



FREIRE
CHARTER WILMINGTON

Student and Family Handbook
2026-2027

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Mission

The mission of Freire Charter School Wilmington (the Charter School) is to provide a college-preparatory learning experience with a focus on individual freedom, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, equity, and commitment to peace.

School Information

Freire Charter School Wilmington - 201 W. 14th Street Wilmington, DE 19801			
Hours	Phone	Fax	Website
Monday - Friday, 8:00 AM - 3:00 PM	302-295-0257	302-380-7595	www.freirewilmington.org

Staff List & Contact Information:

A complete list of staff and how they can be contacted can be found on our website.

Position	Name	Email
Head of School	Pamela Dougherty	pam.dougherty@freirewilmington.org
Assistant Head of School	Beth Yirga	beth.yirga@freirewilmington.org
Director of Curriculum and Instruction	Crystal Tuminaro	crystal.tuminaro@freirewilmington.org
Director of Supports and Intervention	Mindy Hedgepeth	mindy.hedgepeth@freirewilmington.org
Director of School Culture	Rayna Vinson	rayna.vinson@freirewilmington.org
Director of Academic Operations and College Counseling	Marley Luke	marley.luke@freirewilmington.org

Social Media:

Freire Schools uses social media to celebrate our students and our schools, as well as to relay important information. Please follow **@freireschools** on Facebook, Instagram and Twitter and Freire Wilmington's accounts **@freirewilm** on Instagram and **@FreireWilmington** on Facebook.

Link to School Calendar

The School Calendar can be found on our website [HERE](#) and will be updated as necessary.

Attendance

Attendance to school is mandatory. We know that any absences more than 4-9 per year puts students at a disadvantage academically. Students do better in school and have brighter futures when they come to school all the time. The only time a student should be absent is for physical illness. And each absence requires a doctor's note or a note from a parent. 18 absences or more may mean the student has to repeat the next school year. The DE Dept of Education also makes the school report students and their families with excessive absences. The benefit of regular classroom instruction is lost and cannot be entirely regained, even with extra after-school instruction. Many students who miss school frequently experience great difficulty in achieving the maximum benefits of schooling. Families seeking support for attendance concerns related to social, emotional, behavioral, or mental health needs may contact the Head of School.

Excused vs. Unexcused Absences

The following policy outlines the definitions, expectations, and procedures related to student absences, including the distinction between excused and unexcused absences. This policy is established in accordance with Delaware state regulations and is intended to ensure consistent attendance while providing appropriate accommodations for legitimate absences. Students and families are expected to review and comply with these guidelines to support a positive and productive educational experience.

Excused Absence

Only the following will be accepted as valid reasons for **excused absences** or tardiness:

1. Illness of the student – verified by a physician's note.
2. Scheduled appointments to a physical or mental healthcare provider, including, but not limited to, a physician, dentist, orthodontist, or psychologist – verified by a physician's note.
3. Mental or Behavioral Health — Up to three full-day absences per school year may be excused for mental or behavioral health reasons when the student's parent/guardian provides a note. Following the student's second and any subsequent excused mental or behavioral health absence, the student shall be referred to a school-based mental or behavioral health specialist.
4. Remedial health treatment- verified by a physician's note.
5. Contagious diseases within the home- verified by official documentation on letterhead from Division of Public Health or Division of Health and Social Services.
6. Death in the family or of a close friend - verified by a funeral or death announcement.
7. Legal business requiring the student's presence - verified by note from Court on official letterhead.
8. Observance of religious holidays - requires a note from a parent/guardian documenting observance of a holiday on the approved list created by the Delaware Secretary of Education.

9. Civic Engagement — One absence per school year may be excused to attend a civic engagement event, such as visiting a government institution or site of political or cultural significance, advocating or testifying on legislation, or participating in a rally, march, or protest. The student's parent/guardian must submit written permission no later than three school days before the planned absence.
10. Absence, pre-approved by the administration, to participate in other educational experiences or authorized school activities.
11. Suspension or expulsion from school.

All documentation requesting absences be excused must be submitted within 5 school days of the absence except for civic engagement, which must be submitted prior to the absence. All verification from doctors, courts, state agencies, or other officials must be printed on official letterhead and brought to school in hard copy, not emailed. Parent notes may be sent via email or brought to school in hard copy and must include a parent/guardian phone number for school staff to call and confirm if there are questions/concerns.

Unexcused Absences

An unexcused absence is any other kind of absence from school that is not excused. Examples include, but are not limited to: sickness without a doctor's note, family trips, etc. A parent/guardian note explaining an absence does not automatically make the absence excused.

Consequences

The Head of School or designee is authorized to develop and implement appropriate interventions, corrective actions, and consequences to address attendance concerns, consistent with this policy and applicable law.

In addition, the following attendance-related restrictions apply:

1. Upon reaching 18 unexcused absences, a student may be retained, regardless of the student's end-of-year grades, at the discretion of the Head of School.
2. If a student is absent for more than 50% of the student's total day's classes, the student may not participate in any school-sponsored after-school activities that day, except when approved by a building administrator or designee based upon documentation of a medical appointment or court date.

Truancy

The more days a student is absent from school, usually the more hardships they suffer in school and in life after graduation. For this reason, we feel attending school is extremely important. Anything more than 9 unexcused absences in a given school year is considered problematic.

A student is considered truant under Delaware Code when the student has been absent from school without valid excuse for more than three school days during a school year.

The Charter School may take action regarding truancy including, but not limited to, written communications, home visits, truancy conferences, and referral of the parent for prosecution.

In order to be compliant with Delaware Code, these requirements apply at Freire Charter School Wilmington and include:

1. Following the **10th day of unexcused absence**, the school shall immediately notify the parent(s)/guardian(s) via phone call and mail.
2. Following the **15th day of unexcused absence**, the student's parent(s)/guardian(s) shall be notified by mail to appear at the school within 10 days of notification for a truancy conference and counseling.
3. Following the **20th day of unexcused absence**, the school shall refer the case for prosecution. Following the completion of prosecution of the case and the subsequent failure of the student to return to school within five school days thereof, Freire shall immediately notify the Department of Services for Children, Youth, and Their Families requesting intervention services by the Department. The Department shall contact the family within 10 business days.

Making Up Work When Absent

It is the responsibility of a student who has been absent to obtain missed work, homework, and assignments from teachers.

Pre-arranged absences

- If you know ahead of time you will be absent or miss a class, make every effort to collect work from your teachers the day before, and/or contact teachers or classmates about missed assignments before you return to school.

Unexpected absences

- Missed homework/class work policy: Students who are absent must make up missed homework and class work assignments. The number of days a student is absent is equal to the number of days a student has to make up an assignment.
- Missed Mastery tests/quizzes:
 - Students who are absent (excused or unexcused) on the day of a test or quiz will be expected to take the test or quiz on the day that they return to school, unless other arrangements have been made with their teachers. It is the student's responsibility to make an appointment with a teacher to make up the missed test or quiz. Students who miss this make-up appointment will earn no credit for this test or quiz.
- Missed Mastery project/papers: Papers and other assignments that students knew about before being absent are due upon the student's return, or by email.

Unexpected absences

- Students who are absent unexcused forfeit the opportunity to remaster mastery assignments due during the absence.

Lateness

A student is considered late if they are not present in their first period classroom by the official start of the school day, which is at 8AM. Lateness can lead to serious consequences, including the following:

- Students will not be permitted into the building after 8:45 AM. Students who attempt to enter the building at 8:46 AM or later will be sent home. A school administrator will contact the parent to confirm whether the parent will pick up the student or if the student has permission to leave on their own.
- Students will only be permitted into the building after 8:45 AM with a note on letterhead from a doctor, dentist, mental health professional, court, or other legal office documenting an in-person appointment. If the school does not receive documentation of an appointment by the time the student arrives after 8:45, the student will be sent home.
- Being late to school (unexcused) may prohibit students from retaking assessments, attending field trips and events, and/or participating in student privileges.
- Repeated unnecessary lateness may result in disciplinary or other corrective action at the discretion of school administration.

Early Dismissal Procedure

- All students **MUST** be picked up personally by an authorized person if they need to leave prior to the end of the day.
- **THE ONLY EXCEPTION:** If your child has a prearranged medical appointment, they may be dismissed without being picked up **ONLY IF** they provide an official appointment card prior to the appointment. Otherwise, we will require an authorized person to come to the school to sign out the child.
- Please **DO NOT** call and request your child be released early, as we may not be able to comply with your request.
- **ONLY** adults listed as a parent, guardian or emergency contact may sign out a student for an early dismissal. Individuals **NOT LISTED** will not be allowed to pick up a student, **UNLESS** the parent/guardian provides permission via the phone.
- **ALL** adults must present proper identification (a valid photo ID) when requesting an early dismissal for a student dismissal. **NO EXCEPTIONS.**
- Parent/Guardian **MUST** come into the building to request an early dismissal.

Please note: For safety reasons, the Charter School will deny an early dismissal in the event that any of the above procedures are not followed.

Student Life

Dress Code

The Charter School's dress code balances student self-expression with a safe, respectful, and focused learning environment. We encourage individuality, creativity, and cultural expression, while ensuring attire remains appropriate for school.

Students should wear clothing that provides adequate coverage of private areas and does not create distractions, discomfort, or inappropriate attention. The Charter School does not require uniforms; students may choose clothing that is comfortable, affordable, and reflective of their identity, as long as it supports learning and engagement. This freedom is limited only when attire poses a safety concern or disrupts the school environment.

The following actions conflict with our expectations around safety and maintaining a positive learning environment:

- Wearing any non-religious head covering that obstructs the face, for example, balaclavas and sheistys/ski masks.
- Wearing clothing with obscene images, language, phrasing, or logos displaying violence or drugs (including alcohol and/or tobacco) on any clothing or accessories.
- Allowing private areas of the body to show. This includes: exposing genital area, rear end, chest/stomach, excessive cleavage, upper legs, "bathing suit area", wearing see-through clothing, etc.
- Allowing undergarments to show. This includes; bras, see-through tights, underwear, boxers, and briefs.
- Pants below the waist.

The administration reserves the right to determine on a case-by-case basis whether a student's clothing may have the potential to harm school safety or the learning environment, as it is impossible to list every deviation from the dress code. Therefore, the above list should not be considered exhaustive.

We will strive to apply this policy fairly and will not discriminate based on an individual's body shape or size. In the event a student receives unwanted sexual advances, harassment, or sexual comments (including those about their body or clothing), the burden of the responsibility for the incident is on the other individual perpetrating the harassment who will be subject to disciplinary sanction (see Sexual Harassment policy). A student's dress will never be treated as justification for another's harassing behavior and the harassing individual will be held accountable as such.

School staff may additionally demand different standards of dress for special events, trips, etc. For example, "business casual" or "professional dress" may be mandated for an important class presentation.

The Dress Code Policy also applies to the Zoom virtual learning space.

Freedom of Expression

The Constitutions of the United States and the Commonwealth of Pennsylvania guarantee a student's right to freedom of speech. This right is guaranteed in school unless the right to express themselves causes one or more of the following consequences:

1. Materially and substantially interferes with the education process
2. Threatens harm to the school or community
3. Encourages unlawful activity
4. Interferes with another individual's rights.

In these circumstances the school will take action necessary to protect the educational environment. Student publications, handbills, announcements, assemblies, group meetings, buttons, and other means of communication must conform to the following condition:

1. All posted, distributed or printed material must be presented to the Head of School or their designee for approval prior to distribution or posting
2. Identify at least one student who is interested in posting or distributing the information
3. The students must obey laws governing libel and obscenity
4. Be aware of the feelings and opinions of others and give others a fair opportunity to express their views

Athletics

A student who participates in interscholastic athletics at the Charter School, which is a member of the Delaware Interscholastic Athletic Association, Inc. (D.I.A.A.), must adhere to the D.I.A.A. eligibility rules for student athletes.

To be eligible to participate in a sport, you must follow the guidelines below:

- **Academic/Behavioral Expectations:**
 - Must be passing 5 of your classes.
 - Must come to school on time.
 - Must submit a doctor's note to return to school and to participate in sports if absent for three days or more.
 - Must not be suspended or have any serious* discipline issues for the reporting period.
- **Assessment of Eligibility:**
 - Athletic participation lists will be generated on the 15th and the 30th/31st of each month. Any students who do not meet the expectations outlined above will not be able to participate for a 5-day period. After 5 days, the ineligible student's academic record will be checked again. If they meet the eligibility requirements, they will be cleared to play until the next eligibility period. **There will be no exceptions.**
 - In accordance with D.I.A.A. regulations, any student who failed more than one course in the quarter on their most recent report card will not be eligible until the following quarter when new report cards are issued.
- **General Expectations for Student Athletes:**
 - Must be a leader inside and outside of the school.

- Must get and complete all work covered and missed while away from school due to a game.
- Must have a physical completed before joining the team.
- Must have a parent permission form completed.

*Serious discipline issues are defined as a write-up for defiance, disrespect, or disruption.

Students who become 19 years of age on or after June 15th immediately preceding the school year shall be eligible for all sports during the current school year provided all other eligibility requirements are met.

