

2021-2022

**Early Childhood and Elementary
Student – Family Handbook**



1200 East 42nd Street
Indianapolis, Indiana 46205

www.deafhoosiers.com

SECTION HEADING: Administrative Statement



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Dear ISD Students and Families:

Welcome to all students and families as the Indiana School for the Deaf (ISD) begins another educational year with programs and events for students. ISD encourages a philosophy of bilingual education and strives to demonstrate mutual respect for all people.

The ISD Administrative Team has developed five statements so the staff can aspire to providing top-notch education to students:

1. All programs and services will be student centered.
2. A bilingual-multi-cultural environment where cultures and languages are mutually respected and encouraged with high expectations.
3. Promote a family friendly environment and a positive customer service attitude.
4. A qualified, proactive staff that creates a learning environment that challenges students to achieve their highest potential.
5. An empowered community that interacts and provides leadership focusing on the best interest of the students.

We look forward to educating the Deaf and Hard of Hearing students at ISD and know that the Student – Family Handbook will assist in understanding ISD better.

Best wishes to everyone for an enriched and beneficial school year!

Sincerely,

Dr. David Geeslin
Superintendent



INDIANA SCHOOL FOR THE DEAF HISTORY



In February of 1843, the state of Indiana, even though nearly bankrupt, recognized its responsibility to educate its Deaf residents by levying a tax of two mills (1/1000) on each one hundred dollars worth of property. Money generated from this tax was appropriated for a school for Deaf children. The state also rewarded the efforts of James McLean, a Deaf man from New York, with a payment of \$200 in recognition of his attempt to establish a school in Parke County, Indiana. While his efforts lasted only a year, they served to draw the attention of the General Assembly to the need for education of Deaf children in Indiana.

William Willard, a Deaf man teaching at the Ohio Deaf School in Columbus, traveled to Indianapolis in May of 1843 and presented himself with his credentials to the General Assembly proposing the establishment of a school for Deaf children in Indiana. On May 30, 1843, the General Assembly enacted a resolution endorsing William Willard's interest in opening a Deaf school.

William, a graduate of the American School for the Deaf in Hartford, Connecticut, had been a student of the great Laurent Clerc, "the Father of Deaf Education" in America. His wife, Eliza Young Willard, was an alumna of the Ohio Deaf School. Together, they advertised throughout the state of Indiana for potential students. Willard traveled the state on horseback that summer demonstrating his methods and recruiting students for the school. On October 1, 1843, the Willard School opened with twelve pupils. William and Eliza both served as instructors with Willard being responsible for boys' and his wife for the girls' general care.

The school prospered and in December of that same year, the state passed a law that established the Willard School as a state institution. Willard was appointed principal of this school which, after a law passed in January 1846, became the sixth state school and the first state school in the nation to provide free education to Deaf children. In 1850, after being in three different rented quarters in the downtown area of Indianapolis, the state built a spacious new school east of the city on the National Road.

The Indiana Deaf School, at that time named the Indiana Asylum for the Education of the Deaf and Dumb, remained at this location on the corner of State and Washington Streets for many years. Willard continued as a teacher at the school until his retirement in 1860. Willard and family resided across the street from the school in a Greek Revival house that he had built that was considered one of the finest homes in Indianapolis. After much wear and decay on the State Street campus, the state approved the construction of a new campus for the school on East 42nd Street on the north side of Indianapolis.

Located on 80 acres in a beautiful campus setting, the school's main buildings are registered as historic landmarks. The Indiana Deaf School is a fully accredited school. It is recognized nationally for its leadership in education, its advocacy of American Sign Language and as the first state Deaf school to adopt a Bilingual philosophy.

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SECTION HEADING: Mission, Vision, Diversity & School Community Statements

VISION

The Indiana School for the Deaf is the American Sign Language (ASL) and English bilingual educational environment where student belong, excel, and thrive academically and socially.

MISSION

The Indiana School for the Deaf is committed to providing meaningful learning opportunities for students that foster academic and social excellence where languages and diversity are valued.

TAG LINE

Belong. Excel. Thrive.

PHILOSOPHY

The bilingual philosophy provides language acquisition and facilitates proficiency in two languages, American Sign Language (ASL) and English. The status of both languages is equal. By providing an enriched academic and cultural learning environment, Deaf and Hard of Hearing students develop a sense of identity within the Deaf community. Students also develop the knowledge, skills, and attitude to function effectively with members of a multi-cultural, diversified community.

Through a holistic experience for a quality education and with appropriate resources, Deaf students at the Indiana School for the Deaf (ISD) have the opportunity to develop to their full potential socially, emotionally, and academically in a safe, comfortable and challenging environment.

STATEMENT ON DIVERSITY, EQUITY, AND INCLUSION

Mission Statement

Indiana School for the Deaf strives to promote a safe, stable, and nurturing environment for the ISD community through awareness, dialogue, action, and transformation.

Given its mission, the Indiana School for the Deaf has a responsibility to an increasingly diverse Deaf* population. We recognize that each of us has an obligation to the ISD community of which we have chosen to proudly be a part of. We will strive to build and maintain an equitable, inclusive, and diverse culture and climate based on these principles of community.

Through compassionate listening, we strive to transform relationships and policies to shape the ISD of the future. Committed to these principles of diversity, ISD will encourage a safe, stable and nurturing environment through:

Awareness: As a school, ISD commits to promoting awareness and education regarding social justice and the continued endeavor of ensuring equity and inclusion for all.

Dialogue: ISD encourages healthy, constructive dialogue between students, staff, and members of the community. Through healthy dialogue, students and staff will be able to achieve a higher level of understanding of the numerous issues that students face in relation to diversity, equity, and inclusion.

Action: We have the right to be treated and the responsibility to treat others with fairness, equity and civility, the duty to challenge prejudice and discrimination, and to uphold the laws, policies and procedures that promote justice in all respects.

Transformation: With awareness, dialogue, and action, we are prepared to make and improve changes necessary for a safe, stable and nurturing environment. We welcome, value, and affirm all members of our community, including their various identities, skills, ideas, talents and contributions. We create and nurture inclusive environments that support the living, well-being and belonging of all community members.

Adults (staff) will collaborate *with* and affirm each *student's identity* by creating a respectful learning environment inclusive of their race, ethnicity, culture, language, religion (creed), gender, gender expression, age, national origin (ancestry); physical and mental ability, socio-economic status, and sexual orientation; and that each student, staff, family, and community member has access to opportunities to thrive to their fullest potential.

Ensuring that the ISD community upholds the principles above is an ongoing, transformative effort, which all members engage in. This statement will make it a priority that students, staff, families, and community members feel welcomed, valued, and heard. This policy will ensure that diversity, equity, and inclusion are implemented schoolwide through awareness, dialogue, action, and transformation.

* In this document, *Deaf* is used as an umbrella term to describe those who identify as: D/deaf, DeafBlind, DeafDisabled, Hard of Hearing or Late-Deafened.

DEFINITIONS:

- **Culture:** Broadly described, culture can include economic systems, ways of life and social mores, educational institutions, social programs, the environment, technological systems, political ideologies and processes, recreational practices, customs and traditions, artistic and heritage activities, transportation and communication industries, and religious and spiritual activities.
- **Diversity:** Identifications that include race, ethnicity, culture, language, religion (creed), gender, gender expression, age, national origin (ancestry), disability, socio-economic status, and sexual orientation, etc.
- **Equality:** Everyone has equal (the same) opportunities and access.
- **Equity:** Each person has the (individualized) opportunities and access they need.
- **Inclusion:** A way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. It is an attitude and approach that embraces diversity and learner differences and promotes equitable opportunities for all learners.

RESPONSIBILITIES OF MEMBERS OF THE SCHOOL COMMUNITY

The responsibility for educational success involves the school staff, families, and students. With the cooperation of all persons, it will be possible to maintain an environment that is safe, orderly, and fosters learning. Everyone in the community needs to understand their responsibilities to observe the regulations contained in the guidelines.

Students have a responsibility to:

1. Take pride and ownership in their learning journey.
2. Attend school regularly, and arrive on time to school and class, and be prepared to learn.

3. Conduct themselves properly in ISD buildings, on campus, on vehicles/buses, or at any ISD related activity.
4. Respect the rights and feelings of fellow students, families, staff, and visitors.
5. Respect the materials, equipment, and property of ISD.

Families have a responsibility to:

1. Provide affection for the child and allow each child to be an important member of the family.
2. See that their child attends school regularly and on time; notify school/residential of absences. Provide an atmosphere suited for learning and the development of good study habits.
3. Take care of your child's health and personal cleanliness and keep your child home if sick to prevent spread of illness to other students and staff.
4. Cooperate with school personnel and community agencies in solving student-related problems, this includes picking them up when they are hurt or sick.
5. Keep your family contact information (address, phone, email) up to date with the department secretary and in Skyward as soon as a change has occurred to ensure communication is possible between home and school.
6. Any concerns or questions should be addressed through the child's classroom teacher, families may ask for a meeting to address academic or social/emotional concerns about the child.
7. Please access our school website at www.deafhoosiers.com for all up-to-date information.

Education & Residential Staff Members have a responsibility to:

1. Provide a positive atmosphere for learning and teaching; and continually build relationships with each student.
2. Help students realize that as individuals they are important and a valued part of the learning community.
3. Teach responsible behavior and what is expected of them.
4. Maintain communication between home and school; and seek conferences with students, parents, and other school personnel in an effort to understand and resolve learning/behavior challenges.
5. In addition to teacher and staff communications, the principal will send a department newsletter through Skyward on a weekly basis. The newsletter includes upcoming dates, events, and school news. Please check Skyward on a regular basis.
6. Always demonstrate respectful conduct and be a role model for our students.

SECTION HEADING: Communications

FAMILY CONTACT INFORMATION

AREA OF CONCERN OR QUESTION	FIRST CONTACT PERSON	SECOND CONTACT PERSON
Change of Personal Information Skyward Help	<u>Department Secretary</u> Elementary Mr. Scott Tilson, stilson@isd.k12.in.us (317) 493-0620	IEP Support Staff Ms. Catherine Rahn, crahn@isd.k12.in.us
Daily Classroom Assignments, Activities, Field Trip Arrangements, Accommodations, IEP, Curriculum, Student Grades Behavior Concerns and Data	<u>Classroom Teacher</u>	Principal (Grades ECE-5 th) Ms. Sandra Wascher, swascher@isd.k12.in.us
Health Center	<u>Health Center Director</u> Ms. Paula LaMonaca, plamonaca@isd.k12.in.us	Student Life Director Mr. Matt Krueger, mkrueger@isd.k12.in.us
Individualized Education Plan (IEP)	<u>Subject teacher or Classroom teacher</u>	Teacher of Service Ms. Cynthia Floyd, cfloyd@isd.k12.in.us Ms. Elizabeth "Beth" Davis-Fields, bfields@isd.k12.in.us
Residential Services	<u>Child's Residential Advisor</u> (evening, and overnight) Ms. Jeanny Wooten, Student Life Administrative Assistant, jwooten@isd.k12.in.us (317) 493-0508	<u>Residential Dean of Boys</u> Mr. Ronnie Burklew, rburklew@isd.k12.in.us (317) 489-5833 <u>Residential Dean of Girls</u> Ms. Samantha Gonzales, sgonzales@isd.k12.in.us (317) 489-5517 <u>Residential Dean of Overnight</u> Ms. Laura Adams, ladams@isd.k12.in.us (317) 550-5360
Transportation provided by local schools	<u>Child's School District Bus Driver/LEA</u>	<u>Elementary Secretary</u> Mr. Scott Tilson, stilson@isd.k12.in.us (317) 493-0620

Staff will respond within 48 hours, if response was not made, please resend the message, and include in the email to the principal (for school related concerns) or Residential dean (for residential related concerns). If another 48 hours passes and a response was not made, please email directly to the Ms. Kimberly Kause for all educational concerns and Mr. Matthew Krueger for all Student Life concerns.

EMERGENCY CLOSING AND DELAYS

ISD rarely closes during inclement weather. A "state of emergency" declaration by the Governor and a cooperative decision by the Superintendents of ISD and the School for the Blind and Visually Impaired is required.

