration program.

MyRoad is included with each student's My College QuickStart. **With an online score report, an SAT study plan, and planning tools for college and career; My College QuickStart is an exciting new resource available to PSAT/NMSQT test-takers only. With your individual account, you will be able to access MyRoad's wealth of major and career information, search for colleges, take a personality-type assessment, and get exclusive, first-hand perspectives from students and professionals currently working in their respective disciplines and fields.**

Unique features include:

- ORA Personality Profiler®: the online assessment students take to learn about their personality types and receive major and career suggestions
- Sixty-seven profiles of academic fields—from aeronautics to theater, representing 175 instructional programs
- Timely articles covering over 450 occupations—everything from actors and accountants to veterinary technicians and web designers

MyRoad is designed to make choosing a major, college, or career path quicker and easier. To get a preview of MyRoad, [please visit our online tour.](#)



The screenshot shows the MyRoad website interface. At the top, there are navigation tabs: OVERVIEW, INSIGHTS, I.D. ME, EXPLORE MAJORS, FIND A COLLEGE, RESEARCH CAREERS, and MY PLAN. Below these are six colored buttons corresponding to the tabs: INSIGHTS (yellow), I.D. ME (red), EXPLORE MAJORS (green), FIND A COLLEGE (blue), RESEARCH CAREERS (purple), and MY PLAN (orange). Under each button is a brief description of the feature. On the left side, there are two 'Sign In' forms for 'Students' and 'Counselors', each with fields for 'User Name' and 'Password' and a 'Sign In' button. In the center, there is a 'Welcome to MyRoad™' message with a list of bullet points: 'Take a validated personality assessment to get a detailed report on your personality type', 'Explore a list of suggested careers and majors that fit your personality and strengths', 'Search for colleges by location, major, cost, and much more', 'Find out what students and professionals have to say about their choices', 'Get tips on applying to college and succeeding in high school and beyond', and 'Create an online portfolio for college and career planning'. On the right, there is a larger blue box with a white background containing a 'Welcome to the MyRoad site tour' message and a list of the six areas: 'Insights, I.D. Me, Explore Majors, Find a College, Research Careers, and My Plan.' At the bottom of the page, there are two buttons: 'Sign Up Today' and 'Find Out More'.

Tips for Finding Your College Match

Characteristics You Should Consider

How can you find colleges that match your needs? First, identify your priorities. Next, carefully research the characteristics of a range of schools. Finally, match the two. Here are some college characteristics you should consider.

Size of the Student Body

Size will affect many of your opportunities and experiences, including:

- Range of academic majors offered
- Extracurricular possibilities
- Amount of personal attention you'll receive
- Number of books in the library

When considering size, be very sure to look beyond the raw number of students attending. For example, perhaps you're considering a small department within a large school. Investigate not just the number of faculty members, but also how accessible they are to students.

Location

Do you want to visit home frequently, or do you see this as a time to experience a new part of the country? Perhaps you like an urban environment with access to museums, ethnic food, or major league ball games. Or maybe you hope for easy access to the outdoors or the serenity of a small town. [Learn more.](#)

Academic Programs

If you know what you want to study, research reputations of academic departments by talking to people in the fields that interest you. If you're undecided, relax and pick an academically balanced institution that offers a range of majors and programs. Most colleges offer counseling to help you find a focus.

In considering academic programs, look for [special opportunities](#) and pick a school that offers many possibilities.

Campus Life

Consider what your college life will be like beyond the classroom. Aim for a balance between academics, activities, and social life. Before choosing a college, learn the answers to these questions:

- What extracurricular activities, athletics, and special interest groups are available?
- Does the community around the college offer interesting outlets for students?
- Are students welcomed by the community?
- Is there an ethnic or religious group in which to take part?
- How do fraternities and sororities influence campus life?
- Is housing guaranteed?
- How are dorms assigned?

Cost

Today's college price tag makes cost an important consideration for most students. At the same time, virtually all colleges work to ensure that academically qualified students from every economic circumstance can find financial aid that allows them to attend, in considering cost, look beyond the price tag.

Diversity

Explore what you might gain from a diverse student body. Think about the geographic, ethnic, racial, and religious diversity of the students as a means of learning more about the world. Investigate what kinds of student organizations, or other groups with ethnic or religious foundations, are active and visible on campus.

Retention and Graduation Rates

One of the best ways to measure a school's quality and the satisfaction of its students is to learn the percent of students who return after the first year and the percent of entering students who remain to graduate. Comparatively good retention and graduation rates are indicators that responsible academic, social, and financial support systems exist for most students.

Find Colleges

Use [College Search](#) to research two-year and four-year schools and find the programs that meet your needs.

LABORATORY SAFETY AGREEMENT
Red Clay Consolidated School District

Science is an active, hands-on process. Every precaution is taken to make the laboratory a safe place to work. However, because of the serious consequences of mistakes or carelessness, safety can only be assured by complete cooperation and compliance with instructions. To ensure a safe learning environment, all students will be instructed in science safety, take a science safety quiz, and both parents and students will sign this agreement.

1. Students will act responsibly in the laboratory at all times. Running, horseplay, and pranks are unsafe and will result in removal from class and disciplinary action.
2. Students must follow all directions, both written and spoken about laboratory procedures, safety precautions, and cleaning up. Students will dispose of all waste materials according to the teacher's instructions.
3. Students will wear proper clothing in the lab according to the teacher's instructions. This may include safety goggles, lab aprons, or gloves. Shoulder length hair, loose sleeves, and dangling jewelry must be tied back when using open flames or high-speed motors. If laboratory work involves caustic, corrosive, or hot chemicals, shoes should be closed toed.
4. Students must not eat, drink, chew gum, or place anything in the mouth in labs where chemicals are being used. Tasting chemicals is forbidden, even if the chemical is edible.
5. Unauthorized experiments are prohibited. Students may not remove equipment or supplies from the lab unless authorized by the teacher.
6. Students will know the locations of safety equipment and emergency exits. Students will notify the teacher of any hazardous condition or damaged equipment. Students should work together to maintain a safe environment, but they must wait for direction from the teacher before correcting a hazardous situation.
7. Students will clean up after themselves. The workplace should remain neat and clutter free.
8. Students will use exceptional care when working with heat or electricity. Electrical appliances should only be handled with dry hands. Hot glassware should not come in contact with cold liquids. Open flames must never be left unattended. Heated items should be handled with appropriate apparatus (such as tongs or insulated gloves), never bare hands.
9. Students must adhere to all safety precautions concerning chemicals. Test tubes must be pointed away from others, especially when they are being heated. Always add acid to water rather than water to acid to prevent splashing of corrosive acid.
10. If the room must be evacuated, close all containers and turn off any gas jets, electrical appliances, and water sources (in that order).

I understand and agree to follow all of the safety rules in this contract. I also understand that other safety rules may apply to specific classroom activities that are not listed in this contract. I will follow these rules as well and will follow common sense at all times. I am aware that any safety violation that results in unsafe conduct or misbehavior on my part may result in my removal from the classroom and/or further disciplinary action.

Student Name (Print) _____ Date _____

Student Name (Signature) _____ Date _____