

CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



Bryan Allen Stevenson School of Excellence

Formal Review

Final CSAC Meeting Report

February 17, 2026

On December 18, 2025, the Delaware Department of Education (DOE), with the assent of the State Board of Education, placed the charter of The Bryan Allen Stevenson School of Excellence (BASSE) on formal review, pursuant to 14 Del. C. §515, to determine whether the school is out of compliance with the terms of its charter and, if so, whether to order remedial measures. The following attended the final meeting of the Charter School Accountability Committee (CSAC) on February 17, 2026:

Voting Committee Members

- Adam Schott, Associate Secretary, Student Support
- Aimee Beam, Director, Student Support
- Lisa Condon, Education Associate, Workforce Support
- Tierra Fair, Community Member
- Gregory Fulkerson, Education Associate, Curriculum, Instruction, and Professional Learning
- Brook Hughes, Education Associate, Operations Support
- Joyce Leatherbury, Education Associate, Curriculum, Instruction, and Professional Learning
- Ted Molin, Community Member
- Rene Parsley, Education Associate, Academic Excellence
- Preston Shockley, Education Associate, Teaching and Learning Support

Ex-Officio Members (Non-voting)

- Deb Stevens, Vice President, State Board of Education
- Kendall Massett, Executive Director, Delaware Charter School Network

Staff to the Committee (Non-voting)

- Alicia Balcerak, Administrative Assistant, Charter School Office
- John Carwell, Education Associate, Charter School Office
- Carla Jarosz, Deputy Attorney General
- Faye Schilling, Education Specialist, Charter School Office
- Leroy Travers, Director, Charter School Office

Representatives of BASSE

- Chantalle Ashford, Lead Educator
- Raushann Austin, Head of School
- Theresa Berry, Board Chairperson
- Katherine Cauley, Board Member
- Steven Hailey, Board Member
- Candace Shetzler, Special Education Coordinator

Follow-up Charter School Accountability Questions (school answers are notated in blue)

Budget and Finance

1. Provide an update on the status of the fiscal year (FY) 2025 audit, including the anticipated completion date.
A - BASSE confirmed with State Auditor that all documents have been received. The last email communication with BASSE's auditor stated it will be completed by the end of February 2026.
2. Identify any outstanding invoices with a payment date of December 2025 or earlier, including the total amount outstanding.
A - BASSE indicated that it is not aware of outstanding vendor payments predating December 2025 but acknowledged that communication gaps during leadership transitions may have affected vendor tracking.
3. Describe the internal processes in place to ensure invoices are reviewed and processed when the primary responsible individual is on leave or otherwise unavailable.
A - The school reported that financial procedures are being stabilized through cross-training of staff, including preparation of backup personnel for business operations.
4. Provide an update regarding the school's plans for the 2026-27 school year. Indicate whether the school offer tenth grade.
 - a. If so, explain the anticipated impact on the school's budget.
 - b. Outline the additional staff positions that will be needed and any other investments that will be required to offer the tenth grade.**A - BASSE stated that it was their intention to offer 10th grade in the 2026-27 school year limited to currently enrolled students. The school has had conversations with Positive Outcomes Charter School, regarding information and insight on how to run a small high school program. As a result, the school is confident with academic offerings for the 2026-2027 School Year. The school anticipates that it may need two to three more teachers to accommodate students during the 2026-2027 school year.**
5. Provide two projected FY27 budgets, with account code level details, as follows:
 - a. A budget based on a grade configuration of grades six through nine and an enrollment of 125 students.
 - b. A budget based on a grade configuration of grades six through ten and an enrollment of 140 students.**A - See attachment A.**
6. The FY26 budget submitted in response to the initial report was analyzed against year-to-date expenditures through December 31, 2025. This analysis identified several account codes with expenditures that were not reflected in the budget (listed below). Indicate whether this discrepancy resulted from an oversight or a coding error.
 - a. Describe how will the school ensure that these unbudgeted items are accounted for in the final budget.

Account Code	Description	FY26 Budget	FY26 Expenditures
51103	Driver's Education Teachers	\$0.00	\$3,069.00
51196	Salaries – General	\$0.00	\$43,625.81
52004	Group Life Insurance	\$0.00	\$7.77
52011	Dental Plan	\$0.00	\$22.83
52015	Disability Insurance	\$0.00	\$9.56
52019	Flex Credit Vision	\$0.00	\$3.48
55010	Medical Services	\$0.00	\$1,975.40
55030	Instructional Services	\$0.00	\$5,682.90
55073	Computer Services	\$0.00	\$5,089.30
55600	Printing & Binding	\$0.00	\$9,843.13
55647	Student Body Activity	\$0.00	\$1,053.00
55648	Indirect Cost	\$0.00	\$11,778.94
55721	Miscellaneous Expenses	\$0.00	\$13,625.00

A - The school attributed these issues to coding errors and administrative transitions and reported that corrective actions are underway.

Follow-up Questions for Budget and Finance

Brook Hughes asked if the school has seen a draft of the final audit?

A - BASSE has not seen the draft audit in its entirety. They are aware that there was some type of condition included in the audit. The condition was in reference to governance and procedures; BASSE indicated that the condition was not related to finance.

Brook Hughes asked for clarification regarding reductions in projected contractual services expenditures, specifically central administrative services and maintenance, which were significantly lower in the proposed budget compared to the current FY26 budget.

A - BASSE explained that the reduction in central administrative services reflects the cost of new contracts with a different service provider. With respect to maintenance, the school indicated that expenditures to date have been substantially below the budgeted amount and that the projected figure was adjusted accordingly based on current spending levels. BASSE stated that approximately 25 percent of the maintenance budget had been expended midway through the fiscal year and that the projected allocation for the upcoming year was reduced to reflect this trend.

Leroy Travers expressed concern that an expansion to include 10th grade would require the need for more teachers.

A - BASSE reported that it plans to support Career and Technical Education (CTE) pathways through participation in Jobs for Delaware Graduates, which would provide staffing and instructional support for the program. The school indicated that current enrollment includes 19 students and that instruction is delivered using a block scheduling model, allowing teachers to work with different groups on alternating days.

BASSE stated that it intends to hire a content-area teacher for 10th grade who would share instructional responsibilities across 9th and 8th grade students, while teachers assigned to grades 6 through 8 would continue to serve those grade levels. The school further reported that core subject teachers, such as health and physical education, could serve all students through coordinated scheduling. As additional staff are hired, BASSE indicated that it is prioritizing candidates with multi-level certifications and expertise across content areas to support the proposed grade configuration.

Gregory Fulkerson asked what is the projected number of additional staff would be needed?

A - BASSE reported that an additional two to three staff members would be required. The school further indicated that discussions have occurred with Delaware Technical Community College and Sussex Technical High School to explore additional programmatic options for students.

Lisa Condon asked if the school has considered how they would support an additional 16 students, particularly those that are special education students?

A - BASSE indicated that projections for special education services depend on the number and needs of students transitioning to high school. BASSE reported that it has been difficult to forecast enrollment for upper grades, as the number of students who will continue into high school remains uncertain. The school stated that the current 9th grade cohort includes a relatively small number of students with disabilities and that, based on current enrollment, BASSE believes it has the capacity to meet their needs.

The school further indicated that it anticipates continuing to enroll students with specialized learning needs, noting that families may be drawn to smaller, supportive educational environments such as BASSE.

Leroy Travers asked if there was a plan to offer Driver's Education?

A - It is the school's understanding that if they are under a certain number of enrolled students, they would not need to provide that course but would budget contractually funding to pay for students to take Driver's Education.

Tierra Fair asked what social media platforms the school is utilizing and what plans exist for future use of social media.