Concussion Protocol

If a student-athlete receives a bump, blow or jolt to the head, they will be removed from play immediately. If the student-athlete is determined by a game official, school staff member or present healthcare professional to exhibit signs or symptoms of a concussion, the student-athlete will not be allowed to return to participation that day. The School staff member will notify the parent/guardian or relevant emergency contact.

If the student-athlete was not allowed to return to play the day of the bump, blow or jolt to the head, the student-athlete cannot return to participation/play at all until they have been evaluated and cleared by an outside healthcare professional and provide signed documentation stating such.

Academics

Freire is a college-preparatory school and these requirements are demanding by design. Knowing exactly what you are working toward turns a difficult year into something you can plan for rather than something that surprises you.

General Promotion Guidelines

- Students earn academic credit for each class passed with a grade of 75% or higher. Any final year grade under 75% earns no credit.
- Any student failing one or two classes in an academic year will be required to attend summer school at Freire for each class failed. Summer school attendance is mandatory.
- In order to enter 12th grade (senior year), you must have earned 18 credits by September 15th of senior year. Only students with 18 credits are eligible to participate in Senior Activities.

Students will be retained (i.e., required to repeat a grade) in the following situations:

- Any student who earns less than four credits (i.e., fails three classes) in an academic year can be retained. The student will be required to repeat the grade level in its entirety — take all 6 classes over again.

- Any student missing a total of three or more credits by the end of the school year (June) may be retained. Students failing courses will be required to attend summer school in its entirety.
 - Failure to make up credits over the summer will result in the student being credit deficient.
 - Students will **NOT** be allowed to make up credit during the school year.
 - Any 12th grade student credit deficient will not be permitted to walk at graduation.
- Any student who has 18 or more unexcused absences can be retained.

Policy on Graduation Requirements

Credit Accumulation

Students must earn twenty-four (24) high school credits in order to graduate. All credits must be earned in the following manner:

Mathematics	4.00 credits required
	Must include Algebra I, Geometry, Algebra II, and 12th Grade Math
English	4.00 credits required
	Must include English I, English II, English III, and 12th Grade English
Science	4.00 credits required
	Must include Physical Science, Biology, Chemistry, & 12th Grade Science
Social Sciences	3.00 credits required
	Must include World Cultures, 12 Grade Social Studies, and US History
World Languages	2.00 credits required
	Must include Spanish I and Spanish II
Physical Education	1.00 credit required
Health	0.50 credits required
Career Pathway	3.00 credits required
	FIRE, Writing for Change, Power and Money, and College & Career Prep
Electives	2.50 credits required
	2-12th electives, Supplemental Math, Driver's Ed, Physical Education

Most courses count for one credit unit (C.U.). Other courses may be assigned less credit. How much credit a course is assigned varies depending upon how frequently the course meets, for how much time it meets, as well as the particular requirements for that course.

Additional Graduation Requirements

- Any student who fails three (3) or more credits may be required to repeat their senior year in its entirety.

- All students have until September 15th of their graduation year to complete all graduation requirements. A student is no longer eligible to earn a diploma from Freire Charter School Wilmington after September 15th of their graduation year.
- The graduation ceremony is a privilege, not a right.
 - In order to participate in graduation, you must pass all of your senior year classes and pass all Senior Project requirements. Any student with a failing grade in any class on their current schedule, or an incomplete Senior Project, will not be permitted to participate in the ceremony.
 - Students who have severely violated the Code of Conduct may be prohibited from participating in graduation ceremonies at the discretion of the Head of School. In the case of graduating students, receipt of diploma may be delayed until discipline matters have been settled.
 - All outstanding student fees must be paid in full.

Grading Policy

- Grades incorporate a student's work in the following areas:
 - Homework
 - Class Participation/Classwork
 - Major Projects, Tests, or Projects
 - Quizzes
 - Other forms of teacher-generated assessments
 - Midterm/Final Exams
- Grades must reflect the following percentage assignment: 70% demonstrated mastery of material and 30% effort (homework and participation).
- All students will be provided an academic planner and instruction on how to use the planner to organize assignment due dates.
- All 8th - 10th grade students will be required to keep planners up-to-date with upcoming homework and classwork assignments each period, every school day.
 - Parents/guardians are encouraged to check student academic planners daily to see the assigned daily homework and upcoming assignments and assessments.

Multiple Opportunities for Mastery (MOM)

For Mastery assignments, any student earning lower than a 75 will be given the opportunity to earn a passing grade when they can prove mastery through the end of the marking period in which the assignment is entered. Subsequent attempts for mastery should be completed through after school academic centers in order to keep students from missing class content during the assigned class period. If assistance is needed to schedule remastery attempts, please reach out to the Director of Curriculum and Instruction. Teachers must offer (at a minimum) 1 retake of each mastery assessment/I Can. This does not need to be more than one opportunity but can be based on teacher discretion.

The Retake needs to be clear, consistent and purposeful. The retake does not need to be the same exact assessment (and, oftentimes, should not be, in order to truly measure student mastery).

For Student to complete MOMS they must complete 3 Steps:

1. A prerequisite assignment must be completed prior to any retake (Examples: Reflection Piece, Corrections, Department Created Document, Rubric)
2. Students must reach out to the teacher ahead of time to schedule a retake
3. Take the Retake
 - Notes:
 - Retake needs to happen within **10 days** from when the work is returned to students**
 - These days do not including Fridays/Field Trips/Event Days
 - Retakes must happen outside of class time (unless whole class needs a retake following a reteach)
 - Grade can't get any lower than the original

This policy does not apply to masteries that were missed due to UNEXCUSED ABSENCES.

Midterm and final exams are the two assessments that students cannot remaster in alignment with our college prep mission.

Midterm and Final Exam Weighting

Midterm and Final Exams

Charter School teachers will give midterms at the end of the first semester and final exams at the end of the second semester. Freire will follow amended schedules during these testing days. There will be one exam make-up day for absent students.

Midterm and final exams will count as 10% of the semester grade.

Parent-Student-Teacher Conferences

Parent-Student-Teacher Conferences are held in the fall and spring, so that students can use their teachers' feedback in order to directly impact their grade for the remainder of the year. All parents/guardians are strongly encouraged to meet with every teacher, regardless of how successful the student's performance may be. In some cases, conferences are mandatory for parents/guardians.

Conferences during other times during the school year can also be arranged by contacting the teacher directly.

Missed Work & Make-Up Procedures

Making up work when absent

It is the responsibility of a student who has been absent to obtain missed work, homework, and assignments from the teachers.

Pre-arranged absences

If a student knows ahead of time they will be absent or miss a class, they should make every effort to collect work from their teachers the day before and/or contact teachers or classmates about missed assignments before they return to school.

Unexpected absences

- **Missed homework/class work policy:** Students who are absent must make up missed homework/class work assignments. The number of days a student is absent is equal to the number of days a student has to make up an assignment.
- **Missed quizzes/tests:** Students who are absent (excused or unexcused) on the day of a test or quiz will be expected to take the test or quiz on the day that they return to school, unless other arrangements have been made with their teachers. It is the student's responsibility to make an appointment with a teacher to make up the missed test or quiz. Students who miss this make-up appointment will not be eligible to receive credit for this test or quiz.
- **Missed project/papers:** At a teacher's discretion, papers and other assignments that students knew about before being absent are due upon the student's return, or by email.

Academic Integrity Procedure

Freire students are expected to create their own original work at all times. Any student who copies work from another student, another written source, or the Internet will not receive credit for that work. Students who copy work and students who allow their work to be copied will receive disciplinary action. Students who copy work from other students or allow theirs to be copied more than twice in one year may be brought to the Board for expulsion.

Consequences for Academic Dishonesty

Offense	What Happens
1st Offense	Documentation log entry in disciplinary record. Phone call from teacher. Teacher will state this policy to parent via phone and email. Student meeting with Administration. Zero for Effort. Can redo Mastery.
2nd Offense	Documentation log entry in disciplinary record. Phone call from teacher. Teacher will state this policy to parent via phone and email and communicate that this is their second offense. Student meeting with the Administration. Zero for Effort. Zero for Mastery.
3rd Offense	Mandatory parent meeting with Administration. Academic Behavior Contract. Zero on Effort. Zero on Mastery.
4th Offense	Violation of Contract; subject to suspension and other disciplinary measures.

NOTE: Plagiarism is the practice of claiming, or implying, original authorship or incorporating material from someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgment.

Use of AI Tools

Freire recognizes the value of artificial intelligence (AI) tools like Grammarly, ChatGPT, and more. If used appropriately, these AI tools can enhance student learning. However, if used inappropriately, these tools can fall under our Academic Integrity/Academic Dishonesty Policy. Teachers will make every effort to clarify when it might be appropriate to use AI tools to enhance student work. However, if teachers do not explicitly offer this clarity for a given effort or mastery assignment, it is the responsibility of the student to ask for that clarity. If students choose not to ask for that clarity and use AI tools without teacher permission or if students disregard teacher clarification, the Academic Integrity/Academic Dishonesty Policy takes effect.

National Honor Society

For many students, selection as a member of the National Honor Society (NHS) is the pinnacle of their achievements in school. This honor, recognized throughout the nation, is both the public recognition of accomplishment and the private commitment to continued excellence on the part of the student. Please see our [website](#) to learn more.

Student Services (Special Education)

Freire Charter School Wilmington is committed to complying with the requirements of the Individuals with Disabilities Education Act (IDEA) and Title 14, Chapter 31 of the Delaware Code.

Identification of Students with Disabilities

Freire Charter School Wilmington provides and maintains special classes and facilities to meet the needs of our students with disabilities to the extent required by law. The School will identify, locate and evaluate, or reevaluate, any children with disabilities enrolled in the School, including children with disabilities who are homeless children or wards of the State, regardless of the severity of the disability, and who are in need of special education and related services.

Parents of Students with Disabilities Council

Pursuant to 14 Delaware Code § 3125, parents of students with disabilities may form a council to advocate generally for students with disabilities and provide person-to-person support for individual parents and children. Such parents may also collaborate and coordinate with existing parent groups and other information and support groups, including those from other charter schools and school districts, to facilitate creation, maintenance, and effectiveness of a parent council. Such parents interested in forming such a council should contact the Director of Student Services or the Student Services Coordinator.

LRE / FAPE (Least Restrictive Environment / Free Appropriate Public Education)

In Delaware, schools must provide every eligible student with a disability a Free Appropriate Public Education (FAPE) at no cost to families, meaning the student receives special education and services designed to provide meaningful progress. At the same time, students must be educated in the Least Restrictive Environment (LRE), which means they learn alongside peers without disabilities as much as appropriate, with supports if needed. Removal from general education settings only happens when a student's needs cannot be met there, even with supports. These principles come from federal IDEA law and are enforced through Delaware regulations and monitoring systems.

Parental Rights

Delaware law gives parents strong rights in special education. Families have the right to be fully informed, participate in all decisions, and receive written notice before schools change identification, evaluation, or placement. Schools must obtain informed written consent before conducting evaluations or starting special education services. Parents also have the right to disagree, request meetings, pursue mediation or due process, and receive information in a language they understand. These protections are outlined in Delaware Administrative Code and IDEA procedural safeguards, a copy of which is provided with every invitation to IEP meetings and can be requested at any time.

Evaluation Process

Before a student can receive special education services, Delaware requires a comprehensive evaluation to determine eligibility and needs. Schools must obtain parental consent before starting an initial evaluation and must make reasonable efforts to involve families. Evaluations use multiple sources of data (such as testing, observations, and input from teachers and parents). Reevaluations occur every three years or when needed, again requiring consent. The goal is to ensure decisions are based on accurate, individualized information about the student. A parent can request an initial evaluation if they believe their student requires special education services. Once parental consent for an initial evaluation (Permission to Evaluate – PTE) is received, the school must complete the evaluation and determine eligibility within 45 school days or 90 calendar days, whichever is less, in accordance with Delaware regulations. This timeline includes conducting assessments, reviewing data, and holding an eligibility determination meeting. The school will make reasonable efforts to complete evaluations promptly and in collaboration with families.

IEP Meeting Process

An Individualized Education Program (IEP) is developed through a team meeting that includes parents, educators, and specialists. In Delaware, the IEP must describe the student's current performance, goals, services, accommodations, and placement, and it must be created within 30 days after a student is found eligible. The team meets at least annually (or more often if needed), and parents are key members of the team. After the meeting, services are implemented, and all staff working with the student have access to the IEP.

Graduation Pathways

Students with disabilities in Delaware can work toward different graduation outcomes based on their individual needs and IEP goals. Many students follow standard diploma requirements with supports, while others may have individualized pathways aligned with postsecondary goals outlined in their transition plan. The IEP team determines the appropriate path, ensuring the student is working toward meaningful outcomes such as employment, further education, or independent living, consistent with FAPE requirements.

Transition Planning

In Delaware, transition planning must be included in the IEP by age 14 or once they enter the 8th grade. This planning focuses on preparing students for life after high school, including college, careers, job training, and independent living. The IEP team develops goals and services based on the student's strengths, interests, and preferences, and may connect with outside agencies to support this transition. Students are encouraged to participate actively in planning their future.