If buses from throughout the state arrive early to pick up students, ISD will release them. Public schools will not transport students if the road conditions are not safe. Please make arrangement for childcare on those days. ISD does not encourage families to bring their child/ren to school if their local school district is closed. Students will receive excused absences for inclement weather when their daily buses do not transport, run on a 2-hour delay, or pick up students for early dismissal. Families should contact their LEA to be placed on their local weather alert communication system. This will inform parents when their local school system is closed.

Should there be a need to inform the public of information regarding ISD and inclement weather; the Superintendent's office will contact the following television stations:

WRTV – Channel 6

WTHR -Channel 13

WISH – Channel 8

WXIN -Channel 59

WTTV-Channel 4

EMERGENCY EVACUATION PROCEDURES

ISD conducts School Safety Drills throughout the school year. The purpose of the practice drills is to ensure that students and staff are prepared to respond quickly to safety in event of an emergency. Students requiring special assistance will follow their individualized education plan (IEP) established by the Case Conference Committee.

Fire, tornado and lock down drills are conducted for the student's protection and in order to gain practice in leaving the building in case of an emergency, fire, tornado and lock down drills are held periodically. When the **fire alarm** occurs, all students are to evacuate the building in a quiet and orderly manner. The exit used by a student is determined by their position in the building at the time of the warning signal. Specific instructions are located in each classroom and building on ISD's campus. Students will re-enter the building as soon as the signal for their return is given. When the **tornado alarm** occurs, all students are to watch carefully for staff/teacher instructions and move to their assigned areas quietly and quickly. Follow the specific instructions located at each classroom and throughout the building on campus to get to safety. Be sure to stay away from doors and windows and protect yourselves by sitting facing the wall with your head down. Students return to class as soon as the all-clear signal is given. When the **lock down alarm** occurs, all students will be cleared from the hallways or main areas and go to the nearest room as quickly as possible, lock the door, stay quiet, and out of sight. Students will be reassured that there is a plan in place and answer any questions they may have on the procedure. Lock down drills are used to secure the school buildings and grounds during incidents that pose the highest level of threat in or around the school building.

SKYWARD

ISD values the importance of communication between staff, students, and families. Skylert messages through the Skyward system will be used to send out emergency messages based on circumstances. Staff will email important information home through the Skyward system, **be sure to set up your access** so that you are receiving messages this way. ISD encourages families and students to access Skyward for homework/assignments, projects, test dates, report cards, attendance records, class schedules and discipline information from home. Families and students may request their username and password or support on how to use Skyward from their child's **department secretary**.

CASE CONFERENCE PROCEDURES

All students receiving special education services have an **individualized education program (IEP)**. The IEP is updated annually. All families get the parent safeguards and are notified of the time, day, and location of the **Annual Case Review (ACR) or Case Conference meetings**. A case conference may be scheduled upon request. Please contact your child's ISD IEP Administrator to schedule a conference. If it is not a case conference issue, the family's request may be referred to the principal or classroom teacher. Case conferences will be scheduled at a time and place mutually agreeable to the family, ISD staff, and the **local educational agency (LEA) representative**. The ISD IEP Administrator will attend and represent all teachers at the case conference. The ISD IEP administrator and classroom teacher will monitor the implementation of the IEP (Individualized Education Program) and will communicate updates to the IEP with the classroom teacher. The classroom teacher will ensure supplementary aids, services, program modifications, and supports are provided in accordance with your child's IEP.

Placement decisions are made by the Case Conference Committee according to Article 7 511-42-5-6. If concerns or issues arise regarding your child's educational needs, potentially impacting placement, please contact the Classroom Teacher. The teachers may arrange a meeting with the appropriate parties.

Change of address can lead to change of LEA/school district and may need to have a move-in conference to update service with the new LEA school representative. Please communicate with your child's classroom teacher, department secretary, or IEP administrator when you have a change of address or have moved to a different district.

STUDENT DROP-OFF/PICK-UP PROCEDURE

Students who leave or arrive after the school day has begun must sign in/sign out with the department front office secretary. Families should notify the department front office secretary prior to picking up their child. The person picking up must be authorized by the family/guardian before we can release student to them.

It is very important that students are promptly picked up from school. If you are unable to pick up your child at the dismissal time, you must contact the front office secretary and make arrangements for pick up. ISD will make effort to reach the family to see what is needed when the child is not picked up on time. If no one is reachable after one hour, school will contact the police and then child protective services will be notified to address the safety and wellbeing of the student.

PROCEDURE:

1. Families may drop off their child in front of the Willard Building entrance no earlier than 7:30 am.
2. Students riding the bus will be dropped off at the back of the Simms Hall Building facing the playground gate. The gate will be opened at 7:30 am and busses will wait until staff is present before letting student off the bus. The Gate will close at 7:50 am and all busses will need to go to the front of the building Door number 3 to drop off students arriving past 7:50 am.
3. Student's family must **communicate any change in transportation plans for after school** with the classroom teacher and secretary or residential dean **in writing** via email or note **by 2 pm**. Verbal messages will not be accepted. If the secretary is not notified, the student will be placed on the bus or follow their normal/daily schedule (Example: Students normally rides the bus but will stay after for a sporting event or club, the secretary needs to be notified of this plan prior to 2:00 pm).
4. Day students planning to spend the night or weekend with another day student must have written email or note from both parents with details of the changes (include date of change, bus number and names of students with parent signature). Verbal messages will not be accepted.
5. **After School Care** is available from Monday to Thursday from 3:15 – 5:30 pm and on Fridays from 2:15 – 4:00 pm. ISD offers after school care to support families who have essential jobs and need care for their children. Families are responsible for the pickup from the after-school care site promptly. For after school care information and registration packet, contact the student life administrative assistant to make arrangements.
6. **Weekend transportation changes** for Friday/Sunday with residential students will need the **weekend transportation change form** filled out. The form may be obtained from the residential advisor or dean and must be filled out and given back to the residential dean **before Wednesday night by 10 pm** for any Friday and/or Sunday transportation changes. Parents of the student inviting another student to ride home with them must contact their home district to check for local policy/rules with students from different district riding with the student.
7. The student's family must pick up their child from the front office for any appointments during the school day. It is the responsibility of the family to sign their child in/out.
8. The family is required to notify the secretary before 7:50 am if their child is going to be absent that day by notifying the secretary via e-mail, phone call or note.

VISITATION POLICY

Prior to visiting campus, please make an appointment with the appropriate person. All visitors must check-in at the security gate. You will also need to sign-in with the secretary upon entering the building. Families attending a case conference may sign-in at the gate, then in the front office of Willard Hall and then may proceed to the Case Conference area.

To ensure the continuity of the learning and residential environment and to make your visit more pleasant, please adhere to the following guidelines in this policy.

We believe that all information (written and observed) belongs primarily to the students and/or families, and the school. Information that is disclosed to “third parties” obligates those parties to safeguard and protect the confidentiality of any personally identifiable information. The administration asks that anything you, as a visitor, see, hear, or observe during your visits not be shared in any way. This is a protection of the student’s civil rights, and we ask visitors to pay special attention to this very important issue. In order to protect our student’s right to privacy, only visitors who have legitimate educational interest in our students will be allowed visit the classroom. Exceptions apply to law enforcement, students, LEAs, state DOE representatives and CPS.

Arriving on Campus

1. Visitors check in at the security gate and proceed to the door #3 to the school secretary’s office to sign in.
2. Residence Halls – Visitors check-in at the security gate and proceed to the to the residential dean on duty in the main lobby of the KRC building.
3. Athletic Events – Visitors check-in at the security gate and proceed to the appropriate field/track/gym.

VOLUNTEER PROCEDURE

ISD recognizes the importance of parent/guardian volunteers in for the enhancement of activities and programs. Families interested in volunteering in the school setting will need to apply and complete a background check before being approved to volunteer on campus and before receiving their volunteer assignment. Volunteers will receive volunteer information and orientation when approval is given to be a volunteer. Please contact the specific department you are interested in volunteering.

Education (school/classrooms) contact Melissa Hopper at mhopper@isd.k12.in.us

Residential (dorms) contact Jeanny Wooten at jwooten@isd.k12.in.us

Athletics (after school sports activities) contact Peter Leccese at pleccese@isd.k12.in.us

SECTION HEADING: Curricula

ISD Early Childhood and Elementary education offers curricula under the Indiana Department of Education Proficiency Standards with emphasis on linguistic and cognitive skills with real world applications. Early Childhood Education is comprised of a Toddler program age 18 months to 36 months and Early Childhood program 3 to 5 years old. Elementary program is comprised of Kindergarten through fifth grades. American Sign Language (ASL) is the language of instruction utilizing bilingual approach and methods. The curricula encompass American Sign Language, bilingual language arts (reading and writing), STEM: science, technology (digital media), engineering, and mathematics, social studies, art, physical education, and social skills.

TODDLER PROGRAM OVERVIEW

Toddler Program (Age 18 months – 36 months)

The toddler program is two days a week from 8:30 – 11:30. We offer a comprehensive educational program where we foster the development of two languages: ASL and English. We provide a developmentally appropriate learning environment and hands-on activities to instill life-long love for learning that supports a child’s holistic growth, using the principles of Reggio-Emilia and Project Approach in a classroom and outdoor educational setting.

Our Program includes the following values:

- We honor each child's individuality. Our children are diverse.
- We support families' goals. Our qualified teachers and paraprofessionals work to maximize each child's potential by supporting their developmental needs.
- We promote 2 languages ASL and English. Our children with auditory access are offered spoken language activities.

We believe that:

- The child is an active participant in learning - the child leads.
- The environment is a significant part of learning - we are hands-on.
- The child, parent and staff are collaborators - we are a team.
- Learning is visible and valued – goals are documented and recorded.

Parents drop off their child at the classroom using the Front Office Entrance at 8:30. And meet at the front office to pick up their child at 11:30.

Learning Centers in the classroom:

Teachers design plans and organize the classrooms to promote each child's social-emotional, cognitive, and physical development based on individual strengths and interests. Children actively play and learn in the following centers: Blocks, Drama, Table Toys, Art, Sensory, Literacy and Language. Children experience a variety of gross motor activities, both indoor and outdoor, on a daily basis.

Assessment

*Student progress is tracked through Indiana Early Learning Foundations,
Indiana Standards Tools for Alternate Reporting of Kindergarten Readiness
Portfolio of Student's progress
Individualized Education Program
Visual Communication and Sign Language Checklist*

EARLY CHILDHOOD PROGRAM (AGE 3-5)

The Indiana School for the Deaf Early Childhood Program runs from 8 – 3 daily and is a continuum of bilingual curricula for children ages three (3) – five (5) years. The curriculum is child-centered and project-based to provide each child a nurturing and developmentally appropriate educational environment. All aspects of the curricula focus on using research-based principles of learning and childhood developmental milestones as the foundation for lessons and activities.

Learning Centers in the Classroom

Teachers design plans and organize the classrooms to promote each child's social-emotional, cognitive, and physical development based on individual strengths and interests. Children actively play and learn in the following centers: Blocks, Drama, Table Toys, Art, Sensory, Literacy and Language. Children experience a variety of gross motor activities, both indoor and outdoor, on a daily basis.

Assessment

The Indiana Department of Education requires that all students in the Early Childhood classrooms (age 3 to prior to entrance to Kindergarten) are assessed using the Indiana Student Performance Readiness and Observation of Understanding Tool (ISPROUT). ISPROUT is aligned to the Indiana Early Learning Foundations which includes the following: Social and Emotional Skills, English/Language Arts, Mathematics, Physical Development, Science and Social Studies. Teachers collect evidence through observations of everyday interactions that occur during daily routine and activities. Students are rated based on these observations. The results for ISPROUT will also be shared with families through the parent-teacher conferences each semester and updated at the child's Annual Case Review (ACR) to guide with development of goals in the Individualized Education Plan (IEP). ISPROUT will also be shared with your child's district at the ACR.

Local assessments

Teachers, support, and related service staff will monitor your child's progress through Language, Social/Emotional and Learning Foundations that are skill based. The skills will be documented by a staff through observations and direct interaction with the students.

Progress Reports

ISD believes in team approach and parent-teacher partnership to ensure that all students are successful in the current program. Teachers will share results of your child's progress through the parent-teacher conferences are held at the end of each semester. Please contact your child's teacher at any time if you have concerns or questions about your child's progress.