A - The school responded that it currently utilizes Facebook and Instagram to promote BASSE through community events, school activities, and enrollment and recruitment efforts. The school further indicated that it uses social media analytics to guide and refine recruitment strategies. BASSE also reported that students may have access to a school-affiliated platform in the future to share news and updates.

Adam Schott asked how long current board members have served and when they joined the board.

A - The school responded that Dr. Cauley joined the board in 2019, that Dr. Berry is a founding member who has served approximately nine years, and that Steven Hailey has served on the board since 2024. The school further reported that Candace Shetzler serves as the staff representative and joined the board in August 2025.

Kendall Massett asked how many members are founding members.

A - There are two founding members still on the board: Joseph Kim and Theresa Berry.

Brook Hughes asked who the staff representative was prior to Candace Shetzler?

A - Jackueline Cantiello, the school counselor, was the prior staff representative.

Enrollment, Recruitment, and Retention

7. Provide an update on recruitment activities undertaken since the initial CSAC meeting. Indicate whether these activities have resulted in additional applications. Identify which recruitment strategy or tool has been most effective to date.

A - BASSE reported that it has conducted additional community outreach efforts, including hosting events such as a speaking engagement featuring Ms. Donna Brazile. The school indicated that it continues to utilize social media marketing supported by analytics to guide recruitment strategies and has planned a door-to-door outreach campaign soon. BASSE also noted that staff have contacted families who did not respond to the enrollment survey.

A - BASSE indicated that it has conducted additional community outreach since the previous meeting, including hosting events and planning a speaking engagement featuring Ms. Donna Brazile. The school stated that it continues to utilize social media marketing supported by analytics to inform recruitment efforts and has planned a door-to-door outreach campaign soon. BASSE also noted that staff have contacted families who did not respond to the enrollment survey.

8. Provide the application and enrollment information requested in the table below.

Grade	Confirmed Returning Students	Applications Received	Accepted Invitations	Projected 2026-27 Enrollment
6	0			
7				
8				
9				
10				

A - BASSE indicated that it was difficult to provide detailed projections because families are making decisions amid uncertainty related to the formal review. Committee members requested current application figures and an update since the previous meeting.

BASSE stated that it had received a total of 33 applications as of the date of the meeting, representing an increase of three applications since the January meeting, at which time approximately 30 applications had been reported.

BASSE representatives expressed concern regarding prior leadership, financial management and contractual arrangements, stating that decisions made during the previous year resulted in significant disruptions to budgeting and fiscal oversight. The school indicated that financial records and coding practices were not well managed, which has complicated efforts to develop accurate budgets and financial projections. BASSE further stated that the prior service provider's contract was terminated on September 30, earlier than originally anticipated, creating additional operational challenges. Representatives noted that the current leadership team has had to address these issues while attempting to stabilize financial operations.

9. Provide an update to the table included in response to question one of the initial report (attachment A). If responses were not received from all or most families, describe the school's efforts to obtain responses. Identify who led individual outreach efforts to families to determine their enrollment intent for next school year.

A - BASSE indicated that, due to the ongoing formal review and limited survey responses, it has been difficult to provide complete and reliable projections. The school reported that some families are hesitant to commit to future enrollment because of uncertainty regarding the school's status. As a result, enrollment figures remain largely unchanged from the previous meeting. BASSE reported that it currently has 33 applications for the 2026-2027 school year, representing an increase of three applications since the last meeting.

BASSE further noted that it intends to implement an outreach strategy recommended during the CSAC meeting to encourage families to indicate whether they plan to return for the upcoming school year. The school stated that this outreach will occur prior to the State Board meeting in March and that updated information will be provided as follow-up data.

School Climate and Discipline / Policy & Reporting

10. The Teen Dating Policy submitted by BASSE references the 2014 Guidelines for Responding to Teen Dating and Sexual Violence in Schools. The Department's current guidance is reflected in the *Model Policy for Responding to Student Misconduct in Schools (Attachment B)*. Update BASSE's Teen Dating Violence policy to align with the most recent guidance.
A - See attachment B for the draft Teen Dating policy.
11. BASSE's Gun-Free Schools Act policy requires revision to align with current state requirements, as outlined below:

- a. Revise II.A. to: *“Any student who is determined to have brought a firearm to school, on school property, in a school bus or at any school sponsored co-curricular activity or to have possessed a firearm at school, on school property, in a school bus, or at any school sponsored co-curricular activity, shall be expelled for not less than ~~180 days~~ one year and referred to law enforcement.”*
- b. Section II.C currently states.: *“Possession of a weapon in a Safe School Zone may result in suspension of student(s) for a period of no less than 180 days. The administration may modify suspension terms on a case-by-case basis.”*

This language does not fully satisfy **subsection 3.1.2 of Regulation 603**. To comply with Regulation 603, the policy must also explicitly state that **the charter school board of directors retains the authority to modify the expulsion requirement on a case-by-case basis**, and that **any such modification must be reported to the Department**.

A - See attachment C for the draft Gun-Free Schools policy.

Follow-Up Questions for School Climate and Discipline / Policy & Reporting

Adam Schott asked whether the board had voted on both policy updates.

A - Board representatives indicated that the board has not yet met to consider the revised policies. BASSE noted that the board had previously approved earlier versions of the policies; however, the policies did not fully reflect state requirements. A meeting scheduled for February 24 will include a vote on the updated policies to ensure alignment with applicable requirements.

Curriculum and Programs

12. What high-quality instructional materials (HQIM) does BASSE use for Tier 1 mathematics instruction?

A - BASSE reported that it currently uses EngageNY/Eureka Math as its primary curriculum, supplemented by additional instructional resources. The school indicated that plans to adopt new materials during the previous summer were delayed due to the absence of a fully established administrative team at that time. BASSE further noted that the current mathematics teacher has significant familiarity with these materials and incorporates supplemental resources to support instruction across grades 6 through 9.

13. What mathematics content- and curriculum-specific professional learning is provided through the school’s professional learning plan?

A - BASSE is working to build teacher capacity using the “Skillful Teacher” framework. The school described a focus on designing lessons centered on clear learning objectives, criteria for success, growth mindset principles, and the use of student data to inform instructional decisions. BASSE indicated that its structured lesson planning process is aligned with this framework.

14. What lesson- and unit-level unpacking and planning protocols are used to support effective implementation of mathematics HQIM?

A - Teachers align instruction to current academic standards, anticipate areas of potential student misunderstanding, and use both formative and summative assessments to evaluate student learning. The school explained that assessment data is analyzed to determine the extent to which students have mastered the material and to guide decisions regarding Tier 2 and Tier 3 interventions.

15. How does BASSE evaluate the effectiveness of professional learning on student outcomes, particularly for students with disabilities and students with IEPs?

A - BASSE reviews multiple sources of student data, including progress reports, IEP goals, and comparisons with general education peers, to monitor student performance. The school indicated that instructional practices are also supported through classroom observations, MTSS meetings, and collaborative planning sessions. BASSE emphasized efforts to establish a shared understanding of effective instruction across staff to build teacher capacity and ensure consistent delivery of high-quality instruction.

The school further noted that significant emphasis is placed on Tier 1 instruction, as well as social-emotional and mental health supports. BASSE explained that a substantial portion of its student population requires these supports as a prerequisite to addressing academic needs.

16. How do teachers use student-level data during professional learning sessions to inform instructional adjustments and intervention decisions?

A - Teachers regularly monitor student responses to instructional objectives and adjust instruction as needed. BASSE indicated that lesson planning is guided by the “Four Critical Questions”: what students need to know and be able to do, how mastery will be measured, how instruction will be adjusted for students who have not learned the material, and how learning will be extended for students who have already demonstrated mastery. The school stated that this framework is intended to ensure that instruction addresses the needs of all learners.

17. In what ways does the attached lesson planning template support intentional planning for accommodations and modifications?