Accommodations vs. Modifications

Accommodations and modifications are supports written into a student's IEP. Accommodations change how a student learns or demonstrates knowledge (such as extra time, small group testing, or assistive technology) without changing what they are expected to learn. Modifications, on the other hand, change what a student is expected to learn (such as simplified assignments or different learning goals). Delaware regulations require that any supports needed for success in the general education curriculum be clearly listed in the IEP.

Related Services

Related services are additional supports that help a student benefit from special education. In Delaware, these may include services such as speech therapy, occupational therapy, physical therapy, counseling, transportation, or other specialized supports. These services are provided at no cost to families and must be clearly outlined in the IEP, including how often and how long they will be provided, to ensure the student can make meaningful educational progress.

School Culture

Our school believes that a safe, structured, and affirming environment allows students to focus on learning, build meaningful relationships, and grow into thoughtful, responsible members of their communities.

These policies are designed to:

- Establish clear and consistent expectations for behavior
- Promote equity and respect for all members of the school community
- Support student growth through accountability and reflection
- Maintain safe learning environments

- Partner with families to reinforce shared expectations

All members of the school community share responsibility for upholding these standards. Through consistency, transparency, and collaboration, we create schools where every student can thrive.

Nonviolence and Commitment to Peace

1. Students shall conduct themselves at all times in a manner that reflects a commitment to nonviolence. Students are expected to:
 - a. Act in a manner that affords all other students the opportunity to learn which is physically safe and free from distractions.
 - b. Admit mistakes, and take increased responsibility for their own learning and social actions.
 - c. Respect self and all others and respect individual differences.
 - d. Behave appropriately while in school, on field trips, and in any forum where the student is representing the Freire community.
 - e. Avoid hurtful language.
 - f. Use appropriate channels to express concerns, fears, or complaints.
2. Physical violence occurs when an individual student harms, attempts to harm, or threatens another individual via physical force. It is a deliberate act. Examples include, but are not limited to:
 - a. Any type of striking or grabbing by one student or another person (punching, biting, kicking, hair pulling, etc.).
 - b. Fighting another student or a group of students, including joining a fight.
 - c. Serious threat to cause harm to another via social media or other serious verbal intimidation.
 - d. Throwing objects.
 - e. Structural violence such as the physical destruction of property that causes any function of the school to be temporarily suspended.
 - f. Weapons possession.
 - g. Sexual assault, as defined in Policy 116: Title IX Policy
3. The School defines other types of violence as the harm or intent to cause harm in a non-physical way (e.g. mental or emotional). Examples include but are not limited to:
 - a. Invading an individual's personal space.
 - b. Recklessly endangering other students, staff, or community members.
 - c. Verbal intimidation or threats, including threatening to bring another individual to fight someone, or arranging for a non-student or non-community member to engage in harassment of another student (including threats made by text, video, or using any type of social networking site/app).
 - d. Abusive or derogatory language.
 - e. Bullying, as defined in Policy 204: Anti-Bullying.
 - f. Hazing, as defined Policy 214: Anti-Hazing.
 - g. Harassment, as defined in Policy 121: Nondiscrimination,
4. When students are in a school setting, the Code of Conduct and the procedures and timelines set forth therein shall apply. When a student engages in conduct that is prohibited in this Policy, it shall constitute a violation of the Code of Conduct. Violations may result in disciplinary consequences up to and including a recommendation that a student be expelled from the School.

- a. Unless leadership determines that there are extenuating circumstances requiring a different result, the disciplinary consequence for students who engage in physical violence (defined above) shall be referral for a formal expulsion hearing unless that student is protected under IDEA (34 CFR §300.530(d)(4)).
 - b. Acts of violence where the intent is not to cause physical harm (defined above) may lead to a formal hearing. School administration will evaluate the situation on a case by case basis and determine disciplinary consequences.
5. Nothing in this Policy shall be construed to abridge student rights to due process, including procedural and substantive rights, that are granted by law or another School policy.
6. Some acts of violence, including those listed above, may also constitute violations of the law of the state of Delaware. In those instances, law enforcement may be contacted by the School.
7. The School shall utilize restorative practices that respond to acts of violence, and shall also offer pro-active supports to students to prevent violence and respond to it. Supports may include orientation for new students, peer mediation programs, instruction in conflict resolution, connecting students and families with community resources such as family therapy and counseling, restorative circles, and other programs.

Chart of Possible Consequences

Consequences are determined on a case-by-case basis as stated above, and subject to any applicable protective procedures under the IDEA as set forth in law or school policy.

Act	Likely Consequence
Unprovoked physical harm	Informal hearing leading to a formal hearing leading to board vote on expulsion
Provoked physical harm	Informal hearing leading to a formal hearing leading to board vote on expulsion
Direct threat to cause physical harm	Informal hearing which may lead to formal hearing which may lead to board vote on expulsion
Volatile/aggressive behavior intended to intimidate or escalate a situation (examples include yelling, flipping a desk or chair, punching a wall, throwing objects)	Informal hearing which may lead to formal hearing which may lead to board vote on expulsion
Retaliation in legitimate self-defense (e.g. fighting back)	Informal hearing which may lead to formal hearing which may lead to board vote on expulsion
Verbal abuse/bullying with physical threat over social media/text/or otherwise	Informal hearing which may lead to formal hearing which may lead to board vote on expulsion
Verbal abuse/bullying without physical threat over social media/text/or otherwise	Informal hearing which may lead to formal hearing which may lead to board vote on expulsion

Bringing a weapon to school (gun, toy/mock gun, knife, etc.)	Expulsion
Bringing a pellet gun, cap gun, or water gun to school	Informal hearing which may lead to formal hearing which may lead to board vote on expulsion
Bringing outside people (including relatives of any kind) to the school to fight	Informal hearing leading to a formal hearing leading to board vote on expulsion
Threats to bring outsiders (including relatives of any kind) to the school to fight	Informal hearing which may lead to formal hearing which may lead to board vote on expulsion
Blatant disrespect to others	Informal hearing which may lead to formal hearing which may lead to board vote on expulsion

Code of Conduct

Guiding Principle

As an educational institution, the School recognizes that it is our responsibility to educate students regarding nonviolence. These guiding principles are based upon the belief that as students progress from one grade to the next they become more responsible for the rules and gain a greater capacity for independent decision making.

Expectations of Students

The School will provide our students with skills that they need for the future. All teachers, counselors, administrators, and custodial staff are dedicated to the education and well-being of our students. In turn, the School expects and requires all students to show respect and care for the staff, volunteers, visitors, the building, each other, and people of all cultures represented in the school. The School also expects students to take care of the property within the school and in the community.

General Behavioral Expectations

Creating and maintaining a good relationship with the entire surrounding community both inside and outside of the school grounds is an important goal of our school. The following actions conflict with our expectations and are unacceptable:

- Sexual activity or public displays of affection.
- Loitering on the street corners or sitting on the steps of surrounding buildings.
- Making excessive noise when entering the building or leaving the building.
- The use of profanity (cursing) anywhere inside or out of the building.
- Interrupting the learning environment.
- Speaking to or treating any community member in a rude/disrespectful manner.
- Theft.
- Physical Recklessness.

- Using local businesses as places to hang out, or gathering inside stores, restaurants or local businesses before or after school.

The following actions conflict with our expectations and are unacceptable:

- Littering anywhere near the school grounds – inside or outside.
- Eating or drinking in any area except the designated areas. Food items are permitted only in the lunchroom, during advisory, and the first period of the day.
- Possession of a glass bottle.
- Using school telephones without permission.
- Being out of class without a pass.
- Disrupting the learning environment in any way.
- Playing cards or dice, or gambling in any way.
- Being tardy to class.
- Horseplay or play fighting, inside or outside of school. Horseplay and play fighting are defined as rough, noisy, unruly, or rowdy play that may or may not involve physical contact.
- Running down the stairs or hallways in the school, around school, and outside of the school.
- Throwing objects anywhere in the building (extreme circumstances could lead to recommendation for expulsion).
- Speaking to any community member in a way that makes them feel unsafe or violated. (Extreme circumstances may lead to a suspension and/or recommendation for expulsion).
- Tampering in any way with school building systems or equipment (such as fire alarms or fire extinguishers).
- Being in areas of the buildings before or after school without the permission and presence of a staff member.

Delaware Conduct Violations

Delaware Regulation 14 Admin C 614 provides for uniform definitions of certain conduct that may result in expulsion or alternative placement. The full regulation may be accessed at <http://regulations.delaware.gov/AdminCode/title14/600/614.shtml>. Parents may request a paper copy of this regulation at the front office.

Corporal Punishment

The physical punishment of students for infractions of the discipline policy is strictly prohibited.

Teachers and school authorities may use reasonable force under the following circumstances:

- To quell a disturbance
- To obtain possession of weapons or other dangerous objects
- In protection of persons or property, or for the purpose of self-defense

Seclusion and Restraint Policy

The Charter School has seclusion and restraint standards and safety procedures in place to ensure the safety of all individuals. All staff are prohibited from imposing any type of physical, chemical, or mechanical restraint and seclusion on students, except under specific conditions

and in conformity with the standards established by 14 Del. Code § 4112 F. Staff shall receive annual training regarding the use of restraints and crisis prevention, provided by the Delaware Department of Education.

Parental Notification of Use of Physical Restraint

If a student is restrained, the school shall notify the parents no more than 24 hours after the physical restraint is used. If physical restraint is included in a student's IEP, the IEP Team, including the parent, should determine a timeframe and manner of notification of each incident of physical restraint.

Interventions

If a Charter School Student chooses to act in an unacceptable way, the Culture and Discipline team will assign a consequence for the student's actions. **Each intervention is meant to be used as a warning that the student's behavior is unacceptable and therefore should NOT BE REPEATED.**

A Charter School Student whose behavior does not change or intensifies will be subject to interventions of increased severity. All students and parents will receive a warning notification if unacceptable behavior continues, or the frequency of that behavior increases.

The following is a list of interventions that may be used by the Culture and Discipline team. This is not an exhaustive list but rather a sample of the interventions the Culture and Discipline team may use:

- Anger management support group
- Apology letter
- Community outreach/service
- Behavior contract
- Probationary contract
- Detention
- Saturday school
- Behavior Intervention Lesson
- Informal hearing
- Losing privileges to attend school functions
- Lunch detention
- Parent conference (by phone or in person)
- Personalized Improvement Plan (PIP)
- Public apology (written or verbal)
- Research project
- Support groups
- Teacher/Student Conference
- Teacher detention
- Suggest Therapy

Suspension/Reinstatement

Suspension is defined as "taking away permission to attend classes, activities, and all other privileges of enrollment at Freire Charter School Wilmington." This includes but is not limited to dances, shows, athletics, field trips, and special events.

The following actions can result in a suspension from school activities:

- Jeopardizing the safety of another community member, including but not limited to any act of violence, pulling fire alarms, setting off alarm doors, or use of fire extinguishers except in life-threatening emergencies
- Active or passive participation in the destruction of property
- Possession of weapon, drugs, alcohol, or other illegal items
- Breaking the Nonviolence and Commitment to Peace Policy
- Cutting class, leaving the classroom without permission, or being out of bounds in a location that students are not allowed
- Stealing
- Repeated and/or severe disruption or disrespectful behavior inside of the classroom
- Sexual harassment, including creating or maintaining a sexually hostile environment and/or seeking or demanding any sexual 'quid pro quo', is forbidden on the part of students, faculty, staff, and all adults .

Steps and Procedures for Short Term Suspension

- Student is informed of reason for suspension at the time of suspension verbally or in written form.
- Student is given opportunity to respond.
- School will make reasonable attempts to verbally notify parent/guardian of suspension.

Steps and Procedures for Long Term Suspension

Long term suspensions follow a similar procedure, though the process is more formalized. Those steps are as follows:

- The student will be informed verbally and/or in writing of:
 - the allegations against them,
 - the conduct forming the basis of the allegations, and
 - the policy, rule, or regulation allegedly violated.
- The student will be provided an explanation of the evidence supporting the allegations and an opportunity to respond and present relevant information.
- The Head of School will make reasonable attempts to verbally notify the parent/guardian of the suspension decision before the suspension begins.
- The school will provide written notice of the suspension and information regarding the appeal or grievance process as soon as practicable, but no later than three business days after the suspension begins.
- The written notice will include the cause, duration, and conditions of the suspension.

To appeal a long-term suspension, the parent/guardian must submit a written request within five school days of receiving the suspension notice. Appeals must be directed to the Freire Wilmington Board of Directors and submitted to compliance@freireschools.org.

If a student has been suspended, he/she will be prohibited from attending school, being on school grounds (including the bus and parent pick-up areas) or participating in or attending school activities.

Students are required to make up all class work and tests missed during a suspension.

During testing times, students may not be suspended at the discretion of the school administration. However, any infractions that accrue during that time may lead to a suspension once testing is completed.

Reinstatement Meetings

If a student is suspended, they are required to attend a reinstatement meeting with their parent or guardian upon their return to school. Students may not return to school until this mandatory meeting occurs as permitted by law.

The reinstatement will serve as a warning to alert the student and their parent/guardian that he/she has seriously or chronically violated the school's Code of Conduct. It is further hoped that the student will realize the impact his/her behavior has had on his/her learning and that of his/her fellow students, and therefore make all necessary changes in his/her behavior while in school.