ELEMENTARY SCHOOL PROGRAM

Attendance

The Indiana School for the Deaf (ISD) Elementary School Program runs from 8 to 3 daily and is committed to an attendance policy that promotes appreciation among students of the need to attend school regularly and punctually in order to successfully develop social, emotional, and academic skills. The state of Indiana, as expressed by the Compulsory Attendance Statute (IC 20-8.1-3), has established responsible attendance habits as a priority for Indiana students. Any child over the age of seven (7) is bound by the requirements of the Compulsory Attendance Statute. Families need to support the school by having their child(ren) arrive to school on time.

Reporting Absences

Families are expected to notify the Department Secretary of their child's absence on the same day as the absence before school starts at 8:00 a.m. Please state the reason for the absence. If the secretary is not notified, then the absence will be documented as unexcused. According to the state law IC 20-33-2-18, if a child does not attend school due to an illness, surgery, mental or physical incapacity, a certificate signed by a doctor may be required by the school.

Excused Absences

The following types of absences are generally recognized as excused, subject to requirements set forth in IC 2033-2:

- Documented illness or emergency
- Health care and social services appointments
- Death in the immediate family
- Religious instruction commitments
- Subpoena as a witness in a judicial proceeding
- Family obligation

If a student is absent because of illness or emergency, the family must contact the school the morning of the day the student is absent. In those cases where a student is absent for five (5) or more consecutive days as a result of illness or injury, a doctor's statement shall be required as a condition of classifying the absence as excused.

The office will notify the family at the 8th excused absence that a student must bring the written verification from the doctor after the student reaches the 10th excused absence in a year. If no written verification is brought to the office, the absence will be documented as unexcused.

A pattern of excused absences may be an indication that the student's attendance is not in alignment with the school policy and may be treated as unexcused if there is doubt to the legitimacy of the excuses and the principal makes a determination that the absences are unexcused after an investigation by the principal. In such case, the student's family shall be given notice of the principal's determination and afforded an opportunity to contest that determination.

Unexcused Absences

With the exception of absences resulting from suspension, all absences other than those listed above generally shall be classified as unexcused unless extenuating circumstances, as determined by the principal warrant that the absence be classified as excused.

The following procedures will be implemented to help ensure student attendance:

1. When a student has had five (5) unexcused absences in a school year, the student is identified as a Chronic Truant and the student's attendance records will be flagged as (CT). Students who miss up to five (5) unexcused days within a school year will have their family contacted by the secretary for follow up.
2. The homeroom teacher will also contact the student's family after the student has missed six (6) unexcused days in order to develop a plan for improvement.
3. If the student reaches the 7th unexcused absence, the attendance officer will contact families to develop a new plan. The attendance officer will also continue to work with the student and the family to correct the attendance problem. The Local Education Agency (LEA) for your child's home district will be notified from the 7th -10th unexcused absence. Families will be notified that at 10 unexcused absences, it is reported to Child Protection Service (CPS).
4. The attendance officer will contact the student's family after the student has missed nine (9) unexcused days. The school counselor will work with the child's family to revise a plan to help the attendance, identifying barriers to the child's attendance and additional strategies to remove the obstacles.
5. When a student has had ten (10) unexcused absences in a school year, the student is identified as a **Habitual Truant** and the student's attendance records will be flagged (HT) and the school will refer to truancy court for a violation of IC 20-33-2-27 (compulsory school attendance). Students who are determined to be in violation of IC 20-33-2 may be placed on probation by court and will be monitored more closely by the attendance officer. If a student violates the terms of probation, the student will be referred back to court for additional action.
6. During any stage, the attendance officer or designee is encouraged to work with families to remove barriers that prevent regular school attendance.

Daily Schedule

Please contact your child's classroom teacher for your child's specific daily classroom schedule. Class begins at 8:00 am and dismissal is at 3:15 pm Monday through Thursday. Dismissal on Friday is at 2:15 pm.

Report Card Grading Scale

Elementary students will receive report cards reflecting progress in mastery of individual skills. Skills in report cards follow the Indiana State Standards, which may be found in the DOE website. Grade marks will be posted as follows to show overall progress in subject areas:

- 5 – Applied/Consistently
- 4 – Demonstrated/Frequently
- 3 – Developing/Sometimes
- 2 – Emerging/Rarely
- 1 – Introduced/Never
- NT – Not Taught

Life Skills Grading are determined based on skills mastered through the Indiana’s Alternate Standards (content connectors) and their Individualized Education Plan (IEP) for those on Certificate of Completion track taking the alternative assessment. Information about the content connectors and alternative assessment can be found on the Indiana Department of Education website. Teachers monitor student achievement through daily work, independent work, participation, and mastery of individual skills as appropriate to the student. Certification of Completion track includes students who are removed from the diploma pathway by a case conference committee to reflect that the student is completing requirements in the special education program as outlined in the student’s Individualized Educational Plan (IEP).

The **IEP goal progress monitoring and report cards** are posted quarterly in the portfolio tab of the Skyward account. Please refer to the school calendar for dates when grades and progress monitoring reports will be posted. Families are encouraged to contact teachers if there are any additional educational concerns with their child.

STATE AND LOCAL ASSESSMENTS

Assessment is a key part of today’s educational system. Assessment serves as an individual evaluation system. The purpose of assessment is to gather relevant information about student performance or progress, or to determine student interests to make judgments about their learning process. After receiving this information, teachers can reflect on each student’s level of achievement, as well as on specific inclinations of the group, to customize their teaching plans. The Indiana Department of Education requires all school districts to provide state-wide assessments on an annual basis.

Indiana Department of Education – State Assessments

ILEARN: measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses:

- English/Language Arts (Grades 3-8)
- Mathematics (Grades 3-8)
- Science (Grades 4 and 6)
- Social Studies (Grade 5)
- Biology (High School)
- U.S. Government – Optional (High School)

IREAD-3: The purpose of the Indiana Reading Evaluation and Determination (IREAD-3) assessment is to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with House Enrolled Act 1367 (also known as Public Law 109 in 2010).

I AM (Indiana's Alternate Measure): measures student achievement and growth according to Indiana's Alternate Academic Standards or Content Connectors. I AM is the summative accountability assessment for students with significant cognitive disabilities in grades 3-8. It assesses:

- English/Language Arts (Grades 3-8 and 10)
- Mathematics (Grades 3-8 and 10)
- Science (Grades 4 and 6 and 10)
- Social Studies (Grade 5)

Participation in I AM: A Case Conference Committee may determine that Indiana's Alternate Measure (I AM) is the most appropriate assessment utilizing the criteria for determining eligibility to participate.

WIDA (The World- Class Instructional Design and Assessment): The Purpose of WIDA Assessments in Grades K-12 In accordance with federal regulations, all states are required to:

- identify the languages other than English present in their student population;
- assess the language proficiency of students in order to place them in the appropriate language development program; and
- administer an annual assessment of English proficiency, which includes measuring a student's oral language, reading, and writing skills in English.

The purpose of the **WIDA** English Language Proficiency Assessments is to determine a student's level of English proficiency. Assessing Comprehension and Communication in English State to-State for English Language Learners (ACCESS for ELLs) is the English Language Proficiency Assessment administered in Indiana. The W-APT placement test (kindergarten) and the WIDA Screener (grades 1-12) function as a screener that is used for both initial and English Language (EL) program placement of students who are identified as Limited English Proficient (LEP). The annual assessment, ACCESS for ELLs and Alternate Access for ELLs, is administered in a January/February test window to determine a student's current level of English proficiency. The annual assessment is also used for accountability purposes.

Local Assessments

NWEA - Measures of Academic Progress (MAP) Growth is a state-aligned computerized adaptive assessment program that provide ISD educators with the information they need to improve teaching and learning and make student-focused, data driven decisions. Students in grades 2 – 12 are tested three times per year in math, reading, and language use. Educators use the growth and achievement data from MAP to develop instructional strategies and to plan school improvement.

MAP:

- Is not an accountability test
- Generates test questions based on student responses
- Reports student results in RIT scores
- Give immediate results
- Measures growth over time
- Provides information used to target individual instruction

Student MAP testing results are reported in RIT scores (short for Rasch Unit). A RIT score is an estimation of a student's instructional level and it also measures student progress or growth in school. [??link](#))

HOMework EXPECTATIONS

Homework is an out-of-school assignment that contributes to the educational process of the student. Homework is an integral part of the educational program. The classroom teacher assigns homework for the purpose of helping students develop good study habits, foster positive attitudes toward school, and to communicate to students that learning takes work at home and the residential hall as well at school. Homework shall be viewed as an extension of class work and is related to the objectives of the curriculum. Although homework requires self-discipline and individual commitment on the part of the student, the best results occur when homework is a collaborative effort between school, teachers, students, residential staff, and families and as an educational tool, not a disciplinary measure. Homework is individually assigned and communicated with families by the classroom teacher. Please contact your child's classroom teacher if you have specific concerns or issues with homework.

Reading is essential in student achievement and should be a fun and positive experience for you and your child. Research shows the more time your child spends reading, the more successful your child will be in all other areas. Twenty minutes per day at home is the minimum for best result in academic achievements for all age.

EDUCATIONAL SUPPORT

When a student's shows difficulties with making social, emotional, behavior or academic progress, the teacher may reach the family and residential advisor (for residential students) and discuss options and to develop a plan to address the reason behind the concerns. It is the day student and family's responsibility to transport the student home if an after-school hour support option is discussed and preferred. The teacher(s), residential advisor and family may call a meeting to discuss other options if the student does not make progress with the current strategies previously discussed. Any concerns regarding your child's progress need to be referred to your child's classroom teacher directly. As last resort, a case conference may be called when all options are exhausted to discuss additional support and options that will ensure student's academic progress is successful.

SECTION HEADING: School Services

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

Positive Behavior Interventions and Supports (PBIS) is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior intervention and support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings, including the Residential Halls and Athletic areas.

We have adopted a unified set of rules. These rules define our expectations for behavior in our school and residential halls. You will see these rules posted throughout the school and residential hall and your child will be learning them during their first days/weeks at school. Our unified rules, found in every classroom and non-classroom setting in the school, will be shared with the families at the beginning of the school year.

Through Positive Behavior Intervention Supports, students enhance their social, emotional and behavior competence by following the positive expectations of, **Be Safe, Be Respectful and Be Responsible**. The expectations are posted in all areas of the school to help students and staff follow in order to maintain an environment that promotes positive behaviors.

CONVOCATIONS/FIELD TRIPS

When trips or convocations are planned and approved, the teacher and residential advisor will schedule all field trips for their class/group at least two weeks in advance. Letters providing information about the trip will be sent to families two weeks prior, explaining the need for permission form signatures, money and/or special clothing needs. Notice and updates of department-wide or individual field trips and convocations will be sent to families through the department principals' weekly memo via Skyward. Be sure to check your skyward notification/emails for any updates!

CLASSROOM CELEBRATIONS/BIRTHDAY TREATS

Celebrations within the classroom, for example: classroom parties, presentations of student learning, writing celebrations and end of quarter celebrations, or field day may include treats that are provided through the ISD food services and approved by the principal. Birthdays are a special time, but due to students with possible food allergies, no birthday treats will be allowed to be brought in, however pencils, stickers, bookmarks or other similar items are fine. Birthday celebrations will be planned by the classroom teacher and kept within their own class grade level.

LOST AND FOUND

Any lost and found items will be turned into the front office with the secretary. If a student has lost or misplaced item(s), they should check with the front office secretary. ISD is not responsible for lost and/or stolen items.

LOCKERS

Students in fifth grade will get lockers and learn how to organize their materials to prepare for transitioning to sixth grade. Teachers will provide guidance with use of these lockers. ISD is not responsible for lost or stolen items left in the lockers. Valuables should be kept at home; only necessary materials should be brought to school to reduce distractions and to maximize educational opportunities.

IRENE HODOCK MEDIA CENTER

Mission

The Irene Hodock Media Center strives to promote a culture of literacy and learning to enhance achievement and foster independent readers, self-directed learners, and responsible digital age learners.

The Irene Hodock Media Center is a part of the Indianapolis Marion County Public Library Shared System. Students and staff can use not only the books and materials available on site at ISD, but also can request to borrow or access any material available at any IMCPL location or shared system branch. Access to both the complete catalog and online resources such as databases and streaming services can be found at www.indypl.org. Some online resources may require the use of your library card and pin number to access.