A - BASSE noted that its lesson planning template includes the “Four Critical Questions” as a guiding framework. The school also indicated that the template requires teachers to identify essential vocabulary, prerequisite background knowledge, and instructional resources to support effective delivery of content for all students.

18. How does the MTSS Problem-Solving Team Referral form explicitly connect concerns to grade-level standards and expectations, including the identification of lagging skills in reading, mathematics, written expression, and oral language?

A - The referral form requires teachers to document areas in which students are having trouble relative to grade-level standards and to identify appropriate interventions. Candace Shetzler, Special Education Coordinator, added that the form is currently used to guide decisions regarding which students should proceed to an evaluation summary report.

BASSE explained that future revisions to the form are intended to support decision-making for Tier 2 and Tier 3 interventions and to help distinguish between academic deficits and behavioral factors as the primary source of student difficulty. The school also emphasized that parent input is considered an important component of this process.

19. Is BASSE continuing to offer extracurricular activities during the current school year under the revised budget, including programs such as volleyball club, Girl Code, and Civil Engineers?
- a. If so, what minimum enrollment level is required to sustain these programs?
A - BASSE confirmed that extracurricular activities are expected to continue in the upcoming school year and are considered budget neutral. The school also indicated that additional activities may be introduced, including opportunities developed through partnerships related to athletics.

Follow-Up Questions for Curriculum and Programs

Preston Shockley asked if the school's progress monitoring assessments, screeners and common assessments of the shelf products.

A - Progress monitoring for students with disabilities is primarily aligned to individual IEP goals and benchmarks and that Infinite Campus is used to track this information. The school noted that, prior to adopting Infinite Campus, data was maintained through shared documents that incorporated input from all service providers, including related services such as occupational therapy, physical therapy, speech-language services, and reading support.

BASSE stated that reading screenings are conducted by a reading specialist when concerns about literacy development arise, and that additional program-based assessments, including tools such as iXL, provide data at multiple points throughout the school year. The school indicated that student progress is monitored between formal diagnostic assessments to evaluate skill development. BASSE conveyed that some assessment tools are standardized products, while others are tailored to individual student needs.

Ms. Austin added that the school intends to work with teachers to identify assessments that are most closely aligned with student needs, with a particular emphasis on literacy development. BASSE emphasized that strengthening students' ability to make inferences is a priority, as this skill supports learning across content areas.

Preston Shockley asked how Tier 2 and Tier 3 instruction is provided given that low enrollment limits staffing capacity.

A - BASSE's primary strategy has been to hire teachers with dual certifications to serve multiple instructional roles. Candace Shetzler, Special Education Coordinator, explained that Tier 2 and Tier 3 interventions are delivered within the general instructional setting rather than through separate subgrouping, noting that this approach helps avoid stigmatization of students. BASSE also indicated that the small size of the school facilitates

communication and collaboration among teachers, which supports the implementation of targeted interventions.

Recommendation

Mr. Schott moved that the Charter School Accountability Committee find that BASSE is out of compliance with the terms of its charter and applicable provisions of Delaware charter statute and the charter should be revoked. The motion was based on the full record developed during the formal review, which demonstrates that persistently low enrollment has produced significant and sustained financial distress, undermining the school's ability to maintain stable operations and to implement the educational program described in its charter. The motion was duly seconded and approved unanimously by the voting members of the Committee.

Next Steps:

- A final public hearing will take place on March 9 at 5:00 P.M. at Delaware Technical and Community College, 21179 College Drive, Georgetown, DE in the William A. Carter Partnership Building.
- The Secretary will issue a decision on the formal review and seek the assent of the State Board of Education at their March 19 meeting.

Projected BASSE Revenue & Expenditures Summary - 125 Students

Description	Fiscal Year	Fund	Appropriation	FY27 Budget	Amount Received	Amount Anticipated to Date	% of Funds Received
Revenue							
<i>State</i>							
	27	115	Operations (05213)	\$ 1,770,456.00	\$ -	\$ 1,770,456.00	0%
	26	115	Operations (05213)	\$ 61,993.22	\$ -	\$ 61,993.22	0%
	27	115	Charter Transportation (05177)	\$ 166,401.00	\$ -	\$ 166,401.00	0%
	27	115	Technology Block Grant (05235)	\$ 3,375.00	\$ -	\$ 3,375.00	0%
	27	115	Ed Sustainment Fund (05289)	\$ 25,218.00	\$ -	\$ 25,218.00	0%
	27	115	Education Opportunity (05297)	\$ 65,280.00	\$ -	\$ 65,280.00	0%
	27	115	Child Safety Awareness (05317)	\$ 416.00	\$ -	\$ 416.00	0%
	27	115	School Safety and Secu (10171/05323)	\$ 11,808.00	\$ -	\$ 11,808.00	0%
	27	115	Sub Reimburse Family L (05389)	\$ 250.00	\$ -	\$ 250.00	0%
	27	115	MCI Equipment (10230)	\$ 32,103.00	\$ -	\$ 32,103.00	0%
	27	115	Enhanced MCI (10337)	\$ 21,964.00	\$ -	\$ 21,964.00	0%
	27	115	CPR Allocation	\$ 63.00	\$ -	\$ 63.00	0%
			Sub Total	\$ 2,159,327.22	\$ -	\$ 2,159,327.22	0%
<i>Federal</i>							
	27	515	lasa Title li: Prof D (40114)	\$ 5,321.00	\$ -	\$ 5,321.00	0%
	27	515	Title I (40554)	\$ 108,043.00	\$ -	\$ 108,043.00	0%
	27	515	Idea-B (40564)	\$ 58,704.00	\$ -	\$ 58,704.00	0%
			Sub Total	\$ 172,068.00	\$ -	\$ 172,068.00	0%
<i>Local</i>							
	27	015	Tuition (91050)	\$ 69,274.65	\$ -	\$ 69,274.65	0%
	27	015	Cafeteria - Main & Rev (91100)	\$ 16,324.48	\$ -	\$ 16,324.48	0%
	27	015	Local Funds - Main & Rev (98000)	\$ 386,033.77	\$ -	\$ 386,033.77	0%
	27	015	Pledges/Contributions - Main & Rev (98154)	\$ 121,257.75	\$ -	\$ 121,257.75	0%
	27	015	Donations - Main & Rev (98159)	\$ 17,000.00	\$ -	\$ 17,000.00	0%
	27	015	Field Trips Main & Rev (98109)	\$ 576.00	\$ -	\$ 576.00	0%
	27	015	Student Activities Main & Rev (98167)	\$ 809.81	\$ -	\$ 809.81	0%
			Sub Total	\$ 611,276.46	\$ -	\$ 611,276.46	0%
Total Revenue			Total	\$ 2,942,671.68	\$ -	\$ 2,942,671.68	0%
Expenditures							
<i>Accounts</i>							
			Salaries (Group 51100)	\$ 1,419,519.44	\$ -	\$ 1,419,519.44	0%
			Other Employment Costs (Group 52000)	\$ 490,000.00	\$ -	\$ 490,000.00	0%
			Contracted Services (Group 55000)	\$ 772,491.04	\$ -	\$ 772,491.04	0%
			Supplies & Materials (Group 56000)	\$ 201,750.00	\$ -	\$ 201,750.00	0%
			Contingency	\$ 58,853.43	\$ -	\$ 58,853.43	0%
Total Expenditures				\$ 2,942,613.91	\$ -	\$ 2,942,613.91	0%
	Budget	Actual					
Required Contingency	\$ 58,853.43	\$ -					
Surplus Less Contingency	\$ 57.77	\$ -					
Surplus Plus Contingency	\$ 58,911.20	\$ -					