Building Level Conference

A building level conference (also referred to as an informal hearing) is held in cases where a serious infraction of the Code of Conduct has occurred. A building level conference will follow the format described below.

- The Charter School will review the incident and specific policy violations.
- The Charter School will share the results of the investigation.
- The Charter School will review academic and disciplinary history, especially that may factor into the consequences recommended.
- Both parent and student will have the opportunity to provide their observations, comments and concerns regarding the incident.
- The Charter School will explain the process and next steps for any potential consequence that is under consideration. Potential consequences may include recommendation for expulsion, removal from school/placement in alternative setting, or a probationary behavioral contract.
- Upon conclusion of the meeting, the Charter School will determine the recommended next step:
 - Recommendation for Expulsion – See Formal Hearing/Expulsion policy (see next section)
 - Removal from School – Placement in an alternative setting
 - Behavioral or Probationary Contract – The administrator will review with the student the written warning, which states the student understands:
 - This is their final warning from the Charter School.
 - Students will be required to fulfill the conditions of the contract.
 - Failure to fulfill the conditions of the contract may result in a recommendation for expulsion from the Charter School.
 - In order for a contract to be issued the student and parent must agree to follow the terms being presented by the Culture and Discipline team.
 - The contract will establish a time and date when the compliance of the contract will be reviewed.

NOTE: Contracts are non-negotiable. Students and parents must agree to follow all terms of the contract. Since contracts are issued in lieu of a recommendation for expulsion, if a parent/student does not agree to follow the terms of the contracts, then there is a possibility that the refusal could result in a recommendation for expulsion. Prior to this, a meeting to review the contract will be held by the Culture and Discipline Team. This meeting will include the parent/guardian and the student.

Formal Hearing/Expulsions

If a student is recommended for expulsion as a consequence of their actions, they have a right to a formal expulsion hearing. The formal hearing shall be scheduled no sooner than seven (7) business days and no later than twenty (20) business days after the date the hearing notice is presumed to be received (four business days after mailing), unless a different date is mutually agreed upon by the parent/guardian and the school.

- A formal hearing is **REQUIRED** in all expulsion actions.
- The Charter School shall notify the student and Parent in writing of the charges against the student, the time, date, and place of the hearing, and the student's due process rights. Such notice shall be sent within ten (10) business days of the date of the incident giving rise to the recommendation for expulsion via certified mail.
- The hearing will commence on the agreed-upon date with an independent Fact Finder presiding over the hearing.
- The Charter School will present evidence, statements, and its case, giving the parent and student a chance to view all information.
- Parents and students will be given the opportunity to question witnesses and present their own information.
- The hearing shall be held in private unless the student or parent requests a public hearing.
- The Fact Finder will write a summation of facts that will be presented at the following Board meeting.
- Only the Board of Directors, through a majority vote of the entire Board, can determine whether a student will be expelled.
- Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Parent and Student Rights

The following due process requirements shall be observed with regard to the formal hearing:

- Notification of the charges shall be sent to the student's parents or guardians by certified mail.
- The hearing shall be held not less than seven business days or more than twenty business days after receipt of this letter, unless mutually agreed to by you and the school. This letter will be deemed received on the fourth business day following the date of mailing. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
 - Laboratory reports are needed from law enforcement agencies.
 - Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act (20 U.S.C. § 1400-1482).
- The hearing shall be held in private unless the student or parent requests a public hearing.
- The student may be represented by counsel, at the expense of the parents or guardians, and must have the parent or guardians (as identified in the Infinite Campus database) attend the hearing.
- The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
- The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
- The student has the right to testify and present witnesses on his/her own behalf.
- A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
- Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Parents Right to Withdraw

Freire Charter School Wilmington is a school of choice for families. Parents may choose to voluntarily withdraw their child from the school at any time for any reason. If a student is on a First-Year Contract, they may need to meet with the Head of School in order to withdraw. The School cannot formally expel a student who is no longer enrolled at Freire. Should a parent choose to withdraw their child from Freire prior to potentially being expelled, any remaining procedures related to expulsion will cease. The student's academic record will reflect the withdrawal, not an expulsion. If a parent decides to withdraw their student, they must submit an Official Withdrawal Form.

Discipline of Students with Disabilities

Freire Charter School Wilmington will develop and implement positive Behavior Support Plans or IEP goals and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning.

Students with disabilities who violate the Code of Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, will be disciplined in accordance with requirements of the Individuals with Disabilities in Education Act (IDEA), its implementing state and federal laws and regulations, and school policy.

Suspension from School

A student with a disability may be suspended for up to ten (10) consecutive school days for a single incident, for the same reasons and duration as a student without a disability. Suspensions totaling ten (10) cumulative school days in a school year do not constitute a change in educational placement. A manifestation determination meeting will be called before the 10 days is up and if a change of placement is warranted, that will be made coming out of the manifestation mtg

Changes In Educational Placement/Manifestation Determinations

A manifestation determination is required by IDEA (2004) when considering the exclusion of a student with a disability that constitutes a disciplinary change of placement.

In certain circumstances, students who have not been determined to be eligible for special education may assert the protections of IDEA 2004 if the Charter School had "knowledge" that the student was a student with a disability before the occurrence of the behavior that precipitated a disciplinary action. Freire will be deemed to have knowledge if: (1) the parent/guardian of the student expressed a concern in writing (unless the parent/guardian is illiterate or has a disability that prevents compliance with the requirements contained in this provision) to Freire that the student is in need of special education and related services; (2) the parent/guardian of the student has requested an evaluation of the student; or (3) the teacher of the student, or other Freire personnel, expressed a specific concern about the behavior or performance of the student to the director of special education or other supervisory personnel at Freire.

Disciplinary Change of Placement

A disciplinary change of placement occurs when a student who is receiving special education services is excluded from school:

- For more than ten (10) school days in a row,
- When days 11-15 constitute a pattern of exclusion, OR

- When a series of removals constitutes a pattern, through consideration of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another; OR
- For any length of time for a student with an intellectual disability*.

The School may remove a student to an interim alternative educational setting for no more than forty-five (45) school days without a manifestation determination review under the following circumstances, and where the underlying conduct is at school, on school premises, or to or at a school function under the jurisdiction of the Charter School:

- Carrying or possessing a weapon
- Knowingly possessing, using, selling or soliciting illicit substances
- Inflicting serious bodily injury upon another person

In addition, a student with a disability may be removed to an appropriate interim alternative educational setting for not more than 45 school days if a hearing officer orders the change in placement after determining that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

On the date a decision is made to make a removal that constitutes a change of placement due to a violation of the Code of Conduct, the Charter School will notify the parent/guardian(s) of that decision and provide procedural safeguards to the family. A student with a disability who is removed from the child's current placement shall continue to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP (with services as determined by the Child's IEP team); and shall receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

Note: IDEA 2004 does not prohibit the Charter School from reporting a crime committed by a student with a disability to appropriate authorities, nor does it prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability. Any such reports made by the Charter School shall comply with IDEA 2004.

Manifestation Determination Process

Within ten (10) school days the parent/guardian and members of the students' IEP team shall conduct a Manifestation Determination meeting to answer the following questions:

1. Was the behavior caused by, or directly and substantially related to, the student's disability; OR
2. Was the behavior a direct result of the failure to implement the IEP?

If the behavior is a manifestation of the student's disability, the IEP team will take one of the following actions:

- Conduct a Functional Behavioral Assessment (FBA), unless one was already conducted prior to the change of placement occurring, and implement a positive Behavior Support Plan for the student;
- OR
- If a positive Behavior Support Plan has already been developed, review and modify it as necessary to address the behavior; and return the student to the placement from which they were removed, unless the parent/guardian and IEP team agree to a change of placement as part of the positive Behavior Support Plan.

If the behavior is not a manifestation of the student's disability:

- The student may be disciplined in accordance with school policy, rules, and regulations in the same manner and to the same extent as students without disabilities.

Technology

Student use of Technology

Technology resources are defined as any electronic tool, device, program, or system that aids the academic environment for a student. Technology includes:

- All computer software and hardware including student chromebooks
- Cell phones, tablets, and smart watches
- Analog and digital networks (e.g., data, video, audio, voice, and multimedia)
- Email systems and communications technologies
- Administrative systems, media systems, and learning information systems
- Smart Boards
- Related and forthcoming systems and new technologies

Acceptable Use

Acceptable use of the School's technology is any use that is consistent with the educational objectives of the School and in accordance with the Code of Conduct. This includes academic work, college exploration and research, and employment exploration and research. For further clarification on uses not listed here, please refer to the Technology Director. All use is subject to review by the School's staff

Students are responsible for good behavior on school computer networks just as they are on school grounds and in the community. Communications on the network are often public in nature and general school rules apply. Students must respect the rights of others in both the school community and in the global community.

Unacceptable Use

These rules provide general guidelines and examples of prohibited uses for illustrative purposes but do not attempt to state all required or prohibited activities by students. General examples of unacceptable uses which are expressly prohibited include but are not limited to the following:

- **Legal & Ethical Conduct:** Do not use school technology for illegal acts, including the purchase of controlled substances. Respect copyright laws—no unauthorized downloading, file-sharing, or plagiarism (including AI-generated content).
- **Safety & Security:** Keep your passwords private; you are responsible for any activity on your account. Never attempt to access another person's files or accounts. Do not share personal contact information (addresses or phone numbers) online or arrange to meet strangers.
- **Respect for Others:** Harassment, bullying, and hate speech are strictly prohibited. Do not send offensive, obscene, or threatening messages. Respect the privacy of others by not sharing private messages or personal info without permission.
- **Care for Property:** Vandalism of hardware or software, including spreading viruses or tampering with system settings, is prohibited. Families are financially responsible for any equipment damaged by a student.
- **Resource Management:** Use school bandwidth and storage responsibly. Avoid wasting resources by sending "spam," chain letters, or downloading excessively large files.
- **General Expectations:** School technology is for academic use only—no commercial transactions or accessing obscene/profane material.

For a full list of acceptable and unacceptable uses of technology, see our [website](#).

Inappropriate Content

Students should have no expectation of privacy while using school technology, including school Wi-Fi. Students are monitored by a service, such as Gaggle, which uses technology and trained professionals to

evaluate content 24 hours a day for potentially harmful content, messages, documents, images and more. If there is discovery of objectionable content or a potentially harmful situation, the monitoring service alerts the school. These programs are also required by federal law to report suspected child pornography to the National Center for Missing and Exploited Children.

If the School's automated monitoring system discovers that a student has accessed, stored or sent sexually explicit or inappropriate images, the school will impose discipline and parents and law enforcement will be notified if the School suspects the student has committed a crime.

Chromebook Use

When necessary for classwork, Students will have access to Chromebooks. This allows students to direct their own learning and have a greater reliance on active learning strategies. The increased access to technology will enhance instruction and provide more achievement opportunities for students.

Software: Only legally licensed software/applications, media, or other data is permitted on the Chromebook. As this computer is the property of the School, the School has the ability to install and uninstall software at our discretion and remotely. Students may not download software, operating systems, applications, or media (including songs, photos, videos) without a prior approval from an authorized school employee.

Privacy: The Chromebooks provided are the property of the School. The chromebook may be examined or searched at any time at the discretion of the School or its employees.

Neither students nor parents/guardians have any right to privacy of any data saved on the Chromebook or in any network drives. The School has the ability to remotely monitor student activity on this Chromebook and will do so at its discretion. The School will never access the camera when the camera has not been activated by the student.

Furthermore, email, network usage, and all stored files shall not be considered confidential and may be monitored at any time to ensure appropriate use. The School cooperates fully with local, state or federal officials in any investigation concerning or relating to violations of computer crime laws, and may give proper authorities access to email, files, and network usage data during the course of an investigation.

Saving Files: Students should not save files on the device. The School will provide students locations to save their school-related work. There should be no assumption that files saved directly to the chromebook will be stored indefinitely. Files saved improperly may be deleted at any time. The School accepts no responsibility for lost files.

Remote Access: For chromebooks approved for off-campus use, students and parents are expected to comply with all requests for remote access by the School or approved employees. The School also has the ability to remotely access the Chromebook for purposes, such as locating a lost device, software or program updates, IT support, etc., and may do so without notice to you or your child.

School Rules: All rules, policies, and procedures of the School that apply to students in/during/or at school apply while using the Chromebook. School administrators may develop additional rules regarding use of the device in the future.

Media Access & Safety: Some media and content have been blocked to better ensure the safety of our students. For chromebooks approved for off-campus use, these filters do not replace the importance of parents/guardians in monitoring student Chromebook usage. Parents are expected to be partners in ensuring students' Internet safety.

Personal Use & Use by Others: The Chromebook is intended solely for educational use by the student enrolled in the School. Students are not permitted to use the computer for personal use. Family members and others are not permitted to use the chromebook for any reason except for assisting a student with a school-sanctioned activity or assignment. For virtual parent-student-teacher conferences or other

parent-school-family virtual meetings, parent use of the chromebook to participate in such meetings is acceptable.

Login Information: Students must log in only with their provided account information. Users may be held accountable for actions performed under their account name if it has been determined that their account was negligently left accessible. If a user suspects their account security has been compromised they are required to immediately contact their school's IT Coordinator for support.