Procedure for borrowing or accessing Media Center materials

1. Upon entry to ISD, each student must complete an application for a library card.
2. The library card number and pin number can be used to check out physical materials and, in some cases, access digital materials. The library card is valid not only at ISD, but at any IMCPL branch.
3. Materials may be borrowed for a period of two weeks.
4. If an item is lost or damaged, the borrower may be charged a replacement fee.
5. All student Code of Conduct rules apply in the Media Center.

TECHNOLOGY USE POLICY

Technology Goals

- Equip all stakeholders to use technology to interact with, and impact, the world around them.

- Teach digital citizenship.
- Integrate technology seamlessly in the teaching and learning process while ensuring that the use of technology adds value to learning.
- Develop a new set of knowledge and skills for the 21st century learner.
- Provide greater access to educational opportunities and differentiated instruction by utilizing access to technology for anytime, anywhere learning.
- Improve communication and widen our sense of community by expanding the way teachers, students, and families are able to interact with each other.
- Integrate digital tools for students to develop products that demonstrate their understanding.
- Provide greater access to digital content in a variety of formats and modes.

Responsible Use Agreement

Introduction

The Indiana School for the Deaf (ISD) recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop progressive technology and communication skills. ISD is committed to providing educational opportunities for all students and maintains compliance with the Individuals with Disabilities Education Act 2004 (20 U.S.C. 1400 et seq.). To that end, we provide the privilege of access to technologies for student and staff use.

This Responsible Use Policy outlines the guidelines and behaviors that all users are expected to follow when using school technologies or when using personally owned devices on the school campus, including:

- The ISD network is intended for educational purposes.
- All activity over the network or using district technologies may be monitored, documented, and retained.
- Access to online content via the network may be restricted in accordance with our policies and federal regulations, such as the Children's Internet Protection Act (CIPA).
- Students are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Misuse of school resources can result in disciplinary action.
- Using an internet filter and other technologies, ISD makes a reasonable effort to ensure students' safety and security online but will not be held accountable for any harm or damages that result from use of school technologies.
- Users of the district network or other technologies are expected to alert the technology staff immediately of any concerns for safety or security.

Technologies Covered

ISD may provide the privilege of internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online collaboration capabilities, message boards, email, and more.

This Responsible Use Policy applies to both school-owned technology equipment utilizing the ISD network, the ISD internet connection, and/or private networks/internet connections accessed from school-owned devices at any time. This Responsible Use Policy also applies to privately owned devices accessing the ISD network, the ISD internet connection, and/or private networks/internet connections while on school property. As relevant new technologies emerge, ISD will seek to provide access to them. The policies outlined in this document cover all available technologies now and, in the future, not just those specifically listed or currently available.

Usage Policies

All technologies provided by the district are intended for education purposes. All users are expected to use good judgment by following the ISD student code of conduct and social media policy. Users should be safe, appropriate, careful, and kind; not try to get around technological protection measures; use good common sense; and ask if they do not know.

Internet Access

ISD provides its users the privilege of access to the internet, including web sites, resources, content, and online tools. Access to the internet will be restricted as required to comply with CIPA regulations and school policies. Web browsing may be monitored, and web activity records may be retained indefinitely.

Users are expected to respect the web filter as a safety precaution and shall not attempt to circumvent the web filter when browsing the internet. The determination of whether material is appropriate or inappropriate is based solely on the content of the material and the intended use of the material, not on whether a website has been blocked or not.

Email

ISD may provide users with the privilege of email accounts for the purpose of school-related communication. Availability and use may be restricted based on school policies.

If users are provided with email accounts, the account(s) should be used with care. Users should not send personal information and should not attempt to open files or follow links from unknown or untrusted origins. Users should use appropriate language and should only communicate with other people as allowed by the district policy or the teacher. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and archived.

Web 2.0 (Email, Social, Collaborative Content)

Recognizing the benefits collaboration brings to education, ISD may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally identifying information online.

Mobile Devices Policy

ISD may provide users with mobile computers or other devices to promote learning outside of the classroom. Users should abide by the same Responsible Use Policies when using school devices off the school network as on the school network.

Users are expected to treat these devices with extreme care and caution; these are expensive devices that the school is entrusting to users' care. Users should immediately report any loss, damage, or malfunction to IT staff. Users may be financially accountable for any damage resulting from negligence or misuse.

Use of school-issued mobile devices off the school network may be monitored. ISD technology staff and administration reserve the right to monitor and/or search the content and browsing history of school owned technology at any time.

Security

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin. Users should never share personal information.

If users believe a computer or mobile device they are using might be infected with a virus, they should alert IT. Users should not attempt to remove the virus themselves or download any programs to help remove the virus.

Downloads

Users are not permitted to download or run programs over the school network while at or off campus, onto school equipment, without express permission from IT staff.

Users may be able to download other file types, such as images or videos. For the security of the network user downloads should come from known or trusted sites, and only for education purposes.

Netiquette

Users should always use the internet, network resources, and online sites in a courteous and respectful manner. Users should recognize that among the valuable content online there is also unverified, incorrect, or inappropriate content. Users should only use known or trusted sources when conducting research via the internet. Users should remember not to post anything online that they would not want students, families, teachers, or future colleges or employers to see. Once something is online, it cannot be completely retracted and can sometimes be shared and spread in ways the user never intended.

Plagiarism

Users should not plagiarize (or use as their own, without citing the original creator) content, including words or images, from the internet. Users should not take credit for things they did not create themselves or misrepresent themselves as an author or creator of something found online. Information obtained via the internet should be appropriately cited, giving credit to the original author.

Personal Safety

Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the internet without adult permission. Users should recognize that communicating over the internet brings anonymity and associated risks and should carefully safeguard the personal information of themselves and others. Users should never agree to meet in real life someone they meet online without parental permission. If users see a message, comment, image, or anything else online that makes them concerned for their personal safety, they should immediately bring it to the attention of an adult (teacher or staff if at school, parent if using the device at home).

Cyberbullying

Cyberbullying, including but not limited to harassing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking will not be tolerated. Users should not be mean or send emails or post comments with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school or residential environment.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Users should remember that online activities may be monitored and retained.

All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Social Media Guidelines

- Be aware of what you post online. Social media venues, including wikis, blogs, photo, and video sharing sites are very public. Do not post anything you would not want friends, enemies, families, teachers, or a future employer to see.
- Follow the school and residential hall's code of conduct when writing online. It is acceptable to disagree with someone else's opinions; however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom and residential hall is inappropriate online.
- Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, birth dates, and pictures. Do not share your password with anyone besides your teachers and families.
- Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
- Do your own work! Do not use other people's intellectual property without their permission. **It is a violation of copyright law to copy and paste others' thoughts without giving credit.** When paraphrasing another's idea(s) be sure to cite your source with the URL. It is good practice to hyperlink to your sources.

- Be aware that pictures may also be protected under copyright laws. Verify you have permission to use the image or it is under Creative Commons attribution.
- How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
- Blog and wiki posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work, be sure it is in the spirit of improving the writing.
- If you run across inappropriate material that makes you feel uncomfortable or is not respectful, tell your teacher right away.
- Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or access to future use of online tools.

Limitation of Liability

ISD will not be responsible for damage or harm to persons, files, data, or hardware.

While ISD employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness.

ISD will not be responsible, financially, or otherwise, for unauthorized transactions conducted over the school network.

Violations of this policy may have disciplinary consequences, including:

- Suspension of network, technology, or computer privileges;
- Notification of family;
- Detention or suspension
- Legal action and/or prosecution.

Staff, students, and families/guardians shall be required to sign the Indiana School for the Deaf's Responsible Use Agreement annually before internet or network access shall be allowed.

iPad Policy

Terms

Users will always comply with the ISD Student Technology Handbook policies. Any failure to comply may terminate user rights of possession effective immediately and the district may repossess the iPad. **Any lost, stolen, and damaged iPads must be reported to school authorities immediately.**

Students in grades K-5 will use the iPads during school hours and teachers will send iPads home when needed.

Students in grades 6-12 will be allowed to use iPads at school, at the residential hall and at home.

Title

Indiana School for the Deaf always has legal title to the property. The user's right of possession and use is limited to and conditioned upon full and complete compliance with this agreement and the student handbook technology policy.

Loss, Theft or Damage

Should an iPad be damaged, lost, or stolen the student or parent/guardian should immediately notify the school administration. If an iPad is stolen the student/guardian should file a police report as soon as possible. If the iPad is lost, stolen, or totally damaged as a result of irresponsible behavior, the parent may be responsible for the full replacement cost.

In the event of a lost or stolen iPad and once a police report is filed, the Indiana School for the Deaf, in conjunction and with police, may deploy location software which may aid the police in recovering the iPad.

Students who cease to be enrolled in the Indiana School for the Deaf must return the iPad, along with any other accessories, at the time they leave the school. The iPad and all accessories should be returned to the ISD Technology Center. Any fees collected as a part of this initiative will not be refunded.

Repossession

If the user does not fully comply with all terms of this Agreement and the ISD Student Technology Handbook, including the timely return of the property, ISD shall be entitled to declare the user in default and come to the user's place of residence, or other location of the property, to take possession of the property.

Terms of Agreement

The user's right to use and possession of the property terminates not later than the last day of the school year unless earlier terminated by ISD or upon withdrawal from ISD.

Unlawful Appropriation/Theft

Failure to timely return the property or the continued use of it for non-school purposes without ISD's consent is considered unlawful appropriation of ISD's property. This may constitute theft, a felony, or conversion, for which families and students could be liable for three times the cost of the property plus attorney's fees.

Financial Terms of Mobile Technology Use

Use and Maintenance Fees

Annual Technology Fee

Students in grades K-12 must pay a \$40 technology fee at the beginning of the school year. This fee helps ISD offset the cost of insurance policies and keep our technology up-to-date. It may be paid in cash, check, or credit/debit card (through PayPal). Links to pay online can be found on the Educational Technology page of the ISD school website. Students will not receive their iPad until the fee is paid.

*Seniors must clear all records and pay all fees before participating in commencement exercises.

iPad Charging Cords

Students will receive one charging/sync cord with their iPad. It is the responsibility of the student to care for that cord for the life of his/her device (estimated: 4 years if the cord is lost or worn out, it is the student's responsibility to replace the cord. There will be affordable options available for sale in the Oriole Wing store, or you may purchase a replacement of your choosing. ISD will no longer collect and redistribute charging cords.

iPad Costs – for Lost, Stolen or Full-Cost Damage

If the iPad is lost, stolen, or totally damaged as a result of irresponsible behavior, the parent may be responsible for the full replacement cost.

Cost to the district:

- iPad (32GB) - \$299.00
- Power adapters - \$40.00
- iPad case - \$45

Damaged iPads

Any damage must be reported to school authorities immediately. At that time school authorities will determine if damage is accidental or due to irresponsible behavior.

Insurance Policy

iPads that are taken home by students are covered under an accidental damage insurance policy. The policy covers accidental damages and theft (if forced entry was required). If an iPad is accidentally damaged, it should be brought to the technology office so a claim can be made. If the iPad was stolen, please obtain a copy of the police report including the serial number of the iPad. (Contact ISD Technology to get the serial number if needed.) The student will

receive a temporary replacement device until their device can be repaired or replaced at no cost to the student.

Mobile Technology Precautions

Handling and Care of the iPad

- Keep the iPad in the district-issued or approved case.
- Keep iPads and cases free of any writing, drawing, stickers, or labels that are not applied by ISD.
- Use the iPad on a flat, stable surface.
- Do not set books on the iPad.
- Do not have food or drinks around the iPad.
- Wipe surfaces with a clean, dry soft cloth.
- Avoid touching the screen with pens or pencils.
- Do not leave the iPad exposed to direct sunlight or near any heat or moisture sources for extended periods of time.
- Find my iPad must be turned on at all times.

Power Management

- It is the user's responsibility to recharge the iPad's battery, so it is fully charged by the start of the next school day. Charging cords should NOT be brought to school and the opportunity to charge an iPad at school may not be available. Charging cords will be needed at the residential hall to charge after school hours.
- All class work missed because of uncharged batteries must be made up on students' own time.
- The iPad must remain on (awake or sleep mode) at school at all times, with no exceptions.
- Failure to bring a fully charged device to school on a regular basis may result in the loss of take-home privileges.