BASSE Detailed Expenditures Report Projection FY27							
Account Code	Account Description	FY26 Budget	FY26 Expense	FY26 Balance Remaining	% of funds remaing		
51100	Teachers	\$ 760,332.44	\$ -	\$ 760,332.44	100.00%		
51101	Substitute Teachers	\$ 20,000.00	\$ -	\$ 20,000.00	100.00%		
51104	Paraeducators	\$ 68,610.00	\$ -	\$ 68,610.00	100.00%		
51132	Visiting Teachers	\$ 2,000.00	\$ -	\$ 2,000.00	100.00%		
51176	Custodians	\$ 63,950.00	\$ -	\$ 63,950.00	100.00%		
51197	Substitutes - General	\$ 3,000.00	\$ -	\$ 3,000.00	100.00%		
51130, 51140, 51155, 51168, 51190, 51193	Central Admin & Student Support	\$ 501,627.00	\$ -	\$ 501,627.00	100.00%		
51### Group	Total Salaries	\$ 1,419,519.44	\$ -	\$ 1,419,519.44	100.00%		
52001	Pensions/Employer's Share	\$ 200,526.88	\$ -	\$ 200,526.88	100.00%		
52002	Health Ins/Employers' Sh	\$ 197,795.93	\$ -	\$ 197,795.93	100.00%		
52003	Family Care Leave Benefits/ Employer Share	\$ 439.12	\$ -	\$ 439.12	100.00%		
52005	Workmen'S Compensation	\$ 14,348.16	\$ -	\$ 14,348.16	100.00%		
52006	Emplyr Sh/Social Security	\$ 61,419.56	\$ -	\$ 61,419.56	100.00%		
52009	Unemployment Ins Benefits	\$ 1,104.85	\$ -	\$ 1,104.85	100.00%		
52016	Employer's Share-Medicare	\$ 14,365.49	\$ -	\$ 14,365.49	100.00%		
52#### Group	Total Other Employment Costs	\$ 489,999.99	\$ -	\$ 489,999.99	100.00%		
55020	Legal Services	\$ 7,000.00	\$ -	\$ 7,000.00	100.00%		
55032	Related Services	\$ 50,000.00	\$ -	\$ 50,000.00	100.00%		
55033	Instr Support Services	\$ 1,650.00	\$ -	\$ 1,650.00	0.00%		
55035	Central Admin Services	\$ 48,000.00	\$ -	\$ 48,000.00	100.00%		
55036	Transportation Services	\$ 230,000.00	\$ -	\$ 230,000.00	100.00%		
55052	IT Professional Services	\$ 18,000.00	\$ -	\$ 18,000.00	100.00%		
55101	Postage	\$ 500.00	\$ -	\$ 500.00	100.00%		
55125	Telecommunication	\$ 10,000.00	\$ -	\$ 10,000.00	100.00%		
55205	Electric	\$ 75,000.00	\$ -	\$ 75,000.00	100.00%		
55206	Natural Gas	\$ 22,500.00	\$ -	\$ 22,500.00	100.00%		
55400	Equipment Rental	\$ 3,906.00	\$ -	\$ 3,906.00	100.00%		
55402	Buildings - Office Space	\$ 189,350.04	\$ -	\$ 189,350.04	100.00%		
55452	Insurance	\$ 47,585.00	\$ -	\$ 47,585.00	100.00%		
55507	Maintenance	\$ 54,000.00	\$ -	\$ 54,000.00	100.00%		
55610	Advertising	\$ 10,000.00	\$ -	\$ 10,000.00	100.00%		
55631	Assoc Dues And Conf Fees	\$ 5,000.00	\$ -	\$ 5,000.00	100.00%		
55### Group	Total Contracted Services	\$ 772,491.04	\$ -	\$ 772,491.04	100.00%		
56110	Operating Supplies	\$ 5,000.00	\$ -	\$ 5,000.00	100.00%		
56111	Food	\$ 100,000.00	\$ -	\$ 100,000.00	100.00%		
56128	Medical Supplies	\$ 6,000.00	\$ -	\$ 6,000.00	100.00%		
56141	Custodial Supplies	\$ 15,750.00	\$ -	\$ 15,750.00	100.00%		
56143	Cafeteria Supplies	\$ 2,000.00	\$ -	\$ 2,000.00	100.00%		
56144	Computers	\$ 5,000.00	\$ -	\$ 5,000.00	100.00%		
56145	Computer Supplies	\$ 1,000.00	\$ -	\$ 1,000.00	100.00%		
56150	Instructional Supplies	\$ 65,000.00	\$ -	\$ 65,000.00	100.00%		
56980	Training Supplies	\$ 2,000.00	\$ -	\$ 2,000.00	100.00%		
56#### Group	Total Supplies & Materials	\$ 201,750.00	\$ -	\$ 201,750.00	100%		
	Contingency	\$ 58,853.43	\$ -	\$ 58,853.43	100%		
	Total Expenditures	\$ 2,942,613.90	\$ -	\$ 2,942,613.90	100%		

BASSE Detailed Expenditures Report Projection FY27 (140)							
Account Code	Account Description		FY26 Budget	FY26 Expense		FY26 Balance Remaining	% of funds remaing
51100	Teachers	\$	962,260.36	\$ -	\$	962,260.36	100.00%
51101	Substitute Teachers	\$	28,000.00	\$ -	\$	28,000.00	100.00%
51104	Paraeducators	\$	68,610.00	\$ -	\$	68,610.00	100.00%
51132	Visiting Teachers	\$	4,000.00	\$ -	\$	4,000.00	100.00%
51176	Custodians	\$	63,950.00	\$ -	\$	63,950.00	100.00%
51197	Substitutes - General	\$	4,000.00	\$ -	\$	4,000.00	100.00%
51130, 51140, 51155, 51168, 51190, 51193	Central Admin & Student Support	\$	501,627.00	\$ -	\$	501,627.00	100.00%
51### Group	Total Salaries	\$	1,632,447.36	\$ -	\$	1,632,447.36	100.00%
52001	Pensions/Employer's Share	\$	230,605.91	\$ -	\$	230,605.91	100.00%
52002	Health Ins/Employers' Sh	\$	227,465.32	\$ -	\$	227,465.32	100.00%
52003	Family Care Leave Benefits/ Employer Share	\$	505.00	\$ -	\$	505.00	100.00%
52005	Workmen'S Compensation	\$	16,500.00	\$ -	\$	16,500.00	100.00%
52006	Emplyr Sh/Social Security	\$	70,632.49	\$ -	\$	70,632.49	100.00%
52009	Unemployment Ins Benefits	\$	1,270.58	\$ -	\$	1,270.58	100.00%
52016	Employer's Share-Medicare	\$	16,520.31	\$ -	\$	16,520.31	100.00%
52#### Group	Total Other Employment Costs	\$	563,499.61	\$ -	\$	563,499.61	100.00%
55020	Legal Services	\$	7,000.00	\$ -	\$	7,000.00	100.00%
55032	Related Services	\$	50,000.00	\$ -	\$	50,000.00	100.00%
55033	Instr Support Services	\$	1,650.00	\$ -	\$	1,650.00	0.00%
55035	Central Admin Services	\$	48,000.00	\$ -	\$	48,000.00	100.00%
55036	Transportation Services	\$	230,000.00	\$ -	\$	230,000.00	100.00%
55052	IT Professional Services	\$	18,000.00	\$ -	\$	18,000.00	100.00%
55101	Postage	\$	500.00	\$ -	\$	500.00	100.00%
55125	Telecommunication	\$	10,000.00	\$ -	\$	10,000.00	100.00%
55205	Electric	\$	75,000.00	\$ -	\$	75,000.00	100.00%
55206	Natural Gas	\$	22,500.00	\$ -	\$	22,500.00	100.00%
55400	Equipment Rental	\$	3,906.00	\$ -	\$	3,906.00	100.00%
55402	Buildings - Office Space	\$	189,350.04	\$ -	\$	189,350.04	100.00%
55452	Insurance	\$	47,585.00	\$ -	\$	47,585.00	100.00%
55507	Maintenance	\$	54,000.00	\$ -	\$	54,000.00	100.00%
55610	Advertising	\$	10,000.00	\$ -	\$	10,000.00	100.00%
55631	Assoc Dues And Conf Fees	\$	5,000.00	\$ -	\$	5,000.00	100.00%
55### Group	Total Contracted Services	\$	772,491.04	\$ -	\$	772,491.04	100.00%
56110	Operating Supplies	\$	5,000.00	\$ -	\$	5,000.00	100.00%
56111	Food	\$	100,000.00	\$ -	\$	100,000.00	100.00%
56128	Medical Supplies	\$	6,000.00	\$ -	\$	6,000.00	100.00%
56141	Custodial Supplies	\$	15,750.00	\$ -	\$	15,750.00	100.00%
56143	Cafeteria Supplies	\$	2,000.00	\$ -	\$	2,000.00	100.00%
56144	Computers	\$	5,000.00	\$ -	\$	5,000.00	100.00%
56145	Computer Supplies	\$	1,000.00	\$ -	\$	1,000.00	100.00%
56150	Instructional Supplies	\$	65,000.00	\$ -	\$	65,000.00	100.00%
56980	Training Supplies	\$	2,000.00	\$ -	\$	2,000.00	100.00%
56### Group	Total Supplies & Materials	\$	201,750.00	\$ -	\$	201,750.00	100%
	Contingency	\$	66,955.95	\$ -	\$	66,955.95	100%
	Total Expenditures	\$	3,237,143.96	\$ -	\$	3,237,143.96	100%