External Records Sharing with Online Platforms

As with the use of most software and websites, students and parents are agreeing to the terms of use and privacy and data sharing provisions, including those of G Suite, Google Classroom, Zoom, Edmentum (Study Island), IXL, GoGuardian, Gaggle, etc.

You can find the Terms of Service for these platforms below:

- G Suite: https://gsuite.google.com/terms/2013/1/premier_terms.html
- Zoom: <https://zoom.us/terms>
- Edmentum (Study Island): <https://www.edmentum.com/terms-of-use>
- IXL: <https://www.ixl.com/termsofservice>
- GoGuardian: <https://www.goguardian.com/eula/>
- Gaggle: <https://cdn.gaggle.net/termsofservice.html>

Zoom Expectations

All participants will be held to the following expectations during Zoom sessions:

- Participants will use appropriate language (no cursing, no derogatory language, no disrespect or yelling) during Zoom sessions.
- Participants will mute themselves when they are not speaking to limit background noise.
- Participants will be a positive contributor during the online environment.
- Participants should dress appropriately during the session i.e. no revealing or obscene clothing.
- Participants should be in a quiet space; background noise from your home distracts others.
- Participants may not use personalized backgrounds; they may distract from learning.
- The chat feature in Zoom should be used appropriately and be focused on academic conversations. The teacher may disable this feature at her/his discretion.
- Participants will not be allowed to screen share unless given permission by Freire staff.
- Participants may not edit the shared screen of any zoom participant.

Please be advised that Zoom sessions may serve as a virtual classroom at times. All rules from your physical classroom still apply to the virtual, at home classroom. The Code of Conduct applies to students any time during the Zoom call, whether it be on video or in the 'chat'.

Recording of Students

By having your child participate in audio/visual virtual learning or in-classroom learning where a teacher may be recording for virtual learning students, you give consent for their likeness, voice, and statements to be recorded as needed for educational purposes. Participation constitutes your consent under any applicable privacy laws, including the Del. Code Ann. tit. 11, § 2402(c)(4).

Student Use of Cell Phone and Electronics

Phones and personal electronics are not to be used during school. This includes but is not limited to cellphones, smart watches, personal laptops, Meta Glasses, headphones, cameras. Every student is assigned a personal Yondr Pouch. While the Yondr Pouch is considered school property, it is each student's responsibility to bring their assigned Pouch with them to school every day and keep it in good condition (no damages, including bent pin). Any items put in the pouch other than their working electronics, those items will be confiscated and not returned. Students may be subject to a Probationary Contract for Electronics Infractions.

Daily Process

When students arrive to school, they will:

1	2	3
Turn off personal electronics.	Place ALL personal electronics inside their Pouch and secure it in front of school staff.	Store their Pouch in their backpack for the day.

At the end of the day, or if a student is permitted to leave campus for lunch, students may open their Pouch, remove their electronics, close their Pouch and put it in their backpack. Students must bring their Pouch to school with them each day. Upon reentering the school building, including when returning from off-campus lunch, electronics must again be pouched.

Forgotten Pouch

If a student forgets their Pouch, their phone will be collected and the School will call home to remind the Parent of the policy. The phone will be returned to the student at dismissal.

A \$25 replacement fee will be charged if a student's pouch is:

- Lost or damaged.
- Forgotten consistently (3 or more consecutive days).

Note: In cases of chronic forgetfulness, students may also lose lunch privileges.

Violations

If electronic devices are used without authorization during the school day, the following consequences will be issued:

1st Offense	2nd Offense	3rd Offense	4th Offense
The staff member will take the device and it will be returned at the end of the day.	The staff member will take the device and a parent/guardian will be required to pick up the device.	The staff member will take the device and a parent/guardian will be required to pick up the device.	Violation of their Electronics Contract-Suspension issued.
Detention.	Detention, loss of lunch privilege for a week (if applicable).	The student is put on a device contract. The length of the contract can vary. Students will need	The phone will be confiscated and will not be returned to anyone other than a

		to turn in their device(s) to a Dean at the start of the day and can only get it back after dismissal.	parent/guardian at the informal hearing. Recommendation for expulsion.
If the student does not comply or is defiant, additional consequences may apply.			

Refusal to surrender a requested device will be considered an act of extreme defiance and will result in severe consequences.

The School is not financially responsible for property that a student voluntarily brings to school, including in the event that property is lost, misplaced, or stolen.

School Policies and Procedures

This Family & Student Handbook does not contain all School policies applicable to students in full. Additional policies can be found on our [website](#).

Students Experiencing Homelessness

The School recognizes its obligation to ensure that homeless students have access to the same educational programs and services provided to other students. The Board shall make reasonable efforts to identify students experiencing homelessness, encourage their enrollment, and eliminate existing barriers to their attendance and education in compliance with the McKinney-Vento Act and other federal and state law regulations.

The Board may waive policies, procedures and administrative regulations that create barriers for enrollment, attendance, transportation, and success in charter schools of homeless students, based on the recommendation of a Head of School.

Definitions

Homeless students are defined as individuals lacking a fixed, regular, and night-time residence, which include the following conditions:

- Sharing the housing of other persons due to loss of housing or economic hardship.
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.
- Living in emergency, transitional, or domestic violence shelters.
- Abandoned in hospitals.
- Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings.
- Living as migratory children in conditions described in previous examples.
- Living as run-away children.
- Abandoned or forced out of homes by parents or caretakers.
- Living as school age unwed mothers in houses for unwed mothers if they have no other living accommodations.

Migratory children are children who, or whose parent or spouse are, migratory agricultural workers, including migratory dairy workers, or migratory fishermen, and who have moved from one school district to another in the

preceding 36 months, in order to obtain or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work.

Student and Family Rights

Under McKinney-Vento, eligible students have the right to the following:

- Receive a free, appropriate public education
- Enroll in school immediately, even if lacking documents normally required for enrollment
- Enroll in school and attend classes while the school gathers needed documents
- Enroll in a local school or continue attending the School (school of origin), if that is your preference and is feasible
- If it is determined that the school selected is not in the student's best interest, the School will provide a written explanation of its position and inform you of your right to appeal the School's decision
- Receive transportation to and from the School, if requested
- Receive educational services comparable to those provided to other students, according to your needs as a student.

Delegation of Responsibility

The Board has designated the Head of School or their designee to serve as the School Liaison for homeless students and families.

The School Liaison shall coordinate with:

- Local service agencies that provide services to homeless children, youth and families.
- School districts on issues of records transfer, per pupil allocation, transportation and special education programs to ensure that homeless children who are in need of special education and related services are located, identified, and evaluated.
- State and local housing agencies responsible for comprehensive housing affordability strategies.

The School Liaison has the following responsibilities:

- Identify homeless children and youth;
- Inform parents or guardians of educational rights and related opportunities available to their children, and provide them with meaningful opportunities to participate in the education of their children;
- Disseminate public notice of the educational rights of homeless students where children and youth receive services under the Act and forms to such places as schools, family shelters, and food pantries;
- Mediate enrollment disputes in accordance with the Enrollment Dispute section and ensure immediate enrollment pending resolution of disputes;
- Inform the parent/guardian of a homeless child or youth, and any unaccompanied youth, of all transportation options, including to the school of origin, and assist in accessing these transportation services;
- Assist children and youth who do not have immunizations or immunization or medical records to obtain necessary immunizations or immunization or medical records;
- Understand the Delaware Department of Education guidance issued for the education of homeless students in order to distribute information on the subject as well as to present workshops for school personnel, including office staff.

Best Interest Determination

The Charter School ensures that the best interests of students and families experiencing homelessness are in mind. This means that homeless students shall remain at the School (school of origin), unless it is determined that it is not in his/her best interest. If remaining at the School is not in his/her best interest, the necessary transfer of school records shall be carried out by the School to ensure the student's immediate enrollment in a new school.

Foster Care

The Every Student Succeeds Act (ESSA) Foster Care Provisions establish, enhance, and formalize collaborative working relationships between schools and child welfare agencies.

Best Interest Determination

Freire ensures that foster students' best interests are in mind. This means that foster students shall remain at Freire (school of origin), unless it is determined that it is not in his/her best interest. If remaining at the Charter School is not in his/her best interest, immediate enrollment in a new school and the transfer of school records shall be carried out by the Charter School.

Transportation

In collaboration with local child welfare agencies, Freire will develop written procedures for how transportation will be provided, arranged, and funded for the duration of a child's time in foster care.

Foster Care Point of Contact (POC)

The Director of Interventions and Supports is Freire's Foster Care Point of Contact. The Foster Care POC will coordinate with state and local child welfare agencies, the State's Foster Care POC, and other school administrators regarding the following responsibilities:

- Facilitation of professional development and staff training of Title I foster care provisions and needs of foster students, as needed
- Best Interest Determination and documentation
- Transfer of student records, including immunizations, medical records, IEPs and Section 504 plans to ensure immediate enrollment
- Facilitation of data sharing and reporting, consistent with FERPA
- Development, implementation, and coordination of local transportation procedures
- Special education programming
- Ensuring the educational stability and safety of all foster students

Title IX Policy

Freire Charter School Wilmington is committed to providing a safe, respectful and supportive learning and working environment, free from Sex Discrimination, in which all members of the Charter School community can thrive and succeed.

The Charter School has adopted this Title IX Policy (the "Policy") in order to advance its goal of maintaining an environment free from Sex Discrimination, including Sex-Based Harassment, as well as related Retaliation. The Charter School encourages individuals who have been affected by Sex Discrimination and/or Retaliation to promptly make a Report to the Charter School using any of the reporting options described in this Policy. The Charter School will respond promptly and equitably to all Reports or Complaints of Sex Discrimination and/or Retaliation, and will take appropriate steps to eliminate the behavior, prevent its recurrence, and address its effects. The full policy can be found on our website [HERE](#).

If you or someone you know is a victim of sexual abuse, discrimination, hazing, or bullying, please fill out [THIS FORM](#).

Bullying and Cyberbullying Policy

The Freire Charter School Wilmington Board stands firmly against bullying. Bullying behavior is contrary to the mission and vision of the Charter School, negatively affects the Charter School's culture and environment, and can be damaging to the Charter School community at-large.

Bullying (including Cyberbullying) is prohibited in the Charter School's Code of Conduct. Student conduct which may constitute Bullying or Cyberbullying shall be addressed in the same manner as other student disciplinary investigations, consistent with the Charter School's Code of Conduct. Allegations of Bullying or Cyberbullying will be investigated promptly. In addition, a determination of whether the target of the Bullying or Cyberbullying was targeted or reports being targeted wholly or in part due to the target's race, age, marital status, creed, religion, color, sex, disability, sexual orientation, gender identity or expression, or national origin will be made. The full policy can be found on our website [HERE](#).

If you or someone you know is a victim of sexual abuse, discrimination, hazing, or bullying, please fill out [THIS FORM](#).

Anti-Hazing Policy

The Freire Charter School Wilmington Board stands firmly against hazing. Hazing is contrary to the mission and vision of the Charter School, negatively affects the Charter School's culture and environment, and can be damaging to the Charter School community and/or its reputation. In all of its forms, hazing is prohibited at the Charter School and in certain instances may constitute a crime. The Board directs that complaints of hazing shall be investigated promptly, and that corrective action be taken when allegations are substantiated. The full policy can be found on our website [HERE](#).

If you or someone you know is a victim of sexual abuse, discrimination, hazing, or bullying, please fill out [THIS FORM](#).

Non-Discrimination Policy

Freire Charter School Wilmington is committed to maintaining an education and workplace environment for all school community members that is free from all forms of discrimination, including harassment and retaliation. The members of the Charter School community include the Charter School's Board of Trustees, employees, administration, faculty, staff, school volunteers, parties under contract to perform work for or with the Charter School, and family members participating in school meetings or school-sponsored activities.

The Charter School does not exclude from participation, deny the benefits of the Charter School from or otherwise discriminate against individuals on the basis of race, color, sex, sexual orientation, gender (including gender identity or expression), age, creed, religion, ancestry, national origin, ethnic background, marital status, pregnancy, disability, veteran/military status, or any other category protected by state or federal law in the administration of its educational and employment policies or in its programs and activities. The full policy can be found on our website [HERE](#).

If you or someone you know is a victim of sexual abuse, discrimination, hazing, or bullying, please fill out [THIS FORM](#).

Transgender and Gender Non-Conforming Youth Policy

The Freire Wilmington Board of Directors is committed to providing a safe, supportive, and inclusive learning environment for all students, and to ensure that every student has equal educational opportunities and equal access to educational programs and activities. As such, the Board, administration, staff, and students will

comply with Federal and state laws which require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines and expectations for addressing the needs of transgender and gender non-conforming students and is aimed at promoting their inclusivity, privacy, and safety at all times. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to not exclude, separate, deny benefits to, or otherwise treat differently on the basis of sex any person in the school's educational programs or activities. The full policy can be found on our website [HERE](#).

If you or someone you know is a victim of sexual abuse, discrimination, hazing, or bullying, please fill out [THIS FORM](#).

Abusive Conduct Policy

Freire Charter School Wilmington believes that a safe, civil environment is essential to the success of its staff and students. The administration and staff are held to high standards with regard to the respectful treatment of parents/guardians and other members of the public and expect the same consideration in return. This Policy has been developed in addition to the applicable policies governing staff and student expectations of conduct. The Charter School is committed to maintaining a positive school environment for students, staff, and community members and will work to limit any Abusive Conduct that may occur towards any staff member/administrator by the School Community.