Transport

- Transport iPad in its protective case.
- Do not leave the iPad in a vehicle for extended periods of time or overnight.
- Do not leave the iPad in visible sight when left in a vehicle.

Monitoring and Supervision

- Do not leave the iPad unattended in an unlocked room or during an extracurricular activity.
- Do not lend the iPad to a classmate, friend, or family member.
- Any attempt to "jailbreak" or remove the ISD profile could result in suspension.
- Students are expected to respect the web filter as a safety precaution and shall not attempt to circumvent the web filter.
- Students are responsible for the safety and security of the iPad and any activity on the device.
- District may disable the iPad remotely to protect the device and/or data on the device.
- Students must sign into iCloud and turn on the "Find my iPad" feature. This must be on at all times.
- Families wanting to install additional restrictions on their student's iPad should contact the child's classroom teacher.

NOTE: Failure to follow these precautions could result in a student being charged full replacement cost in the event of a lost, stolen, or damaged iPad.

Memory Space Management

- All ISD issue iPads have 32GB of storage space.
- Students must ensure that there is always adequate space for installing required apps, creating required projects, and storing required materials (such as digital textbooks).
- If a student is unable to complete an assignment or class requirement due to lack of space on the iPad, the iPad will be reformatted and wiped clean.

- Students will be provided with additional cloud storage space for backing up and storing educational content.

Student Content and App Restrictions

- Students in grades K-8 will not have access to the App Store. All needed apps will be installed by ISD.
- Students in grades 9-12 may install apps with a rating of 12+.
- Books and Music with a rating of “explicit” are not allowed.
- Game Center is not permitted on iPads.
- ISD administration and IT department reserve the right to ask a student to remove any app or content found to be in violation of the student handbook policy from an iPad at any time. Removal is to take place immediately following the request. Failure to remove content upon request will result in confiscation of the iPad and possibly further disciplinary action.

Technology Usage Expectations

- Students are only to use ISD provided technology during the school day. No personal devices may be used in the classroom or during school hours.
- Use of both personal and school-issued smartphones or electronic devices (including anything with camera or video capability) in the residential hall bedroom, locker rooms or bathrooms is not allowed for the safety and protection of student's privacy.
- ISD iPads and computers are to be used strictly for educational purposes during the school day. Violation may result in additional restrictions being added to the device.
- Students are expected to cooperate with staff at all times. If a staff requests the iPad, it must be given to them, no questions asked.
- Do not take photos or videos of others without their permission.

RESIDENTIAL PROGRAM

Program Overview

The ISD supports students from all over Indiana by providing a bilingual residential program as determined through a case conference committee to support the district in offering an educational programming during the school day utilizing a bilingual approach of ASL and English. The residential program’s mission is to provide a positive home away from home developmental experiences and activities for all residential students through American Sign Language. The residential staff in this program are fluent in ASL and can communicate to meet student’s needs directly. As outlined in the school’s vision and mission, the residential program ensures as a part of this developmental process, that all residential staff members are required to participate in each child’s life by providing meaningful experiences in place of families during the child’s residence on ISD’s campus. The residential staff, by providing such activities, will help students achieve independence prior to graduation.

The Residential Program hours are from 3:15 pm to 7:50 am. Residential deans oversee the program and the residential advisors are responsible for the care of groups of students under their care. Residential deans, advisors and students follow the established rules for all of the areas to ensure the safety and wellbeing of all residential students. The residential program follows the evidence based Positive Behavior Intervention and Support in which includes a broad range of proactive, systematic, and individualized strategies through daily activities for achieving important social & learning outcomes in safe & effective environment. Expectations are shared and discussed with the students and sent out to the families by the residential staff. The residential staff is available to support student to become independent with their daily living, hygiene, homework, and wellbeing.

Residential advisors will send home information on daily routine and schedule of activities and events. Residential advisors also encourage students to call home through use of a video phone to allow students to stay connected with their families through the week. All students who stay in the dorm are required a quiet time every night and this can

include homework, quiet reading, drawing, coloring, or any other mindfulness options to reduce stress and self-care and to increase independency with time management and staying organized.

Residential advisors and teachers work with families together to ensure that students are keeping up with their schoolwork and receive help if needed from a teacher or staff available after school when needed.

For students who have ongoing behavior, or social/emotional concerns, the residential dean may request consult of a counselor and behavior specialist when needed to support a student. The school counselors and behavior specialists work during the school day and may see residential students during the day for any support that is needed. If further support is needed it is recommended that the family and residential/school staff set up a meeting to establish a plan in supporting the student's social/emotional needs in the residential halls.

For any academic, behavior and social/emotional concerns, families are encouraged to reach out to both the residential advisor and classroom teacher to request a meeting and/or to discuss ideas for supporting the child in the residential setting.

Few things to keep in mind **when staying in the residential hall:**

- All student-athletes who stay in residential hall are expected to follow the daily routines and rules posted in the residential area and follow the student-family handbook policy and procedures.
- Prior to staying in the residential hall at any time or just for one night, **all families of day students** are encouraged to fill out appropriate paperwork ahead of time prior to staying in the residential hall.
- The student's family must **communicate any change in transportation plans for after school** with the school department secretary or residential dean. Day students planning to spend the night or weekend with another day student must have written email or note from both families with details of the changes (include date of change, bus number and names of students with parent signature).
- **Weekend transportation changes** for Friday/Sunday with residential students will need the **weekend transportation change form** filled out. The form may be obtained from the residential advisor or dean and must be filled and given back to the residential dean **before Wednesday night by 10 pm** for any Friday and/or Sunday transportation changes. Parents of the student inviting another student to ride home must contact their home district to check for local policy/rules with students from different district riding with the student.
- All snacks, food items and drinks kept in the residential area must be **contained in an airtight storage bin**.
- Eating and drinking in the dorm is allowed in the common area (**water only allowed in the bedrooms**).

Residential Hall Visitations

1. Families need to contact the residential dean to arrange the visit or child pick up/drop off.
2. All families are required to stop at the residential dean's office to check-in. Families need to stay in the main floor lobby, or an area approved by the residential dean on duty.
3. A staff will accompany the visiting family to the student's room from the main lobby or residential dean on duty's office.
4. When visiting the residential halls, we ask that families and visitors adhere to the rule and conduct established in the designated areas to ensure the safety and wellbeing of all students. All families and visitors are expected to follow all ISD policies and procedures such as driving (speed limit), parking, and there is no smoking on campus. Campus Police have the right to ask any individual to leave the premises.
5. Please adhere to the curfew for residential students when taking your child off campus.

STUDENT-ATHLETE INFORMATION

There are opportunities for 4th and 5th graders in sports, please refer to the Student-Athlete Handbook. The handbook is located on the Deaf Hoosiers website at www.isdorioles.com.

SECTION HEADING: Health and Wellness

HEALTH CENTER

The mission of the Health Center is to provide the best possible medical care for students while at the Indiana School for the Deaf. The Health Center staff strive to accomplish this goal in a manner which consistently creates a positive, pleasant, and productive health care environment for both students and staff. Families need to provide the Health Center with up-to-date health records for their child/ren including medication orders, medicines, and supplies. Please keep the Health Center informed of any changes related to your child's medical needs.

It is necessary for all students at ISD to have their own home family healthcare provider. The Health Center and its staff should not be a substitute for this care. Basic health care will be provided to all students who become ill or injured while at ISD. Families **will** be contacted on a case-by-case basis when further care needs to be provided by their family doctor. Please **do not** use the Health Center as a substitute for your home family healthcare provider.

Please call the secretary of the appropriate department if your child will be absent due to illness or injury. A doctor's excuse to return to school needs to be provided for any absence due to illness longer than five days, with the exception of chicken pox. The Health Center also needs up-to-date information about your child's health insurance, including Medicaid, for medication and emergency needs. Please send a copy of any new or changed insurance cards by mail, fax (317) 614 0130 or e-mail ALL_HealthCenter@isd.k12.in.us.

Families will be notified immediately during school or after-school hours if their child is injured or becomes seriously ill. Families of residential students will be notified on an emergency basis during overnight hours. Families will be **REQUIRED** to pick up their child and transport them for further medical attention. If this is truly impossible, the Health Center will, based on limitations of staff availability, make a decision about the medical attention for your student. This policy helps avoid insurance glitches and ensures that your child will be more comfortable with a parent present during emergency medical care. The preference for emergency medical care is Methodist Hospital. (Special exceptions may consider insurance or specialty physicians). When a child returns to school following a fracture, surgery, or severe injury, please provide a physician's note of treatment plans and activity restrictions (if they apply) and specify the applicable dates of restrictions.

The Health Center needs to be kept up to date about any allergies that your child may have to drugs, insects (bees), latex, or foods and the reactions that resulted. Because our Nurse Practitioner may see your student in your absence, he/she needs to be aware of any such allergies. Please contact the Health Center if you have any new information about allergies or just want to make sure we are aware of a previous allergy problem.

Please keep the Health Center informed about **any medical updates** on your child such as allergies, immunizations, medications, illnesses, etc. The Health Center requires an updated physical exam or well child check-up every three years. The phone numbers for the Health Center are: (317) 550-4818 (voice), (317) 493-0497 (VP), (317) 871 4396 (Text). The Health Center fax number is (317) 614-0130. Fax services are available for families and/or physicians to fax orders and other medical information. The Health Center email address is ALL_HealthCenter@isd.k12.in.us.

The Health Center will provide:

1. Administration of medications as ordered by the Health Care Provider.
2. Administration of medical treatments as ordered by the Health Care Provider.
3. Illness and injury assessment and evaluation by staff and bi-weekly nurse practitioner visits.
4. Observation of potential abuse/neglect. All staff is to report observations to the designated school counselor. (Schools are required, by statute, to report suspected incidents. IC 31-6-11-3).
5. Vision/Immunization Screening as required by Indiana State law or as requested by family or ISD staff.
6. Ushers screening every 3 years with parental permission on a referral basis.
7. Child psychiatrist services coordination.

Student Injury at School Policy

1. Families will be notified immediately if their child is injured while at school by the department secretary or the nurse in the Health Center.
2. The Health Center will provide basic medical care, but the family is then responsible for picking up their child and transporting the child for further medical attention.
3. Families are responsible for providing their own medical insurance for students attending ISD or ISD events.
4. ISD does not accept any responsibility for injuries occurring at ISD.
5. ISD will not reimburse families for medical expenses.
6. Families may file a tort claim with the Office of the Attorney General.

MEDICATION POLICY

(Indiana Code: 511 IAC 7-36-9)

The term “medication” is not limited to prescription medication but includes over-the-counter drugs. (Tylenol, cough suppressant, vitamins). ***ALL medication must be kept in the Health Center.*** Students may not self-administer medication without a specific doctor’s order to do so. Students who are found to be in possession of any medication both prescription and over-the counter **will be** subject to discipline – see student code of conduct. This discipline includes possible suspension. Medication must be administered by the school nurse or a designated school employee (during field trips, etc.). A school nurse will train any school employee designee, and it will be documented in the student’s health records.

ISD will not administer any medication without a written and dated consent of the family. The families’ written consent is valid only for the period specified on the form and the current school year. We prefer that all medications be brought to school by the family. When this is not possible, please notify the Health Center that medication is coming with the student and where it can be found (suitcase, backpack, etc.). Also, any medications carried by the student should be sent in a carefully sealed envelope with the following information affixed:

- the student’s name
- the medication names
- name of the family member sending the medication
- family member phone number
- prescriber’s name and phone number, if appropriate

Medication must be sent in the original container to be kept at school. You will, therefore, need to keep a supply at home for those times when your child is at home and in your care. If the medication should require a refill, the refilled medication must be sent in the original container in a sealed envelope with the signature of the family member (not the student). This is to ensure that all medication reaches the Health Center. A Health Center staff member will inform families/guardians when refills are needed. This notification will occur one week in advance of needed refill. Notification will be via phone call, letter, or email. Families will be responsible for the medication and should track the medication count and when a refill will be needed.

All medications **must** be given on the order of a licensed Health Care Provider and the label must contain the following information:

- the Health Care Provider's name
- the child's name
- specific directions for use
- the exact name of the drug
- the stop date for the medication (if any)

The Health Center reserves the right to request that day for the student's medication be given at home! This applies primarily to any medication/treatments that involve the cumbersome process of sending the medication/treatments back and forth between home and school. This is especially true of antibiotics and in some cases behavior medications. This policy exists to provide optimal safety for the student and minimal disruption of the educational process.

The school Nurse Practitioner may discontinue the use of any drug prescribed if conditions warrant such action. Notification of this will be made to the family and documented in the student's medical file. The Nurse Practitioner may reject any medication left by the family member that is not ordered by a licensed physician and is not deemed to be in the best medical interest of the student.

Any specific instructions for the medical care of the student must also be sent to the school in writing. It is the policy of the Nurse Practitioner to carry out the instructions of the prescribing Health Care Provider.

Guidelines for Illness

The Indiana State Department of Health advises that "no child can attend school that is acutely ill or has a fever, cough, respiratory illness or diarrhea. If the child is present at school with those symptoms, the child should be temporarily removed from the school setting."

Specific health conditions that could exclude your child from school include:

1. Fever of 101 degrees or higher and fever free for 24 hours WITHOUT using fever reducing medication.
2. Widespread, untreated rash.
3. Vomiting and/or persistent diarrhea.
4. Draining, red, or matted eyes.
5. Serious respiratory infections with persistent cough, fever, and/or large amounts of green/yellow drainage.
6. Chicken pox – may return to school when all blisters are scabbed over, and student is fever-free for 24 hours.
7. Untreated lice or scabies

Any student, who is suspected of having an acute illness, injury, or rash, should be sent to the Health Center for evaluation. Treatment, family contact, and possibly sending the student home are the responsibility of the Health Center staff. The Indiana State Department of Health develops guidelines and regulations for such actions with the appropriate modifications outlined by ISD's Nurse Practitioner. As in all public school environments, cooperation between schools, health departments, physicians, and families are needed to control communicable diseases among school children.

If families have any questions about any of these policies or any specific illnesses, they should contact the Health Center at (317) 550-4818 – voice, 317-871-4396 - text, or (317) 493-0497 - video phone.

Immunization Policy

At the time of enrollment in any grade, it is the responsibility of the family of the student to provide proof of proper immunization in accordance with the current Indiana Code and Rules. On the student's first day of attendance, if proof of proper immunization is not provided, that student will be in **violation** of Indiana State Law. (Waivers may be granted following Indiana Code section 20-8.1-7-10). Students **may not** attend school without proof of required immunizations or an acceptable waiver. Families should contact the Health Center if they have any questions regarding the current requirements or their child's immunization status.

Please check the Health Center section on www.deafhoosiers.com for the most up-to-date health concerns and health related topics.

CRISIS PROTOCOL SUICIDAL AND HOMICIDAL STUDENTS

POLICY:

Students who discuss self-injury, suicidal and/or homicidal ideation or take action that results in purposeful self-harm are to be immediately referred to a counselor or their designee to the suicide/homicide risk assessment, which gathers pertinent details and initiate steps to ensure the student's safety.

PROCEDURES:

SELF INJURY OR TALK OF SUICIDE/HOMICIDE

If a student makes a suicidal or homicidal comment or action:

1. The student's families will be contacted and given the facts regarding what has occurred. For all students, the National Suicide Prevention Lifeline will be called for consultation and then families will be informed of the instructions. The Aspire Crisis Hotline Number will be used for Aspire clients only and families will also be informed of the instructions after a consultation is completed.
2. The number for families to call when in a crisis are:
 - National Suicide Prevention Lifeline: (800) 273-8255
 - Suicide Prevention/Crisis Hotline Text Line for the Deaf: 741-741
 - Aspire Crisis Hotline Number: (800) 560 – 4038 (FOR ASPIRE CLIENTS ONLY)
3. The Health Center charge nurse will be notified immediately for all crises.
4. Families will be notified with a summary the child's comment or action and results of the consultation.
5. ISD will implement a safety plan and will communicate with the student's teachers, residential advisors, and other staff if necessary. Families will receive a copy of the safety plan.

HOMICIDAL COMMENTS

If a student makes a threat of harm toward another person(s), or any threat of violence that could cause harm to others, the "Crisis Protocol Step-by-Step Procedures" will be followed **with the addition of the following step:**

1. The counselor, principal/dean of student, residential dean, chief of campus police, and other personnel as deemed necessary will develop a safety plan to ensure the students or staff member are safe. The team will determine if the student and/or families being named in the threat should be notified following guidance from the crisis counselor.
2. If it is determined that the students and/or staff are in danger (per crisis call), then the ISD counselor who is following the Crisis Protocol will contact the persons and families. If the threatened person is a student, that student's family must be contacted and informed of the threat and what is being done to protect the student.
3. The principal/dean of students will follow the student-family handbook for any appropriate consequences to the student making the threat.
4. ISD campus police will be notified based on the recommendations and instructions from the Crisis Line worker. chief of campus police will be forwarded a copy of the parent letter in cases of threats of harm (homicidal comments).

STUDENT INJURY OR ATTEMPTED INJURY

If the student is in **IMMEDIATE DANGER**, Health Center will be contacted to inform campus police, (317) 550-4874 to call 911 if needed, or to help. Staff will notify parent(s) to meet at the hospital.

IF UNABLE TO CONTACT FAMILIES: ISD staff will contact the student's LEA and/or as a last resort, the local police to help make contact with the family.

Safety Plan: A safety plan will be completed by the staff in charge and/or counselor and student. *Copies of the safety plan are also given to appropriate staff members.* This document will be available on the first day the student returns to school.

STUDENT RETURNS TO SCHOOL/RESIDENTIAL

If the student received a mental health assessment or a copy of release statement from a mental health professional, the statements will be given to the following people:

- School Counselor
- Principal
- Classroom Teacher
- Dean of Student
- Residential Dean
- Health Center

The student will be seen within 24 hours by the assigned counselor.

CRISIS OFF CAMPUS

IF A CRISIS (suicidal or homicidal comment; student exhibiting dangerous or inappropriate behavior that may cause harm to self or others) OCCURS WHILE OFF CAMPUS (i.e. game, special event, field trip, etc.):

1. The Crisis Procedures will be followed.
2. IMMEDIATELY THE STUDENT WILL BE PLACED WITH A STAFF MEMBER AND STAY WITH THAT STAFF MEMBER.
3. If that child is physically hurt, 911 should be contacted. Staff will contact one of the following contact numbers:
 - National Suicide Prevention Lifeline: (800) 273-8255,
 - Suicide Prevention/Crisis Hotline Text Line for the Deaf: 741-741, or
 - Aspire Crisis Hotline Number: (800) 560 – 4038 (FOR ASPIRE CLIENTS ONLY)

COUNSELING SERVICES

ISD has counselors that provide a variety of services to students and families. The school counselors provide:

- *Social and emotional support to students
- *Individual/Group counseling
- *Support and training for staff and families
- *Liaison with mental health services
- *Support to all new students
- *Crisis management

FOOD SERVICE

USDA National School Breakfast & Lunch Program

ISD offers meals that are in compliance with the USDA National School Breakfast & Lunch Program. Day students are offered breakfast and lunch meals served in the cafeteria. Residential students will also get dinner served in the cafeteria. All students receive free and reduced lunch at ISD. All eligible students will complete the free and reduced-lunch form.

Dietary Restrictions

The ISD follows the USDA guidelines in providing special dietary accommodations for students. The process for requesting special accommodations with specific dietary restrictions is:

1. The family will complete the Special Dietary Needs Medical Statement form (this requires a physician/medical authority to complete). The **form can be obtained from the Health Center**, please call and request a form from them or click on the link below to print:
 - a. ENGLISH: https://www.doe.in.gov/sites/default/files/nutrition/msf-pl-updated_0.pdf
 - b. SPANISH: <https://www.doe.in.gov/sites/default/files/nutrition/spanish-medical-statement-1222019.pdf>
2. Send the completed form to the Health Center, who will then, review and process the request.
3. The Health Center will communicate with the family if additional signature or information is needed.
4. The Health Center will communicate with the food service director, and IEP administrator for implementation of the dietary accommodation.
5. The family can contact the Health Center or your child's classroom teacher for further questions or concerns with the dietary accommodation.
6. Any changes that are needed will require a new form to be signed off by a physician/medical authority.

Gleaners School Based Food Pantry is available to students and families in need. Contact the student life administrative assistant for more information on how to access the Food Pantry at the ISD.

SECTION HEADING: Student Code of Conduct and Consequences

PROCEDURES FOR STUDENT CODE OF CONDUCT

GRADES 6 – 12 The following Code of Conduct is a summary of the policy of the Indiana School for the Deaf. Students have rights, and responsibilities as members of the school community. All students have the right to learn in a school that is safe and free from disruptions. Respect and cooperation are essential, and policies, rules, and codes of conduct must be followed to ensure that students are free to learn, and teachers are free to teach. We encourage families to help students to understand this responsibility by reviewing and reinforcing the Student Code of Conduct with their child(ren). Students and families can contact the Director of Instruction, principal, Director of Student Life and/or residential dean if they have any questions or concerns regarding the Student Code of Conduct. This Code of Conduct is a guide for the school community and is not a comprehensive listing of all infractions, which may occur.

To maintain a safe and orderly environment, it is necessary for students to be self-disciplined. Becoming self-disciplined is a learning process. Therefore, all students have a need and a right to know:

- What people expect of them,
- What they can and cannot do, and
- What the consequences are if they break the rules.

For the safety of students and staff, a student will not be subject to seclusion or restraint unless the student's behavior poses an imminent risk of injury to the student or others. However, significant violations of the law, including assaults on students and staff, may be reported to the police. As soon as possible after any use of seclusion or restraint, the student's parent or guardian will be informed and provided with a detailed account of the incident, including the circumstances that led to the use of seclusion or restraint.

A copy of the incident report prepared by staff following the use of seclusion or restraint with a student will be sent to the student's parent or guardian.

PROCEDURE FOR HANDLING MINOR BEHAVIORS

Classroom/Residential Hall behavior management strategies and procedures:

Teachers and residential advisors will address minor behaviors that may require use of appropriate intervention strategies, such as, collaborative after school meetings with families, time-outs, warnings, case conference meetings and/or various techniques that work best for the teacher or residential advisor and student that is educative and least restrictive for the student. Teachers and residential advisors will follow the Positive Behavior Support Charts in assigned areas) for student expectations. Teachers and residential advisors will work with the students to develop classroom/residential area rules. School/residential rules and classroom/residential area rules will be shared with the families and students. Students are expected to follow both school/residential rules and procedures. Teachers/residential advisors strengthen the learning environment by handling their own students' discipline cases, as much as possible.

Minor incidents handled by the teachers in the classroom include the following: Excessive (not related to lesson) or inappropriate talking during instructions or activities, eating/chewing gum, not prepared for class or activity (supplies for class not ready), dress code violations, refusal to work/participate in activities, sleeping in class/head on the desk, failure to complete work, minor disruptive behavior (vocalizing, beating, tapping, pencil whacking, etc.), throwing paper, walking in/out of class area without permission, iPad/phone/technology violations, verbal conflict (if both willing to resolve conflict), and tardy to class.

Minor incidents handled by the residential staff in the residential hall include the following: Failure to follow residential hall rules, refuse to follow routine, throwing items, leaving assigned area without permission, inappropriate talk, misuse of technology, excessive horseplay/rowdy behaviors, verbal conflict (if both willing to resolve conflict) and dress code violations.

Minor offenses will become **office referral on the 6th attempt** to correct the behavior in the classroom/residential area after the classroom/residential management strategies have been attempted.

Individual classroom/residential hall behavior management strategies and procedures will be shared with the family by the teacher and/or residential advisor at the beginning of the semester. Teachers/residential advisor will communicate with the family of any ongoing behaviors.

Procedure for teachers/residential advisor with handling minor offenses in the classroom/residential hall:

1. Two (2) verbal warnings given -- **Conflict Mediation and re-teaching** of correct behavior.
A teacher/residential advisor/student conference is necessary to clarify the misconduct and re-teach expected behaviors including explanation of consequences should the behavior continue.

Where appropriate teacher/residential advisor will discuss incident with the student(s) to develop a resolution through conflict mediation and re-teach the lagging skill.

2. Time to Think/Reflect
The student is advised to take some think time to reflect and cool off. The teacher/residential advisor will invite the student back to resume classroom/residential activities once they have shown to be able to respond to questions and discuss the situation with the staff.

Responsible Thinking Skills questions help students identify their behavior and the behavior that should be exhibited. Here are examples of questions that are discussed:

- What were you doing?
- Why were you doing that?

- How does doing this action make you feel?
 - What are the rules?
 - What happens when you break the rules and how does that impact the community, the relationship, or others?
 - Is that what you want to happen?
 - How does others feel about what happened? How would you feel if someone did that to you?
 - What different choice(s) would you make? For example: If you feel _____, you will do _____.
 - How can we help you to change the behaviors?
 - What do you want to do now?
3. Communicate the classroom/residential hall consequence with the family.
Teacher/residential advisor and family may come up with a consequence of staying after school/in the residential area and be given loss of privilege.
 4. Conference with an administrator
At this time, the teacher/residential advisor should call the office for an administrator to sit and discuss concerns with the student.
 5. Office Discipline Referral
The student has been given ample opportunities to correct behavior. An office discipline referral should be written based on multiple minor offenses.

Consequences are determined according to the nature and severity of the infraction and the frequency of the misbehavior. Repeated or chronic violations of “minor” may result in the development of a Functional Behavior Assessment and a Behavioral Intervention Plan to provide support to the student. The handbook outlines code of conduct and behavior expectations that meet the legal requirements of students who may need additional support through interventions and serious consequences as outlined below. Failure to follow the rules and procedures may result in student being suspended, expelled, or excluded from regular school/residential day.

Student Code of Conduct applies to all students while they are on ISD’s campus or are involved in school/residential-sponsored activities both on and off campus. All ISD summer programs are considered as optional; thus, any incident in the residential or school may result in a student being asked to leave the program immediately at the school’s discretion. This includes the times students are using transportation provided by ISD. The Code of Conduct is in effect from the time the student leaves home until he or she arrives home. ISD will work with the LEAs on transportation discipline situations.

Transportation concerns for minor and major behaviors will be handled by the district following the district policy for responding to consequences and discipline.

PROCEDURE FOR HANDLING MAJOR BEHAVIORS

The dean of students will record the incident reports for **all ongoing or major offenses** and will track the consequences for each student. The purpose of tracking the students’ behaviors will be to identify those students who need additional help and to offer intervention support. Steps for students needing additional support:

1. **A meeting** with the student and the principal, and dean of students (for all students) and/or residential dean (for residential students) will **occur after the third incident report**. The purpose is to **discuss** the student’s behavior choices.
2. An in-person, phone or videophone conference with the student, teacher, residential advisor and family to discuss the student’s behavior choices may occur.

3. If the behaviors continue and are not decreasing, then the homeroom teacher or residential advisor can hold a meeting where a student's academic, social, behavioral and physical concerns will be discussed. Members of the meeting can include the student's family, administrator, the student's teachers, a residential representative, and a counseling team and/or assessment team representative.
4. The meeting could discuss an action plan with strategies to support the student's behaviors, and/or recommend the possibility of developing holding a case conference to discuss a referral of a Functional Behavior Assessment. (FBA Article 7 511-7-32-41 and BIP 511-7-32-10). Data and summary from the FBA will be reviewed in a case conference in the 50-day timeline to determine if a behavior improvement plan and other strategies is needed to support the student.
5. If data from the FBA supports the development of a Behavior Intervention Plan, a counselor with you, your child's teacher(s) and other support staff when appropriate will be consulted to coordinate the development of the Behavior Intervention Plan. The BIP will be discussed and agreed upon by the CCC and incorporated into the IEP.

A **manifestation determination** meeting will be called when a student has had a **total of ten days or more of out of school suspensions** in order to determine a plan of action. This meeting will be considered a case conference and includes ISD staff and local district staff in the meeting to determine any placement changes if necessary, based on whether the conduct in question was caused by or had a direct and substantial relationship to the student's disability (Sec. 61 of Indiana Article 7).

Major offenses require office referral and are not permitted at ISD as defined below:

Disruptive Behavior:

Behavior causing interruption during a class or residential activity that interfere with student's own or other's educational function and responsibilities and will to maintain an atmosphere in the school or residential hall, which is conducive to learning. Includes any non-compliance, disrespect and defiance behaviors. Behaving and/or commenting rudely, discourteously to others or talking back; sustained loud talk, yelling, or screaming; making noises with materials; horseplay or rough housing; sustained out-of-seat behavior; and/or using profanity, calling names and using words/gestures that are considered profane or offensive to others.

Gang Activity is considered disruptive and is not permitted at ISD. The presence of gangs (defined as "any group of two or more persons who join together for destructive or violent purposes") and gang activities can cause a substantial disruption of and interference with the education function of the school or residential program. ISD will not tolerate gangs or gang-like activities that are disruptive, menacing, threatening or violent toward any individual or group in our school communities. Any gang-related incidents will be dealt with to the fullest extent of the Code of Conduct and will be referred to appropriate law enforcement officials.

Sexual Harassment:

Sexual harassment is unwelcome conduct of a sexual nature. Prohibited forms of sexual harassment include actions such as touching of a sexual nature; making sexual comments, jokes, or gestures; writing graffiti or displaying or distributing sexually explicit drawings, pictures, or written materials; calling students sexually charged names; spreading sexual rumors; rating students on sexual activity or performance; or circulating, showing, or creating e-mails or Web sites of a sexual nature. Title IX officer will be notified.

Misuse of technology or school property:

Using the facilities or technology in ways in which they were not intended. Review the student technology agreement in this handbook for specific procedure. Student participates in an activity that results in substantial destruction or disfigurement of property or technology.

Physical Aggression or Threats:

Aggressive actions that involve any type of serious physical contact where injury may occur (i.e., scuffle, fighting, throwing an object and hitting someone, hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.). Threatening actions that intend to physically harm any student or staff member including threats of bringing or use of any weapon against student or staff.

Truancy:

Student leaves class/school/residential without permission or stays out of class/school/residential without permission.

Forgery/Theft:

Signing the name of another person, or altering times, dates or grades. Taking something that belongs to the school/residential or another person without permission.

Lying and/or Cheating:

Telling stories that are not true, copying another person's assignment or test; or allowing others to copy one's work is a form of academic dishonesty and will be taken seriously. Plagiarism is a form of cheating and is not permitted. The student will receive a zero on the assignment and may be subject to additional appropriate discipline determined by the principal's office. Students are taught how to correctly site information from other sites, documents, and sources.

Display of Affection:

Such as kissing, petting, and other excessive intimate behaviors are inappropriate in school, residential areas or activities. Conferences may occur with persons unable to govern themselves appropriately, and suspensions can be applied to persistent violators.

Drug and Alcohol Violations:

Attending school under the influence of substance or possessing any apparatus used for drugs and alcohol use is not permitted. It is a violation to possess, use and/or distribute controlled substances, alcohol, tobacco, marijuana, stimulants, depressants, hallucinogens, inhalants, look-a-like drugs, or to possess or provide any person items used for storage, processing, delivery or consumption. Examples of products that are not permitted on campus include rolling papers, pipes, roach clips, bongs, water pipes, stashes, or any other inhaling cigarettes, vape pens or vape fluids or vaping devices. If a student has a drug prescribed by a doctor, the student cannot give or sell any of the drug to another person.

Possession of Weapons and Destructive Devices:

Possession of weapons includes having, using, selling, or giving any weapons, such as a gun or knife (real or look alike), to any other person. Includes sticks, pipes, bottles, or even a pencil if it is intended for use as a weapon. Under Indiana law (I.C. 20-33-8-16(f)) a student may be expelled for a period of not more than one calendar year for bringing a deadly weapon, other than a firearm, to school, or on school property or in possession of deadly weapon on the school grounds. **Destructive devices** are defined as possessing, firing, displaying, or threatening the use of fireworks or explosives on the school grounds causing bodily harm and/or property damage (includes matches, lighters, fireworks, gasoline, lighter fluid, etc.). Any act of arson setting fire on ISD property is not permitted.

Bullying:

Bullying includes unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. The imbalance of power involves the use of physical strength, or popularity to access embarrassing information to control or harm others. Bullying can

occur anywhere (in-school/residential area or outside of school) and at any time – both during and after school hours. Bullying can include physical, verbal, social/relational and electronic/written communication bullying.

Physical bullying involves hurting a person's body or possessions. It includes hitting/kicking/punching, spitting, tripping, or pushing, taking, or breaking someone's things, and making mean or rude hand gestures.

Verbal bullying involves saying mean things. It can include teasing, name-calling, inappropriate sexual comments, taunting, or threatening to cause harm. Social/relational bullying involves hurting someone's reputation or relationships.

Social bullying involves telling other children not to be friends with someone, leaving someone out on purpose, spreading rumors about someone, or embarrassing someone in public.

Electronic/written communication involves cyber-bullying, collective or group note writing, any bullying undertaken through the use of electronic devices (computer, cell phones).

Considerations in determining if the behavior meets the definition of bullying:

- Involves intent to harm or destruct others as a form of aggression.
- Power differential. Is there an imbalance of power? (Power imbalance is not limited to physical strength.)
- Typically involves a pattern of behavior repeated over time. Check if the individual is worried it may happen again or if this has occurred in the past?

PROCEDURE FOR CONSEQUENCES RELATED TO MAJOR OFFENSES

The school and residential administration considers the unique circumstances of each individual cases before a decision regarding appropriate consequences is made. Disciplinary actions for all major offenses may include one or a combination of any actions from this list and are determined by the principal, dean of student and residential dean. For any fifth (5th) incident report within a 6-week period, the behavior team will follow up with a plan to discuss student's behavior choices. The classroom teacher and residential advisor may call a meeting with the families to further discuss the student's behavior to ensure their success by discussing the student's academic social, behavioral and physical concerns.

Examples of possible consequences listed below for **major** offenses:

Activity Restriction/Loss of Privilege:

Denying participation in scheduled activities or removing from one or more special school activities. Removal of technology privileges. Assigning the student to a specific area in the classroom to do assignment for duration of the time given.

Written apology:

Write an apology letter to an individual.

Present to an administrator/staff:

Do a research on a topic and present to an administrator/staff or research and make a poster on a specific topic.

Community Services:

Assign a service to help with on campus.

Support Service/in-School Counseling:

May continue to meet with counselor or behavior specialist who can assist in solving exhibited behavior problems.

Detention:

School – student is removed from lunch to serve detention to reflect on their actions in the Student Responsibility Center (SRC) with a staff. Residential – student is asked to stay in an assigned area and reflect on

their actions, this is similar to being grounded at home (for residential students they may be assigned to the pod area or their room when assigned)

Detention is also a Removal from the classroom area and assigning the student to a specific area to do assignment for duration of the time given. Detention assigned may last for a class period or activity and up to a regular school day (7.5 hours). Some students may begin detention in the middle of the school day or evenings and serve their time from the point of arrival to the time served as assigned. Students are responsible for bringing their work during detention. In accordance with each student's IEP, related services will continue to be provided. Students continue to have access to staff and educational materials during this time.

Family contacted:

Contacting family members by phone, written communication or in person to inform them of the problem behavior and solution with the student present. Meeting with the family, student and teachers, residential staff, counselor, and assessment team staff may be requested to develop solutions to the concerned behavior.

Case Conference Meeting:

Includes the Local Education Agency to discuss strategies for support and whether a Functional Behavioral Assessment referral or update is needed that may lead to development of a Behavioral Improvement Plan as agreed upon by the CCC and incorporated into the IEP. (FBA Article 7 511-7-32-41 and BIP 511-7-32-10).

Out of School/Out of Residential Suspensions:

Students may not attend school/residential when assigned out of school/residential suspension.

In School Suspension:

This is a form of suspension while at ISD if ISD is not able to send the student home and the student may not attend school/residential when assigned out of school/residential suspension. Students will not have access to educational or services during this suspension, unless otherwise outlined by the principal's office. When a student is suspended, the student is to go home.

Police Contacted:

Illegal violations are considered a crime as defined by the Indiana Code 20-9.1-5-4 and title 511 Indiana Administrative Code 7-3-1 (battery, weapons, and drugs/alcohol). The illegal violations will be subject to investigation by the ISD Campus Police and/or the Indiana State Police. If the crime warrants, students will be subject to arrest and prosecution.

Manifestation determination meeting:

(Conference to determine placement and/or Expulsion): A (MD) meeting will be called when a student has been suspended (for both in-school and home) for a total of ten (10) days or more in order to determine a plan of action and to determine whether the student's behavior is a manifestation of the student's disability (511-7-44-5).

CONSEQUENCES FOR VIOLATION OF PAGER/CELLULAR PHONE REGULATIONS

Residential students will follow their pod assigned rules related to electronic personal device use. The rules will be sent out and communicated to the student and family at the beginning of the year.

If staff has a reasonable suspicion to believe a student has used an electronic device/item to violate a rule or interfere with school/residential purpose, that device/item may be confiscated and subject to reasonable search. All parts of the device(s)/item(s) will be confiscated which includes batteries and memory cards. Confiscated devices/items (when released by school/residential officials) must be picked up by the student's family.

*The school is not responsible for any lost or stolen items.

1. **First Offense** – Device will be confiscated and will be returned to the student at the end of the day or if confiscated during residential hours then, they will get it back the next day.

2. **Second Offense** – Device will be confiscated and given/mailed to student's family or bus driver and the student will serve lunch detention (school) or receive loss of privilege with use of devices or technology (residential).
3. **Third Offense** – Device will be confiscated, and the student will serve 1-day In-School Suspension or restricted to their floor (residential).

NOTE: Any infraction could be from first to third offense based on the severity of the violation and at the administration's discretion.

SUSPENSION PROCEDURES

All Grades

The principal, dean of student, and residential dean will investigate the reported major incident within 24 hours.

1. The principal, dean of student, and residential dean will inform family of the investigation immediately after the incident.
2. The student may be detained during the investigation. The student will stay in an assigned room during school and/or residential hours.
3. The principal, dean of student, and residential dean will inform the family of the consequences and the student will continue to be detained until their family arrives. It is the family's responsibility to pick up their child when they have been suspended. If the suspension begins on a Friday, ISD can send the student home on the bus with the family's permission/agreement.
4. The principal and/or residential dean will forward a copy of the incident report and a letter summarizing the incident and the consequences to **the family and Local Education Agency**.
5. The original incident report, along with the letter, will be sent to the student's individual Central Files.
6. By law, the Bureau of Motor Vehicles must be notified of suspensions, expulsions and habitual truancy. (Middle School and High School) NOTE: Students will not be permitted to be on the ISD campus or attend any ISD activity/school function (Extracurricular, athletic, etc.) either on ISD campus or at another school/site during a suspension.

ANTI-BULLYING POLICY

Bullying is **prohibited** by the ISD. Students who commit any acts of bullying are subject to discipline as outlined under the major offenses in the code of conduct portion of the handbook.

Definition: "Bullying" (per IC 20-33-8-.2) means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other targeted student and create for the targeted student an objectively hostile school environment that:

- (1) places the targeted student in reasonable fear of harm to the targeted student's person or property;
- (2) has a substantially detrimental effect on the targeted student's physical or mental health;
- (3) has the effect of substantially interfering with the targeted student's academic performance; or
- (4) has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school.

Bullying includes unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. The imbalance of power involves the use of physical strength, or popularity to access embarrassing information to control or harm others. Bullying can occur anywhere (in-school or residential areas or outside of school) and at any time – both during and after school hours. Bullying can include physical, verbal, social/relational and electronic/written communication bullying.

Bullying does **not** include, and should not be interpreted to impose any burden or sanction on, the following:

1. Participating in a religious event;
2. Acting in an emergency involving the protection of a person or property from an imminent threat of serious bodily injury or substantial danger;
3. Participating in an activity consisting of the exercise of a student's freedom of speech rights;
4. Participating in an activity conducted by a nonprofit or governmental entity that provides recreation, education, training, or other care under the supervision of one (1) or more adults;
5. Participating in an activity undertaken at the prior written direction of the student's family; or
6. Engaging in interstate or international travel from a location outside Indiana to another location outside Indiana.

Applicability:

The ISD prohibits bullying in all forms. This policy may be applied regardless of the physical location in which the bullying behavior occurred, whenever the individual committing the bullying behavior and any of the intended targets of the bullying behavior are students attending a school within the school district and disciplinary action is reasonably necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment. The ISD prohibits bullying through the use of data or computer software that is accessed through any computer, computer system, or computer network.

Education:

The ISD will provide training and/or instruction on anti-bullying prevention and policy to all students in grades 1 through 12, as well as staff, in accordance with Indiana law.

Reporting:

Anyone who believes that a student has possibly been or is the victim of bullying is encouraged to **immediately** report the situation to an appropriate staff member such as a teacher, school counselor, residential advisor, or administrator. All bullying incidents will be reported to a counselor and will be documented. When a repeated pattern is evident, the family will be contacted. A meeting will be called, and the bullying behavior will be addressed. An action plan will be developed. Bullying reports to the Department of Child Services and/or laws enforcement must be made as required by law, such as when a staff member believes that a student is the victim of abuse or neglect. Any person who makes a report of bullying and request to remain anonymous will not be personally identified as the reporter or complainant to extent permitted by law. The ISD will act appropriately to discipline staff members, volunteers, or contracted service providers who receive a report of bullying and fail to initiate or conduct an investigation of a bullying incident and for persons who falsely report an incident of bullying. The school will act appropriately to provide consequences to students, staff members, visitors, or volunteers who make false reports of bullying. The ability to report anonymously electronically is available on the student's iPad. Students may also report to any staff member of any bullying incident; the staff member will report to the counselor to follow up. There is a paper form option in the buildings is available via a box that is located in different locations.

Investigation:

Once a report of suspected bullying is received by the designated school administrator, an expedited investigation shall follow. The investigation should be facilitated by the designated school administrator or other appropriate school staff. Information relating to the investigation will be gathered using means including, but not limited to the following: witness interviews, request for written witness statements, record identification and review, and an assessment of whether the bullying occurred. The investigation will be initiated within one (1) school day of the report to the designated school administrator and will ordinarily be completed within ten (10) school days.

Intervention/Responses:

If a report of suspected bullying is substantiated through an investigation, then the school district shall take appropriate intervention and responses as consistent with policy and procedure. The ISD will take prompt and

effective steps reasonably calculated to stop the bullying, remedy the bullying, and prevent the bullying from recurring. Interventions and responses include but are not limited to separating the bully and the target; follow-up school counseling for the target; bullying education for the bully; and prompted disciplinary action against the bully. These steps should not penalize the target of the bullying. Disciplinary actions against the bully may include but are not limited to suspension and expulsion. Also, if the acts of bullying rise to the level of serious criminal offense the matter may be referred to law enforcement. The ISD shall inform the family of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services.

Family Involvement:

Families are encouraged to be involved in the process of minimizing bullying. Families should report suspected acts of bullying to an appropriate school official. In addition, families of students suspected of bullying will be notified with a phone call or through other appropriate means of communication. Conversely, families of students suspected of being the target of acts of bullying will also be notified with a phone call or through other means of appropriate communication. Family notifications will occur in an expedited manner within two (2) school days after the designated school administrator receives the report of suspected bullying. Families of students who are disciplined for acts of bullying will be involved in the disciplinary process consistent with the law and school policy.

Report to IDOE:

Each school will record and report to the district lead administrator of his or her designee the frequency of bullying incidents in the following categories: verbal bullying, physical bullying, social/relational bullying, and electronic/written communication bullying (or a combination of two or more of the above categories). The lead administrator or his or her designee shall report the number of bullying incidents by category for each school for each school term to the Indiana Department of Education by July 1. **IC 5-2-10.1-12; IC 20-20-8-8; IC 20-26-5-34.2; IC 20-30-5-5.5; IC 20-33-8-0.2; IC 20-33-8-13.5; IC 20-34-6-1; IC 21-39-22.1.**

REPORTING SEXUAL HARASSMENT

Definition: Sexual harassment is unwelcome conduct of a sexual nature. Prohibited forms of sexual harassment include actions such as touching of a sexual nature; making sexual comments, jokes, or gestures; writing graffiti or displaying or distributing sexually explicit drawings, pictures, or written materials; calling students sexually charged names; spreading sexual rumors; rating students on sexual activity or performance; or circulating, showing, or creating e-mails or Web sites of a sexual nature. Title IX officer will be notified.

It is the policy of the Indiana School for the Deaf to maintain a learning environment that is free from sexual harassment. No employee of the Indiana School for the Deaf shall harass another student through sexual conduct or communications. No student shall harass other students or employees through sexual conduct or communications. (The term "employee" also includes non-employees and volunteers who work under the control of school employees.) If you should become a victim of sexual harassment or discrimination, please report the incident to one of the following: Director of Instruction, Student Life Director, Principal, Residential Deans, and Superintendent. (change order)

When an incident occurs an investigation will ... the conclusion of the investigation, prior to issuing discipline, Student Life Director, the principal and/or residential deans will follow-up with the Title IX Officer to verify that the proposed action is consistent with the established Code of Conduct and/or Behavior Improvement Plan as well as other incidents of a similar nature. This procedure does NOT replace Child Protection Service (CPS) reporting.

False Reporting of Sexual Harassment

IC 35.-55-2-2 A student who gives a false report that a staff member or another student has sexually harassed a student or has knowingly given false information, will be considered to have engaged in student misconduct and will be subject to discipline, including suspension or expulsion.

RIGHTS TO PRIVACY AND SECURITY AGAINST UNLAWFUL INTERROGATIONS AND SEARCHES

Students have the right to privacy and security against arbitrary invasion of their personal property by school officials. The school does, however, have the right to search students' personal belongings when such is in the interest of the overall welfare of other students or is necessary to protect life, well-being and/or property, and is necessary to preserve the good order and discipline of the school. Lockers, residential hall rooms and/or students' vehicles may be searched when there is probable cause. Searches shall be conducted by the principal, dean of student, residential deans, ISD campus police or their designee with at least one more professional staff member present. The student will be present, if possible. School officials may impound stolen items or items forbidden on school ground (i.e. weapons, narcotics, etc.) and may use these items as evidence. The Indiana School for the Deaf has the right to contact law enforcement as stated in IC 20-33-7-3.

Students will be questioned when school officials have just cause to believe that they are involved in activities which violate school rules, policies, and state laws.

SEARCH & SEIZURE POLICY

The school recognizes that students maintain their rights of privacy while attending school and that those rights include the right to be free from unreasonable searches by school personnel. These rights will not be disturbed unless it is necessary to do so to enforce the law or school rules. In all circumstances, students shall be treated with dignity and respect. In order to clarify the rights of the students and responsibilities of the school, the Indiana School for the Deaf adopts the following policy:

1. General: Administrative level staff and security personnel may search a student's person, locker, residential bedroom, or vehicle if there are reasonable grounds for that search. As used in this policy, reasonable grounds for search exist if the circumstances would cause a reasonable person to suspect that the search will turn up evidence that the student has violated or is violating the law or the rules of the school.
2. Search of Student's Person: A search of a student's person may occur only if reasonable grounds exist for the search. Generally, searches of a student's person shall be limited to (1) searching the pockets of the student; (2) searching any object in the student's possession such as a purse or briefcase; or (3) a "pat down" of the student's clothing by the administrative level staff and ISD campus police.
3. Search of Student Lockers/Residential Room: All lockers, storage areas and residential rooms provided for students use on school premises remain the property of ISD and are provided for the use and convenience of the students. Under state law, students do not have any expectation of privacy in their locker or its contents. All locks used on lockers or storage areas are to be provided or approved by the school and unapproved locks may be removed and destroyed. Searches will be conducted by administrative level staff and ISD campus police. If possible, the student whose locker is to be searched shall be present at the time of the search.

Search of Motor Vehicles: A student may be denied the privilege of bringing a motor vehicle onto school premises unless the student, the owner of the vehicle and the parent of the student consent to the search of that vehicle when there are reasonable grounds for that search. If possible, the student whose vehicle is to be searched shall be present at the time of the search. Administrative level staff and ISD campus police will conduct the search.