Projected BASSE Revenue & Expenditures Summary - 140 Students

Description	Fiscal Year	Fund	Appropriation	FY27 Budget	Amount Received	Amount Anticipated to Date	% of Funds Received
Revenue							
<i>State</i>							
	27	115	Operations (05213)	\$ 2,036,024.40	\$ -	\$ 2,036,024.40	0%
	26	115	Operations (05213)	\$ 61,993.22	\$ -	\$ 61,993.22	0%
	27	115	Charter Transportation (05177)	\$ 191,361.15	\$ -	\$ 191,361.15	0%
	27	115	Technology Block Grant (05235)	\$ 3,881.25	\$ -	\$ 3,881.25	0%
	27	115	Ed Sustainment Fund (05289)	\$ 29,000.00	\$ -	\$ 29,000.00	0%
	27	115	Education Opportunity (05297)	\$ 75,072.00	\$ -	\$ 75,072.00	0%
	27	115	Child Safety Awareness (05317)	\$ 478.40	\$ -	\$ 478.40	0%
	27	115	School Safety and Secu (10171/05323)	\$ 13,579.00	\$ -	\$ 13,579.00	0%
	27	115	Sub Reimburse Family L (05389)	\$ 250.00	\$ -	\$ 250.00	0%
	27	115	MCI Equipment (10230)	\$ 36,918.45	\$ -	\$ 36,918.45	0%
	27	115	Enhanced MCI (10337)	\$ 25,258.60	\$ -	\$ 25,258.60	0%
	27	115	CPR Allocation	\$ 72.45	\$ -	\$ 72.45	0%
			Sub Total	\$ 2,473,888.92	\$ -	\$ 2,473,888.92	0%
<i>Federal</i>							
	27	515	lasa Title li: Prof D (40114)	\$ 6,119.15	\$ -	\$ 6,119.15	0%
	27	515	Title I (40554)	\$ 124,249.45	\$ -	\$ 124,249.45	0%
	27	515	Idea-B (40564)	\$ 67,509.60	\$ -	\$ 67,509.60	0%
			Sub Total	\$ 197,878.20	\$ -	\$ 197,878.20	0%
<i>Local</i>							
	27	015	Tuition (91050)	\$ 76,123.44	\$ -	\$ 76,123.44	0%
	27	015	Cafeteria - Main & Rev (91100)	\$ 16,324.48	\$ -	\$ 16,324.48	0%
	27	015	Local Funds - Main & Rev (98000)	\$ 443,938.84	\$ -	\$ 443,938.84	0%
	27	015	Pledges/Contributions - Main & Rev (98154)	\$ 121,257.75	\$ -	\$ 121,257.75	0%
	27	015	Donations - Main & Rev (98159)	\$ 17,000.00	\$ -	\$ 17,000.00	0%
	27	015	Field Trips Main & Rev (98109)	\$ 576.00	\$ -	\$ 576.00	0%
	27	015	Student Activities Main & Rev (98167)	\$ 809.81	\$ -	\$ 809.81	0%
			Sub Total	\$ 676,030.32	\$ -	\$ 676,030.32	0%
Total Revenue			Total	\$ 3,347,797.44	\$ -	\$ 3,347,797.44	0%
Expenditures							
<i>Accounts</i>							
			Salaries (Group 51100)	\$1,632,447.36	\$ -	\$ 1,632,447.36	0%
			Other Employment Costs (Group 52000)	\$ 563,499.61	\$ -	\$ 563,499.61	0%
			Contracted Services (Group 55000)	\$ 772,491.04	\$ -	\$ 772,491.04	0%
			Supplies & Materials (Group 56000)	\$ 201,750.00	\$ -	\$ 201,750.00	0%
			Contingency	\$ 66,955.95	\$ -	\$ 66,955.95	0%
Total Expenditures				\$ 3,237,143.96	\$ -	\$ 3,237,143.96	0%
	Budget	Actual					
Required Contingency	\$ 66,955.95	\$ -					
Surplus Less Contingency	\$ 110,653.48	\$ -					
Surplus Plus Contingency	\$ 177,609.43	\$ -					

213 – TEEN DATING VIOLENCE AND SEXUAL ASSAULT POLICY

I. PURPOSE

The purpose of this policy is to establish guidelines for the Bryan Allen Stevenson School of Excellence (BASSE) regarding response to acts of sexual, physical and emotional misconduct between students in the school environment encompassing teen dating violence and sexual assault of students in accordance with the School Teen Dating and Sexual Assault Act.

II. DEFINITIONS

- A. Alleged Perpetrator is the student who is suspected of committing an act of misconduct against another student.
- B. Child Sexual Abuse is any sexual act which is non-consensual or prohibited due to the ages of the child and perpetrator.
- C. Parent includes natural parent, adoptive parent, or any person, agency, or institution that has custody or guardianship over a student.
- D. Physical Misconduct involves any intentional contact that causes physical harm to another student. Physical Misconduct includes, but is not limited to, teen dating violence, school crimes, other crimes and Title IX complaints.
- E. Emotional Misconduct involves a pattern of deliberate, non-contact behavior that has the potential to cause emotional or psychological harm to a student. Emotional Misconduct includes, but is not limited to, teen dating violence, other crimes and Title IX complaints.
- F. Minimal Facts Questions are questions that help reporters to obtain the information needed to make a clear and concise report of child abuse and neglect to the Division of Family Services, and it focuses reporters on the essential information – what, when, where and who?
- G. School Employee shall include all persons employed by a school district or charter school; subcontractors such as bus drivers or security guards; substitute employees; and persons hired by or subcontracted by other state agencies to work on school property. This includes school-based wellness center staff and volunteers and community agency staff.
- H. School Environment means within or on school property, and at school sponsored or supervised activities, including, for example, on school buses, at functions held on school grounds, at school sponsored extracurricular activities held on and off school grounds, and on field trips.