If any member of the School Community engages in Abusive Conduct towards any Charter School Employee while on Charter School property, at a Charter School sponsored or related activity or event, or utilizing Charter School electronic communications/social media, the Charter School Employee may: (a) request that the person cease engaging in the Abusive Conduct; and/or (b) notify the Head of School, Assistant Head of School, Charter School Advocate, and/or Network Office Administrator that the Abusive Conduct is occurring. If so notified, the Head of School, Assistant Head of School, Charter School Advocate, and/or Network Office Administrator shall assess and determine if the behavior is Abusive and may: (a) take action to end the Abusive Conduct and prevent its recurrence including by requesting the person engaging in the Abusive Conduct leave Charter School property or the Charter School sponsored or related event (even if located off Charter School property); and/or (b) contact law enforcement. Nothing herein shall prevent any Charter School Employee from directly and immediately contacting law enforcement to report Abusive Conduct or other safety concerns. The full policy can be found on our website [HERE](#).

If you or someone you know is a victim of sexual abuse, discrimination, hazing, or bullying, please fill out [THIS FORM](#).

Safe Schools Policy

Purpose

Freire Charter School Wilmington believes that maintaining an environment supportive of learning and free of violence is important to the success of our children's education. This policy, along with the Code of Conduct and Nonviolence Policy, is designed to ensure that students are able to learn in a safe environment in accordance with Freire's nonviolence expectations.

Mandatory Reporting Policy

Delaware state law obligates Freire Charter School Wilmington to report, and at times to prosecute, certain offenses enumerated in Title 14, Section 4112 of the Delaware Code. In any instance where a student or a parent/guardian is found to have committed or been a victim of one of the enumerated criminal offenses on school property or at a school function, the Assistant Head of School, shall without reasonable delay, report the offense to police authorities. Staff with any good-faith suspicion of any neglect or abuse of a child on school property or at home must make a written report immediately to the Delaware Department of Services for Children, Youth, and their Families in addition to providing confirmation to the Assistant Head School. In addition, the State Board of Education requires reporting of the additional incidents to the Department of Education.

Reporting a Freire Community Member

Any member of the public or Charter School Community may report another community member for violating the Code of Conduct. Students have the responsibility to inform a staff member if they become aware that a fellow student is in possession of illegal substances, firearms, weapons, or any items that could endanger the health, safety, or welfare of the school community or property. The Dean's Office will follow up on all reports.

Retaliation

It is the Charter School's policy that a positive, open environment be maintained at all times. Therefore, the School encourages all community members to report problems or concerns **without fear of retaliation or reprisal**. All reports will be promptly investigated. The School is committed to doing whatever is necessary to protect students from retaliation resulting from a concern or complaint. Should the School determine that retaliation has occurred, or that a community member is planning retaliatory action, disciplinary steps will be taken. The consequences could include any of the following:

- Community service
- Written apology
- Suspension
- Informal hearing
- Recommendation for expulsion
- Police notification

Expectation on Conduct of Friends and/or Family

This policy applies to Guests (non-Freire students who are brought by Freire students to School-sponsored events) and to family members of Freire Students or other adults who visit School or attend School-sponsored events. It is the Student's responsibility to ensure that their Guests are aware of this Policy and other student conduct rules.

Search and Seizure

The Head of School or their designee may institute general search procedures, including at the point of entry to the School building, lockers, hallways, or randomly selected portions of the Building or grounds, when necessary to promote the health, safety, and welfare of the Charter School Community, students, and staff. Additionally, when a reasonable suspicion exists that a search of a student's locker, device, or other belonging will uncover evidence of a violation of School policy, school rules, or applicable law, the Head of School or their designee may conduct a search. A student shall be notified and given an opportunity to be present during the search unless there is reasonable suspicion that the search may uncover material which poses an immediate threat to the health, safety, or welfare of students or staff, in which case the search may be conducted without prior warning.

General search procedures may also be instituted at school functions, such as school dances or proms. Students and families shall be notified in advance of any functions at which these general searches may occur.

Searches may include the use of metal detection devices such as wands or automated weapons detecting systems and students may be asked to remove coats, empty pockets, or open their backpacks, purses etc.

Participation in the Charter School's entry screening procedures is required for entry into the school building. Students who decline to participate in required entry screening procedures will not be permitted to enter the school building. Additionally, a student who refuses or otherwise obstructs a search may be subject to disciplinary consequences.

Any violations of school policy or school rules, including those outlined in the Code of Conduct and Parent/Student Handbook, that are discovered through the searches described herein shall be addressed in accordance with School policy or Memorandum of Understanding with law enforcement.

If a search uncovers an item, material, or substance, the possession of which would appear to be in violation of applicable law, the matter shall be reported to local law enforcement authorities. The staff member or administrator responsible for conducting a search is responsible for the safekeeping and proper retention/disposal of any illegal, unauthorized, or prohibited materials found as a result of the search. Care should be taken to ensure that any seized material is properly secured until surrendered to law enforcement. The Charter School reserves the right to perform its own independent testing/analysis of any substance seized in order to determine whether or not possession of such substance constitutes a violation of School policy or applicable law. The parents/guardians of the student shall be notified as soon as practicable after the search has been conducted.

Federal Programs

Our schools participate in several federally funded programs designed to ensure that every student has equitable access to high-quality educational opportunities. These programs provide supplemental resources and services that strengthen instruction, support student achievement, and promote meaningful family engagement.

Parent Meetings

Freire invites parents to attend an annual Titles I, II, and IV informational meeting, held in conjunction with back to school night. At this meeting, we explain the purpose and requirements of Title I programs, describe how Freire participates in the program, and detail how the school is spending its Title I funding in the current school year. Charter School representatives review parents' right to be involved, provide the complaint procedure, and identify Freire's federal programs coordinator. At this time, we solicit feedback from parents on topics including how Freire is spending Title I funds, the quality of the school-parent compact, and this Parent Family Engagement Policy. Charter School administrators consider any feedback received when seeking to make improvements at the next relevant annual opportunity (e.g. policy updates, budgeting, program planning, etc.).

As the school creates, improves, and implements its Title I Schoolwide Program, the planning team takes into account parent feedback received at the annual Title I informational meeting, comments from regular monthly parent association meetings, survey results, and relevant informal suggestions made by parents.

Charter School events that provide opportunities for parent involvement throughout the year are held at a variety of times, both during the school day and in the evening.

Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.

Parent Rights Under Title I

Under Title I, Part A, Freire parents have the right to:

- Be involved in our Title I, Part A programs – Freire, with the help of its parents, will develop and implement a Title I Parent Family Engagement Policy and a School-Parent Compact
- Request regular meetings – Requests for meetings to discuss Title I programs should be put in writing and submitted to the Federal Programs Coordinator.
- Know teacher and paraprofessional qualifications – Parents may request, and Freire then will provide, certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to their child. Requests should be put in writing and submitted to the Federal Programs Coordinator.

Family Engagement Policy

Freire Charter School Wilmington is fully committed to finding meaningful and mutually enriching ways for parents to participate in our school to serve as partners in improving the quality of teaching and learning for all of our students and at every level. The Board reviews this policy annually, updating as needed to reflect current circumstances.

- An annual parent survey to evaluate the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools. This survey also asks parents to provide feedback on the following:
 - Barriers to greater participation in activities,
 - The needs of parents and family members to assist with the learning of their children, including with school personnel and teachers,
 - Strategies to support successful and family interactions.
- A minimum of two meetings annually where parents are invited to help develop the Title 1 Plan and revise Parent Engagement Policy. These meetings include time to:
 - Review parent survey results
 - Review performance data
 - Provide input into development of Title I plan including performance measures, spending plan/budget, and strategies for improving parent engagement.
- Numerous opportunities for parents to be involved in the activities of the school including:
 - New Parent Clinic
 - Back to School Night
 - Student-Parent-Teacher conferences
 - Family meetings/info sessions where a member of the Freire Charter School Wilmington staff presents on relevant topics such as college application process and Act 158 graduation requirements
- Strategies to engage families and communicate with them:
 - Family meetings for all students identified as needing additional supports, held either at the home of the student or at the school.
 - Each grade level has a dedicated academic advisor. This individual reaches out to the family of any student failing one or more classes at the conclusion of the first semester so that a family meeting can be scheduled and appropriate measures taken to support the student.
 - Freire's student report cards also offer information beyond the traditional content of grades, teacher comments, and attendance information. Our report cards provide parents with their student's progress on standardized tests, a record of their behavior, and information on their student's participation in extracurricular activities.
- Title 1 coordinator/network office federal programs manager attend conferences and trainings, meet annually with the school's academic leaders to plan and monitor implementation of parent engagement activities

- Freire Charter School Wilmington coordinates and integrates parent and family engagement strategies under Title I, Part A with other relevant Federal, State, and local laws and programs including IDEA/Special Education parent training, annual notices for English learners, and the development of our schoolwide plans.

Understandable Communication

The Charter School has an accurate perception of the number of our parents for whom English is not their first language as a result of input provided on a Home Language Survey that parents are required to complete when a student first enrolls in the school. As a result, we are able to support these parents directly with a variety of resources including telephonic translation services provided by LanguageLine. Additionally, as part of a quarterly phone call held with parents of any ESL student the school, the Charter School is able to regularly check in with these parents to ensure that they fully understand communications from the school and provide additional support as needed. The school also maintains a relationship with a company called LanguageLine. This company provides translation services in approximately 170 languages and the school utilizes them when appropriate to ensure that the content of essential school communications can be understood by all parents.

Parent Contact Information

It is essential that parents keep their contact information on file with the school up to date at all times. The school may need to reach parents in emergencies, to notify them of incidents involving their child at school, or for other important reasons. Parents must therefore contact the school any time there is a change to their address, phone number, or email address.

Parent Concerns

When parents/guardians have a concern about something going on in a classroom or at the school, the best thing to do is first contact their child's classroom teacher to discuss the matter. After that, if the situation still has not been resolved, the parent needs to contact either the Assistant Head of School (for any matters relating to teaching and learning in the school) the Director of School Culture, or the Head of School (for any matters in the school not directly related to teaching and learning). If the concern is not resolved at the school level, or if a community member wishes to make a specific complaint to the Board, they can provide notice to the Head of School who can relay their concern to the Board and set aside time on a meeting agenda when appropriate. Parents and community members may attend any board meeting and present a statement during the public comment period, but are encouraged to share any specific concerns beforehand so that the board can best address them. The Board will review the complaint and come to a final decision as quickly as possible.

Contract for Excellence (The Compact)

From the students themselves to their parents/guardians, teachers, and support staff – each and every member of the school community has a critical role to play in supporting success for our learners. To make sure each individual knows their role in the process, all community members must agree to the Freire Contract for Excellence which was developed jointly with parents. This can be found on our website [HERE](#).

Other Important Parent Involvement Information

At Freire, we are always working to form stronger, better partnerships with parents. Some of the ways in which we further this goal that have not been mentioned specifically above are:

- At least one parent serves on the school's Board of Directors.

- Parents receive a biweekly email newsletter updating them on school activities, events, issues, etc.
- Parents receive mailings frequently through the regular mail.
- Freire contracts with SchoolMessenger, Infinite Campus, and Parent Square services, which allow us to communicate information to parents via automated phone calls, text messages, and emails.
- Freire teachers are required to respond to every communication from a student's parents within a reasonable period of time.
- Freire teachers take the time to write comments on report cards thereby giving parents more specific information than just a grade.
- The interview process for hiring staff includes parent input when possible, and in particular when hiring senior administrative staff members.

Emotional Support Team

Another fundamental way that we support parents in helping their children's achievement and potential soar is through our emotional support team. Freire's emotional support team serves all students in need of therapy on a regular basis. Students meet with either our in-house certified family therapist or one of the handful of graduate school interns studying the science of emotional support and working closely at our family therapist's direction. Any and all family members of a Freire student are also welcome to participate in emotional support therapy sessions.

Education for Our Educators about the Importance of Parents in Student Success

Every Freire staff member participates in at least two trainings per school year on effectively partnering with parents to maximize student achievement. One of these trainings is held during our start of the year staff orientation, and the second at one of our regularly scheduled staff professional development sessions. Issues about differences in culture, expectation, communication styles, etc. are addressed.

Additionally, administrative personnel and school leaders participate in ongoing informal conversations regarding how to support parents and their students most effectively. One of the primary roles of our Academic Advisors is to serve as a liaison to and for parents with the school and to make sure to give voice to parent concerns, feedback, and positive experiences.

Title I Complaint Procedures for Parents

A parent who feels that the school is not meeting its Title I or other responsibilities as outlined in this policy, should first discuss the problem with the school Federal Programs Coordinator. Examples of violations would be such things as:

- An annual meeting was not convened to explain Title I offerings to parents
- Parents were refused information on the professional qualifications of their child's classroom teacher.

Contact Information

Tanza Pugliese, Compliance Manager, Freire Schools Collaborative
 1617 JFK Blvd Ste 580
 Philadelphia PA 19103
 (267) 583-4465
tanza@freireschools.org

General Policies and Procedures

Communication During a Health Emergency

It is crucial that the Charter School is able to get in contact with all students and parents/guardians, especially in the event of a global health emergency. It is critical that students and parents/guardians check and read their emails regularly and answer any texts or phone calls from the School in an all virtual environment. It is imperative that you do not block the phone numbers the school uses to communicate with you as that will prevent us from alerting you to an emergency in addition to missing important information.

ID Cards Procedure

Identification pictures will be taken at orientation and then again on a picture day. Any student who is not present during either of these opportunities WILL NOT receive a picture ID. Students should carry their student ID cards with them at all times and produce them if requested by a staff member. A student's first ID card is provided free of charge. If the card is lost it can be replaced for a fee of \$5. IDs that become worn out will be replaced free of charge.

Locker Procedure

All lockers are assigned at the discretion of the Director of Interventions and Supports and Director of Academic Operations, for the convenience of each student and remain the property of the Charter School. All students who receive permission to use a locker must sign an agreement stating the terms and conditions for its use. Students are to only use the locker assigned to them. Sharing lockers is not permitted. As the Charter School reserves the right to inspect lockers, students must open them upon request. All items found in lockers not assigned to that specific student, will be removed. The Charter School reserves the right to periodically and randomly inspect lockers.

Breakfast and Lunch Procedures

Breakfast is served in the cafeteria from 7:30 - 8:00 a.m. Lunch is available during the 30-minute lunch period for each grade. Breakfast and lunch are at no cost for all students. There is no sign-up process required. Students simply have to present their school ID or student ID number to the cafeteria staff each day.

Students and parents may not order food to be delivered to the student at school. If a parent drops off food for a student, every effort will be made to get the food to the student during the lunch period. If food is delivered after the lunch period, it will be given to the student at the end of the day.

Transportation Procedure

Transportation is provided to all Freire Charter School Wilmington students. **All Code of Conduct standards must be upheld while students are commuting to and from school regardless of their transportation method.**

Students walking through the neighborhood surrounding the Charter School from their designated drop-off area are expected to always be kind and respectful to others on the sidewalks, at bus stops, and at local businesses. Loitering, littering, or unruly behavior will not be tolerated in the neighborhood around the school.

Families will identify the method of transportation (school bus, public, or private) that works best for them and inform the school before each school year. If a change in transportation needs to be made during the year, please contact the school.

School Bus Transportation

School buses at hub stop locations will be provided for students living more than two miles from the school. All stops will be hub stops and any stops in developments will be at the front of the development. Bus transportation is a privilege, not a right.

Only Freire Charter School Wilmington students are able to board and ride buses contracted with our school. Parents or other unauthorized persons may not board the bus at any time. If you have a concern or issue about the bus, please contact the school so that it can be resolved appropriately.

Students may ride only on the buses they are assigned and must be picked up and dropped off at their assigned bus stop. A student's parent must contact the front desk to request that a student be permitted to depart at an alternative stop. If a student is going home to another student's house, authorization from both students' parents is required. Students will not be provided DART cards for this purpose.

Students should arrive at their bus stop 5-10 minutes prior to the scheduled pickup time. The bus has to run on schedule and cannot wait for those who are tardy.

Students must follow the directions of the bus driver promptly and respectfully at all times. The driver is in full charge of the bus and students. Students must remain seated (backs to the seat, facing the front of the bus) and keep the aisles clear at all times while the bus is in motion.

Students must not stand or try to get on or off the bus until the bus has come to a complete stop.

The driver may assign each student a seat. This may be done for the entire bus, or specifically for students who are in need of increased supervision. The bus driver has the right to change seats at any given time, even during the route, to help limit distractions and ensure the safety of all bus riders. Refusal to move is considered a safety violation and will be handled accordingly.

Students should keep the bus clean, sanitary, and orderly. Food and drink are not permitted on school buses. Damage to the bus will result in the assessment of replacement costs and other disciplinary consequences.

Students bringing personal items onto the school bus do so at their own risk and the School is not responsible for damage, loss or theft of these items. Gym bags, sports equipment, band instruments or any school project shall not be placed in aisles or areas near the bus entrance or emergency door. Items of this nature are not allowed on the bus unless they can be safely secured without endangering the safety of other students. If they cannot be safely secured, the student must arrange alternative transportation.

Public Transportation

Students may also elect to use public transportation to get to and from school. Students who choose to use DART will be provided a DART card for the appropriate number of rides within a given period of time. **DART cards are the student's responsibility and will not be replaced by the School if lost or stolen.** Students are to use their DART cards only for themselves and for a single ride to and from school. When a card is completed or no longer has enough credit, the card should be returned to the school in order to receive a new one.

Students should arrive at the DART bus stop 5-10 minutes prior to the scheduled pickup time. Students are responsible for paying attention to board the correct bus and signal the driver to depart at the correct stop.

Students must adhere to the Bus Riding Safety Practices as defined by DART First State. These include:

- Waiting until the bus has completely stopped before entering at the front door
- Waiting until the bus has completely left the stop before crossing the street
- Acting courteously and respectfully toward others
- Refraining from smoking, eating or drinking on the bus
- Refraining from rude language or unruly behavior
- Storing all their articles out of the aisle
- Keeping the volume of conversation or music devices low as to not disturb other riders

Neither DART nor the School are liable or responsible in any way for personal items that are lost or misplaced on a bus. DART First State maintains a Lost & Found Service as a courtesy for its riders. Found items forwarded to DART First State are held for a period of 30 calendar days from day of receipt.

Private Transportation

Students may also choose to arrive to school by parents driving them, or by walking. **All drop-offs and pickups must happen in the parking spaces on Market Street between 14th Street and 15th Street labeled for loading during morning and afternoon hours.** Parents who need to come into the school during the day beyond the loading zone hours must use the school parking lot. The school parking lot is located behind the school building and can be accessed via Orange Street. **Students may not drive to school. Parking will not be available for any student vehicles.**

Any students walking to and from school need to remain courteous of the neighboring areas. Loitering, littering, and unruly behavior will not be tolerated. All Freire standards of conduct still apply while walking to and from school.

After-School Transportation

After-school activities are an important part of a student's high school career. Freire Charter School Wilmington provides a school bus for after-school transportation that makes limited stops based on our normal routes. Students may also use DART First State or have a parent pick them up when participating in after-school activities. DART cards will be provided for students participating in after-school activities who are not using DART as their primary means of transportation. The school building closes at 5:30 p.m.

Event Parking

A parking facility near to the school (1200 N. Orange St) will be designated for use during school events (Back to School Night, parent-student-teacher conferences, exhibition nights, etc.). This parking lot is only to be used and will only be validated for specified events. Reminders about the parking location will also be included in communications prior to each event.

Transportation Map

Please review the transportation map below to locate the appropriate drop-off locations, walking routes, and school parking lot.



All drop-offs and pickups must happen in the parking spaces on Market Street between 14th Street and 15th Street labeled for loading during morning and afternoon hours. Parents who need to come into the school during the day beyond arrival and dismissal times must use the school parking lot. The school parking lot is located behind the school building and can be accessed via Orange Street. For a scheduled meeting during the school day, families may park in the lot located behind the school.

Emergency School Closings and Delayed Openings

All school closings (whether a closure or delayed start prior to opening or an early dismissal closure during the school day) will be listed on the Delaware notification website, <http://schoolclosings.delaware.gov>. Information will also be distributed through Infinite Campus' parent/student portal (automated phone calls and text alerts). While information may be available from local TV and radio stations, the Delaware notification site is the official information source. We will make every attempt to inform parents of emergency closings and delayed openings before 6:00 a.m.

Telephone Calls

Outgoing Calls from Students: Students will be allowed to use the school phones for emergency reasons. Students who need to use the phone should approach the Administrative Assistant at the front desk or an administrator.

Incoming Calls to Students: Students often receive emergency phone calls from parents with messages. We will not interrupt a class with these messages unless it is a dire emergency. If the situation is not deemed an emergency, a message will be taken and given to the student after class has ended. Any phone message received after 2:20 p.m. will be attempted to be communicated to the student but message relay cannot be guaranteed.

Visitor Procedure

All visitors to the School including parents, mentors, vendors, contractors, etc. should first sign in with the receptionist. Visitors will be given a name tag, which they must wear at all times while in the building. The name tag will say "VISITOR" and the date of the visit. **Any visitor who fails to adhere to this policy will be considered a trespasser. The administration will deal with trespassing by contacting the police.**

All visitors are required to follow the School's current health and safety plan. Any visitor who violates these health guidelines will be asked to leave the school building.

Field Trips

Field trips are an essential part of learning. At Freire, students are required to participate in field trips unless a parent gives notice as to why a child is not permitted to participate. In order to ensure student safety, the school requires that a student's parent/guardian complete a permission slip for field trips. Freire offers the option for parents/guardians to give consent for any and all field trips or educational activities that may occur outside the school building which are held during regular school hours and within New Castle County. There will be a parent communication prior to any field trip and parents will have the option to request that their child remain at school rather than participate in that field trip. Separate permission slips will be required for trips outside of New Castle County or which start before or end after regular school hours. The appropriate permission slip must be signed by a parent/guardian and returned to the Charter School by the deadline, either on paper or through the school's online permission slip platform. **The Charter School cannot accept verbal consent or any other form of parent/guardian authorization besides the fully completed and signed permission**

slip. The Charter School reserves the right to deny participation in field trips or activities at the discretion of school administration.

In addition, **STUDENTS WHO HAVE NOT RETURNED THE APPROPRIATE PERMISSION SLIP PAPERWORK MAY NOT ATTEND THE TRIP. THE SCHOOL WILL NOT ACCEPT VERBAL PERMISSION FROM PARENTS.**

Lost and Damaged Property

School Property: Students are responsible for taking care of and returning school property provided for their use – including but not limited to books, lockers, lab equipment, laptops, sports uniforms, sports equipment, etc. Families will be billed for lost or damaged items. Students will be required to pay off all account balances prior to receiving transcripts or diplomas. If the student damages school property there may be disciplinary consequences.

Personal Property: Freire Charter School Wilmington is not responsible for students' or community members' personal property brought onto the school's campus or to any school activities regardless of location. Students and visitors are responsible for ensuring that their personal property is secured against theft or loss at all times. Valuables such as wallets and phones should be kept with you or locked at all times, never left unsecured and unattended. In the rare instances when that is not possible and the cellphone is left with a staff member, the staff member is not responsible for any damage to a phone NOT in a Yondr pouch.

Summary of Student Health Policies

The Charter School's health policies are summarized below. Copies of the complete policies are available upon request and on the school website.

School Nurse

A nurse is on duty every school day.

Emergency Treatment Cards

All students must turn in an emergency treatment card at the beginning of each year. If a student's emergency contact information, insurance information, or medical conditions change during the year, please contact the nurse to update the form.

Student Illness

If a student becomes ill in class and is no longer able to stay in class and work, a teacher will send them to the nurse with a hall pass. The nurse will determine whether or not the student is able to return to class. If the nurse determines that a student needs to leave school, the nurse will contact a student's parent/guardian and request that they pick up their student. The nurse is the only person who has the authority to determine that a student must leave for the day due to illness.

Medical Emergencies & Accidents

In the event your child has a medical emergency (defined as an incident that requires immediate medical attention), we will make him/her comfortable and begin appropriate first aid procedures. If your child needs to be transported to a hospital, an ambulance will be called. A school staff member will accompany your child to the hospital and stay with them until you arrive. If you cannot be reached, we will attempt to contact the emergency numbers you have listed as emergency contacts.

Immediate Dismissal due to health emergencies

In the event that there is a public health emergency and a student begins showing signs or symptoms of an illness, parents/guardians must be able to accommodate an immediate dismissal of the student from school.

Communication with Outside Medical Providers

For a student who has not reached the age of 18, Release of Information forms shall be signed by the parent, guardian, or relative caregiver in order for a primary care physician or healthcare professional to communicate with Charter School personnel regarding any treatment of a student. Notwithstanding the foregoing, communications between healthcare professionals and School staff regarding any treatment of a student may occur for any student 14 years or older who has provided consent for voluntary outpatient treatment in accordance with 16 Delaware Code § 5003. Students age 18 or older may sign releases for their own medical information. In accordance with HIPAA and FERPA guidelines, releases shall be signed before communication may take place. Communications without signed releases in emergency situations may occur in accordance with HIPAA and FERPA regulations and guidelines.

If a parent refuses to sign a release form, the School will explain the reasons a release would be advantageous to the student, for example in instances where a concern has been expressed regarding bullying or suicide warning signs.

Suicide Prevention Policy

Freire Charter School Wilmington recognizes the serious problem of youth suicide and acknowledges that providing this policy for schools and districts related to youth suicide recognition and prevention is very important. The Charter School also acknowledges that youth suicide is a complex issue which cannot be addressed by the School alone. This Suicide Prevention Policy outlines the School's suicide prevention program and meets the requirements of 14 Delaware Code § 4124, relative to Suicide Prevention.

Suicide Prevention Training for School Employees

Each employee of the Charter School must participate in at least ninety minutes of training in suicide prevention within each contracted school year as provided in 14 Delaware Code §1305(e). The training materials will be evidence-based and approved by the Department of Education, Department of Health and Social Services, and the Department of Services for Children, Youth and Their Families. All Charter School employees must provide evidence or proof of participation and completion to the Charter School. The Charter School will maintain a log to record that all staff have completed the appropriate training.