- I. School Crimes means a school employee has reasonable suspicion that a student has been the victim of a violent felony, Assault III or Unlawful Sexual Contact III and the offense was committed by another student as outlined in Title 14 Del. C. §4112.
- J. School Property shall include any building, structure, athletic field, sports stadium that is owned, operated, leased or rented by any school district or charter school; any motor vehicle owned, operated, leased, rented or subcontracted by school district or charter school; or remote learning platform.
- K. School Volunteer means a person 18 years of age or older who, without compensation, renders service to a school district or charter school. School volunteer includes parents who assist in school activities or chaperone school functions.
- L. Sexual Misconduct is conduct of a sexual nature that is committed without consent or by intimidation, coercion, threat or force, or the student is unable to consent due to the student's age.¹⁰ Sexual Misconduct includes, but is not limited to, child sexual abuse, teen dating violence, school crimes, other crimes and Title IX complaints.
- M. Teen Dating Violence means assaultive, threatening, or controlling behavior, including stalking as defined in § 1312 of Title 11, that one person uses against another person in order to gain or maintain power or control in a current or past relationship and can occur in both heterosexual and same sex relationships and in serious or casual relationships.¹¹
- N. Title IX of the Education Amendments of 1972 is federal legislation that prohibits discrimination on the basis of sex in educational programs and activities. Complaints or inquiries concerning sexual harassment or discrimination on the basis of sex should be directed to the School District or Charter School's Title IX Coordinator.
- O. Victim is a student allegedly harmed by another student.

III. CONFIDENTIALITY

A. School Counselors, School Nurses, Mental Health and Medical Professionals

These professions are bound by their professional licensure and code of ethics and as such they are required to maintain confidentiality. HIPAA (the Health Insurance Portability and Accountability Act of 1996) provides for confidentiality. However, certain information can be released under certain

circumstances such as: law enforcement investigations, mandatory reporting (such as child sexual abuse) and in the course of certain judicial or administrative proceedings. Additionally, students may give informed consent to release their information. Mental health and medical professionals are required to maintain confidentiality of all information acquired from clients in a professional capacity (including information regarding teen dating violence) except in the following situations:

- a student communicates an explicit and imminent threat to kill or seriously injure a clearly identified victim or victims (including themselves), or
- any reasonable suspicion of child abuse or neglect, or
- a student presents with the following: a stab wound; non-accidental poisoning; a bullet/gunshot wound; powder burn or other injury caused by the discharge of a firearm.

B. Other School Employees, Including Teachers & Administrators

These professions are not bound by confidentiality. Once a school employee knows or reasonably should know of possible sexual, physical or emotional misconduct between students that may have occurred on school property, the school employee must take immediate and appropriate action to explore the incident and keep the victim safe. While these professionals are not bound by confidentiality, it is important that the reports are kept confidential and limited to certain individuals within the school to maintain the privacy of students. The procedures below will address in what specific circumstances reports to the Division of Family Services (DFS) and/or law enforcement are mandated.

SEXUAL MISCONDUCT BETWEEN STUDENTS

1. IDENTIFICATION OF SEXUAL MISCONDUCT

A school employee or volunteer may develop reasonable suspicion that sexual misconduct between students has occurred when:

- the incident is witnessed;
- a student makes a disclosure, even if it is minimal in detail; or,
- indicators of possible sexual misconduct are known (such as a change in behavior or physical sign).

School employees or volunteers shall not interview the victim or alleged perpetrator when sexual misconduct is suspected; only Minimal Facts Questions should be asked.

2. IMMEDIATE RESPONSE BY SCHOOL EMPLOYEES & VOLUNTEERS

- Separate Victim & Alleged Perpetrator - Separate the victim and alleged perpetrator, keeping the victim in a location that allows for safety and confidentiality.
- Assess Need for Medical or Mental Health Intervention - Assess for injuries and need for medical or mental health intervention. Contact 911 and the School Nurse for medical assistance and connect the victim with mental or emotional health resources.
- Ask the Minimal Facts Questions - Gather minimal information from the victim regarding the incident, using Minimal Facts Questions. School employees should be seeking information only to determine what is alleged to have happened, when it happened, who is the alleged perpetrator, and where it happened. No written statement should be sought from the victim at any point. Document initial findings in Required DDOE Incident Report submitted via Infinite Campus Reporting Platform.

3. REQUIRED IMMEDIATE NOTIFICATIONS

The following 3 notifications are required:

- DFS Report Line – The school employee or volunteer shall make an immediate report to the Division of Family Services (DFS) for any sexual misconduct between students, regardless of the victim’s age and the relationship between the students. This report shall be made regardless of where the offense occurred. Call 1-800-292-9582.
- Law Enforcement – An immediate 911 report to law enforcement shall also be made by the School Principal or a Designee for any sexual misconduct between students, regardless of the victim’s age and the relationship between the students. Notification to a School Resource Officer, if one is assigned to the school, fulfills the obligation to report to law enforcement. This report shall be made regardless of where the offense occurred.
- DOE, School District Central Office & Title IX Coordinator – The school employee or volunteer the school administrator shall notify the Delaware Department of Education (DDOE), School District Central Office and the Title

IX Coordinator for the school. Document time, date and method of notification to law enforcement and DOE in Comment Section of Infinite Campus Incident report. The school shall not initiate its Title IX investigation until law enforcement concludes the evidence gathering process of the criminal investigation. Schools should work closely with legal counsel to determine when to initiate the Title IX investigation.

4. NEXT STEPS BY SCHOOL EMPLOYEES & VOLUNTEERS

- Document Victim's Statement - Document the details of the victim's disclosure being sure to include the victim's exact words. Do not require victim or alleged perpetrator to write a statement.
- Protect Physical Evidence - Protect any physical evidence, whether related to the victim, suspect, or scene, which could be lost or destroyed prior to law enforcement arrival. Absent an urgent medical issue, the victim should not be examined for physical evidence or injury nor bathe or wash their hands. Any evidence, such as weapons or electronic devices, should be placed in a sealed envelope and secured in the school safe until delivered to law enforcement.
- Identify Potential Witnesses - Identify for law enforcement any potential witnesses, who may have been present or involved. Law enforcement will conduct interview of witness(es).
- Do Not Conduct Interviews – School employees shall NOT interview the alleged perpetrator or inform the alleged perpetrator of the pending criminal investigation.
- Do Not Notify the Alleged Perpetrator's Parents - DFS and law enforcement will be responsible for notifying parents.
- Do Not Investigate - School employees shall NOT attempt to establish the credibility of a suspected incident of sexual misconduct.
- Develop Safety Plan - Develop and implement a safety plan with the victim as indicated in the Teen's Guide to Safety Planning to increase, enhance and monitor the victim's safety. Include IEP and 504 Teams as needed to ensure students with disabilities needs are addressed appropriately.
- Discuss Protection from Abuse Order - If applicable, inform the victim and caregivers of the right to file for a PFA, providing contact numbers and

websites for resources to assist with filing for the PFA Order. Please see attached Protection from Abuse Instruction Packet.

- Inform Victim of Title IX Rights - Inform the victim of the right to file a complaint, when applicable, directly with the Title IX Coordinator. Refer victim to Title IX Coordinator as appropriate.

5. FOLLOW UP ACTIONS BY SCHOOL EMPLOYEES & VOLUNTEERS

- Administer Discipline - After law enforcement concludes or declines its involvement, administer disciplinary consequences to the alleged perpetrator for the physical or emotional misconduct per the school's code of conduct.
- Warn Against Retaliation - Inform the alleged perpetrator that retaliation or threats of retaliation in any form designed to intimidate the victim, or those who are witnesses, or those investigating an incident shall not be tolerated.
- Maintain Complaints - Maintain sexual misconduct complaints in a file separate from academic records. This practice is recommended to prevent inadvertent disclosure of confidential information.