Suicide Prevention Coordinating Committee

Freire Charter School Wilmington will establish a committee that will be responsible for coordinating the School's Suicide Prevention Program. The committee will include the Director of Interventions and Supports, the school counselor, and any other individuals deemed appropriate. The committee will determine what additional steps are warranted as part of a suicide prevention program beyond annual staff training and a procedure for reporting suicide warning signs.

Reporting of Suicide Warning Signs

Reporting by Employees

Any Freire Charter School Wilmington Employee who notices a student demonstrating warning signs of suicide, suicidal ideation, or threatening, attempting, or acting on suicide or self-harm is required to report this observation to the Director of Interventions and Supports or the Head of School immediately. This must be treated as a mental health concern and the employee must follow the School's emergency procedures. The Director of Interventions and Supports will maintain a record of all such reports.

In the event of an active suicide attempt or another situation in which the student is in immediate danger, the staff member must treat the situation as a mental health emergency and immediately call the Director of Interventions and Supports or a member of the Emotional Supports team. In these situations, it may not be possible for the Charter School to protect that anonymity of the reporting staff member.

If the student is not in immediate danger but has demonstrated warning signs of suicide, this should still be reported immediately to the Director of Interventions and Supports. This report should be made in person, by phone, or via e-mail. If the reporting staff member wishes to remain anonymous, the staff member must state this request when making the report. When requested, the School will take all practical steps to protect the identity of the reporting individual.

Reporting by Students and Other Community Members

Any student, volunteer, or other community member may report warning signs of suicide directly to Director of Interventions and Supports or to any Charter School employee. Employees who receive a report from another community member should immediately connect the individual directly to the Director of Interventions and Supports if the reporting individual is willing. Otherwise the staff member must take a detailed report and immediately share all information with the Director of Interventions and Supports. All reports from non-employee community members will be kept anonymous to the greatest extent practical.

Retaliation Restrictions

No employee, Charter School volunteer, or student shall be retaliated against for reporting a student thought to be demonstrating the warning signs of suicide. A School employee, School volunteer, or student is individually immune from a cause of action for damages arising from reporting warning signs of suicide in accordance with these procedures unless that reporting constitutes gross negligence and/or reckless, willful, or intentional conduct.

Communication Regarding Treatment of Students for Suicide Issues

Please see Communication with Outside Medical Providers in the Health Services section for the Charter School's policy on this topic.

Student Privacy

The Charter School will follow all applicable privacy laws and regulations with regard to reports of students who were reported to exhibit suicide warning signs, communications regarding treatment of students for suicide issues, and all related records. Applicable laws may include but are not limited to the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA).

Treatment for Suicide Issues

After confirmation that a student has demonstrated suicidal ideation or suicidal behavior, the student will be evaluated by a licensed healthcare professional or a non-licensed healthcare professional working under the supervision of a licensed healthcare professional.

The recommendations from the healthcare evaluation which are pertinent to managing the student's risk in school will be shared at a meeting between the student, parent/guardian, and an appropriate School administrator prior to the student's return to school. Recommendations will be shared with Charter School personnel who are responsible for their implementation.

Emergency evaluations may be obtained from hospital emergency departments; a licensed healthcare professional; a physician; or nurse practitioner; or from the state's Child Priority Response Mobile Crisis Service if the student is under 18 years of age, or from the Adult Mobile Crisis Service if the student is between the ages of 18-21.

Acknowledgement of Risk

The Charter School has developed a health and safety plan in accordance with all local, state, and federal health guidance. However, the School cannot be the guarantor of health for all students and every individual family should make its own decision about their own health and abide by local guidelines and school rules. Students and families must comply with the School's health and safety plan, whether participating in virtual learning or in-person learning.

Families and students must notify the school of any observed or potential violations of such health guidelines. In order to preserve public health and safety, every member of the Freire community needs to observe the rules, which are subject to change in accordance with any changing guidelines.

Emergency Response Procedures Summary

The School utilizes the Standard Response Protocol (SRP) method to respond to emergencies within the building. SRP includes Evacuation, Lockdown, Secure, and Hold with a reunification process available if necessary.

Evacuation	When is this protocol activated? Fire, bomb threat, or other situation that requires exiting the building in a quick yet orderly manner. What should you do if this protocol is activated? All members of the school community will leave the building immediately and make way to their primary evacuation site. Each grade has a primary evacuation site. Students and staff are trained on the location of these evacuation sites and the Evacuation procedure regularly throughout the school year. Parents will be alerted that an Evacuation was triggered at the School and more information will be provided as it becomes available. Once at the evacuation site, staff will take attendance to ensure all students are accounted for. At this time, additional parent communications will be shared if available. If the Evacuation is cleared and it is safe to return to the building, students will return to school and resume regular programming. If returning to the building is not possible, students will be dismissed directly from the primary evacuation site. Students will not be able to retrieve personal items from the building while an Evacuation is active. There may be scenarios where students must be reunified directly with their parent/guardian(s) or where dismissal from the primary evacuation site is not possible. (See <i>Reunification</i>)
Lockdown	When is this protocol activated? Severe security threat inside the building e.g. armed assailant, gun found in building. What should you do if this protocol is activated? All members of the school community should run out of the building if near an exit and able, otherwise hide in silence and out of sight within a locked room. Students and staff are trained on Lockdown procedure regularly throughout the school year. A Lockdown will be lifted after the severe security threat has been neutralized or deemed the threat has passed. If the Lockdown has been cleared, students and staff will resume regular

	programming. If the Lockdown is not able to be cleared or law enforcement becomes involved, the School will follow a police-led evacuation to the Reunification Site. In a scenario where the Reunification Site is activated, students must be reunified directly with their parent/guardian(s). (<i>See Reunification</i>)
Secure	When is this protocol activated? Threat outside the building e.g. extreme weather, hazmat outside, neighborhood gun violence. Can also be used when there is a potential threat that needs to be investigated, including a potential threat outside the building. What should you do if this protocol is activated? Possible actions include: no one in or out of the building; shut off hvac; move away from windows; move off first floor. No one needs to be hiding in silence as with a lockdown.
Hold	When is this protocol activated? A situation inside the building that requires students and staff to temporarily remain within their classroom/office. eg if EMT needs empty hallways to assist with a medical emergency, if staff need to clean a spill or other unsafe condition in one wing of the school, or if staff receive information about a potential safety issue that needs to be investigated. What should you do if this protocol is activated? Staff and students stay in the room they are in or to move to a space they are directed to. You do not need to hide in silence as with a lockdown.
Reunification	When is this protocol activated? Used immediately following a lockdown or evacuation if necessary. What should you do if this protocol is activated? Proceed to the reunification site after being directed by police or other public safety officials. After the school community reaches the reunification site, staff will take student attendance and parent/guardian(s) will be notified of the reunification location and be able to pick up their child.

Public Notices

Food Standards and Sales

All foods and beverages that the Charter School provides to students through the National School Lunch Program shall meet applicable standards and nutrition guidelines. In accordance with 14 Del. Code § 4136, Freire shall not serve or make available to students any food or beverage containing industrially produced trans-fat, before, during, or after regular school hours. Freire uses the Community Eligibility Provision to provide school breakfast and lunch to any student free of charge. In order to promote inclusivity and comply with **federal regulations, Freire does not permit the sale of foods or beverages to students on school property until 30 minutes after the end of classes. All food and beverages available to students during the school day must be provided free of charge. Marketing of any food items at any time is strictly prohibited.**

Food and beverage items to be provided, but not sold, to students during the school day should not encourage unhealthy eating habits. Freire does not use food as a reward unless the reward promotes a positive message. We also encourage parents to send their children with healthy food to school or to participate in the school's healthy foods initiatives when offered.

In order to maximize attention, concentration, and learning potential, Freire encourages the selection of healthy snacks such as fresh fruit, granola bars, yogurt, dried fruit, and water. Such foods provide extended hours of energy for learning, whereas sugary snacks provide only short-term energy followed by a crash. We discourage fried foods or those with high amounts of added sugar.

Policy Review Process

Freire invites the wider school community to provide input and participate in the review and implementation of this policy. This includes students, their families, school board members, the general public, and school staff including administrators, physical education teachers, health professionals, and food service staff.

In order to make information about Freire's school wellness programs and to solicit public input, this policy will be posted on the school's website. Information describing any updates made to the policy will be posted along with the policy itself no less than annually.

As required under USDA regulations, once every three years Freire will conduct a community review of this policy ("triennial assessment"). Freire will make a good faith effort to include representatives from the school community as described above in the process. The review will:

- Assess the school's compliance with and measure the implementation of the policy
- Evaluate the school's progress toward meeting the goals defined in the policy
- Review and consider evidence-based strategies and techniques in developing specific goals
- Examine how Freire's policy compares to model policies

After conducting the review, Freire will create a report on the findings and update this policy in response to the findings. The report will be posted on the school's website along with the policy and description of updates.

Responsible School Official

The school official responsible for the implementation and oversight of this policy to ensure Freire's compliance with it is the Head of School.

Recordkeeping

Freire will comply with all applicable recordkeeping requirements. This includes retaining a copy of this policy and triennial assessment reports. Requirements also include documentation of community involvement and the public availability of the policy and reports. This is not intended to be an exhaustive list of records required. Changes to Freire's food standards or other areas of the wellness policy may create additional recordkeeping requirements. The retention period will be the longer of any requirement under school policy or state or federal regulation.

PPRA Notice and Consent/Opt-Out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Freire Charter School Wilmington to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

- Political affiliations or beliefs of the student or student's parent
- Mental or psychological problems of the student or student's family
- Sexual behavior or attitudes
- Illegal, anti-social, self-incriminating, or demeaning behavior
- Critical appraisals of others with whom respondents have close family relationships
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
- Religious practices, affiliations, or beliefs of the student or parents
- Income, other than as required by law to determine program eligibility

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

Freire Charter School Wilmington will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities. Parents will be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under state law.)

Annual FERPA Notification

Annual Notification of Rights under Family Educational Rights and Privacy Act (FERPA) for the 2026-27 School Year/Notice to Parents and Guardians Regarding the Disclosure of Student "Directory Information"

The Family Educational Rights and Privacy Act (FERPA), a federal law, affords parents, legally emancipated students, and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are briefly summarized below and are explained more fully in the Board's Student Records Policy which is on file at the school and is available upon request. You are encouraged to review the School's Student Records Policy for a full explanation of privacy rights:

1. The right to inspect and review the student's education records within 45 days of the day the Freire Charter School Wilmington ("School") receives a request for access. Parents or eligible students should submit to the Head of School a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write to the Head of School, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official may include a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law unit personnel); a person serving on the Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); contractors, consultants, volunteers, and other outside service providers used by the school; or a parent or student serving on official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate

educational interest if the official needs to review an education record in order to fulfill their professional responsibility. Upon request, the School discloses education records without consent to officials of another school, school district, school system, or institution of higher learning in which a student seeks or intends to enroll. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FER

4. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Directory Information

Directory information includes information contained in the educational record of a student, which is not considered harmful or an invasion of privacy if disclosed, so that it may be disclosed without prior parental consent, unless you have advised the School to the contrary in accordance with School procedures.

Directory information includes the following:

- Schools attended;
- Student's name;
- Address;
- Telephone listing;
- Student electronic mail address;
- Photograph;
- Date of birth;
- Major field of study;
- Dates of enrollment;
- Grade level;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees, honors, and awards received; and
- The most recent educational agency or institution attended.

The primary purpose of directory information is to allow Freire to include this type of information from your child's education records in certain school publications, including: a playbill, showing your student's role in a drama production; school newsletters, the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets, such as for basketball, showing weight and height of team members. This information may also be made available to qualified outside organizations upon request.

Please submit any refusal with the types of information you wish removed from the list of directory information and mail your written objections on or before **September 1, 2026**, or two weeks after your student's start date, to the CEO of the School at:

Freire Charter School Wilmington
201 W. 14th Street
Wilmington, DE 19801

Please note that an opt-out of directory information disclosures does not prevent the School from identifying a student by name or from disclosing a student's electronic identifier or institutional email address in class. The right to opt out of directory information disclosures does not include a right to remain anonymous in class, and may not be used to impede routine classroom communications and interactions, whether class is held in a

specified physical location or virtually through electronic communications. **If you do not submit a written refusal on or before September 1, 2026 then the School may disclose directory information without your prior consent.**

Annual AHERA Notification, 2026-27

Pursuant to the Federal Environmental Protection Agency (EPA) mandate, as required by 40 C.F.R. 763.84 (c)(d) of public access to environmental records, this letter is to acknowledge the availability of Freire Charter High School's Asbestos Hazard Emergency Response Act (AHERA) Management Plan.

The AHERA Management Plan provides a description of the location, quantity, and condition of all asbestos containing materials (ACM) found in each building. Per Freire Charter High School's most recent inspection conducted by Indoor Environmental Concepts, LLC, **there are no known ACM present in the building.**

If you have any questions or would like to see the full AHERA Management Plan, please contact Johnny Mills, Director of Operations at Freire Schools, at johnny@freireschools.org.