6. RESPONSE BY LAW ENFORCEMENT OR SCHOOL RESOURCE OFFICERS

The Memorandum of Understanding for the Multidisciplinary Response to Child Abuse and Neglect is the guiding document for the multidisciplinary response to child abuse and neglect, which includes the response to sexual misconduct between students. The procedures below are meant to serve as additional guidance for these incidents in the school environment.

- Respond to School - If the investigating officer will not be the School Resource Officer present at the school, the officer shall respond to the school on the date the incident is reported.
- Assess Need for Medical or Mental Health Intervention – Ensure the victim is in a location where the victim feels safe and confidentiality is protected. Assess the victim's immediate safety and medical needs.
- Cross-Report to DFS - Ensure report to DFS has been made. If not, report allegation to the DFS Report Line. Communicate and collaborate with the investigating DFS worker, conducting a multidisciplinary team (MDT) investigation for the misconduct requiring a DFS response.

- Contact the Victim's Parents - Contact the victim's parents to inform them that sexual misconduct has occurred.
- Utilize the Children's Advocacy Center - Victims ages 3 through 12, and all suspected child victims of trafficking, shall be interviewed at the Children's Advocacy Center (CAC). All other victims may be interviewed at the CAC.
- Interview Victim – If the victim is not being interviewed at the CAC, law enforcement will interview the victim in a confidential setting and shall be audio-recorded. Law enforcement will invite DFS to observe the interview.
- Obtain Statements from Witnesses - Obtain statements from witness(es), when possible, including statements from persons observing the incident and persons providing corroborative details.
- Collect Physical Evidence - Collect and document physical evidence, including any already collected by the school. For physical evidence needing to be collected from the victim, such as DNA or saliva evidence, the collection should occur at a local hospital by a forensic nurse examiner (FNE) or sexual assault nurse examiner (SANE). Law enforcement and DFS will determine the most appropriate setting to photograph the victim's injuries and the most appropriate person to take the photographs.
- Discuss Protection from Abuse Order - If applicable, inform the victim and caregivers of the right to file for a PFA, providing contact numbers and websites for resources to assist with filing for the PFA Order.
- Refer Victim to Services - Refer victim and caregivers to resources, ensuring police-based victim services are notified of this allegation.
- Communicate Outcome to School - Communicate investigation progress and outcome to the School Principal or a Designee.

RESOURCES FOR SEXUAL MISCONDUCT

Delaware Resources:

- 24-Hour Domestic Violence Hotlines
 - New Castle County: 302-762-6110
 - Kent County / Sussex County: 302-422-8058
- Rape Crisis Providers

- New Castle County – YWCA Sexual Assault Response Center – (800) 773-8570
- Kent & Sussex Counties – Contact Lifeline: 302-761-9100
- Division of Family Services Child Abuse and Neglect Report Line
 - Report Line: 1-800-292-9582
 - Online Reporting Portal: <https://www.iseethesigns.org>
- Community Legal Aide Society (CLASI) Legal Services (Kent and Sussex County): <http://www.declasi.org/>
- Delaware Coalition Against Domestic Violence: www.dcadv.org
- Delaware Domestic Violence, Sexual Violence and Stalking Policy: <https://dvcc.delaware.gov/background-purpose/dynamics-domestic-abuse/state-delaware-domesticviolence-policy/>
- Delaware Victim Center: <https://dsp.delaware.gov/victim-services/>
- Delaware Victims Services: <https://www.delawarevictimservices.org>
- Delaware Volunteer Legal Services (New Castle County): <https://www.dvls.org/>
- Domestic Violence Advocacy Program: <https://courts.delaware.gov/forms/download.aspx?id=120608>
- Domestic Violence Coordinating Council Resource Guide: https://dvcc.delaware.gov/wpcontent/uploads/sites/87/2022/09/DVCC-Resource-Guide_08.2022.pdf
- Domestic Violence Coordinating Council Resources: <https://dvcc.delaware.gov/backgroundpurpose/dynamics-domestic-abuse/teen-dating-violence-resources/>
- Family Court Protection From Abuse Process: <https://courts.delaware.gov/family/pfa/index.aspx>
- Mandatory Reporting of Child Abuse and Neglect Resource Guide: <https://courts.delaware.gov/forms/download.aspx?id=136188>
- Statutory Reporting Requirements for School Employees: <https://courts.delaware.gov/forms/download.aspx?id=13616>

National Resources:

- Rape, Abuse & Incest National Network: www.RAINN.org
- National Sexual Assault Hotline: 1-800-656-4673
- Love is Respect's A Teen's Guide to Safety Planning:
<https://www.loveisrespect.org/pdf/Teen-SafetyPlan.pdf>

Training:

- Community Outreach from the Delaware Domestic Violence Coordinating Council: <https://dvcc.delaware.gov/training/>
- Law Enforcement Officers Education Reimbursement Program:
<https://cjc.delaware.gov/lereimbursement-program/>
- Office of the Child Advocate:
<https://courts.delaware.gov/childadvocate/training.aspx>
- Online Training Center at the Delaware Coalition Against Domestic Violence: <https://dcadv.org/what-we-do/training-and-certification/online-training-center.html>

PHYSICAL & EMOTIONAL MISCONDUCT BETWEEN STUDENTS

1. IDENTIFICATION OF PHYSICAL OR EMOTIONAL MISCONDUCT

A school employee or volunteer may develop reasonable suspicion that physical or emotional misconduct between students has occurred when:

- the incident is witnessed;
- a student makes a disclosure, even if it is minimal in detail; or,
- indicators of possible physical or emotional misconduct are known (such as bruising or changes in behavior).

School employees or volunteers shall not interview the victim or alleged perpetrator when physical or emotional misconduct is suspected; only Minimal Facts Questions should be asked.

2. IMMEDIATE RESPONSE BY SCHOOL EMPLOYEES & VOLUNTEERS

- Separate Victim & Alleged Perpetrator - Separate the victim and alleged perpetrator, keeping the victim in a location that allows for safety and confidentiality.
- Assess Need for Medical or Mental Health Intervention - Assess for injuries and need for medical or mental health intervention. Contact 911 and the School Nurse for medical assistance and connect the victim with mental or emotional health resources.
- Ask the Minimal Facts Questions - Gather minimal information from the victim regarding the incident, using Minimal Facts Questions. School employees should be seeking information only to determine what is alleged to have happened, when it happened, who is the alleged perpetrator, and where it happened. No written statement should be sought from the victim at any point. Document initial findings in Required DDOE Incident Report submitted via E-School Reporting Platform.

3. REQUIRED IMMEDIATE NOTIFICATIONS

The following 4 notifications are required:

- School Principal – A school employee or volunteer shall make an immediate notification to the School Principal or a Designee for any physical or emotional misconduct involving school crimes between students.
- Law Enforcement – An immediate 911 report to law enforcement shall also be made by the School Principal or a Designee for any physical or emotional misconduct between students that qualifies as a school crime or that may be any other crime, regardless of the victim’s age and the relationship between the students. An exception to this reporting does exist for offenders less than 12 years old for misdemeanor crimes.¹⁴ Notification to a School Resource Officer, if one is assigned to the school, fulfills the obligation to report to law enforcement. This report shall be made for incidents that occurred on school property or at a school function but may be made for incidents occurring outside the school environment.
- DOE, School District Central Office & Title IX Coordinator – The school employee or volunteer, or the school administrator shall notify the Delaware Department of Education (DDOE), School District Central Office and the Title IX Coordinator for the school for any physical or emotional misconduct involving school crimes or Title IX violations. Document time, date and method of notification to law enforcement and DOE in Comment Section of E-School Incident report. The school shall not initiate its Title IX investigation until law enforcement concludes the evidence gathering

process of the criminal investigation. Schools should work closely with legal counsel to determine when to initiate the Title IX investigation.

- Victim's Parents – The School Principal or a Designee shall make reasonable efforts to notify the victim's parents. Written notification of the incident to the victim's parents shall be sent within 3 business days for any physical or emotional misconduct involving school crimes.

4. NEXT STEPS BY SCHOOL EMPLOYEES & VOLUNTEERS

- Document Victim's Statement - Document the details of the victim's disclosure being sure to include the victim's exact words. Do not require victim or alleged perpetrator to write a statement.
- Protect Physical Evidence - Protect any physical evidence, whether related to the victim, suspect, or scene, which could be lost or destroyed prior to law enforcement arrival. Absent an urgent medical issue, the victim should not be examined for physical evidence or injury nor bathe or wash their hands. Any evidence, such as weapons or electronic devices, should be placed in a sealed envelope and secured in the school safe until delivered to law enforcement.
- Identify Potential Witnesses - Identify for law enforcement any potential witnesses, who may have been present or involved. Law enforcement will conduct interview of witness(es).
- Do Not Conduct Interviews – School employees shall NOT interview the alleged perpetrator or inform the alleged perpetrator of the pending criminal investigation.
- Do Not Notify the Alleged Perpetrator's Parents - Law enforcement will be responsible for notifying parents.
- Do Not Investigate - School employees shall NOT attempt to establish the credibility of a suspected incident of physical or emotional misconduct.
- Develop Safety Plan - Develop and implement a safety plan with the victim as indicated in the Teen's Guide to Safety Planning to increase, enhance and monitor the victim's safety. Include IEP and 504 Teams as needed to ensure students with disabilities needs are addressed appropriately.
- Discuss Protection from Abuse Order - If applicable, inform the victim and caregivers of the right to file for a PFA, providing contact numbers and websites for resources to assist with filing for the PFA Order. Please see attached Protection from Abuse Instruction Packet.

- Inform Victim of Title IX Rights - Inform the victim of the right to file a complaint, when applicable, directly with the Title IX Coordinator. Refer victim to Title IX Coordinator as appropriate.

5. FOLLOW UP ACTIONS BY SCHOOL EMPLOYEES & VOLUNTEERS

- Administer Discipline - After law enforcement concludes or declines its involvement, administer disciplinary consequences to the alleged perpetrator for the physical or emotional misconduct per the school's code of conduct.
- Warn Against Retaliation - Inform the alleged perpetrator that retaliation or threats of retaliation in any form designed to intimidate the victim, or those who are witnesses, or those investigating an incident shall not be tolerated.
- Maintain Complaints - Maintain physical or emotional misconduct complaints in a file separate from academic records. This practice is recommended to prevent inadvertent disclosure of confidential information.

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- Assess Need for Medical or Mental Health Intervention – Ensure the victim is in a location where the victim feels safe and confidentiality is protected. Assess the victim's immediate safety and medical needs.
- Contact the Victim's Parents - Contact the victim's parents to inform them that physical or emotional misconduct has occurred.
- Interview the Victim - Victims of any age may be interviewed at the Children's Advocacy Center (CAC). If the victim is not being interviewed at the CAC, law enforcement will interview the victim in a confidential setting and shall be audio-recorded.
- Obtain Statements from Witnesses - Obtain statements from witness(es), when possible, including statements from persons observing the incident and persons providing corroborative details.
- Collect Physical Evidence - Collect and document physical evidence, including any already collected by the school. For physical evidence needing to be collected from the victim, such as DNA or saliva evidence, the collection should occur at a local hospital. Law enforcement will determine the most appropriate setting to

photograph the victim's injuries and the most appropriate person to take the photographs.

- Discuss Protection from Abuse Order - If applicable, inform the victim and caregivers of the right to file for a PFA, providing contact numbers and websites for resources to assist with filing for the PFA Order.
- Refer Victim to Services - Refer victim and caregivers to resources, ensuring police-based victim services are notified of this allegation.
- Communicate Outcome to School - Communicate investigation progress and outcome to the School Principal or a Designee.

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 - o Kent County / Sussex County: 302-422-8058
- Child, INC.: <https://www.childinc.com>
- Community Legal Aide Society (CLASI) Legal Services (Kent and Sussex County):
<http://www.declasi.org/>
- Delaware Coalition Against Domestic Violence: www.dcadv.org
- Delaware Domestic Violence Resources:
<https://courts.delaware.gov/forms/download.aspx?id=145228>
- Delaware Domestic Violence, Sexual Violence and Stalking Policy:
<https://dvcc.delaware.gov/background-purpose/dynamics-domestic-abuse/state-delaware-domesticviolence-policy/>
- Delaware Victims Services: <https://www.delawarevictimservices.org>
- Delaware Volunteer Legal Services (New Castle County): <https://www.dvls.org/>
- Domestic Violence Advocacy Program:
<https://courts.delaware.gov/forms/download.aspx?id=120608>

- Domestic Violence Coordinating Council Resource Guide:
https://dvcc.delaware.gov/wpcontent/uploads/sites/87/2022/09/DVCC-Resource-Guide_08.2022.pdf
- Domestic Violence Coordinating Council Resources:
<https://dvcc.delaware.gov/backgroundpurpose/dynamics-domestic-abuse/teen-dating-violence-resources/>
- Family Court Protection From Abuse Process:
<https://courts.delaware.gov/family/pfa/index.aspx>
- Mandatory Reporting of Child Abuse and Neglect Resource Guide:
<https://courts.delaware.gov/forms/download.aspx?id=136188>
- People's Place: <http://peoplesplace2.com>
- Statutory Reporting Requirements for School Employees:
<https://courts.delaware.gov/forms/download.aspx?id=13616>

National Resources:

- Love is Respect's A Teen's Guide to Safety Planning:
<https://www.loveisrespect.org/pdf/Teen-SafetyPlan.pdf>
- REAL Relationships: www.RealRelationshipsDE.org

Training:

- Community Outreach from the Delaware Domestic Violence Coordinating Council: <https://dvcc.delaware.gov/training/>
- Law Enforcement Officers Education Reimbursement Program:
<https://cjc.delaware.gov/ler reimbursement-program/>
- Office of the Child Advocate:
<https://courts.delaware.gov/childadvocate/training.aspx>
- Online Training Center at the Delaware Coalition Against Domestic Violence:
<https://dcadv.org/whatwe-do/training-and-certification/online-training-center.html>

Approval: 08/26/2024

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Approval:

510 - GUN-FREE Schools ACT POLICY

I. Purpose

The Bryan Allen Stevenson School of Excellence (BASSE) recognizes that all students and staff must be provided with a safe and secure environment for learning, free from fear, harassment or injury caused by the possession of firearms in school. In compliance with the Federal Gun-Free Schools Act, BASSE adopts the following policy.

II. Policy

- A. Any student who is determined to have brought a firearm to school, on school property, in a school bus or at any school sponsored co-curricular activity or to have possessed a firearm at school, on school property, in a school bus, or at any school sponsored co-curricular activity, shall be expelled for not less than 1 school year and referred to law enforcement.
- B. Modify of the expulsion requirement may be made on a case by case basis by the local school board or charter school board of directors. Any modification to the expulsion requirement must be reported to the Delaware Department of Education.
- C. Possession of a weapon in a Safe School Zone may result in suspension of student(s) for a period of no less than 180 days. The administration may modify suspension terms on a case-by-case basis.
- D. The procedures and definitions by which this policy will be implemented are contained in the Student Code of Conduct and the Delaware Code.

Related Polices:

- A. Title 14 Education; 600 School Climate and Discipline; 603 Compliance with the Gun-Free Schools Act.
- B. 27 DE Reg. 986 06/01/24

Approval: 2/6/26

Revised: 2/11/26

Approved: