

Indiana School for the Deaf Parent and Student Handbook

Indicates a new addition to the handbook



Chuck Baird 2007

2008-2009

Indiana School for the Deaf

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**PARENT and STUDENT HANDBOOK
2008-2009**

The Indiana School for the Deaf (ISD) is your school. We hope that you will enjoy, honor and contribute to the success of ISD. The purpose of this handbook is to help you become aware of your privileges, opportunities, and responsibilities as a member of this school. Please take the time to read this handbook. Many questions which will arise in the future are answered in this handbook.

The faculty and staff of the Indiana School for Deaf would like to welcome you to the 2008-2009 school year. We sincerely hope everyone has a successful and memorable school year.

**We have received and reviewed the 2008-2009 Indiana School for the Deaf
Parent and Student Handbook.**

Student's Name

Grade

Parent/Guardian

Date

Please detach the bottom portion and return to the department secretary.

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Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, IN 46205

Dr. David Geeslin
Superintendent's Office

August 11, 2008

WELCOME

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

ISD has worked diligently over the past several years to develop excellent programs for our students. The ISD community continues its endeavor to make ISD a World-Class School. The ISD Administrative Team has developed five statements so the staff can aspire to World-Class School status:

1. All programs and services will be student centered.
2. A bilingual-bicultural 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 Parent and Student Handbook will assist in understanding ISD better.

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

Sincerely,

Dr. David Geeslin

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.

Willard, 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 the 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 located 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.

The construction and opening of this campus was delayed from 1907 until 1911 due to cost overruns and faulty construction. Much public debate was held about the cost of such magnificent buildings of monumental stature that became the present day campus of the Indiana Deaf School. 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 and a national resource center. 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/Bicultural philosophy.

MISSION STATEMENT

The Indiana School for the Deaf community promotes academic and social excellence for Deaf and Hard of Hearing students through a bilingual/bicultural environment.

PHILOSOPHY

The bilingual/bicultural philosophy provides language acquisition and facilitates proficiency in two languages, American Sign Language (ASL) and English. 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 in a safe, comfortable and challenging environment.

BELIEFS

We believe that...

- ... all people have equal value.
- ...all students can learn and are lifelong learners.
- ...bilingual/bicultural education is a basic right for Deaf and Hard of Hearing students.
- ...ASL and English are two separate languages.
- ...students share a common (Deaf) culture, a common 2 languages (ASL & English), and a common heritage.
- ...Deaf and Hearing interactions are vital to students' bicultural development
- ...all staff, families and community members are educators.
- ...learning environments include, but are not limited to, home, dormitory, school and community.
- ...students benefit when their parents and families are involved in the educational process.
- ...a safe, secure, inviting, and healthy school environment is essential for learning.
- ...all students need to be immersed in a creative, challenging environment that encourages risk-taking during learning experiences.
- ...all students should be challenged to take risks that enhance their social, emotional, and intellectual skills.
- ...students have the right to have their individual needs met through learning opportunities that promote optimum success and independence.
- ...students should have cultural awareness, respect, and sensitivity when choosing a natural mode of communication with peers, staff, family, and the diverse, multi-cultural society.

HUMAN DIGNITY

The Indiana School for the Deaf believes that it is part of our mission to provide a positive, orderly and harmonious environment in which respect for the dignity and worth of every member of the school community is recognized and promoted. ISD believes that all employees, parents/guardians, and students are entitled to be treated, and are obligated to treat others, with courtesy, fairness, and decency.

EMERGENCY PROCEDURES

Students requiring special assistance will follow their individualized plan established by the case conference committee.

Fire Drills

In order to gain practice in leaving the building in case of an emergency, fire drills are held periodically. This is a serious part of our program, and each student will be expected to take it seriously and give his/her utmost cooperation. In no way is a fire drill to be considered recess or free time. When the fire alarm sounds, every student will leave the building in a quiet and orderly manner. There is to be no talking during the drill.

The exit used by a particular student is determined by his/her 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.

Tornado Drills

In the event that the occupants of a building should need protection from an approaching tornado, the follow instructions should be followed:

1. Watch carefully for instructions from the teacher/staff.
2. There should be no talking.
3. If time permits, all should go to an interior hallway/room on the lower level, preferably in a southwest section. Each department (building) has a tornado safety area.
4. If there is no time to leave the classroom, all should get as far away as possible from the windows and should get under tables or desks.
5. If outside the building, all should lie flat in the nearest depression, such as a ditch or ravine.

LOCK DOWN PROCEDURES

A) CODE WORD or Building Signal is given to begin Lock Down.

B) CLEAR HALLS of all students.

(**Note:** Bring any students that are in the hall near your room into your class whether they are part of your official class or not. Make a list of these students and their regularly assigned teacher/classroom.)

Student Life would gather students in one room with a lockable door and follow the same procedures.

C) CLOSE AND LOCK your classroom door. (Or bedroom door if in dorms)

D) Inform students that a “lock down” is underway.

(**Note:** Students will need reassurance that things are under control. Keep students away from the door, windows and off their pagers. Answer questions and let students know that their cooperation and patience will make a positive difference in the situation. **Depending on the nature of the lock down, continue your regular lesson.**)

E) NO ONE LEAVES the class/area.

(**Note:** depending on the nature of the emergency, law enforcement personnel MAY come to your classroom to evacuate you and your students. If this occurs, follow the instructions given by the Officer. Take your grade book if your class is evacuated.)

F) NO ONE ENTERS the class/area except law enforcement or administrative personnel.

G) Lock down concludes only with notification from administration or law enforcement.

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 are 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 arrangements for childcare on those days. Due to staffing concerns, ISD will not be able to accept those students from local schools that are designated closed for that day due to road conditions. ISD does not encourage parents to bring their child/children to school if their local school district is closed. When the majority of local schools are closed, ISD does not follow a traditional, educational school day. 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.

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
WISH –	Channel 8
WTHR –	Channel 13
WXIN –	Channel 59

STUDENT SAFETY ON ISD VEHICLES

School/Activity bus and van drivers are to have control of the vehicle when driving students to and from the campus of the Indiana School for the Deaf (ISD). The driver should maintain order on the vehicle by informing student supervisory staff on the bus if behavior is not appropriate or disruptive. Inappropriate conduct will not be tolerated and questions or clarification of these rules can be obtained from the driver when on a trip.

The supervisory staff is responsible for maintaining discipline and making sure the students stay in their seats, do not litter and do not put anything outside the windows. If the driver sees any action that needs attention, staff will be informed and will be responsible for correcting the situation.

- Students are expected to behave courteously and appropriately with each other and with each staff member on the trip.
- Windows or doors will not be opened or closed without permission from the supervisory staff. Supervisory staff should check with the bus driver before opening windows and doors.
- All passengers will stay in their seats with seatbelt fastened until it has come to full stop and the door has been opened by the driver.
- Upon the recommendation of the driver, school authorities will investigate any situation and possibly deny the privilege of riding an ISD bus to a student who refuses to conduct him/herself appropriately.
- All litter is to be cleaned up and disposed of properly at the end of the trip by students and supervisory staff.
- In the event that there is disruption on the bus, the driver will pull over and inform the supervisory staff of the situation. The supervisory staff member is to take action before the driver can proceed. Should the bus be pulled over more than three times on one trip due to inappropriate behavior or disruptions, the trip will be ended and the driver is to inform the supervisory staff that they are returning to ISD.
- The bus driver's job is to drive, not handle disciplinary matters with students. Supervisory staff will work with the driver regarding safety of the students while on the bus.
- Students are expected to follow the rules established by the Local School District that provides their transportation to and from school.

GUIDELINES FOR SAFE TRANSPORTATION **(Car, Van, Activity Bus and School Bus)**

I. CODE OF CONDUCT

- a. Each student shall be seated immediately upon entering the vehicle.
- b. No students shall stand or move from place to place during the trip.
- c. Loud, boisterous or profane language or indecent conduct shall not be tolerated.
- d. Students are not allowed to tease, scuffle, trip, hold, and hit or use their hands, feet or body in any objectionable manner.
- e. The throwing of objects is strictly prohibited.
- f. It is the responsibility of the trip supervisor to ensure that the vehicle is cleaned of all trash and litter.
- g. All passengers must wear seat belts if available. \$50.00 fine per person would be the responsibility of the driver.

ATTENDANCE POLICY

The Indiana School for the Deaf (ISD) is committed to an attendance policy that promotes an 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. Parents need to support the school by having their child/children arrive to school on time.

1. Reporting Absences

Parents are expected to notify the department secretary to report their child's absence on the same day as the absence. Please state the reason for the absence. If the secretary is not notified, then the absence will be considered 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.

3. Excessive Absences

Frequent and prolonged absences are in violation of the compulsory school attendance statute. Excessive absences, whether excused or unexcused, may result in a change of placement, unearned credit, or retention. When a student reaches five absences, the student's parents will be contacted by the Supervising Teacher to find out the nature of the absences and discuss the effect upon the student's educational program. The Supervising Teacher will inform ISD's attendance officer, the case conference coordinator, the local educational agency (LEA), and the TOR. On or before the tenth absence, a case conference will be reconvened to address the attendance issue, develop a plan of action, and determine the appropriateness of the student's placement.

4. Excused Absences

An excused absence is an absence from school for all day(s) or for any number of periods of the day under circumstances granted by law or recognized by the school. They include:

- Personal illness or injury – Any student who is absent from school for five consecutive days due to an illness/injury must present a doctor's statement verifying that it is appropriate for the student to return to school.
- Death in the immediate family
- Religious observances
- College Visitation
- Serving as a legislative page or assignment at an election poll
- Transportation cancelled due to weather (Student will not be counted as absent.)
- Any weather emergency observances
- Prearranged absences must be approved by the school. The parent/guardian needs to inform the school in writing at least two days prior to the absence. No excused pre-arranged absences will be granted during the last week of a semester, when a student has accumulated ten (10) absences or when the requested days would exceed that number.
- Verified court appearances

- Medical Appointments should be scheduled before or after school hours to minimize the amount of school missed. One-half day of excused absence will be allowed for a medical appointment without prior arrangement.
- Chronic medical conditions that require surgery, frequent medical attention, and long-term care should be documented in the child's IEP. This type of medical care can adversely affect the student's educational performance and may need additional support.
- Field trips are scheduled by teachers, with the principal's permission, to broaden the experience of the curriculum. Students will be excused from their classes to attend a field trip, but will be responsible for all work missed while on the field trip. A teacher or sponsor may refuse to take a student on a field trip if the sponsor believes the student is irresponsible or the trip may be hazardous to the student.

5. Make-up Work for Excused Absences

It is the student's (if age appropriate) responsibility to arrange make-up work with the teacher. For each day of an absence, the student has one (1) day in which to complete the make-up work. (Example: A student has three days to complete make-up work for a three-day absence.) Exceptions can be made at the discretion of the teacher to give students extended time if needed. Generally speaking, teachers will announce exams at least two days in advance. Therefore, if a student is absent the day before the exam and returns the day of the exam, the student will take the exam. Students will not be able to take their exams early. They may take the test after they return from their excused absence.

6. Activity Participation after Absence

A student may not participate in extra curricular activities, practices, employment, or after-school functions unless the student attends the last four periods of that school day. Students absent all day, due to illness, may not attend any extracurricular activity that day. If extenuating school or family circumstances result in a student's failure to be present the required completed periods, an exception can be made. Reasons may include: ISD approved college visit, ISD field trips, medical emergency and funeral.

7. Late to School

When students arrive after 8:00 a.m., he/she should report directly to the department secretary. This will remove their names from the absent list. The reason for the late arrival will be documented. After the fourth late arrival to school, the social worker will be contacted.

8. Tardy to Class

Teachers will keep a record of tardiness to their classes. After the third tardy, a formal warning will be given and the Supervising Teacher will be notified.

9. Truancy

This refers to situations where the student is somewhere on campus without authorization, does not attend class as expected, leaves the school without authorization, or willfully fails to attend school with or without parent's or guardians knowledge. Habitual truancy as defined in IC 20-33-2-11 states a child who is designated as a habitual truant, which must, at a minimum, define the term as a student who is chronically absent, by having **unexcused** absences from school more than ten (10) days of school in one (1) school year.

REQUEST FOR CASE CONFERENCE PROCEDURES

Anyone requesting a case conference must submit the Request for Case Conference form. This form can be obtained from your child's TOR or from the Case Conference Secretary. Please complete the form with signature and date and return it to the case conference team. Upon receipt of the request form, the case conference secretary will begin the scheduling process unless the request is not a case conference issue. If it is not a case conference issue, a parent request may be referred back to the Supervising Teacher. Case conferences will be scheduled at a time and place mutually agreeable to the parents, ISD staff, and the local educational agency (LEA) representative. All information requested on the form **must** be submitted before the scheduling process can begin.

Change of Placement

If a change of placement is desired by parents and/or student, a case conference must be convened. Parents can contact their child's TOR, department Supervising Teacher, or School Case Conference Coordinator with any questions.

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

The Indiana School for the Deaf is implementing a framework of Positive Behavior Support for our students, parents and staff. The main focus of Positive Behavior Support (PBS) is to provide a clear system for all expected behaviors at the Indiana School for the Deaf. Through the PBS process, we will work to create and maintain a productive, safe environment in which ALL school community members have clear expectations and understandings of their role in the educational process. There are four steps to accomplish this goal:

1. Behavioral expectations are defined in positive, simple, rules.
2. Behavioral expectations are taught to all students.
3. Appropriate behaviors are acknowledged.
4. Behavioral errors are corrected proactively.

ISD has chosen four areas to focus on during the school year. Our motto for PBS will be:

ISD DEAF HOOSIERS: S. O. A. R.

S – SAFETY O – ORGANIZATION A- ACCOUNTABILITY R- RESPECT

Students will work on being safe, organized, accountable and respectful in their everyday lives.

RESPONSIBILITIES OF MEMBERS OF THE SCHOOL COMMUNITY

The responsibility for discipline within the schools rests with the school staff, parents, and students. With the cooperation of all persons, it will be possible to maintain an environment that is safe, orderly, and fosters learning. All people in the community need to understand their responsibility to observe the regulations contained in this handbook.

Students have a responsibility to:

- Attend school regularly, arrive on time to school and class, and be prepared to learn;
- Conduct themselves properly in ISD buildings, on campus, on vehicles/buses, or at any ISD-related activity;
- Respect the rights and feelings of fellow students, parents, school personnel, visitors and guests;
- Respect the materials, equipment and property of ISD.

Parents have a responsibility to:

- Provide affection for the child and allow each child to be an important member of the family;
- See that their child attends school regularly and on time; notify school/dorm of absences.
- Provide an atmosphere suited for learning and the development of good study habits;
- Take care of the student's health and personal cleanliness;
- Cooperate with school personnel and community agencies in solving student-related problems;
- Make sure that sick children do not attend school and possibly infect other students and teachers;
- Read and understand their procedural safeguards through Article 7, ISD Parent/Student Handbook and ISD Code of Conduct.
- Address concerns to teachers and staff through the department secretaries.
- Demonstrate respectful conduct at all times and be a role model for our students.

The Principal and school staff members have a responsibility to:

- Provide a positive atmosphere for learning and teaching;
- Help students realize that as individuals they are important;
- Teach responsible behavior and what is expected of them;
- Seek conferences with students, parents, and other school personnel in an effort to understand and resolve learning/behavior challenges.
- Demonstrate respectful conduct at all times and be a role model for our students.

OLWEUS BULLYING PREVENTION PROGRAM

The state of Indiana has established legislation requiring Bullying Prevention to be taught in schools. (The Indiana Code is IC 5-2-10.1, Sec 11 and Sec 12.) Health and safety experts say that preventing bullying among children requires more awareness and intervention among adults. ISD has adopted the Olweus Bullying Prevention Program (OBPP).

The goals of the program are:

- to reduce existing bully/victim problems among elementary, middle, and high school children in and outside of the school setting
- to prevent the development of new bully/victim problems
- to achieve better peer relations at school and create conditions that encourage students to respect each other and to function better in and outside of the school setting.

General Expectations for Student Behavior

Students frequently are told by adults to act as good citizens and to be mature and not to engage in inappropriate behaviors. Exactly what do adults mean? What are specific examples of mature and appropriate behavior or good citizenship? A precise answer is difficult.

Basically, good citizenship and appropriate behavior are actions that allow others to function without interference; moreover, it is behavior that actually helps and assists others to solve their problems and overcome their difficulties. Good citizens actively and positively try to improve and add to the organization by unselfishly making it a better place for themselves and others.

The student with good citizenship:

- Respects the rights of others
- Shows courtesy to others
- Respects property of others
- Follows all school rules
- Assists and helps others
- Works to improve ISD
- Draws positive attention and credit to the ISD community
- Pulls weight by meeting and going beyond responsibilities and expectations
- Supports and encourages others
- Carries his/her identification card at all times in case of emergency.

The student with poor citizenship:

- Interferes with rights of others
- Exhibits discourtesy and rudeness to others
- Misuses and abuses property of others
- Selfishly disregards rules
- Ignores or is insensitive to others' needs
- Takes from but does not give or add to ISD
- Brings negative attention and discredit to the ISD community
- Is concerned only with self
- Expects support and encouragement from others without giving the same

The above list is certainly not inclusive. To generalize from the above list, the good citizen gives while the counterpart only takes from the organization and others.

Right to Organize Student Government

Student government, in the form of a Student Body Government, affords students the opportunity to participate in the formation of general school policies, to discuss matters of student concern, and to provide students with experience in participating in the democratic process. These opportunities should enhance the general emotional, social, and intellectual development of individual students.

The Student Body Government, under the supervision of faculty advisors and the principal, may make recommendations for the general operation of the school but may not actually prescribe regulations and rules. Student Body Government will have input concerning school, the dormitory, the

dining halls, and other campus-wide student issues. The Student Body Government may sponsor campus activities.

The Middle School promotes leadership through a Student Council. The High School department elects two representatives to serve on a Student Body Government for a total of ten members. Students elect a Student Body Government president, vice-president, secretary and treasurer. As of the 2008-09 school year, the Student Body Government and the Jr. National Association of the Deaf will combine to promote student leadership/government opportunities.

Right to Complaints and Grievances

Students are guaranteed avenues through which they may channel complaints and suggestions concerning school rules, policies, and regulations.

Students with complaints and grievances should follow this procedure. First, they should discuss their problem or concern with their counselor, teacher(s) and/or residential advisors. If their concern or problem is not resolved, students should then bring it to the attention of the Supervising Teacher and/or Dean of Students, who, with the student, may approach the Student Life Director and/or the Principal.

If the student is not satisfied after speaking with these individuals, the student has the right to make an appointment within three school days to discuss his/her complaint with the Superintendent. At this level, students must file a written grievance or complaint. The Superintendent, within ten days of receiving the student's grievance, will meet with the student to discuss the complaint. The Superintendent will make a decision in writing within five days regarding the student's complaint.

Right 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 and/or dormitory rooms may be searched when there is probable cause. Searches shall be conducted by the school principal or his/her 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 must submit to questioning when school officials have just cause to believe that they are involved in activities which violate school rules, policies, and state laws.

Right to Due Process before Discipline Being Imposed

Due process is a course of legal proceedings employed to assure a student a fair hearing, a fair judgment, and notice of the right to appeal.

First, students and parents shall have the opportunity to know rules and policies and regulations which govern student conduct. Additionally, they shall be informed of the possible penalties for infractions of the school rules.

Second, a student charged with violating a policy, rule, or regulation shall be informed of the specific nature of the infraction (i.e. what rule was violated and what the specific conduct was which allegedly constituted the violation).

Third, the student charged shall be afforded an opportunity to confront those charging him/her and explain their actions.

STUDENT CODE OF CONDUCT **GRADES 1 – 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. 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 parents to help students to understand this responsibility by reviewing and reinforcing this student Code of Conduct with their children. Students and parents can contact the Dean of Students and/or Supervising Teacher if they have any problems 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:

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

Student Code of Conduct applies to all students while they are on ISD's campus, or are involved in school-sponsored activities both on and off campus. All ISD summer programs are considered as optional; thus, any incident in Student Life 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 LEA's on transportation discipline situations. Consequences are determined according to the nature and severity of the infraction and the frequency of the misbehavior. Repeated or chronic violations of "minor" offenses listed in Level I, will result in progressive discipline. The "minor" offense will move to Level II after the third violation. Eventually, this type of offense can result in suspension or expulsion. Illegal activity will result in referral to law enforcement agencies.

Procedures for Student Code of Conduct

Within the classroom, teachers should utilize various intervention strategies when dealing with students, such as, after school meetings, time-outs, warnings, conferences and/or various techniques that work best for the teacher and student.

Each student is expected to abide by school-wide rules. Teachers and Residential Advisors will follow the Positive Behavior Support Charts for student expectations. The school rules are listed in the Student Code of Conduct.

For the disruptive student, staff members should utilize the Responsible Thinking Skills Technique and Positive Behavior Support interventions. Depending on the infraction, if the student does not redirect his or her behavior immediately, the teacher will send the student to the Student Responsibility Center (SRC) and then fill out a short form incident report. The Student Responsibility Center is a room where the student can go for “time-out,” counseling, “cool-off sessions,” or is sent by a staff member for consequences for inappropriate behavior (including in-school suspension). A staff member is on duty in the SRC and students are expected to cooperate with staff requests and keep up with their school assignments. Students will have the opportunity to reflect on their inappropriate behavior. If the student refuses to go to the SRC, this will become an in-house suspension. The teacher will call the Supervising Teacher or designee to escort the student to the SRC. If he/she is unavailable, the Principal will be summoned.

The SRC staff will record the incident reports and will track the consequences for each student. One of the goals of tracking the students’ behaviors will be to identify those students who need additional help.

Steps for students needing additional support:

1. A meeting with the student and teacher to discuss the student’s behavior choices (the student is given the option to meet with his or her Teacher of Record or a staff member that he/she prefers).
2. An in-person or phone conference with the student, teacher, and parents to discuss the student’s behavior choices.
3. The Teacher of Record will call a staffing which is a meeting where a student’s progress is discussed. Members of the staffing can include the student’s parent, administrator, the student’s teachers, a dorm representative, and a counseling team and/or assessment team representative. Any person having a significant role in the student’s life can be present at the staffing, such as coach, big brother or sister.
4. The staffing could discuss the possibility of developing a Functional Behavior Plan, consequences, and referral for additional support. A decision to call a case conference can be made. The counselor will be consulted to coordinate the development of the Behavior Intervention Plan to be implemented by the TOR and other staff.
5. A case conference WILL be called after the tenth incident report by the Dean or Supervising Teacher.

A formal case conference will be reconvened whenever a student is suspended (in-school or at home) for a total of five days or more in order to determine a plan of action.

RESPONSIBLE THINKING SKILLS

CONSISTENT MESSAGES

- 1. What are you doing?**
- 2. What are the rules?**
- 3. What happens when you break the rules?**
- 4. Is that what you want to happen?**
- 5. What would you rather be doing?**
- 6. What do you want to do now?**

These questions let students think about their behavior and decide whether they would rather comply or go for SRC. Elementary students may receive a time-out if appropriate.

STUDENT RESPONSIBILITY CENTER GUIDELINES

Elementary:

Please note that Student Responsibility Center (SRC) should be used as the last resort.

A) FIRST STEP: Classroom Rules

All students are to abide by all their classroom rules. They are to understand the consequences through discussions. Teachers strengthen the learning environment by handling their own students' discipline cases, as much as possible. However, sometimes this is not possible and a member of the support staff may lend support.

1. If a student disobeys a classroom rule, s/he will sit away from the group and will be able to watch his/her teacher.
2. If the student still disobeys, he/she will be sent to a "time-out" or "chill-out" place in/near the classroom. At the "time-out" place, a student is to sit quietly to calm down and think. Sometimes the student is to do a written assignment. That may include letters of apology, description of incident, or to figure out alternative behavior for self and others as well as responsibility to the group. The younger student will remain in the seat for about five minutes, older students about ten minutes. After "time-out," the student must explain the appropriate rules and consequences to the best of his/her ability.

B) SECOND STEP: Student Responsibility Center

1. When a student violates Level II or Level III rules, s/he will be sent to SRC. This will start the intervention process of serious situations to help students accept responsibility for their behavior. The student will be led through a process to help him/her come up with a plan as to how he/she will change behavior.

Middle School and High School

1. Each student will be counseled regarding the incident report and go through “reflective” exercises appropriate for the student’s age and ability. The reflective exercise is to help teach responsible thinking and positive choices. The reflective exercise could be a discussion with the SRC staff or a written “Student Reflective Paper,” depending on what is most appropriate for the student and situation. The student will develop a plan and strategies on how they to change behavior. Copies of the reflective paper will be sent to teachers and parents.
2. During after school SRC students are expected to sit quietly and work on their school work.
3. A daily list of SRC students will be sent to the Athletic Director, Deans, and Supervising Teachers. The SRC staff will develop and distribute this list by 2:30 P.M.
4. Students in SRC cannot be excused for any extra-curricular activity.
5. The SRC staff will also send a copy of the incident report to the parents. This will also include the form that lists what consequences the student experienced.
6. The SRC Staff will send the original to Central Files after the copy of the incident report is sent to the parents. Copies also are sent to the TOR and Supervising Teacher/Dean.
7. The seventh violation within one semester will result in staffing, a functional behavior assessment, and the development of a functional behavior plan. By this point, the student will have already received additional interventions, such as phone conferences with parents, and is on the path for a Case Conference after the tenth violation. At the end of a semester a student’s violation count will start at zero, however, the functional behavior plan will remain in place.
8. In-House suspension lasts for a regular school day (7.5 hours). Some students may begin in-house suspension in the middle of the day and will serve their time from the point of arrival in the SRC to the following day. Teachers will provide work during the in-house suspension. In accordance with each student’s IEP, related services will be provided.
9. If a student skips SRC, the student commits another violation and automatically results in “double time SRC.” If the student was in the SRC for 30 minutes, an additional 30 minutes would be added and the student will serve another day in SRC. The person covering SRC should write an Incident Report for this violation and the SRC Staff will record this information on the student's file.
10. If a student commits a violation in SRC, additional time may be added to the student’s detention at the discretion of the teacher on duty. The student may be required to repeat the SRC.
11. Any time a teacher sends a student to the SRC for immediate consequences, the teacher should use the short-form incident pass. The teacher checks off the violation and gives it to the student to bring to the SRC.
12. The teacher will write the official Incident Report within 24 hours. This will help ensure that the student’s behavior is documented and the forms are sent to the parents and placed in the student’s file.
13. Each student has a right to file an appeal on the incident report. The appeal will be sent to the Supervising Teacher for review. The Supervising Teacher will respond as soon as possible to the appeal.
14. The Supervising Teacher has authority to decide additional policies, determine certain consequences, and determine specific cases that are not in the Student Code of Conduct.

Student Life Residential Programs have established rules to ensure the safety and well being of all residential students. Student Life Residential Programs follow Education suspension and expulsion procedures. In place of Student Resource Center, residential students who violate residential hall policies lose privilege by being “grounded.” Examples of consequences are but not limited to:

- Writing Assignment
- Reading Assignment
- Early Bed
- No planned activity/event
- No off campus
- No KRC/free play
- Stay with supervisor
- Stay in room
- No social time
- Do community service
- No athletic practice (depending on situation)

SUSPENSION PROCEDURES

All Grades

1. The Supervising Teacher/Dean will investigate an Incident Report within 24 hours for Level III and IV violations, which could result in suspension.
 - a. The Supervising Teacher/Dean will inform parents of the investigation.
 - b. The student will be detained during the investigation. The time spent by the student in SRC during the investigation will count towards suspension time. The student will stay in SRC from 8:00 A.M. to 4:00 P.M. in school and from 4:00 P.M. to 8:00 A.M. in the residence hall if necessary.
 - c. The Supervising Teacher/Dean will be available for consultation.
 - d. The Supervising Teacher/Dean will inform the parents of the consequences and the student will continue to be detained until his or her parents arrive.
 1. It is the parent’s responsibility to pick up their child when the student has been suspended.
 2. If the suspension begins on a Friday, ISD can send the student home on the bus with the parent’s permission/agreement.
2. After the Principal/Student Life Director has approved home suspension, and the parent is informed, he/she will implement the following procedures:
 - a. The Supervising Teacher/Dean will forward a copy of the Incident Report and a letter summarizing the incident and the consequences to the:
 - parent or guardian
 - local education agency
 - Supervising Teacher
 - Dean
 - SRC staff
 - b. The original incident report, along with the letter, will be sent to Central Files.

- c. By law, the Bureau of Motor Vehicles must be notified of suspensions, expulsions and habitual truancy. (Middle School and High School)

Depending on the severity of the offense, the administrator can have the student serve a three-day in-school suspension.

- 3. NOTE: Students are not permitted on the ISD campus or to attend any ISD activity (extra-curricular, athletic, etc.) either on ISD campus or at another school/site during a suspension.

Discipline Code Summary

This chart shows various rule violations and their range of consequences. Consequences for breaking rules and regulations will range from left to right at the discretion of the Supervising Teachers and Deans. Some offenses are rarely committed but are included because of the danger to the school population. Parents will be notified by mail of lesser offenses and by TTY/telephone of more serious offenses.

Consequence (Depending on Severity)

Offenses:	Parent Contact	Detention	Suspension	Arrest
Insubordination	x	x	x	
Improper hall conduct	x	x		
Disruptive behavior	x	x	x	
Verbal abuse, profanity	x	x	x	
Disrespect	x	x	x	
Offenses:	Parent Contact	Detention	Suspension	Arrest
Tardy	x	x		
Truancy	x	x		
Damage of property	x	x	x	
Fighting	x	x	x	x
Smoking	x	x	x	
Sexual misconduct	x	x	x	x
Harassment	x	x	x	
Stealing	x		x	x
Arson	x		x	x
Battery	x		x	x
Drug/alcohol violation	x		x	x
False alarm	x		x	
Possession of weapon	x			x

Code of Conduct Expectations

*** Student Life and Education are counted as separate incidents.

Level I Violations

Level I violations are minimal actions that interfere with other student's ability to learn. The action interrupts the instructional process.

Level I Disciplinary Actions

Students will be separated from the group by in-class time out, given nonverbal cues to correct the behavior, verbal warning to student(s), or in-class modified seating.

Level II Violations

Level II violations are **repeated** actions that interferes with other student's ability to learn. The instructional process has clearly been interrupted.

Level II Disciplinary Actions

Students will be given an Incident Report and will discuss the infraction with the SRC staff. Consequences will be given.

Level III Violations

Level III violations are behaviors that violate ISD policies, state laws, or are chronic behaviors at level 2. Behaviors that requires assistance from administrators, counselors and/or law enforcement.

Level III Disciplinary Actions

Students will be given an Incident Report, sent to SRC and parents will be contacted. Level 3 violations will result in SRC, in-school suspension or out-of-school suspension.

Level IV Violations

Level IV violations are illegal acts. These Violations are crimes as defined by the Indiana Code 20-8.1-5-4 and Title 511 Indiana Administrative Code 7-3-1.

Level IV Disciplinary Actions

Disciplinary actions will follow procedures and consequences for all illegal violations. Any violation of Level IV is considered a crime and will be subject to an investigation by ISD Campus Police and/or the Indiana State Police. If the crime warrants, students will be subject to arrest and prosecution.

LEVEL I VIOLATION**LEVEL I DISCIPLINARY ACTIONS**

A Level I offense is a teacher-managed violation. Students will receive two verbal warnings that will be documented by the teacher. An Incident Report will be written and given to the SRC staff for the third offense. The SRC staff will interview the student and the offense will be formally documented. The fourth offense moves to Level II.

Offense**School****Student Life**

* Denotes: Could be considered as bullying-like behavior,

1. * **Improper Cafeteria Conduct**

Definition: *Throwing food or other objects; leaving trays/litter on the tables or sitting on tables; running; taking food out of the cafeteria; pushing, shoving, teasing; ruining another student's lunch.*

First Offense – verbal warning
Second Offense – verbal warning
Third Offense – Incident Report

First Offense – warning
Second Offense - warning
Third Offense - Incident Report

2. * **Disruptive Behavior**

Definition: *Bother a student or staff member; engaging in behavior that curtails class and teaching.*

First Offense – verbal warning
Second Offense – verbal warning
Third Offense – Incident Report

First Offense – warning
Second Offense – warning
Third Offense – Incident Report

3. * **Disrespect**

Definition: *Rude or discourteous to others.*

First Offense – verbal warning
Second Offense – verbal warning
Third Offense – Incident Report

First Offense – warning
Second Offense – warning
Third Offense – Incident Report

4. **Insubordination**

Definition: *in opposition to authority.*

First Offense – verbal warning
Second Offense – verbal warning
Third Offense – Incident Report

First Offense – verbal warning
Second Offense – verbal warning
Third Offense – Incident Report

5. **Throwing Objects**

Definition: *throwing objects towards the ground, paper into the trash can when others are standing by..*

First Offense – verbal warning
Second Offense – verbal warning
Third Offense – Incident Report

First Offense – verbal warning
Second Offense – verbal warning
Third Offense – Incident Report

6. * **Improper Hall Conduct**

Definition: *Being in the halls without permission during class or mandatory activity; running, jumping, and horseplay; loud and boisterous activity.*

First Offense – verbal warning
Second Offense – verbal warning
Third Offense – Incident Report

First Offense – verbal warning
Second Offense – verbal warning
Third Offense – Incident Report

7. * **Lavatory Misconduct (Not Damaging)**

Definition: *Using facilities in ways in which they are not intended.*

First Offense – verbal warning
Second Offense – verbal warning
Third Offense – Incident Report

First Offense – verbal warning
Second Offense – verbal warning
Third Offense – Incident Report

8. Loitering *Definition: Being in or around ISD campus without permission outside of regular school days.*

First Offense – verbal warning	First Offense – verbal warning
Second Offense – verbal warning	Second Offense – verbal warning
Third Offense – Incident Report	Third Offense – Incident Report

9. Lying *Definition: lying to a staff member for any reason.*

First Offense – verbal warning	First Offense – verbal warning
Second Offense – verbal warning	Second Offense – verbal warning
Third Offense – Incident Report	Third Offense – Incident Report

10. * Verbal Abuse or Use of Profanity *Definition: Calling other people rude, derogatory names; using words/gestures that are considered profane or offensive to others.*

First Offense – verbal warning	First Offense – verbal warning
Second Offense – verbal warning	Second Offense – verbal warning
Third Offense – Incident Report	Third Offense – Incident Report

11. * Sexual Misconduct. *Definition: Explicit sex talk; telling dirty stories; inappropriate gestures*

First Offense – verbal warning	First Offense – verbal warning
Second Offense – verbal warning	Second Offense – verbal warning
Third Offense – Incident report	Third Offense – Incident Report/

Title IX officer will be informed of the Incident Report.

LEVEL II VIOLATIONS LEVEL II DISCIPLINARY ACTION

Level II violations include behaviors that significantly violate the rights of others, put others at risk or harm, are chronic Level I behaviors, or require administrator involvement. An Incident Report will be written for any Level II violation. The consequences are SRC and can progress to in-school/out-of-school suspension. The fifth offense will result in progressing to Level III.

Offense School Student Life

* Denotes: Could be considered bullying-like behavior.

1. Insubordination *Definition: in opposition to and usually in defiance of established authority*

First Offense- 30 minutes lunch SRC	First Offense – one hour grounded
Second Offense – 45 minutes SRC	Second Offense- one hour grounded
Third Offense - 45 minutes SRC	Third Offense – two hours grounded
Fourth Offense – ½ day in-school suspension	Fourth Offense - ½ day in-house suspension

2. * Improper Cafeteria Conduct *Definition: Throwing food or other objects; leaving trays/litter on the tables or sitting on tables; running; taking food out of the cafeteria; pushing, shoving, teasing; ruining another student's lunch.*

First Offense- 30 minutes lunch SRC	First Offense – one hour grounded
Second Offense – 45 minutes SRC	Second Offense- one hour grounded
Third Offense - 45 minutes SRC	Third Offense – two hours grounded
Fourth Offense – ½ day in-school suspension	Fourth Offense - ½ day in-house suspension

3. * Disruptive Behavior	Definition: <i>Bother a student or staff member; engaging in behavior that curtails class and teaching.</i>	First Offense- 30 minutes lunch SRC Second Offense – 45 minutes SRC Third Offense - 45 minutes SRC Fourth Offense – ½ day in-school suspension	First Offense – one hour grounded Second Offense- one hour grounded Third Offense – two hours grounded Fourth Offense - ½ day in-house suspension
4. * Disrespect	Definition: <i>Rude or discourteous to others.</i>	First Offense- 30 minutes lunch SRC Second Offense – 45 minutes SRC Third Offense - 45 minutes SRC Fourth Offense – ½ day in-school suspension	First Offense – one hour grounded Second Offense- one hour grounded Third Offense – two hours grounded Fourth Offense - ½ day in-house suspension
5. * Throwing Objects	Definition: <i>Throwing any objects towards anyone at any time (including, but not limited to rocks, dirt, snowballs, crayons, etc.). It may be classified a different category based on the seriousness of the incident.</i>	First Offense- 30 minutes lunch SRC Second Offense – 45 minutes SRC Third Offense – 45 minutes SRC Fourth Offense – 1/2 day in-school suspension	First Offense – one hour grounded Second Offense- one hour grounded Third Offense- two hour grounded Fourth Offense- 1/2 day in-house suspension
6.* Improper Hall Conduct	Definition: <i>Being in the halls without permission during class or mandatory activity; running, jumping, and horseplay; loud boisterous activity</i>	First Offense- 30 minutes lunch SRC Second Offense – 45 minutes SRC Third Offense – 45 minutes SRC Fourth Offense – 1/2 day in-school suspension	First Offense – one hour grounded Second Offense- one hour grounded Third Offense- two hours grounded Fourth Offense- 1/2 day in-house suspension
7. Tardy/Cutting		First Offense- 30 minutes lunch SRC Second Offense – 45 minutes SRC Third Offense – 45 minutes SRC Fourth Offense – 1/2 day in-school suspension	First Offense – one hour grounded Second Offense- one hour grounded Third Offense- two hours grounded Fourth Offense- 1/2 day in-house suspension
8. Truancy		First Offense- 30 minutes lunch SRC Second Offense – 45 minutes SRC Third Offense – 45 minutes SRC Fourth Offense – 1/2 day in-school Suspension	First Offense – one hour grounded Second Offense- one hour grounded Third Offense- two hours grounded Fourth Offense- 1/2 day in-house suspension
9. * Scuffle/ Fighting	Definition: <i>Argument or aggressive actions between two or more students without blows/injuries when someone has to intervene. Student can avoid a suspension if they select an appropriate alternative to fighting such as: walking away from the person wishing to fight and refuse to continue or seeking help of a staff member to avoid a fight.</i>	First Offense- 30 minutes lunch SRC Second Offense – 45 minutes SRC Third Offense – 45 minutes SRC Fourth Offense – 1/2 day in-school suspension	First Offense – one hour grounded Second Offense- one hour grounded Third Offense- two hours grounded Fourth Offense- 1/2 day in-house suspension

10. * Sexual Misconduct

Definition: *Open-mouthed kissing and necking. Explicit sex talk, telling dirty stories, inappropriate gestures. Intentional body contact by touching private body areas and intimate hugging even when both mutually agree.*

First Offense – 30 minutes lunch SRC
Second Offense – 45 minutes SRC
Third Offense – 45 minutes SRC
Fourth Offense – ½ day in-school suspension

First Offense – one hour grounded
Second Offense – one hour grounded
Third Offense – two hours grounded
Fourth Offense – ½ day in-house suspension

11. Physical Bullying
Verbal

Definition: *Harm to someone's body or property*

Non-verbal

*Expressing physical superiority
*Blaming the victim for starting the conflict

*Making threatening gestures
*Pushing/shoving
*Defacing property
*Taking small items from others

MS/HS

First Offense- 30 minutes lunch SRC
Second Offense – 45 minutes SRC
Third Offense – 45 minutes SRC
Fourth Offense – 1/2 day in-school Suspension

First Offense – one hour grounded
Second Offense- one hour grounded
Third Offense- two hours grounded
Fourth Offense- 1/2 day in-house suspension

12. Emotional Bullying
Verbal

Definition: *Harm to someone's self-esteem or feeling of safety*

Non-verbal

*Insulting remarks
*Calling names
*Teasing about possessions, clothes, and physical appearances

*Giving dirty looks
*Holding nose or other insulting gestures

MS/HS

First Offense- 30 minutes lunch SRC
Second Offense – 45 minutes SRC
Third Offense – 45 minutes SRC
Fourth Offense – 1/2 day in-school Suspension

First Offense – one hour grounded
Second Offense- one hour grounded
Third Offense- two hours grounded
Fourth Offense- 1/2 day in-house suspension

13. Social Bullying: Harm to someone's group acceptance
Verbal

Non-verbal

*Gossiping
*Starting or spreading rumors
*Teasing publicly about clothes, looks, relationships with boys/girls, etc.

*Ignoring someone and excluding them from a group

MS/HS

First Offense- 30 minutes lunch SRC
Second Offense – 45 minutes SRC
Third Offense – 45 minutes SRC
Fourth Offense – 1/2 day in-school suspension

First Offense – one hour grounded
Second Offense- one hour grounded
Third Offense- two hours grounded
Fourth Offense- 1/2 day in-house suspension

14. * Misuse of School Property

Definition: *Use school property (including but not limited to supplies, equipment, school and dormitory books) for another purpose other than its intended use.*

MS/HS

Clean up/fix or pay for damage
First Offense – 30 min. lunch SRC
Second Offense – 45 minutes SRC
Third Offense – 45 minutes SRC
Fourth Offense – refer to Level III- Violation of Rules

Clean up/fix or pay for damage
First Offense – one hour grounded
Second Offense – one hour grounded
Third Offense – 45 minutes SRC
Fourth Offense – refer to Level III- Violation of Rules

These two areas have separate consequences from other Level II offenses. This area falls between Level II and III.

15. Demonstrating Without Permission	MS/HS	Progressive	First Offense: ½ day in-school suspension and letter of apology Second Offense – 1 day in-house Third Offense – 2 days in-house Fourth Offense: Refer to Category III – Violation of Rules	First Offense: ½ day floor suspension and letter of apology Second Offense – 1 day in-house Third Offense – 2 days in-house Fourth Offense: Refer to Category III – Violation of Rules
16. * Damage/ Destruction of Property	MS/HS	<i>Definition: Damaging, destroying or defacing property belonging to school/dorm, other students, or deliberately misusing school property resulting in damage.</i>		
			Pay for damage and ½ day in-house. Clean up/fix or pay for damage. One hour of community service. If behavior persists, ½ day in-school suspension Second Offense – 1 day in-school suspension Third Offense – 2 days in-school suspension	Pay for damage and ½ day in-house grounded. Clean up/fix or pay for damage. One hour of community service. If behavior persists, ½ day in-house suspension Second Offense – 1 day in-house suspension Third Offense – 2 days in-house suspension.

Destroying or damaging property.

Destroying, defacing, or damaging school property or the property of others on school premises or at school-sponsored activities.

Note: This includes vandalism. Destroying, defacing or damaging, or the unintentional destruction to property will result in disciplinary action and/or community service and/or payment for damage. The police will be notified, as necessary.

LEVEL III VIOLATIONS

LEVEL III DISCIPLINARY ACTIONS

Offense

School

Student Life

* Denotes: Could be considered bullying-like behavior
Elementary School (ES) Middle School (MS) High School (HS)

1. * Gross Insubordination	<i>Description: Serious act of failure to comply with reasonable directions of teachers or other personnel.</i>	ES/MS/HS	First Offense: 1 day home suspension Second Offense: 3 days home suspension Third Offense: 5 days home suspension	First Offense: 1 day in-house suspension Second Offense: 3 days home Suspension Third Offense: 5 days home suspension
2. * Violation of Rules	<i>Description: Intentionally violating any educational/residential rules.</i>	ES/MS/HS	First Offense: 1 day home suspension Second Offense: 3 days home suspension Third Offense: 5 days home suspension	First Offense: 1 day in-house suspension Second Offense: 3 days home Suspension Third Offense: 5 days home suspension
3. * Over-the Counter Drug Violation	<i>Description: Possession, selling, distributing, or receiving any non-prescription drug to/or from any other student or any other staff except from the Health Center.</i>	ES/MS/HS	First Offense: 3 days home suspension Second Offense: 5 days home suspension	First Offense: 3 days home suspension Second Offense: 5 days home suspension

4. * Possession of Paraphernalia	Description: Possession is considered intent to use. Possessing any apparatus used for the consumption of marijuana or other drugs, such as rolling paper, flasks, pipes, roaches, clips, bongs, water pipes, and stashes.	EL/MS/HS	First Offense: 3 days home suspension Second Offense: 5 days home suspension	First Offense: 3 days home suspension Second Offense: 5 days home suspension
5. * Fighting	Description: Aggressive actions between two or more students, that does not result in injury, that continues after a staff member breaks up the fight.	ES/MS/HS	First Offense: 1 day home suspension Second Offense: 3 days home suspension Third Offense: 5 days home suspension	First Offense: 1 day in-house suspension Second Offense: 3 days home Suspension Third Offense: 5 days home suspension
6. * Harassment	Description: Continued bothering of another student. Insulting, teasing, making fun of, ridiculing, intentionally humiliating another student.	ES/MS/HS	First Offense: 3 days home suspension Second Offense: 5 days home suspension	First Offense: 3 days home suspension Second Offense: 5 days home suspension
7. * Intimidation	Description: Communicating a threat with intent to hurt or cause bodily harm, with the purpose of putting fear into another student or staff.	ES/MS/HS	First Offense: 3 days home suspension Second Offense: 5 days home suspension	First Offense: 3 days home suspension Second Offense: 5 days home suspension
8. Leaving Campus Without Permission	Description: Leaving the campus area at any time without permission from the Dean or Supervising Teacher.	ES/MS/HS	First Offense: 3 days home suspension Second Offense: 5 days home suspension	First Offense: 3 days home suspension Second Offense: 5 days home suspension
9. * Sexual Misconduct	Description: Fondling around breast, buttocks, or genitals, either inside or outside clothing, even if both parties have mutually agreed to do so.	ES/MS/HS	If a Category #4 violation is not classified as a crime, the student will receive home suspension and a report will be sent to ISD Social Service. First Offense: 3 days home suspension Second Offense: 5 days home suspension	If a Category #4 violation is not classified as a crime, the student will receive home suspension and a report will be sent to ISD Social Service. First Offense: 3 days home suspension Second Offense: 5 days home suspension
The Title IX officer must be informed of any sexual misconduct.				
10. * Forgery	Description: Falsifying another person's name or altering times, dates, or grades.	ES/MS/HS	First Offense: 3 days home suspension Second Offense: 5 days home suspension	First Offense: 3 days home suspension Second Offense: 5 days home suspension

11. Gambling	Description: <i>Playing games of chance or skill involving the wagering of money or anything of value.</i>		
ES/MS/HS		First Offense: 3 days home suspension Second Offense: 5 days home suspension	First Offense: 3 days home suspension Second Offense: 5 days home suspension

12. * Theft	Description: <i>Taking something that belongs to another student, staff member, or the school/dorm without permission.</i>		
ES/MS/HS		First Offense: 3 days home suspension Second Offense: 5 days home suspension	First Offense: 3 days home suspension Second Offense: 5 days home suspension

13. Physical Bullying	Description: <i>Harm to someone's body or property</i>		
Verbal			Non-verbal
*Threatening physical harm to threaten and intimidate			*Damaging property *Stealing *Starting fights *Scratching or biting *Pushing, tripping, or causing a fall *Assaulting
ES/MS/HS		First Offense: 3 days suspension Second Offense: 5 days suspension	First Offense: 3 days suspension Second Offense: 5 days suspension

14. Emotional Bullying: <i>Harm to someone's self-esteem or feeling of safety</i>			
Verbal			Non-verbal
*Insulting family *Harassing with phone calls *Insulting your size, intelligence, athletic ability, race, color, religion, ethnicity, religion, ethnicity, gender, disability, or sexual orientation			*Defacing school work or other personal property, such as clothing, locker or books *Saying someone is related to a person considered an enemy of this country (e.g., Osama bin Laden)
ES/MS/HS		First Offense: 3 days suspension Second Offense: 5 days suspension	First Offense: 3 days suspension Second Offense: 5 days suspension

15. Social Bullying: <i>Harm to someone's group acceptance</i>			
Verbal			Non-verbal
*Ostracizing using notes, Instant Messaging, email etc. Posting slander in public places (such as writing derogatory comments about someone in the school bathroom)			*Playing mean tricks to embarrass someone
ES/MS/HS		First Offense: 3 days suspension Second Offense: 5 days suspension	First Offense: 3 days suspension Second Offense: 5 days suspension

16. * Damage/ Destruction of Property	Definition: <i>Damaging, destroying or defacing property belonging to school/dorm, other students, or deliberately misusing school property resulting in damage. Repeatedly committing this act of vandalism. Destruction and destroying any property.</i>		
ESMS/HS		Clean up/fix and/or pay for damage. First Offense: 1 day home suspension Second Offense: 3 days home suspension Third Offense: 5 days home suspension	Clean up/fix and/or pay for damage First Offense: 1 day in-house suspension Second Offense: 3 days home suspension Third Offense: 5 days home suspension

LEVEL IV VIOLATIONS**LEVEL IV DISCIPLINARY ACTIONS****Offense****School****Student Life**

* Denotes: Could be considered bullying-like behavior

Elementary School (ES) Middle School (MS) High School (HS)

1. Arson	<i>Description: Deliberately setting any fire on ISD property.</i>		
	ES/MS/HS	5 days home suspension	5 days home suspension
2. * Battery	<i>Description: Physically attacking another person either bodily or with a weapon or dangerous object. This includes, but is not limited to, tools, sticks, trays, bottles, even a pencil if it is used as a weapon. This includes ANY fights involving two or more participants. PLEASE NOTE: If this violation causes bodily harm, the charges become a crime. The police will investigate, and the victim or parents may press charges.</i>		
	ES/MS/HS	5 days home suspension if necessary to protect victim and others. Remove from school and set up case conference.	5 days home suspension if necessary to protect victim and others. Remove from school and set up case conference.
3. * Deliberate Damage or Substantial Destruction of Property	<i>Description: Vandalism or deliberate destruction of property belonging to school/dorm, other student, or misusing school/dorm property resulting in damage.</i>		
	ES/MS/HS	Pay for damage and 5 days home suspension	Pay for damage and 5 days home suspension
4. Attending School Under the Influence of Drugs/Alcohol	<i>Description: Student, regardless of being of age, being in school while under the influence of alcohol or drugs, medication not prescribed by a physician. (Indiana Code 20-8.1-5-4, Sec. 4(a)).</i>		
	ES/MS/HS	10 days home suspension - pending expulsion and set up case conference.	10 days home suspension - pending expulsion and set up case conference.
5. * Drugs/Alcohol Violations	<i>Description: Possessing, receiving, selling, or distributing alcohol or drugs (Indiana ode 20-8.1-5-4, sec 5(a)).</i>		
	ES/MS/HS	10 days home suspension - pending expulsion and set up case conference.	10 days home suspension - pending expulsion and set up case conference
6. * Extortion	<i>Description: Forcing a person to give up money, projects, assignments, or anything of value by threats, intimidation, or force.</i>		
	ES/MS/HS	5 days home suspension	5 days home suspension
7. False Alarms	<i>Description: Report, attempting to pull or pulling an alarm, or calling 911 when no emergency exists.</i>		
	ES/MS/HS	5 days home suspension	5 days home suspension
8. Fireworks and Explosives	<i>Description: Possessing, firing, displaying, or threatening the use of fireworks or explosives on the school grounds. This includes cherry bombs and homemade explosive devices.</i>		
	ES/MS/HS	5 days home suspension	5 days home suspension

9. * Encouraging Lawbreaking or Violence	Description: <i>Provoking or talking another student into: breaking school rules, or committing a violent act that harms people/property.</i>	ES/MS/HS	5 days home suspension	5 days home suspension
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10. * Stealing Items of Substantial Worth	Description: <i>Taking property of another person or the school/dorm. This includes but is not limited to shoes, purses, or wallets, even though there is no cash money involved; possessing items that the student knows to be stolen.</i>	ES/MS/HS	5 days home suspension	5 days home suspension
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11. * Weapons (Excluding Firearms)	Description: <i>Possessing, receiving, selling or distributing any weapon, including a pocket knife.</i>	ES/MS/HS	5 days home suspension	5 days home suspension
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12. * Firearms Possession	Description: <i>Possessing, handling, or transmitting any firearms while on school property (Section 921 of Title 18, U.S. Code – The Safe School Act).</i>	ES/MS/HS	10 days home suspension and immediate start of expulsion process for one calendar year. Case Conference begins immediately.	10 days home suspension and immediate start of expulsion process for one calendar year. Case Conference begins immediately.
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13. * Sexual Harassment/ Sexual Battery/ Sexual Misconduct	Description: <i>Unwelcome sexual advances for sexual favors, and verbal or physical conduct of a sexual nature not freely and mutually agreeable to both parties; touching another person with the intent to arouse or satisfy the sexual desires of the individual involved or others, when that person is compelled to touching by force or the threat of force; or so mentally disabled or deficient that he/she cannot give consent. Engaging in intercourse, oral and/or anal sex even with mutual consent.</i>	ES/MS/HS	If a Section D Violation is classified as a crime, an immediate report is to be made to the ISD Social Service Specialist for legal investigation. Parents/guardians will be notified. Student will be picked up by the police and/or sent home. If the violation is not classified as a crime, the student will receive home suspension and a report will be made to the ISD Social Service Specialist for documentation to ensure protection of student/staff rights. First Offense: 5 days home suspension, information placed in student's file. Parents/guardians and LEA representative attend a case conference. Second Offense: Any further incidents will result in expulsion from school.	If a Section D Violation is classified as a crime, an immediate report is to be made to the ISD Social Service Specialist for legal investigation. Parents/guardians will be notified. Student will be picked up by the Police and/or sent home. If the violation is not classified as a crime, the student will receive home suspension and a report will be made to the ISD Social Service Specialist for documentation to ensure protection of student/staff rights. First Offense: 5 days home suspension, information placed in student's file. Parents/guardians and LEA representative attend a case conference. Second Offense: Any further incidents will result in expulsion
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The Title IX officer must be informed of all sexual misconduct acts.

14. **Physical Bullying:** *Harm to someone's body or property*

Verbal

- *Making repeated and/or graphic threats (harassing)
- *Practicing extortion (such as taking lunch money)
- *Threatening to keep someone silent:
"If you tell, it will be a lot worse!"

Non-verbal

- *Destroyed property
- *Setting fires
- *Physical cruelty
- *Repeatedly acting in a violent, threatening manner
- *Assaulting with a weapon

ES/MS/HS

5 days home suspension

15. **Emotional Bullying:** *Harm to someone's self-esteem or feeling of safety*

Verbal

- *Harassing you because of bias against your race, color, religion, ethnicity, gender, disability or sexual orientation

Non-verbal

- *Destroying personal property, such as clothing, books, jewelry
- *Writing graffiti with bias against your race, color, religion, ethnicity, gender, disability, or sexual orientation

ES/MS/HS

5 days home suspension

16. **Social Bullying:** *Harm to someone's group acceptance*

Verbal

- *Enforcing total group exclusion against someone by threatening others if they do not comply

Non-verbal

- *Arranging public humiliation

ES/MS/HS

5 days home suspension

NEW LAW: IC 20-8.1-12/5 states that if a student makes a threat (intimidation or physical aggression) against a school employee, a police report will be filed by the department administrator. ISD Code of Conduct consequences will also apply.

Sexual Harassment

It is the policy of the Indiana School for the Deaf to maintain a learning and working environment that is free from sexual harassment. No employee of the Indiana School for the Deaf shall harass another employee or 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:

- | | |
|---------------------|------------------------|
| Supervising Teacher | Director of Operations |
| Principal | Human Resources |
| Superintendent | |

The Title IX Officer for ISD is Rose Hemmelgarn, Director of Operations. The Title IX Coordinator is responsible for the tracking and review of ALL complaints in regards to sexual harassment, sexual discrimination or sexual misconduct. When an incident occurs, please notify the Coordinator of the incident which will be logged at that time. At the conclusion of the investigation, prior to issuing discipline, the Supervising Teacher and/or the Dean of Students will follow-up with the Coordinator to verify that the proposed action is consistent with the established Code of Conduct and/or BIP as well as other incidents of a similar nature. This procedure does NOT replace CPS reporting

DRESS CODE

Students are expected to attend school looking clean, neat and dressed in a manner that promotes a positive, caring and safe environment. We do not intend to dictate the type of clothes to be worn to school, but occasionally we find it necessary to say what shall not be worn. Students are here, first and foremost, for academic reasons. ISD would like to encourage students to make appropriate choices regarding their appearance and type of clothing. Health and safety needs to be considered when dressing for school.

Students may not wear:

- Clothing that unduly exposes or reveals excess skin or undergarments (i.e. basketball jerseys, spaghetti straps, cut-off tops, halter tops, mesh shirts, or tops that are strapless, low cut, see-through clothing or expose the midriff).
 - Short shorts, skirts and dresses. (The length should extend down to the fingertips when the student holds their arms straight down.)
 - Sagging or low-rise pants that expose the underwear or excess skin. Belts should be worn to prevent pants from sagging.
 - Hats, hoods, bandanas, and/or any other head coverings during the school day.
 - Shoes with rollers or wheels to school or school activities.
 - Flip-flops. Shoes should be appropriate for school such as closed toe shoes, tennis shoes, and boots.
 - Clothing or jewelry that promotes drugs, alcohol, tobacco, or any illegal substance.
 - Clothing with profanity, sexual innuendos, or gang related apparel during school or school activities.
 - Attire typically worn at the beach and to lounge around the house. It is not appropriate for an educational setting. (i.e. slippers, pajamas, flannel sleep pants.)
 - Outerwear such as winter coats and jackets should not be worn during the school day.
- Sweaters and sweatshirts are permitted.**

Please remember **all** students go outside daily. Preschool and Elementary students go outside for recess. Middle School and High School students must go between buildings to attend classes. We would greatly appreciate our students being properly dressed for school and activities out of school. Students participating or attending other Educational Programs are responsible for following that program's established dress code. (i.e. Tech High School, Public school, Field trips, Community work program.)

VISITATION POLICY

We have numerous visitors on a daily basis. To ensure the continuity of the learning and residential environment and to make your visit more pleasant, please adhere to the following guidelines:

We believe that all information (written and observed) belongs primarily to the students and/or parents, 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 are privy to 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. Thank you for your understanding. 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.

Prior to visiting campus, please make an appointment with the appropriate person. All visitors must sign-in at the Security Gate. Parents attending a case conference may sign-in at the gate and proceed to the Case Conference area.

Arriving on Campus

Preschool Elementary Middle School High School	<i>Visitors check in at the security gate and proceed to the Department Secretary's office.</i>
Residence Halls	<i>Visitors check in at the security gate and proceed to the Assistant Dean's offices.</i>
Athletic Contests	<i>Visitors check in at the security gate and proceed to the appropriate field/track/gym.</i>
Tour Groups	<i>Visitors check in at the security gate and proceed to appointed tour start site.</i>
Vendors/Meetings	<i>Visitors check in at the security gate and proceed to the meeting/delivery/service site.</i>

Classroom Visitations

- Visits need to be scheduled in advance to avoid days with field trips or tests. This will also enable us to arrange for interpreters when possible. Please contact the department secretary to schedule visits.
- Visits are limited to 30 minutes per class.
- When visitors arrive at the department, please check in with the Department Secretary. For the safety and security of our students, all visitors must wear a nametag obtained from the Principal's or Department Secretary's Office.
- Parent/teacher conferences cannot occur during classroom visitations. If visitors have questions, comments, or concerns, please schedule a time to meet with the teacher.
- Visitors may leave a note in the teacher's mailbox in the office or contact the teacher later to arrange a meeting. We encourage parents to share problems and/or concerns with the teacher before they talk to the Supervising Teacher; share problems and/or concerns with the Supervising Teacher before they share them with the Principal; and share problems and/or concerns with the Principal before they share them with the Superintendent.
- The use of cameras and video recorders at ISD must be approved by the Supervising Teacher.
- Remember, when visitors ask questions of teachers and/or administrators, please respect the importance of the school's obligation for confidentiality pertaining to students other than your own child.
- Teachers and administrators appreciate and value feedback. Please contact us and let us know how we are doing!
- Thank you for coming to see us. Your visit will help us become a World-Class School.

Residential Hall Visitation Policy

We have numerous visitors on a daily basis. To ensure the continuity of the residential environment and to make your visit more pleasant, please adhere to the following guidelines.

Arriving on Campus

Residence Halls visitors check in at the security gate and proceed to the Student Life Secretary.

Residential Hall Visitations

- Visitors are not allowed into residential areas without the permission of the Dean of Students or the Residential Assistant Dean.
- All visitors are required to stop at the Student Life Secretary's office to sign in and obtain a visitor's pass to be worn at all times on campus. Visitors other than family members may visit students in coed lounges or designated areas.
- The visiting hours are:
 - 5:00-6:00 p.m. for Preschool/Elementary students
 - 6:00-7:00 p.m. for Middle School students
 - 6:30-8:30 p.m. for High School students
- Visitors must show the visitor's pass to staff when asked and remain in designated areas which are: the Lobby and the Assistant Dean's office.
- When visiting the residential setting, we ask visitors not to bring video recorders or cameras. These may create legal concerns for staff and students.
- Visitors may leave a note to the Assistant Dean in the office or contact the RA later to arrange a meeting. We encourage parents to follow standard protocol, and share problems and/or concerns with the RA before they talk to the Assistant Dean; share problems and/or concerns with the Assistant Dean before they share them with the Dean; and share problems and/or concerns with the Dean before they share them with the Director of Student Life; share problems and/or concerns with the Director of Student Life before they share them with the Superintendent.
- Staff must accompany parents to the student's room.
- All visitors are expected to follow all ISD policies and procedures such as driving (speed limit), parking, and smoking in designated areas. Campus Police have the right to ask any individual to leave the premises.
- Only parents are allowed visitation after 9:00 p.m. The Assistant Dean needs to be notified before arrival.

Curfew

Any Parent and/or Guardian who takes a student off the ISD campus must have the student back by the scheduled curfew.

- Curfew times are as follow:
 - 7:30 p.m. for Preschool/Elementary students
 - 8:30 p.m. for Middle School students
 - 9:30 p.m. for High School students

Please Note: The Superintendent or his designee may, if circumstances warrant, advise someone in person or by letter that he or she may not enter on school premises without making prior arrangements with school officials. If a person fails to abide by this request, law enforcement will be contacted. Persons who have been convicted of sex-related crimes or who appear on any registry of sex offenders shall not be allowed on school property. Exceptions will be made for a parent or legal guardian to attend parent/teacher conferences or activities involving his/her child or scheduled appointments with school staff; however, any such attendance is subject to regulations by the building principal.

VOLUNTEER POLICY

Anyone interested in volunteering on campus needs to apply through the Volunteer Coordinator. The volunteer coordinator is located in the Student Life center. All applicants will be subject to a background check before being approved to volunteer on campus and before receiving their volunteer assignment. The volunteer coordinator is located in the Student Life center. Volunteers will participate in a Volunteer Orientation program.

BROWN AND WILLARD MEAL TIMES

BROWN CAFETERIA

Middle School 7:00 to 8:00 A.M.
High School 7:00 to 8:00 A.M.

Service for staff starts at 11:20 A.M.
Middle School 11:20 to 11:50 A.M.
High School 12:10 to 12:40 P.M.
Late staff 12:15 to 12:45 P.M.
Line closes at 12:45 P.M.

12:30 P.M. DISMISSAL

Same schedule as above

Middle School 5:00 to 6:15 P.M.
High School 5:00 to 6:15 P.M.
Line closes at 6:15 P.M.

BREAKFAST

LUNCH

SUPPER

FRIDAY SUPPER (if scheduled)
4:00 to 5:00 P.M.

SATURDAY (if scheduled)
Lunch at Noon

WILLARD CAFETERIA

Preschool 7:00 to 8:00 A.M.
Elementary 7:00 to 8:00 A.M.

Preschool 10:45 to 11:30 A.M.
Elem (K-2) 11:30 to 12:15 P.M.
Elem (3-5) 12:15 to 1:00 P.M.
Line closes at 1:00 P.M.

12:30 P.M. DISMISSAL

Preschool 10:45 to 11:15 A.M.
Elem (K-2) 10:55 to 11:30 A.M.
Elem (3-5) 11:35 to 12:15 P.M.

Preschool and Elementary will be
served from 4:45 to 5:30 P.M.
Line closes at 5:30 P.M.

Breakfast at 8:00 A.M.

Supper at 5:00 P.M. (self-serve)

ISDNET USE POLICY AGREEMENT **ALL GRADES**

Purpose

This document has been created to ensure all faculty, staff, students and parents understand their rights and responsibilities as they pertain to the use of ISDNet at the Indiana School for the Deaf (ISD).

The use of ISDNet is a privilege, not a right. The efficient operation of the network relies upon the proper conduct of the end users (faculty, staff, and students) who must adhere to strict guidelines as outlined in this use agreement.

ISDNet

ISDNet is provided as a service to faculty, staff, and students to promote educational excellence in our school by facilitation, resource sharing, innovation, and communication.

ISDNet is composed of various technical components and resources, which enable ISD faculty, staff, and students' access to vast, diverse, and unique resources available through the Internet and Intranet. ISDNet includes, but is not limited to, Internet-enabled and internal E-Mail system, Internet browsing, Internet/Intranet web access, campus-wide network infrastructure and computers. ISDNet access is coordinated through a complex association of governmental agencies, and regional and state networks.

ISD makes no warranties of any kind, whether expressed or implied, for the service it is providing. ISD will not be responsible for any damages suffered. This includes loss of data resulting from delays, non-deliveries, miss-deliveries, or service interruptions caused by the negligence, or errors, or omissions of either the school or the user. The user assumes responsibility and any risk for the use of information obtained via ISDNet. ISD specifically denies any responsibility for the accuracy or quality of information attained through its network.

Internet/Web Policies

- Use of the Internet by users is permitted and encouraged where such use is suitable for school educational and/or business purposes and supports the goals and objectives of the school.
- The Internet is to be used in a manner that is consistent with the school's standards of conduct and as part of the normal execution of an employee's job or student's school responsibilities.
- Users shall not visit Internet sites that contain obscene, hateful or other objectionable materials.
- Users shall not create or participate in non-educational chat rooms.
- Users shall understand that Internet access may be subject to monitoring for inappropriate use, security and/or network management reasons.

E-Mail Policies

- Users shall understand that their E-Mail accounts and E-Mail messages are considered property of the school.
- Users shall not solicit E-Mails that are unrelated to school activities or for personal gain.
- Use of E-Mail may be subject to monitoring for inappropriate use, security and/or network management reasons.
- Users shall not send non-school related materials (jokes, poems, riddles, prayers, cute videos, screen savers, chain letters, mailing lists). Receiving such materials is not encouraged and users are expected to inform their senders to discontinue sending them.
- Users shall not use their E-Mail accounts to conduct personal business correspondence nor to perform mass-distributions of messages of personal or business nature.
- Users shall be expected to abide by the general accepted rules of E-Mail etiquette, which includes being polite, and use of appropriate language.
- Any other E-Mail systems made available through the Internet are not permitted. ISDNet's E-Mail system is the only authorized E-Mail system at ISD.
- Users shall not E-Mail to ALL_USERS for personal gain (e.g., soliciting business, advertising, non-ISD event announcements) without prior approval from the Superintendent.

Computer/Network Policies

- Users shall not intentionally interfere with the normal operation of the network, including the propagation of computer viruses and/or maliciously cause high volume network traffic that substantially hinders others in their use of the network.
- Users shall refrain from installing personal software without prior authorization from the division/department head, and/or curriculum director, and ISD's Director of Technology. User shall also refrain from any environment modification on ISDNet computers (screen savers, icons, and control panel).
- Users shall understand that any vandalism and malicious attempt to harm or destroy ISDNet equipment, data of other user, computer system/Internet will result in disciplinary actions.
- All software used by ISDNet computers will be purchased properly through appropriate procedures.
- Users shall use only equipment or software owned, licensed, or being evaluated by ISD. Use of personal or third party equipment or software at ISD is strictly forbidden unless prior approval has been obtained from appropriate supervisors and from the Technology Center.
- At no time shall a user's confidential computer password(s) be shared with, or used by, any other person. Likewise, at no time shall a user use other person's computer password(s).

Consequences

I understand that my inappropriate use of ISDNet could result in disciplinary action being taken against me. Such action could result in my termination from the school. I am also aware that the school has the right to monitor my use of ISDNet, including communications occurring through it.

Personal Pager / Cellular Phone Use Policy

This policy was developed by the Administrative Team to inform you of the regulations governing the use of pagers and cellular phones while attending the Indiana School for the Deaf.

Regulations for Use of Pager/Cellular Phone:

1. Pager use is a privilege.
2. Pagers / Cellular Phones will not be permitted during the school day, workshops, meetings, or club activities, Health Center during school hours, Resource Center, locker rooms or bathrooms, field trips, and KRC.
3. If a pager is brought to school, it must be given to the department secretary at 8:00. The pager or cell phone can be retrieved at 3:15.
4. All pagers / cellular phones must be off during study time and after lights out.
5. Pager use in the Health Center is only with the expressed permission of the nurses. Student's health is the first priority in the Health Center.
6. Any students possessing pagers/cellular phones with internet capabilities will be expected to follow the ISD Internet/Web policy.
7. No inappropriate language is permitted.
8. Bullying through pager or phone will not be tolerated.
9. The Student Life Staff will monitor student pager or cellular phone use. Students are expected to cooperate with staff when asked to put pager or cellular phone away.
10. All regulations involving the use of Pagers / Cellular Phones as stated in the Student Handbook will be followed.

ISD reserves the right to collect and hold pagers for any violation of the Student Code of Conduct.

Consequences for Violation of Pager / Cellular phone Regulations:

First Offense – Warning

Second Offense – loss of pager / cellular phone privilege for 1 week.

Third Offense – loss of pager / cellular phone privilege for 1 month.

Fourth Offense- Possible loss of pager privileges for quarter/semester/year depending on the nature of the infraction. In-school suspension, at-home suspension, and/or notification of law enforcement agencies could be possible.

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

I have read and understand the regulations and consequences listed above:

Student's Signature/Date

Supervising Teacher/Assistant Dean's Signature/Date

Effective Date: 8.01.08

HEALTH CENTER

The mission of the Health Center is to provide the best possible medical care for students while at the Indiana Deaf School. The Health Center staff strives to accomplish this goal in a manner which consistently creates a positive, pleasant, and productive health care environment for both students and staff. Parents need to provide the Health Center with up-to-date health records for their child/ren including: medication orders & medicines and supplies as needed and should keep the Health Center apprised of any changes.

It is necessary for all students at ISD to have their own home family doctor. 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. Parents **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 doctor.

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 for medication and emergency needs. Please send a copy of any new or changed insurance cards by mail or fax 1.317.920.6270.

Parents will be notified immediately if their child is injured while at school or becomes seriously ill. Parents will be **strongly** encouraged 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 of 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 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 Medical Director 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 phone numbers for the Health Center are: 1-800-715-5602, (317) 924-8409 and (317) 920-6279 (Director's Office). All are TTY accessible. The Health Center fax number is 317-920-6270. Fax services are available for parents and/or physicians to fax orders and other medical information.

The Health Center will provide:

- Administration of medications as ordered by the physician.
- Administration of medical treatments as ordered by the physician.
- Illness and injury assessment and evaluation by staff and tri-weekly doctor visits.
- Observation of potential abuse/neglect. All staff is to report observations to the designated staff social worker. (Schools are required, by statute, to report suspected incidents. IC 31-6-11-3)

- Vision/Scoliosis Screening as required by Indiana State law.
- Ushers screening every 3 years with parent permission
- Dr. Krier, child psychiatrist services following IEP referral.

Student Injury

- I. Parents will be notified immediately if their child is injured while at school.
- II. The Health Center will provide basic medical care but the parent is then responsible for picking up their child and transporting the child for further medical attention.
- III. Parents are responsible for providing their own medical coverage for students attending ISD.
- IV. ISD does not accept any responsibility for injuries occurring at ISD.
- V. ISD will not reimburse parents for medical expenses.
- VI. Parents 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, such as Tylenol and cold/cough medication. ***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 parent. The parent’s 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 parent/guardian. 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:

1. the student’s name
2. the medication name
3. name of the parent/guardian sending the medication
4. parent/guardian phone number
5. Doctor’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 additional medication must be sent in the original container in a sealed envelope with the signature of the parent/guardian (not the student). This is to ensure that all medication reaches the Health Center. A Health Center staff member will inform parents/guardians when refills are needed. This notification will occur one week in advance of needed refill. Notification will be via phone call and/or letter.

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

1. the physician’s name
2. the child’s name
3. specific directions for use
4. the exact name of the drug
5. the stop date for the medication (if any)

The Health Center reserves the right to request that day students 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 Medical Director may discontinue the use of any drug prescribed, if conditions warrant such action. Notification of this will be made to the parent/guardian and documented in the student's medical file. The Medical Director may reject any medication left by the parent 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 Medical Director to carry out the instructions of the prescribing physician.

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:

- Fever of 101 degrees or higher
- Widespread, untreated rash
- Vomiting and/or persistent diarrhea
- Draining, red, or matted eyes
- Serious respiratory infections with persistent cough, fever, and/or large amounts of green/yellow drainage.
- Chicken pox – may return to school when all blisters are scabbed over and student is fever-free for 24 hours.
- 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, parental 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 Medical Director. As in all public school environments, cooperation between schools, health departments, physicians, and parents is needed to control communicable diseases among school children.

If parents have any questions about any of these policies or any specific illnesses, they should contact the Health Center at (317) 924-8409 or 1-800-715-5602 voice/TTY.

Immunization Policy

At the time of enrollment in any grade, it is the responsibility of the parent/guardian 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. Parents should contact the Health Center if they have any questions regarding the current requirements or their child's immunization status.

GENERAL EDUCATIONAL INFORMATION

All educational departments strive to provide optimal learning opportunities and to maximize our students' social and emotional development. The programs encompass three main areas: linguistics, cognition, and cultural systematic support. Linguistic goals include a student's basic understanding of two distinct languages: ASL and written English. Cognitive goals enable students to develop their decision-making skills and self-reliance. Cultural goals help students appreciate Deaf Culture and the world's diversity and to respect others' values. The Indiana School for the Deaf would like to partner with parents/guardians to provide positive support, care, and encouragement to all students and staff.

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. Homework shall be viewed as an extension of class work and is related to the objectives of the curriculum. It should help the student develop useful skills and gain increased insight into class work. All homework should contribute directly as well as indirectly to the student's performance evaluation. Although regular 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 parents. ISD recognizes that the student's out of school life must also be devoted to physical, social, religious, and other activities. Homework is meant as an educational tool, not a disciplinary measure.

ISD believes homework:

- Is an integral part of the educational program.
- Should be a collaborative effort involving the school, dorm and home.
- Helps the student develop useful organizational skills and increased insight into class work.
- Contributes to the student's performance evaluation.
- Must be meaningful and relevant to both the class and the student.
- Requires self-discipline and individual commitment.
- Is an educational tool, not a disciplinary measure.

A student's responsibilities:

- To know what the assignment is before leaving the classroom.
- To make a written note of the assignment for later reference.
- To **complete** the assignment on time.
- To seek help when "stuck" on a problem or assignment.
- To do his/her own work.
- To use time wisely.
- To recognize that for some students some assignments will take more time than the same assignment will take for other students.

A teacher's responsibilities:

- To make the assignment clear.
- To show the relevance of the assignment to the class work.
- To be available to help students with assignment problems.
- To collect, grade or evaluate, and return the assignment.
- To use homework as part of the student's final evaluation.

- To focus Monday through Thursday assignments on short-term goals while reserving Friday and weekend assignments for longer term goals.
- To be aware of the recommended time limits for homework (three hour average for all classes).
- To recognize that for some students some assignments will take more time than the same assignment will take for other students.
- To be aware that students have activities outside of school which provide valuable and necessary life lessons for them.
- To use homework to reinforce and practice, to expand and extend, to create and apply, to prepare and gain background, but not to teach new information.
- To be sensitive to the unique factors inherent in-group assignments.

A parent's/residential advisor's responsibilities:

- To provide ample time and a place for a student to do his/her homework.
- To monitor and make sure that homework is done.
- To organize activities (social, athletic, and occupational) so that they do not interfere with the completion of homework.
- To recognize that for some students some assignments will take more time than the same assignment will take for other students.
- To know that a student tends to have homework – sometimes formal assignments; sometimes less formal and practice work; sometimes to prepare material to read; sometimes to prepare for a test; and sometimes general study and review of material presented in a class. Teachers expect students to review material if there is not a formal assignment given.
- Parents will provide necessary school materials: markers, scissors, ruler, paper, etc.

SCHOOL WIDE ASSESSMENT: ISTEP+/NWEA/SAT-10/ISTAR

The ISTEP+ evaluation will be given to elementary students in the 3rd and 4th grades, Middle School and High School students. ISTEP+ will be administered in fall 2008 and spring 2009. Results are shared with parents and plans for remediation (if necessary) are formulated. The 1st and 2nd grade students will take the SAT-10 in March of 2009.

The Northwest Evaluation Association (NWEA) will be given twice a year. The assessment reports the measures of academic progress (MAP). The MAP provides an accurate assessment of a student's ability, accurately measuring what a child knows and needs to learn.

The Indiana Standards Tool for Alternate Reporting (ISTAR) is designed to measure progress of students who perform significantly above or below grade-level and have personal learning goals that cannot be adequately measured with grade-level standardized tests. ISTAR is an inventory of mathematics, English/language arts, and Functional Achievement that is completed by the teacher(s) and shared with parents.

Assessment Calendar
Indiana School for the Deaf
2008 – 2009

ISTEP+	September 15 – 22, 2008
Fall GQE	September 16 – 18, 2008
Fall NWEA – MAP	September 29 – October 17, 2008
Spring GQE	March 10 – 12, 2009
ISTEP+ (open-ended)	March 2 -11, 2009
SAT10 (1 st – 2 nd Grades)	March 16 – 20, 2009
Spring NWEA – MAP	
Reading/Language Usage	March 16 – 27, 2009
Mathematics	April 6 – 14, 2009
ISTEP+ (multiple choice)	April 26 – May 6, 2009
End of Course Assessments (ECA)	Based on end of instruction

ISTEP+ Fall: English/Language Arts
 Mathematics
 Science (Grades 5 and 7)

ISTEP+ Spring: English/Language Arts
 Mathematics
 Science (Grades 4 and 6)
 Social Studies (Grades 5 and 7)

ECA: English 10 (pilot)
 English 11 (no AYP factor and not a graduation requirement)
 Algebra I
 Algebra II (no AYP factor and not a graduation requirement)
 Biology I (no AYP factor and not a graduation requirement)
 United States History (pilot) (no AYP factor and not a graduation requirement)

- Participation required

Assessments (2008-2009)	ISTEP+	ECA	GQE	NWEA – MAP	SAT10
Grade 1	No	No	No	No	Yes
Grade 2	No	No	No	No	Yes
Grade 3	Yes	No	No	Yes	No
Grade 4	Yes	No	No	Yes	No
Grade 5	Yes	No	No	Yes	No
Grade 6	Yes	No	No	Yes	No
Grade 7	Yes	No	No	Yes	No
Grade 8	Yes	No	No	Yes	No
Grade 9	No	Yes	No	Yes	No
Grade 10	No	No	Yes	Yes	No
Grade 11	No	No	Yes (for those who do not pass the GQE)	Yes	No
Grade 12	No	No	Yes (for those who do not pass the GQE)	Yes	No

Department Newsletters

Each department publishes a newsletter on a bi-monthly basis. It is the responsibility of the students to deliver the newsletter to their parents. Parents may contact their child's TOR or the department secretary if they are not receiving the newsletter. Information from other departments on campus is included with the newsletter. Student Life, Outreach, and special event flyers are sent home with the newsletter. The newsletters are posted on the school website: www.deafhoosiers.com.

Convocations/Field Trips

The teacher will schedule all field trips/convocations at least two weeks in advance. Letters providing information about the trip will be sent to parents two weeks prior, explaining the need for money and/or any special clothing needs. Notice of field trips and convocations may be found in the department newsletters.

Report Cards/Mid-terms

The Elementary, Middle and High School departments mail report cards quarterly. Mid-terms are mailed home midway through each quarter. Elementary teachers will contact parents if there are any educational concerns with their child.

Sign In/Sign Out

Students who leave a department or arrive in a department after the school day has begun must sign in/sign out with the department secretary. Reasons for signing out are trips to the ISD Health Center or leaving with parents for any reason (note required).

*** 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 your child's department secretary. Students remaining at school one hour after dismissal may be reported to CPS and/or Campus Police.

Teacher of Record Responsibility (TOR):

The Department of Education requires each student to have a TOR. The TOR performs many duties at ISD, including some responsibilities of which parents need to be aware:

- The TOR is the initial contact person with parents.
- The TOR will attend and represent all teachers at the case conference.
- The TOR will monitor the implementation of the IEP. The TOR will ensure supplementary aids and services, program modifications, and supports are provided in accordance with your child's IEP.
- The TOR will participate in the reevaluation process for the student.
- The TOR will be available to meet with parents during Parent-Teacher Conference Night as scheduled.
- The TOR will discuss and explain the handbook. Teachers will explain the expectations of students and check for understanding of the policies.

PRESCHOOL

The Indiana School for the Deaf Preschool program is a continuum of bilingual and bicultural curriculum for children ages 18 months – five years. The curriculum is child-centered and project-based to provide each child a nurturing and developmentally appropriate educational environment. All aspects of the curriculum focus on using research-based principles of learning and childhood developmental milestones as the foundation for lessons and activities. ISD's Preschool Program is accredited by the National Association for the Education of Young Children (NAEYC).

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, Computers, and Literacy (Reading and Writing). Children experience a variety of gross motor activities, both indoor and outdoor, on a daily basis.

Speech therapists join the students daily to provide classroom-based speech therapy (Lip Reading, Sound Awareness, Spoken English, and Hearing Aid Use).

Assessment

Teachers and assistants evaluate each child's progress through portfolio assessment. Parent-Teacher conferences are held at the end of each semester to review progress and plan goals for the child. Portfolios are given to the family at the end of each semester.

Daily Schedule

Monday – Thursday

8:00 – 10:30 Classroom Learning Experiences
10:30 – 11:15 Lunch
11:15 – 12:00 Recess
12:00 – 12:30 Classroom Learning Experiences
12:30 – 2:00 Quiet Time or Nap
2:00 – 3:00 Classroom Learning Centers

Friday – Residential Students Only (Students without daily transportation)

8:00 – 12:30 Enrichment Activities, Lunch, Recess
12:30 – 2:00 Quiet Time or Nap
2:00 – 3:00 Enrichment Activities

Parent Communication

Communication between home and school is very important. Communication between teacher and parent will be ongoing through Daily News, Student Communication Books, monthly newsletters and/or personal communication at school or during home visits. **If you have a change in plans regarding pick up time, doctor's appointment, or another important message, please write in the student's communication book or on a note.**

Home visits provide family educators, teachers and family members the opportunity to work closely together and develop a team approach to best meet the individual child's needs. Home visits will occur during the first and last week of school and throughout the year as needed.

Policies/Procedures

1. Classes are held Monday through Thursday from 8:00 a.m. – 3:00 p.m.
2. Fridays are closed to day students. Enrichment activities are available on Fridays for only residential students. (Students that do not have daily transportation provided by their LEA.)
3. Parents may drop off their child at the preschool Gym no earlier than 7:30 a.m. and pick up their child from gym no later than 3:05 p.m. Please follow the established bus transportation route.
4. Children leaving school prior to 3:00 p.m. must be signed out from the secretary's office by the parent or responsible adult.
5. Parents must notify the preschool secretary by email, phone call or note. Please call 317-920-6256 TTY or 711 to use Relay Indiana before 8:00 a.m. if their child is absent. The secretary's email address is abippus@isd.k12.in.us
6. Change in transportation plans must be given in writing to the child's teacher or preschool office prior to student pick up.
7. Parents will be contacted immediately for these situations: recommendation by Health Center staff due to student illness or injury; student behavior is injurious to self or others; student is not equipped with necessary supplies to remain comfortable and healthy at school, i.e.: extra change of clothing, toileting supplies, medication, nap items.

ELEMENTARY SCHOOL

Elementary offers curricula under the Indiana Department of Education Proficiency Standards with emphasis on linguistic and cognitive skills with real world applications. Elementary at ISD comprises the Kindergarten through fourth grades. American Sign Language (ASL) is the language of instruction. Our philosophy is a bilingual/bicultural approach. The curriculum encompasses ASL, language arts (ESL and literacy), mathematics, science, social studies, arts, physical education, computer lab, drama, communication, and social skills.

The major goal of the Elementary Program is to provide linguistic, social, and intellectual experiences to enable the students to develop literacy in two languages – ASL and English. Culturally, the students are offered experiences that will enhance the acquisition of the behaviors, attitudes, and values of both Deaf and Hearing communities. Caring adults who are licensed teachers provide these bilingual-bicultural experiences that support each child's self-esteem and pride in family, community, ethnic, and linguistic heritage. We view ourselves as members of a world community with a variety of values and traditions. We feel that educational opportunities to learn about and value other cultures and traditions are important to the understanding and respecting of one's own individual culture and traditions.

Daily Schedule

Please see your child's Teacher of Record (TOR) for the classroom schedule. Class begins at 8:00 and dismissal is at 3:00 Monday through Thursday. Dismissal on Friday is at 2:45.

Grading Scale

K-2 grades

+ Excellent progress
Blank Satisfactory progress
- Needs improvement

3rd to 5th grades

A = Excellent
B = Good
C+ = Above average

C = Average
D = Poor
F = Failing

Policies/Procedures

1. All day students are to be dropped off in the front of the Elementary lobby or behind the Elementary area no earlier than 7:30 a.m. (This includes bus and parent drop off.)
2. Day students spending the night or weekend with another student (day or residential) must complete the proper forms. The forms may be picked up from the Elementary secretary, and/or Assistant Deans in Raney/Willard Halls.
3. Day students' parents must inform the TOR daily of their after school plans – bus, dorm, and/or athletics **in writing** via email or note. Verbal messages will not be accepted.
4. Parents must pick up their child from the Elementary secretary's office for any appointments during the school day. It is the responsibility of the parent/guardian to sign their child in/out.
5. Parents must notify the Elementary secretary before 8:00 a.m. if their child is going to be absent that day. Parents may notify the secretary via e-mail, phone call or note. The secretary's phone number is (317) 920-6260 TTY or 711 for Relay Indiana. To report absences and/or transportation changes please email Monica Byrum at mbyrum@isd.k12.in.us.

Homework Time frame

Kindergartners occasionally have homework, but they should have someone reading to them 15-20 minutes each evening.

First Graders should have approximately 10 minutes of assigned homework in addition to reading or having someone read to them on an average of 100 minutes a week (15-20 minutes a day).

Second Graders should have 15-20 minutes of homework each evening. They should read or have someone read to them at least 100 minutes a week (20 minutes a day).

Third Graders should have 25-30 minutes of homework each evening. Each third grade student is expected to read at least 100 minutes a week (20 minutes a day). Some reading may be included as part of the homework assignment, but recreational reading is still encouraged.

Fourth graders should have approximately 45 minutes of homework each evening. Some reading may be included as part of the homework assignment, but recreational reading is still encouraged. Children should read 20 – 30 minutes per day.

MIDDLE SCHOOL AND HIGH SCHOOL

The Middle School (5, 6, 7, and 8th) and High School (9, 10, 11 and 12) offers curricula following the Indiana Department of Education Proficiency Standards with emphasis on linguistic and cognitive skills with real world applications. The curricula encompasses ASL, Deaf studies, language arts (ESL and reading), mathematics, science, social studies, keyboarding, health and safety, physical education, Job Skills Training Center (JSTC), art, Family and Consumer Sciences and multi-media graphics and a host of elective classes. The Middle School and High School programs utilize technology, especially computers, as productivity tools. The 50-minute classes are scheduled on an eight-period rotation from 8:00 a.m. through 3:15 p.m. Extracurricular activities include cheerleading, football, volleyball, basketball, swimming, wrestling, track, baseball, softball, class organizations, Junior NAD and Student Council. The Student Life department provides an abundance of after-school programs as well.

Daily Schedule

Students in the Middle and High School departments attend classes from 8:00 a.m. to 3:15 p.m., Mondays through Thursdays. Students are dismissed at 3:00 on Fridays. There are 8 fifty-minute class periods (A through H) during the day.

Daily Schedule:

Period A	8:00 – 8:51
Period B	8:51 – 9:42
Period C	9:42 – 10:33
Period D	10:33 – 11:24
LUNCH	11:24 – 11:51
Period E	11:51 – 12:42
Period F	12:42 – 1:33
Period G	1:33 – 2:24
Period H	2:24 – 3:15

Semester and Final Exams

Exams are given to Middle and High School students at the end of each semester. Exams may not be taken early. However, arrangements can be made for students to take exams at a later date. An incomplete grade may be awarded until all coursework is completed.

Policies and Procedures

1. All day students are to be dropped off at Brown Cafeteria no earlier than **7:30 a.m.** (This includes bus and parent drop off). Day students may be dropped off at Alumni Hall after **7:45 a.m.**
2. Day students spending the night or weekend with another student (day or residential) must complete the appropriate forms. These forms may be picked up from the Middle School/High School secretary and/or the Assistant Deans in the Koob/Fair Halls.
3. Day students must inform the staff person who is responsible for the bus duty of their plans after school – bus, dorm, and/or athletics.
4. Parents must notify the Middle School or High School secretary before **8:00 a.m.** if their child is absent. The phone number for the Middle School secretary is (317) 920-6216 (TTY), High School secretary is (317) 920-6223 (TTY) or 711 if you need to use Relay Indiana (voice). The Middle School email is csquire@isd.k12.in.us. The High School email is smccoy@isd.k12.in.us.
5. Parents must pick their child up in the Middle School or High School office for any appointment during the school day. They will be responsible to sign-in and/or sign-out their child. Please wait in the department lobby for your child.
6. Students who need to go to the Health Center during the school day must sign in and out at the department secretary's office.
7. All students in algebra and geometry classes must have a TI-83 calculator.
8. No over-the-counter or prescription drugs may be carried or kept by day or residential students. All such medication must be kept in the Health Center.
9. Students are to use lockers in school and in the Physical Education classes. The school is not responsible for books, clothes, personal items and backpacks not stored in lockers.

Lockers

Each student in the department is issued a hallway locker to store clothes and educational materials/supplies. For safety reasons, students are encouraged to use their lockers instead of leaving their belongings around the school environment. The outside of lockers may be decorated with school-related items only (academic/athletic recognitions or special event materials). Personal pictures, messages, or other information can be posted inside lockers if it is not objectionable or profane. Students can check with Department Supervising Teachers for clarification.

Students Use of Backpacks

Students are not permitted to carry a backpack from class to class during school hours. Backpacks are to be kept in the student's locker or designated area from 8:00 am to 3:15 pm. While in Student Life area, backpacks are to be kept in the cubbies located in the lobby of Fair Hall.

Grading Scale

<u>GRADE</u>	<u>PERCENTAGE SCORE</u>	<u>GRADE POINT</u>
A+	97 – 100	4.33
A	94 – 96	4.00
A-	90 – 93	3.67
B+	87 – 89	3.33
B	84 – 86	3.00
B-	80 – 83	2.67
C+	77 – 79	2.33
C	74 – 76	2.00
C-	70 – 73	1.67
D+	67 – 69	1.33
D	64 – 66	1.00
D-	60 – 63	.67
F	0 – 59	.00

Rank in Class

Students who move into ISD are ranked along with the other students on the ranking system after they have attended this school for one semester. In the case of new seniors who need to have a rank for college application before the end of their first semester here, an estimated rank is given.

Honor Roll

Students who earn a 3.0 GPA are recognized quarterly as Honor Roll students. In addition, we also recognize students who receive no C's, D's, or F's during the quarter and students who have not been sent to the Student Responsibility Center (SRC).

Academic Dishonesty

ISD teaches the importance of academic honesty. Students are taught about the issues of cheating, both on exams and class work. Students are taught how to correctly cite information from other sites, documents, and sources. Plagiarism is a form of cheating and will be taken very seriously. A student will receive a zero on the assignment and parents will be notified of the offense.

TRANSITION PROGRAMMING

(511 IAC 7-43-4)

Transition Planning

Students entering sixth (6th) grade will be given a vocational exploration assessment. This will assist the student in making successful career choices. The student will use this information to identify their strengths, preferences, interests and needs as they relate to future career planning. Students will have the opportunity to look at different areas such as work, education, living, personal and social environments.

Transition IEP

A student must have a transition IEP in place by the time he/she enters 9th grade or becomes fourteen (14) years of age. The transition IEP contains present levels of academic achievement and functional performance as well as postsecondary goals. The IEP will establish measurable goals that will reasonably enable the student to meet the post secondary goals, related to training, education, employment and where appropriate, independent living skills. Documentation regarding whether the student will pursue a high school diploma or certificate of completion will be noted in the transition IEP.

GRADUATION REQUIREMENTS AND INFORMATION

ISTEP and Assessments

Grade 9 – ISTEP+

Grades 10-12 – ISTEP+ GQE

The ISTEP+ test is now a **required standardized test** for all Indiana students and a qualifying test for high school graduation. Students in grades 10, 11, and 12 will take the test during the fall of the school year. The results will be sent to the parents/students in January. These results will help parents and teachers determine each student's educational needs.

It is important that students do well on the assessment. If they have difficulty on the test and do not pass all or part during their sophomore year, students will have up to four opportunities to pass the test during their junior and senior years. Students in grades 11 and 12 will have the opportunity to pass the ISTEP+ test in the spring. The results will be sent to parents/students in May.

Graduation Policy

This section explains the different graduation documents presented to students who complete their high school education careers at ISD.

Academic Honors Diploma

The Academic Honors Diploma is a special high school diploma offered by the State of Indiana. This diploma is the highest level of academic recognition given by the State of Indiana to high school students.

To earn this diploma a student must:

- Complete at least 47 high school credits. This is nine credits more than what is needed for a regular diploma and seven credits more than a Core 40 diploma. (One credit equals earning a passing grade for one semester, with the exception of physical education.)

- Complete courses in the areas listed and approved by the Indiana Department of Education as qualifying for the Academic Honors Diploma. Check with your guidance counselor to make sure the classes you take are on this list of approved courses.
- Have an overall B grade point average and get at least a grade C in each course. Any grade below a C will cause you to be ineligible for the diploma unless you can retake the class and earn a C or better.
- Pass the Graduation Qualifying Exam.
- Meet any additional graduation requirements at your school.

Core 40 Diploma

The student has met Core 40 requirements and has earned a grade of C or above in each required class.

General High School Diploma

The student qualifies for a waiver. The student's Case Conference Committee will review the following to determine if the student fulfills the graduation requirement:

- Parent/guardian/adult student sends a signed waiver review request form to the School Supervising Teacher.
- Student's Teacher of Record collects student portfolio data documenting:
 - Achievement of 9th grade Academic Standards in English/language arts and mathematics in classroom work;
- Ninety-five percent (95%) attendance rate to the extent required by the IEP, with excused absences not counting against the student's attendance.
- At least a C or better (2.0 GPA or higher) average in credits required for graduation.
- Satisfies all state and local graduation requirements.
- Agreement of the school Principal and the Waiver Committee

Certificate of Completion

Presented to students who have not passed one or both sections of ISTEP+, who have lower than a C grades in the Core 40 required classes, or have passed the 40 required credit classes, and have not shown 9th grade equivalency in Language Arts and Mathematics.

Certificate of Attendance

Presented to student who have not passed one or both sections of ISTEP+ who have not passed all of the 40 required credit courses and have not shown 9th grade equivalency in Language Arts and Mathematics.

Valedictorian – Salutatorian

Students, on a diploma track, will be considered for positions of valedictorian and salutatorian on the basis of their grade point average (GPA) after seven semesters. The senior with the highest cumulative GPA will be recognized as the class valedictorian. The senior with the next highest cumulative GPA will be named salutatorian. Students must have been enrolled in ISD full time for at least one full semester, with at least four credits earned during that semester. Students considered will be notified of their positions at the beginning of the seventh semester.

Indiana High School Diploma Requirements

	General High School Diploma	Core 40 Diploma	Academic Honors Diploma
English/Language Arts	8 credits	8 credits Credits in literature, composition, and speech	8 credits Credits in literature, composition, and speech
Mathematics	4 credits Must include 2 credits in: Algebra I or Integrated Mathematics I	6-8 credits 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II (or Integrated Math I, II, and III for 6 credits) Additional credits in: Pre-Calculus/Trigonometry, AP Calculus, Discrete Mathematics, Probability and Statistics or AP statistics	8 credits 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II (or Integrated Math I, II, and III for 6 credits) 2 credits: Additional credits in: Pre-Calculus/Trigonometry, AP Calculus, Discrete Mathematics, Probability and Statistics, or AP Statistics
Science	4 credits Must include credits from more one of the three major categories in: Life Science, Physical Science, and Earth & Space Science	6 credits 2 credits: Biology 2 credits: Chemistry I, Physics I or Integrated Chemistry - Physics 2 credits: Additional credits in Chemistry, Physics, Earth and Space Science, Advanced Biology, Advanced Chemistry, Advanced Physics, or Science Advanced Environmental Science	6 credits 2 credits: Biology I 2 credits: Chemistry I, Physics I, or Integrated Chemistry – Physics 2 credits: Additional credits in Chemistry, Physics, Earth and Space Science, Advanced Biology, Advanced Chemistry, Advanced Physics, or Advanced Environmental
Social Studies	4 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: In another social studies course or in Global Economics or Consumer Economics	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: World History and Civilization or World Geography 1 credit: Economics 1 credit: Additional course from the social studies area	6 credits 2 credits: U.S. History 1 credit: U.S. Government 3 credits: Additional credits in course with an emphasis on Economics, Geography, or World History
SUBTOTAL	20 credits	26-28 credits	28 credits
Other Subjects	2 credits (in above subjects or technology competency)	8 credits (in above subjects or any of the four subjects below)	see below
- Foreign Languages		Encouraged	6-8 credits
- Arts		Encouraged	2 credits
- Computers		Encouraged	Encouraged
- Career Area		Encouraged	Encouraged
Electives	16 credits	2-4 credits	9 credits
Physical Education	1 credit	1 credit	1 credit
Health/Safety	1 credit	1 credit	1 credit
TOTAL	40 credits	40 credits	47 credits

QUESTIONS COMMONLY ASKED:

Can I take just any class in an area of study to meet the diploma's requirements?

Courses at your school that meet the requirements of the Academic Honors Diploma have been approved by the Indiana Department of Education. Check with your guidance counselor to make sure all your classes are on this approved list.

Why should I earn an Academic Honors Diploma?

The Academic Honors Diploma gives you a strong academic background, which will serve you in all areas of your life. This diploma also improves your chances of being accepted for admission at most colleges and universities throughout Indiana and the country. In addition, studies in Indiana have shown that, on average, students who earn the Academic Honors Diploma score higher on SAT and ACT tests.

The Academic Honors Diploma helps you earn money for college, too. Indiana students who earn this diploma, achieve a cumulative GPA of at least a B (3.0 on a 4.0 scale) and meet financial need guidelines for state aid are eligible to receive up to 100 percent of approved tuition and fees at eligible colleges. Award amounts vary based on need.

You may also be eligible for scholarships offered by some Indiana colleges specifically to students who earn an Honors Diploma. Depending on the college, the scholarships may range from an annual award of \$150 to \$2500 or may involve a partial reduction in tuition. These scholarships may be renewable over a four-year period. Students who earn the Honors Diploma may also be eligible for additional scholarships at these and other schools.

Do courses completed prior to 9th grade count toward the Honors Diploma?

You must earn a total of 47 credits in grades 9-12 for the Academic Honors Diploma. Successful completion of Algebra 1 and/or a level 1 course in a foreign language prior to 9th grade – without receiving high school credit – may, however, reduce the number of credits required in mathematics (from 8 to 6 credits) or foreign language (from 6 or 8 credits to 4 or 6). Talk to your guidance counselor to learn your school's policy.

If you fulfill some Honors Diploma requirements prior to 9th grade, colleges recommend that you continue to take challenging courses, especially in math, in your junior and senior years of high school. Advanced courses help you succeed in college and many career fields, not just scientific or technical work.

What happens if I get a grade lower than a C in a class?

You must have an overall B grade point average and earn 47 credits with a grade of C or better for the Honors Diploma. If you earn a cumulative GPA of at least a B (3.0 on a 4.0 scale), show need and eligibility and complete Honors Diploma requirements, you may qualify for additional state financial aid.

If you get a grade less than C in a class, you are ineligible for the Academic Honors Diploma. Depending on your school's policy, you may be able to take the course again. The lower grade, however, will remain on your transcript and be factored into your grade point average. Check with your guidance counselor to learn your school's policy.

Prom

The prom location must be approved by the administration each year. The class is prohibited from spending more than the balance in the class treasury as of April 1st of the year the prom is held. All school rules apply. No middle school students are allowed at this activity. Students attending the prom must be in school the day of the prom for the full school session unless excused by the Principal or designee. Students absent the day of the prom and not excused by the Principal or designee, will not be admitted to attend the activity and will forfeit the cost of tickets and any other expenses. **All students attending prom must follow the Prom handbook provided by Student Life.**

STUDENT MOTOR VEHICLE POLICY

The following regulations have been adopted by the administration for students who wish to drive to and from school. The ISD staff does not encourage residential or day students to drive vehicles while at ISD, as the local education agency (LEA) provides transportation to and from school. The ISD administration reserves the right to revoke student-driving privileges at anytime.

Requirements for Issuance of a Parking Permit

The student and parent must complete and sign an application for the parking permit. The application can be received from the Chief of Security. The permit will be issued and become effective when the Chief of Security receives and signs the application. It is the student's responsibility to keep the information on the application up to date. No car will be allowed on campus until the application is completed, signed, and on file. Copies will be sent to the ISD Campus Police, deans, high school supervising teacher, and other appropriate staff. The vehicle driven on campus must be safe and insured in accordance with Indiana law, and the student must have available at all times the state-required information, i.e. driver's license, registration, and proof of insurance.

Regulations Governing the Vehicle

1. The vehicle must be in compliance with all Indiana laws.
2. Vehicle maintenance is the sole responsibility of the student and his/her parents.
3. In the event of vehicle failure, the student and his/her parents are responsible for arranging transportation.
4. ISD is not responsible for damage done to the vehicle while on the ISD campus.
5. Repairs performed on the vehicle while on the ISD campus require the permission of the Chief of Security before work is begun.

Regulations Governing Vehicle Use

1. Day students are able to park their vehicle in the student spaces at the south-west end of the parking lot in front of the Alumni Hall Building (#6). Residential students are able to park in the lot east of the ISD Campus Police station. On specific days of predicted heavy parking lot use, day students may be asked to park in the lot east of the ISD Campus Police station.

2. Students must yield the right of way to school buses and pedestrians at all times.
3. Students may not drive off campus without written permission from their parents on file. Permission from ISD staff is also required for each off-campus trip, with a destination and return time to be specified and agreed upon before departure. ISD staff may restrict off-campus driving due to inclement weather, previously scheduled school activities, or inappropriate destinations, etc.
4. The student may not transport any other students in his/her vehicle without written permission of both sets of parents on file with the Chief of Security.
5. The vehicle is not to be driven to other locations on the ISD campus.
6. Students are not to be in the parking area or in the vehicle without permission.
7. Violations of parking (i.e. handicapped areas, fire lanes, grass) could result in disciplinary action including the vehicle towed.

Additionally, the following may also be considered grounds for suspension or loss of driving privileges:

1. Allowing another student to use the vehicle.
2. Tampering with or damaging any vehicle on campus.
3. Excessive speed on campus.
4. Breaking traffic laws on campus.
5. Breaking state motor vehicle laws.
6. Using the vehicle while breaking school rules.

Violations of the above or minor traffic regulations will result in disciplinary action being taken according to the following schedule; however, the severity of the offense may result in additional disciplinary action upon review by the Chief of Security.

1. First Offense: Loss of driving privileges for 7 days.
2. Second Offense: Loss of driving privileges for 30 days.
3. Third Offense: Loss of driving privileges for 90 days.

The ISD Campus Police are empowered to issue traffic citations for any violation of Indiana state motor vehicle laws.

DRIVER LICENSE INVALIDATION

The following information is from the Indiana Code and explains that a student's driver's license will be suspended if the student is habitually truant, suspended out of school, or expelled.

IC 9-24-2-4 Invalidation and revalidation of licenses; suspended, expelled, and withdrawn students

Sec. 4. (a) If a person is less than eighteen (18) years of age and is a habitual truant, is under a suspension or an expulsion or has withdrawn from school as described in section 1 of this chapter, the bureau shall, upon notification by the person's principal, invalidate the person's license. A person may appeal the decision of a principal under subdivision (1) to the governing body of the school corporation where the principal's school is located. *As added by P.L. 2-1991, Sec.12. Amended by P.L.131-1995, Sec. 2; P.L. 132-1995, Sec. 2.*

STUDENT-ATHLETE INFORMATION

Academic Requirements

To be eligible for athletics, students must be in compliance with the ISD policies concerning correct and legal enrollment and the rules and regulations of the Indiana High School Athletic Association (IHSAA). Students are required to carry a minimum of five courses during their participation in high school athletics.

Student Athletes in the Middle School and High School must achieve at least a C- (1.67) overall GPA during the previous quarter to be eligible to participate in sports. Students may not participate if they have received more than two F's during the previous quarter. The Education, Student Life, and Athletic Departments have combined efforts to help students who are ineligible due to low grades.

A "Study Table" has been established in the Resource Center of the High School Residence Hall. Ineligible student/athletes are required to attend this educational help session from 3:30 p.m. – 4:15 p.m. Monday – Thursday until their midterm/quarter grades have improved to the point where they are able to succeed educationally and regain their athletic eligibility.

The following chart explains the process:

Student/Athlete At-Risk Low Grade Chart

Student	Quarter Ends	Student Table	Practice	Play	Mid-Term Date	Study Table	Practice	Play
A	Above 1.67 GPA	No	Yes	Yes	Above 1.67 GPA	No	Yes	Yes
B	Above 1.67 GPA	No	Yes	Yes	Below 1.67 GPA	Yes	Yes	Yes
C	Below 1.67 GPA	Yes	Yes	No	Above 2.00 GPA	No	Yes	Yes
D	Below 1.67 GPA	Yes	Yes	No	Above 1.67-1.99	Yes	Yes	Yes
F	Below 1.67 GPA	Yes	Yes	No	Below 1.67 GPA	Yes	Yes	No

Athletes may play a total of eight consecutive semesters, or four years, of sports after entering the ninth grade of a four-year high school. This includes "idle" semesters when, for reasons of injury or other factors, e.g. student-athletes do not participate in sports.

Age Eligibility

A student who is nineteen years of age on the scheduled date of the IHSAA state finals in a sport shall be of eligible age for interscholastic athletic competition in that sport. (IHSAA Rule C-4-1) A student who is or shall be twenty years of age prior to or on the scheduled date of the IHSAA state finals in a sport shall be ineligible for interscholastic athletic competition in that sport.

Parental Consent

Each high school athlete/team member shall have his/her parents complete and sign the IHSAA form. Signing the form will authorize the following:

- A. Permit your son/daughter to participate in all or specific sports,
- B. Authorize the student to accompany any school team of which he/she is a member on any of its local or out-of-town trips,
- C. Allow the school to obtain, through a physician of its own choice, any emergency medical care that may become reasonably necessary for the student in the course of such athletic activities or such travel.

Physical Examination

A yearly physical examination is required. The athlete shall submit the completed physical examination result, completely filled in and properly signed, attesting that he/she has been examined and found to be physically fit for athletic competition, to the appropriate school personnel, prior to becoming a member of any athletic squad or team.

The physical examination covers all sports for the entire school year provided the examinations occurred after May 1st the last day of the previous academic year. The forms can be obtained from the Athletic Director and Athletic Trainer's offices.

Participation in Athletics

The athletes/team members are expected to follow the ISD Athletic Handbook. The goal of these rules and regulations is to encourage athletic achievement and build student character.

Failure to comply with the rules of the Athletic Handbook will result in prevention of participation, reduced playing time, suspension, or dismissal from the team upon agreement of the coaches, Athletic Director, and the school. (NOTE: The Principal shall reserve the right to amend the Athletic Handbook.)

Coaches may establish discipline rules for minor infractions, such as inattention to directions, horseplay, tardiness to practices, etc., with the approval of the Athletic Director. The coach must explain fully the rules pertaining to a particular sport to all team members at the start of the season. Penalties for violation of team rules shall be administered by the coach.

Commitment to Athletic Participation

An athlete/team member may participate in only one sport per season and s/he is expected to stay on that team until the season is finished. No one shall change sports without the consent of each coach involved.

Athletes/team members cut from one sport may try out for another sport providing they were not cut from the first sport for disciplinary reasons. When an athlete/team member quits a team, s/he is ineligible for any sport during that season which has already begun.

On occasion, however, an athlete/team member may find it necessary to drop a sport for some reasons. The following procedure must be followed:

- A. Meet with your coaches before you leave that sport.
- B. Report your situation to the Athletic Director.
- C. Coaches notify the athlete's parents.
- D. Return all gear and uniforms issued to your coach.

Personal Appearance and Conduct

All members of an athletic team are expected to be well groomed and dressed appropriately for all games. Students who do not dress appropriately for games will be required to change and return in more appropriate clothes. This applies to athletic related events such as pep rallies and awards programs. The coach, Athletic Director, and Principal will monitor this.

Athletes/team members will at all times demonstrate respect for fellow team members including managers, their coaches, and the Athletic Department personnel, other schools' team members, officials or umpires, and anyone involved in interscholastic sports. It is expected that the athletes/team members will conduct themselves in a manner that will reflect positively on the school. This includes the property of opposing schools.

A student/athlete convicted of criminal action for the first time during his/her high school career, for an offense either on or off campus, will be subject to both ISD and civil consequences. Those consequences may or may not be simultaneous since ISD has no jurisdiction over civil matters. If that same student is convicted of a second crime during his/her high school career, he/she will be banned from any athletic participation for a period of 365 days from the time of conviction. If that same student is convicted of a third crime during his/her high school career, he/she will be banned for the remainder of his/her high school tenure. The ideology of this rule is that the school will work with students who have made mistakes and allow them chances to improve. Athletics can be a powerful motivating force in a young person's life. However, if the student/athlete continues to make mistakes, the school must take a strong stance to protect its positive reputation and image.

Substance Abuse

All athletes/team members will refrain from use of tobacco, alcoholic beverages, and controlled substances (drugs), of any kind. Verification of substance abuse infractions by athletes/team members will result in disciplinary action taken by the school. Coaches will promote healthy lifestyles for all athletes.

Equipment and Uniforms

Athletic equipment and uniforms are loaned to team members and signed for at the start of the season. Athletic equipment and uniforms are to be worn only by appropriate team members during practice sessions and interscholastic contests, or by permission of Athletic Department personnel.

All athletes/team members will be required to return uniforms and gear to their coaches immediately after the season is finished. Theft, loss, or damage of any equipment, gear, or uniform becomes the athlete's financial obligation. If gear or uniform is neither returned, replaced, or paid for, the letter award shall not be awarded nor any gear and uniform issued for the next sport. Seniors will not be permitted to participate in graduation ceremonies until all athletic fees are paid and uniforms returned.

Practice and Game Attendance

It is the obligation and responsibility of athletes/team members to attend all scheduled practices, meetings, special occasions, and games regularly and on time. Athletes must receive prior approval from the coach/Athletic Director to miss practice. Being late is considered an unexcused absence and will be handled by the coaches.

If circumstances arise whereby a student cannot attend a practice or meeting, he/she must communicate with the coach prior to the practice or meeting. On returning to practice from an absence or lateness, athletes/team members must present to the coaching staff an excuse slip from a doctor, nurse, faculty, staff, or parent indicating the reason of absence or lateness.

All team members are expected to attend their scheduled classes on the day of a team contest. Any student absent from class on the day of an activity or the day before a next day early-departure athletic trip will not be permitted to participate that day unless an excuse has been granted by the Principal. If an athlete is sick and misses more than a half day of classes during the day of a scheduled game, he/she cannot suit up for the competition.

If a student-athlete misses 5 to 10 days of scheduled practice sessions, he/she is required to attend and participate in four practice sessions on four separate days prior to the day of the contest. If a student-athlete misses more than 10 consecutive practice sessions, he/she is required to attend and participate in six practice sessions on six separate days prior to the day of the contest. (IHSAA Rule C-9-14)

Student Responsibility Center (SRC) and Tutoring

If an athlete/team member is assigned to SRC or tutoring, he/she must be there. Athletes/team members will not be excused from SRC if there is an athletic event during that time. An excuse slip is required when returning to practice/game.

Weight Room

Athletes/team members may train only in the presence of the instructor, coaches, or athletic department personnel. All team members must wear proper attire and work with a partner. There will be no loitering, improper conduct, horseplay, or equipment abuse during the workouts.

Locker Room and Facilities

It is each athlete's responsibilities to take care of the locker room and facilities and to respect one's own and other athletes' belongings. Horseplay and throwing towels or other objects is not allowed in the locker room. All showers must be turned off after showering. No glass containers are permitted in locker rooms. Equipment, gear, and uniforms must be removed from the lockers at the conclusion of each sport season.

Medical Release to Play Again

All injuries that occur while participating in athletics should be reported to the coach and athletic trainer. If the injury requires medical attention by a doctor or treatment center, it will be necessary to have an injury report form completed. If an athlete is seriously injured, he/she must have a doctor or parent's release before he/she can practice or compete in athletic contests. NOTE: A parent's release must be made in person or by telephone contact.

IRENE HODOCK LIBRARY

Mission

The mission of the library is to ensure that students and staff are effective users of information by:

- Providing intellectual and physical access to materials in all formats.
- Providing guidance to foster competence and to stimulate interest in reading, viewing and using information and ideas.
- Working with other educators and staff to design learning strategies to meet the needs of individual students.

Organization

The Irene Hodock Library is open from 8:15 a.m. to 3:15 p.m. Monday - Friday when school is in session. Use of the library at other times may be arranged through the Librarian. The library is located on the ground floor of the Alumni Hall building and serves all Preschool – High School students, their parents, and staff members on a regular basis.

The Irene Hodock library houses not only the school's large, diverse collection of both fiction and non-fiction material for students, but also a Professional Collection and a ASL/Deaf collection. The library also has a variety of magazines and newspapers, including publications about the Deaf community, Deaf schools, and Deaf organizations. The library collection is fully automated and is online with IMCPL (Indianapolis Marion County Public Library). The Irene Hodock Library is a shared system partner with IMCPL, made possible with grants from the Indianapolis Foundation through the efforts of INCOLSA (Indiana Cooperative Library Service Authority). This partnership enables ISD to access IMCPL's catalog with their books, materials, and databases providing online reference sources – all of which can be accessed from home, dorm or school. Please note that your library card number is needed to access the catalog and databases. The library catalog may be found at www.imcpl.org and the databases at www.ilibrary.org. The library also has 12 computer workstations with internet access, printer, three TV sets, a scanner and a copier. In addition, the library has one portable podium with LCD / laptop for use with library presentations.

Policy for Borrowers and Visitors

It is the policy of the Irene Hodock Library to provide materials and services to all students, their parents, and staff members. Upon entry to ISD, each student and staff member must complete an application for a library card. A library card is then issued and must be used to check out books and other materials. Materials may be borrowed for a period of two weeks. Library materials may be renewed online at www.imcpl.org. If an item is lost, replacement costs will be levied.

Students may use the library during any period with a pass slip from a teacher. The pass must be presented to the librarian upon entry. The librarian will sign and return the pass when the student leaves, and the student must return the signed pass to the issuing teacher.

Individual classes will visit the library as a group following their class schedule. Individuals and classes may visit the library unscheduled, but prior communication with the librarian is recommended to ensure that the library will be accessible.

All materials must be properly checked out at the circulation desk before leaving the library. Teachers, staff and parents may borrow videotapes and DVDs. Students wishing to borrow videotapes or DVDs must have written permission from their parents or their teacher.

Teachers may use the copier as needed. Students and others must have permission from the librarian to use the copier.

All student Code of Conduct rules apply in the library. These rules also apply to the use of library computers.

Parents must check in at the Principal's office prior to visiting the library. Parents of currently enrolled students may use the library facilities and check out materials with special permission from the librarian. Other visitors wishing to utilize the library's resources must request written permission from the Superintendent, the Principal, or from the Director of Operations.

Meetings and conferences in the library must have prior permission of the librarian. Food, drinks and gum are not permitted in the library.

STUDENT LIFE

Overview

Student Life was established in 1986 to function as a supportive body to the residential program. Student Life, one of the major programming divisions of the Administrative Team (Student Life, Education, Human Resources and Operations, and Outreach), is primarily committed to addressing students' developmental needs and interests through a variety of coordinated services for the student community.

The division of Student Life consists of six departments: the Student Life Office, the Residential Program, the Student Development Center, the Health Center, Interpreting Services and Athletics. The members of the Student Life team are the Director of Student Life, the Administrative Assistant, Dean of Students, Health Center Director, the Interpreting Services Supervisor, Student Development Educators, and the Athletic Director. The Director of Student Life is the division director, who oversees all functions of Student Life. All members of the Student Life Team are licensed in their profession. The offices of the Student Life team are located in the Student Life Center of Fair Hall, Pod 1.

Full-Time Residential Program

The mission of ISD's Residential Program is to provide developmental experiences and activities for students who reside too far from school to commute daily. As part of this developmental process, all residential staff members are required to participate in each child's life by providing meaningful experiences in place of parents during the child's residence on ISD's campus. Through this participation, residential staff members, with the residential students' input, establish student development programs that include nine areas: cultural, emotional, intellectual, life planning, physical, political, sexual, social and spiritual. These serve as enrichment opportunities to meet residential students' needs. The residential staff, by providing such activities, will help students achieve independence prior to graduation.

Many students who live outside Marion County are now viewed as day students due to the availability of daily buses. Students living in areas surrounding Marion County who are provided daily bus transportation through their LEA but want to live in the Residential Hall full time must be documented as a “residential student” in their Individual Educational Program. Concerns about staff to student ratio have necessitated this change in policy. Ensuring the students safety and welfare continues to be our priority.

Residential students will occupy a room on a full-time basis starting from Sunday after 6:00 p.m. until Friday morning. To promote personal hygiene and individual responsibility, residential students will be required to keep their beds, rooms, and personal belongings clean and orderly. All personal belongings should be clearly marked with the student’s name. Students will also be requested to keep common areas clean.

To assist ISD in maintaining a safe and orderly residential program, parents are encouraged to discuss behavioral expectations with their children. Residential students will be required to comply with ISD’s Student Code of Conduct. Infractions and corrective training will be reported to parents. Major or recurring infractions can result in suspension from the residential services.

To assist ISD in providing the best care and development for each residential student, parents are encouraged to communicate regularly with their child’s residential advisor. While most communication is generally routed through student notebooks, the residential staff will be happy to discuss any issue by telephone. (NOTE: For the safety and well-being of all residential students, residential advisors will generally not be able to take unexpected phone calls during working hours. To receive a return phone call, please leave a message with the Assistant Dean of your child’s residential hall. Phone calls will be returned as quickly as possible.)

Parents are *MORE than WELCOME* to visit their child in his/her residential hall at any time. If housing arrangements are needed, parents may contact the Student Life Center Office. There are a few guest rooms available on a first come, first serve basis. Please give us ample time in advance to reserve the guest room(s).

Weekend Visitation/Overnight Policy for Residential Students

If your child wishes to invite another student over for the weekend, or vice versa, it is required that a ***Special Visitation Request Form*** be **completed** and **submitted** to the respective Assistant Dean on or before the Wednesday prior to the weekend of visitation at least 48 hours prior to the time of the visitation. The forms can be picked up at the Student Life Center or in the offices of the Assistant Deans.

As soon as permission and a date have been established from both host and visitor parents, it is the parents’ responsibility to communicate with the local school district transportation services about student visitation.

Host: Parents need to notify their bus service about having the visiting student ride with the host.

Visitor: Parents need to notify their bus service that their child will not be riding on the bus on that specific weekend.

Please note: There are some school districts that do not allow any visitors on their bus/van. It is advisable for you to contact your school district and check on their policy. If your school district has a policy that does not allow visitors to be transported on its bus/van, student visitation can still occur; however, it will be the parents’ responsibility to provide transportation.

Weeknight/Weekend Visitation/Overnight Policy for Day Students

Parents of day students are also welcome to invite residential students to sleep overnight or for the weekend. If your child wishes to invite another student to his/her house, it is imperative that a **Special Visitation Request Form** be **completed** and **submitted** to the respective Assistant Dean at least 48 hours prior to the time of visitation. The forms can be picked up at the Student Life center or in the offices of the Assistant Deans.

As soon as permission and a date have been established from both host and visitor parents, it is the parents' responsibility to either provide transportation or communicate with the local school district transportation services about visitation. Host parents need to notify their bus service about having the visiting student ride with the host. The visitor's parents need to notify their bus service that their child will not be riding on the bus on that specific weekend. If the day student is the host or visitor, it is the parent's responsibility to inform the Principal's Office of the transportation arrangements.

Please note that there are some school districts that do not allow any visitors on their bus/van. It is advisable for you to contact your school district and check on their policy. If your school district will not transport visiting students, the host parent will be responsible for providing transportation for the host and visiting students.

Residential Program for Day Students

Day students are encouraged to participate in any after-school activities coordinated by the residential or athletic programs. Residential programs offer a variety of afternoon and evening activities and events for all students; however, to make these activities possible for all day students, parents may be asked to chaperone day students.

Parents of day students who wish to participate in after school activities must notify the Assistant Dean of their child's Residential area with 48 hours notice. Students who stay for activities without giving the required notice will not be permitted to participate in activities. They will be required to sit in the Assistant Dean's office and parents will be called to pick them up immediately. In addition, they will not be permitted to come to the Residence Hall for one week.

Day students/athletes are expected to go home on the late van/bus provided by some local school districts or to be picked up by parents. Parents are responsible to contact their local school transportation office to make transportation arrangements for their child **and** to inform the Principal's Office of this arrangement. Day athletes are allowed to stay until 6:15 p.m. for late bus or be picked up by parents by the front entrance of the Caskey Activity Building.

Purpose:

The information regarding after-school plans for day students will be shared with the Education Department each Monday morning. This will provide them with the daily information for whether students will go home or stay at ISD and how they will be transported.

Procedures:

- Weekly requests only need to be submitted if your child will be staying after school for an activity or athletics.
- You can submit your request by using the form or by sending all of the necessary information via email to our Student Life After School Program email address: SLASP@isd.k12.in.us .
- On the form indicate which activities your child will be attending (After School, Evening, Both or Athletics) for each day of the week. If your child is not staying after school on a specific day, leave it blank.
- Let us know what time they will be leaving on the bus or what time they will be picked up.

- If they are being picked up, please put “Parent” if one of the parents will pick them up. If someone else will pick them up, give us the name of that person.
- It is your responsibility to contact the Health Center and provide any medication that may need to be taken during the time your child is on campus. Students are not permitted to carry their own medication.
- Turn in the form at least 48 hours prior to the activity or activities you are requesting.
- Forms may be sent back to school with your child. Forms are to be given to an RA at breakfast or the department secretary. Elementary and preschool students may give it to the classroom teacher or aide. Forms can also be faxed (317-920-6388) or emailed (SLASP@isd.k12.in.us).
- Students without forms will be sent home on the bus. If students show up for after school programming without a form, they will be sent directly to the Assistant Dean’s office to contact their parents.

Parents of athletes can make one request for their student at the beginning of each sporting season. These requests must be turned in at or before the parent orientation prior to the season. Parents are then only responsible to inform us if their athlete will not attend a scheduled practice or game.

Questions regarding this policy and procedure should be directed to Brett Mellon, Dean of Students at bmellon@isd.k12.in.us

Day students may stay overnight in a residential hall for a specific reason, pending availability of bed space and staff supervision; however, students’ parents are expected to obtain approval from the Assistant Dean of the respective residential hall or from the Dean of Students Boys/Girls. If an activity continues after 9:00 p.m. on a weeknight, students need prior approval to be allowed to stay overnight in the residential hall as a guest. If a day student is an athlete and will be participating in an away game, the student will be allowed to stay overnight as a guest.

Special requests must be made in writing by using a ***Day Student Overnight Request Form***. Requests must be made by the parent/guardian 48 hours prior to the scheduled activity for pre-approval. The forms can be picked up in the office of the Assistant Deans. (A single request concerning a recurring or long-term activity, such as sports and student organization events may be submitted.)

ISD will process each request as quickly as possible and notify the requesting parent/guardian of the school’s decision at least 24/48 hours in advance of the requested overnight visit. The decision will be based on adequate supervision and bed availability. As soon as the permission has been granted, the Assistant Dean will notify proper administrative personnel, residential staff, health center staff, and educational staff.

Upon permission being granted, the day student will need to bring an overnight bag, consisting of spare clothing, pajamas, personal hygiene items, pillows, and linens (extra-long twin size). The residential staff will assign a room when the day student arrives at the residential hall.

To assist ISD in maintaining a safe and orderly residential program, parents are encouraged to discuss behavioral expectations with their children. Day students, while on campus, are required to obey the same rules and regulations set forth for residential students. They are also expected to check in/out of their assigned living areas or pods. Infractions and corrective measures will be reported to parents. Major or recurring infractions can result in suspension or termination of residential services.

Parents Chaperone Guidelines

Day students are encouraged to participate in any after-school activities coordinated by the residential or athletic programs. Residential programs offer a variety of afternoon and evening activities and events for all students. Since the residential programs are now experiencing some staff shortages, we do not want the day students to miss any opportunity to participate in after-school activities coordinated by the residential staff. To facilitate these activities, parents have been asked to volunteer to help residential staff supervise day students during after-school activities in residential halls. When additional supervision is necessary and parents are unable to volunteer, day students may not be able to participate in activities after school.

- When parent chaperones are on duty, they will supervise their own child (ren) as well as other students.
- Parent chaperones on duty supervise students in public/open areas of residential halls where all residential activities and events are held, not in the living quarters of the residents.
- Parent chaperones are expected to report to the Assistant Dean upon arrival in the residential hall. This will allow the Assistant Dean to give the chaperones up-to-date information on programs and events due to possible changes in a schedule or activity. This will also ensure a smooth transition and clear communications among students and staff.
- When parent chaperones are on duty and in doubt about how to handle a situation, they should ask for assistance from the residential staff on duty.

Students Life Student Attendance Policy

Regular attendance is important if the student is to receive the full benefits of his/her educational and residential opportunities. Unless there is an illness, students are required to be in school. Students may receive an excused absence from school for the following reasons:

- religious holidays
- required court appearances
- illness, medical/dental appointments
- death/illness of immediate family members
- inclement weather

Residential students, who will arrive at their residence hall later than the scheduled arrival time, will leave the residential hall before a closed weekend or vacation, or who will not return to school after a closed weekend or vacation, must have their parents call or write their child's respective residential hall staff to notify them of their child's attendance.

How:

- The parent will notify the child's Assistant Dean in the residential program staff when the child will be absent from the residential hall.
- If the parent chooses to notify in writing, the student will give the letter to his/her Assistant Dean residential program staff, and this staff will document on the attendance chart to communicate with necessary staff.
- If a student who tends to ride on the bus from home is not planning on riding on the bus, the parent must call the child's Assistant Dean residential program staff with an explanation of when and how this student will arrive at school. If the Assistant Dean or residential program staff member notices that the student is not on the bus, he/she will immediately call the student's parents to follow up on the student's whereabouts.
- Please plan ahead. Do not wait until the last minute to ask for early dismissal or absence.

- The residential program staff shall be notified if the student will be leaving early for a closed weekend or when the student may be absent from school.

General Schedule for Elementary Students

6:00-6:30 a.m.	Wake-Up
7:00 a.m.	Breakfast
7:55 a.m.	Leave for school
8 a.m.-3 p.m.	Dorms are closed
3:00 p.m.	Check in/roll call
3:30 p.m.	After school activities/sport practices/games
4:30-5:30 p.m.	Dinner
5:30-7:30	Study time
6:30-7:30 p.m.	Activity time, snack time, or more study time, if necessary
7:30-8:00 p.m.	Shower time
8:30 p.m.	Preschool bedtime
9:00 p.m.	Elementary bedtime

General Schedule for Middle School Students

6:00-6:30 a.m.	Wake up call (out of bed by 6:30)
7:00 a.m.	Breakfast
7:55 a.m.	Leave for school from the cafeteria
8:00 a.m-3:15 p.m.	Halls are closed
3:15 p.m.	Go to Designated Area
3:15-3:45 p.m.	Orioles' Nest/Snack Bar
3:45-5:30 p.m.	Athletic Practices/Athletic Games/After School Activities
5:00-6:00 p.m.	Dinner
6:00 p.m.	Return to pod area
6:00-7:30 p.m.	Social Time/Evening Activities
7:30-8:30 p.m.	Study Hour
8:30-9:00 p.m.	Snack Bar
9:00-9:45 p.m.	Shower/personal time
9:45-10:00 p.m.	Get ready for bed (stay in room)
10:00 p.m.	Lights out

General Schedule for High School Students

7:00-7:30 a.m.	Wake up call (out of bed by 7:00 am6:30)
7:30 a.m.	Breakfast
7:55 a.m.	Leave for school from the cafeteria
8 a.m.-3:15 p.m.	Halls are closed
3:15 p.m.	Go to Orioles' Nest
3:15-3:45 p.m.	Orioles' Nest/Snack Bar
3:45-5:30 p.m.	Athletic Practices/Athletic Games/After School Activities
5:00-6:30 p.m.	Dinner
6:30-8:30 p.m.	Social Time/Workshops/Evening Activities
8:30-9:30 p.m.	Study Hour
9:30-10:15 p.m.	Snack Bar/KRC Time
10:15-10:45 p.m.	Shower/Personal Time
10:45 p.m.	Get ready for bed (stay in room)
11:00 p.m.	Lights out

Clothing Checklist for Raney/Willard Hall Students

Five school outfits	Swimsuit
Play clothes (if desired)	Bathing cap (if desired)
Five or more pairs of underwear	Shower cap
Five or more pairs of socks	Shampoo and conditioner
Two pairs of pajamas (more if your child is a bed wetter)	Toothbrush and toothpaste
Robe	Box of Kleenex
Slippers	Hairbrush and comb
One pair of school shoes	Hair accessories (for girls)
Two pairs of gym shoes (one for dorm/one for school)	Laundry bag for dirty clothes
Jacket or sweater	Family pictures for locker (if desired)
Raincoat	Doll or favorite stuffed animal
Coat/hat/mittens/boots for cold weather	Feminine hygiene products for girls
Bed sheets (if desired)	Blankets (if desired)
Pillows (if desired)	Bedsread (if desired)

Important Information:

Please mark your child's name on all clothes and items. It is not recommended that your child bring expensive toys to the residential hall.

Snack bar and off-campus activities are available for students. They may need spending money for the week. Please contact/check with your child's residential staff for details.

Clothing Checklist for Koob/Fair Hall

Enough clothing for 5 - 7 days (school and play)	Face/body soap bars
Jacket/sweater (for fall and spring)	Shampoo and conditioner
Coat/hat/gloves/boots (for winter)	Hairbrush, comb and accessories
2 - 3 pairs of shoes	Toothbrush and toothpaste
2 - 3 sleepwear	Boxes of Kleenex
7 - 10 pairs of underwear	Hand lotion
7 - 10 pairs of socks	Deodorant
4 - 5 brassieres for girls	Feminine hygiene items for girls
Bathrobe	Raincoat/umbrella
Slippers	2 extra-long twin sized (flat and fitted) sheets
Swimsuit/bathing cap	Blanket/bedspread
Towels/wash clothes	Pillows
Laundry basket or hamper	Laundry detergent/stain remover, etc.

Residential students may bring the following OPTIONAL items:

Small refrigerator	Small television
Room decorations *	Lamps
Alarm clock with flashing light (recommended for high school students)	

Laundry rooms are available for student use. The cost is \$.75 per washer or dryer. Snack Bar and off-campus activities are also available for students. They may need spending money for the week. They are responsible to handle their own funds.

* Students are not permitted to use nails, tacks, or tape to hang pictures/posters on the walls.

Daily Student Chores for Raney/Willard Halls

AGES 0 – 5 Will: attempt to make beds
change sheets
pick up and put away dirty clothing
put dirty towels in laundry basket
pick up soap, shampoo bottles off floor in shower room
pick up and put away toys

At these ages, the Residential Advisors are responsible if the students are unable to satisfactorily complete their chores.

GRADES 1, 2, 3 Will: make beds
change sheets
pick up and put away dirty clothing
put dirty towels in laundry basket
pick up soap, shampoo bottles off floor in shower room
pick up and put away toys
rinse out sink after brushing teeth

GRADES 4 AND 5 Will: make beds
change sheets
pick up and put away dirty clothing
put dirty towels in laundry basket
pick up soap, shampoo bottles off floor in shower room
pick up and put away toys
rinse out sink after brushing teeth
vacuum dorm area

It is the Residential Advisor's responsibility to make sure the students complete these tasks. The Housekeeping Department will continue to have the responsibility for the sinks and vacuuming to ensure that the residential hall is in good condition on a daily basis.

Student Chores for Koob/Fair Halls

DAILY

Wash dishes
Clean kitchenette
Clean out bathroom sinks
Clean out bathtubs
Clean mirrors in bathrooms
Vacuum bedroom floors
Dust rooms
Vacuum living rooms
Pick up things in bedrooms
Straighten up things in bedrooms
Dust mop hallways

WEEKLY

Sweep back stairs
Dust windowsills in hallways
Move and sweep under furniture
Clean and polish furniture
Wet mop kitchen floors
Dust top of closets
Dust blinds

MONTHLY

Clean refrigerator
Clean mattress
Clean bedroom windows
Clean kitchen cabinets
Clean out own desk drawers
Dust tops of all doors/doorways
Clean blinds

HOMEWORK GUIDELINE FOR RANEY AND WILLARD HALLS

The following guidelines for daily homework time are used for all Preschool and Elementary students in Raney and Willard Halls:

Preschool 0 - 5	30 minutes quiet time
Grades K - 1	30 minutes
Grades 2 - 3	30 minutes
Grade 4	1 hour
Grade 5	1 hour plus (as necessary)

Study time is an opportunity for the students to complete their school assignments. Residential Advisors are not expected to teach concepts; they will explain directions for students if asked. They will not correct mistakes or give answers to the students.

All students must sit and be quiet. If a student has no homework, he/she can color or read books. No loud or active play is permitted. The TV must be turned off.

STUDENT LIFE RESOURCE CENTER FOR MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS

The purpose of the Resource Center is to create an accessible facility for residential students to do their homework with the assistance of the Resource Center staff, using computers and other materials during after-school hours.

The goals of Student Life Resource Center are:

1. to promote intellectual growth among students
2. develop students' independence in seeking, finding and using resources, and
3. to encourage students to strive for academic excellence.

Resource Center General Schedule

- 6:00 – 10:00 p.m. – Middle School/High School (Sunday)
- 3:30 – 5:00 p.m. – Middle School/High School (Monday)
- 6:15 – 7:30 p.m. – Middle School (Monday – Thursday)
- 7:30 – 9:00 p.m. – High School (Monday – Thursday)

The Resource Center staff will monitor students' grades on a quarterly basis. Any students receiving poor grades will be considered for further support with mandatory tutorial attendance in the Resource Center.

The Resource Center staff will gather reports on each residential student's homework status from Residential advisors daily from Monday night through Thursday night and inform the teachers via email. This goal is to keep open-communication between the Student Life and Education Departments to ensure that both High School and Middle School students complete their assignments.

The Resource Center staff will support the Athletic Department by working with High School athlete-students whose GPA is below 1.67 in the Study Center program from 3:30 to 4:15 p.m. Monday through Thursday, before sending them to practices. The Student Handbook provides more information on the Study Center policy under Athletics.

The Elementary Student Life Department has a part-time tutor from 4:00 to 8:00 p.m. working with students who need academic support.

The Resource Center staff encourages students to become tutors of their favorite and/or knowledgeable subjects to their peers. Volunteers are very welcome to work in the Resource Center to promote academic excellence in students.

Study Hour Guidelines For Fair and Koob Halls

1. Study hour is scheduled for one hour daily, Monday through Thursday.
2. All students will study in a study area(s) designated by staff. Students are expected to stay until the end of the hour.
3. All students are required to attend, even if they have no homework assignment due the next day. The student who has no homework will be expected to bring reading materials. With staff permission, educational television programs/news programs/videos are applicable.
4. If a student finishes his/her homework before the end of the hour, the student is expected to find reading materials, or with permission, watch educational television programs/news programs/videos until the end of the hour.
5. The student is expected to be seated at all times.
6. During study hour, students will not:
 - horseplay.
 - talk leisurely, except as it relates to the topics they are studying.
 - sleep or take a nap.
 - take a shower or do personal errands such as laundry.
 - visit other rooms, pod areas, floors, coed lounges, office(s), or elsewhere without permission and a pass.
 - play/make any loud/noisy music/sounds in any form.
 - watch any non-educational television programs/videos.
 - order food and/or wait for food (i.e. pizza delivery).
 - buy snacks from vending machines.
 - use pager, phone or videophone.
7. The student is expected to communicate with staff when he/she needs to use the restroom or drink water.
8. Ultimately, students and staff are responsible for cleaning up the area at the end of hour.

Failure to be at study hour on time (as scheduled by staff) or failure to comply with the rules set for study hour can result in losing privileges determined by staff.

Residence Hall Rules

- Follow dorm schedules.
- Sign-in/sign-out system is required for all students.
- Follow the *Student Code of Conduct Handbook*.
- Rollerblading/skateboarding/bike riding inside the buildings are prohibited.
- KRC Gym
 - Wear shirt, shorts/pants, and gym shoes at all times.
 - No food or drinks allowed.
- 1st Floor Lobby (carpeted area)
 - No socialization/loitering between 3:15 p.m. - 6:30 p.m.

- No running or horseplay inside the buildings.
- Clean your bedroom and make your bed daily. Loss of privileges if task is not completed.
- Clean up after yourself. Dispose of trash properly. Keep all pod areas, kitchenettes, laundry rooms, and game rooms clean and neat.
- Put away personal belongings immediately. ISD will not be responsible for any damage, loss, or theft of your personal belongings.
- No smoking or any substance use allowed regardless of legal age.

FAIR AND KOOB HALL ROOM POLICY

Students can bring the following items:

Posters, pictures, plants, throw rugs, desk supplies, blankets, sheets, pillows, lamps, small furniture (such as an end table and/or chair as long as they don't obstruct safety exits), small refrigerator, television, and television games. *Please note that I.S.D. will not be financially responsible for lost, stolen, and/or damaged goods.*

Students cannot bring the following items (restricted/prohibited):

Camcorder or video camera, Polaroid or any other instant cameras, hot plate, open end toaster, toaster oven, electric skillet, microwave oven, or any other cooking electrical appliances, electric blanket, tools of any kind, any artwork or message reflecting alcohol, drugs, and/or tobacco as well as explicit sexual graphics/language. Incense, candles or any other burning items are also prohibited. Obscenity of any form is also not permitted.

Only putty approved by Student Life for the walls will be permitted for decoration purposes. No tacks, staples, nails, or adhesive tape of any kind are allowed to be used on the walls, furniture, windows, doors and/or carpet. Indian or dyed sheets to cover walls or ceilings, colored papers to cover ceiling light fixtures, or any other existing light fixtures are not permitted due to fire safety. Hanging objects from the ceiling vents are also not permitted.

Students cannot move any ISD furniture in the room nor remove window screens. Original arrangement MUST remain the same.

Students who need ideas on room decorations are encouraged to discuss with their residential advisors. When in doubt about the room policy, check with your residential advisor.

ROOM INSPECTION GUIDELINE

The goals established for residential students are to promote accountability for the property around them and develop a better sense of appreciation of their environment. This guideline is to help the student know what to expect of the room inspection and its process.

Student's Responsibility Prior to the Move-In:

- 1) Obtain room inspection checklist and copy of room diagram from the residential staff.
- 2) Go through the room and respond to checklist.
- 3) Any marks, damages, and/or dents will be identified in red ink on the room diagram.
- 4) Staff will double-check the room checklist prior to move-in, and sign upon approval.
- 5) Student may move in.

Student's Responsibility During the Live-In:

1. Maintain cleanliness, orderliness, and safety of room.
2. Report to staff immediately any damages or problems in room.
3. Respect property/environment at ALL times.

Student's Responsibility Prior to the Move-Out:

1. Obtain room inspection checklist from move-in from the residential staff.
2. Go through the room and respond to checklist.
3. Any marks, damages, and/or dents not reported and identified will become responsibility of the student(s).
4. Staff will double-check the room checklist prior to move-out, and sign upon approval.
5. Student may move out.

During the student's stay, staff will check the room on a periodical basis (weekly/monthly/quarterly).

Any damages that occur in the room during the stay will become the responsibility of the student(s). Bills for any repairs, replacements, labor and such will be sent to the student and parent for payment.

Intentional destruction of property may result in disciplinary action up to, but not limited to, home suspension.

RESIDENTIAL PARENTS SIGN-IN/SIGN-OUT PROCEDURE

Parents of residential students are welcome to stop by during the school week to visit their child. We encourage students to spend quality time with their parents as much as possible. Since the residential staff wants to ensure the safety and welfare of our students, parents who want to take their child off campus for a few hours need to inform either their child's Residential Advisor or the Assistant Dean.

Visitors or other family relatives are welcome to take the student off campus as long as we receive a written permission from the student's parent(s).

STUDENT PASS PROCEDURE

All students are required to have a pass from the residential staff when the students want to go any place in the dorm or on-campus. The pass must specify the location and/or whom the student needs to see. For example:

POD AREA:

If a student wants to go to another pod area during restricted period...

If a student wishes to visit other students in another pod area...

RESIDENCE HALL:

If a student needs to go to another residence hall...

SCHOOL:

If a student has to return to school after 3:15 p.m

CAFETERIA:

If a student needs to go to the cafeteria other than during a scheduled mealtime...

If a student has to go to a different cafeteria...

GYM:

If a student wants to go to a specific gym for a specific reason...

OFFICE:

If a student needs to go to someone's office for a specific reason...

OFF-CAMPUS:

If a student leaves the campus for any specific reason...

OTHER:

If there is another place that is not included on the pass...

COMMENTS:

If there is any additional information that needs to be mentioned...

STUDENT TELEPHONE/VIDEOPHONE PROCEDURE

The following are the locations where students may use telephones/videophones:

- pod area
- pay phone booths
- public booth for the videophone
- Assistant Dean's Office (emergency only)

Students are limited to fifteen minutes per call. Phone privileges will be taken away if abused.

When to make phone calls:

- during students' scheduled free times
- for an emergency (see Assistant Dean)

STUDENT DEVELOPMENT CENTER

The Student Development Center continues to expand the after school program to offer more opportunities. During the students' leisure time, they will have a variety of options to choose from. The listing of all of our after school programs for Pre-School, Elementary, Middle, and High School students will be posted, and parents will be informed.

Student Development is the application of human development theory, principles and practices. Being concerned with the total growth of students, we concentrate on their development in these areas: psychological, emotional, intellectual, academic, social, interpersonal, moral, vocational, physical, sexual, and cultural.

Student Development represents the understanding that learning – intentional and unintentional – take place outside of the classroom as well as inside. As a matter of fact, the majority of students' waking hours are outside of the classroom. Thus, the need for student development services, programs and activities to complement and support the academic aspect of the Indiana School for the Deaf.

Student Development Center's Mission Statement

The Student Development Center, through after-school programs, will incorporate the nine dimensions of student development to ensure growth in relationships, self-confidence, and self-health.

The Student Development Center has four objectives for these programs and services

1. To develop “well-rounded whole, all-around” students in a challenging and supportive environment,. Where academic and personal growth is integral, based on the nine (9) dimensions of student development: spiritual, physical, intellectual, cultural, emotional, sexual, political, life planning, and social (SPICES PLS).
2. To bridge the gap bridge between academics and after school programs.
3. To empower students to become independent, life-long learners.
4. To promote student leadership and creativity as well as resolving the issue of student apathy during after school hours.

The Student Development Center programming and servicing has split three different areas of administrative supervision by the Student Development Educators. The areas of supervision will be provide closely and focus and specialized skills. The three areas of supervision are:

1. Preschool and Elementary/Oriole’s Snack Bar
2. Middle and High School/Student Work Program
3. Resource Center/Study Center

Location

- The Student Development Educators’ Offices are located in the first floor of Fair Hall (Student Life Center).
- The Preschool and Elementary Student Activity Centers are is located on the first floor of Willard Hall (Building 4). Student Activity Centers consists of three rooms: arts/crafts, tutorial service, and fun room.

Hours

The SDC operation hours are: Sunday from 6:00 – 10:00 p.m., Monday through Thursday from 1:30 – 10:30 p.m.

General Information for Preschool and Elementary School Students

3:00-4:30 p.m.	All day students who plan to participate in after school programs and residential student must check in the Student Activity Center. Elementary School students have two options to join after school programs from Monday through Thursday (arts and crafts activities and intramural/recreational/clinic programs).
5:30-7:30 p.m.	Study Hour
6:30-7:30 p.m.	Social skills sessions, intramural/recreational programs, educational sessions.

General Information for Middle and High School Students

3:15-3:45 p.m. All day students who plan to participate in after school programs and residential students must check in at the Oriole's Nest in the 2nd floor Coed Lounge.

3:45-5:00 p.m. High School students have eight options to join after school programs from Mondays to Thursdays (Resource Center, Arts and Crafts class, Cooking class, Student Work Program, Athletics, Weightlifting, Mini-Course #1 and Mini-Course #2).

Middle School students have three options to join after school programs from Mondays through Thursdays.

Monday – Cooking, Resource Center, or Athletics
Tuesday – Arts and Crafts, Resource Center, or Athletics
Wednesday – Mini-Course, Resource Center, or Athletics
Thursday – Mini-Course, Resource Center, or Athletics

6:15-7:15 p.m. High School students have educational sessions or free play in the KRC gym except for every Wednesday, when all students are required to attend the bi-weekly Jr. NAD meetings.

6:30-7:30 p.m. Middle School students' study hour.

7:30-8:30 p.m. Middle School student – intramural/recreational programs, social skills sessions, or educational sessions.

High School students study hour.

8:30-9:30 p.m. High School students' intramural/recreational programs.

Student Life Computer Use Policy

This policy was developed by the Residential Hall Council to inform you of the regulations governing the use of the computers in the Residence Hall at the Indiana School for the Deaf.

Regulations for Use of Computers

1. Computer use is a privilege.
2. If other students are waiting to use the computers, there is a 15 minute time limit for personal use.
3. Computers in the Resource Center are for homework only. If a computer is needed for your homework, utilize the Resource Center. Residence Hall computers will be used for homework only when the Resource Center is closed or the computers are full. In the Residence Hall, homework will take priority over use for personal enjoyment.
4. No downloading is permitted.
5. E-mail and instant messaging are to be used only to contact parents, family members, and friends who are off campus. No instant messaging is permitted in the Resource Center.
6. No inappropriate language, materials, or pictures are permitted.

7. Staff members will monitor student computer use. Students are expected to cooperate with staff by not closing or minimizing computer windows when staff approaches.
8. No food or drink is permitted in the computer rooms.
9. No horseplay is permitted in the computer rooms.
10. When instructed by staff to log off, or when the designated time for computer use has expired, students are expected to log off/shut down the computers immediately.
11. All regulations involving the use of the ISDNET as stated in the Student Handbook will be followed.

Consequence for Violation of Computer Regulations

First Offense – loss of computer privilege for 1 week

Second Offense – loss of computer privilege for 1 month

Third Offense – loss of computer privilege for 1 full academic quarter

Hours for Internet Access

Sunday – 6:00 p.m. – 12:00 a.m.

Monday – Thursday – 4:00 p.m. – 12:00 a.m.

Weekends – To be arranged by the Assistant Deans

OUTREACH SERVICES

The Outreach Division accomplished the task of redefining their mission and beliefs based on their charge from House Enrolled Act 1904. Since legislation was passed in 2000, ISD is established as a state educational resource center which includes Outreach Services and consultative services to LEAs regarding meeting the needs of locally enrolled students with hearing loss.

Mission

To identify and find resources to meet the needs of deaf and hard of hearing children and their families throughout the state of Indiana.

Outcomes

- Deaf and Hard of hearing children will develop communication, language, social, emotional, and cognitive skills from the earliest possible age, which is fundamental to educational success.
- Families will receive complete information regarding early childhood development, language acquisition and development and the link to academic and socio-emotional learning.
- Programs and services will be family/child-centered.
- Deaf and hard of hearing children throughout the state will have access to the diverse expertise of the Outreach and Indiana School for the Deaf professionals.

- All Deaf and Hard of Hearing children will have access to Deaf and Hard of Hearing adult role models.
- Families will have available training and advocacy services.
- Outreach will continue to foster partnerships that support educational policies and practices to promote quality education for students who are Deaf and Hard of Hearing.

Contact information and the monthly newsletters, as well as information regarding more resources and workshops for providers and families may be viewed on the web site www.deaf-kids.org or www.hh-kids.org.

Case Conference Services

- Annual case review (ACR) and case conference coordination
- Student record management and IEP distribution for ISD students.
- Case conference requests processed in the Case Conference Office.
- In-service training and consultation regarding Educational Laws and Parent Rights.

Assessment Services

- Multi-disciplinary assessments
- Audiological services, including hearing tests, hearing aid monitoring, cochlear implant monitoring, and other audiological management
- Language and communication assessments
- Psycho-educational assessments such as personality, intelligence, and assessments of academic skills and potential
- Social/developmental history
- Fine or gross motor evaluation
- Consultation with parents and staff regarding concerns about individual student learning abilities and previous testing.

Family Services

- Resources such as books, publications, videotapes, and family activities
- Assistance in accessing service agencies and information regarding prevention of child abuse
- Services for families of children under the age of 5 years (see Early Intervention Program information).

Counseling Services

- School counselors provide social and emotional support to students.
- Provide support and training for staff and parents.
- Group counseling
- Liaison with mental health services
- Crisis management

Transition Support for ISD Students Attending Public School Programs

- Any of the assessment services listed above
- ISD staff participation in student's annual case review or case conference
- Follow-up observation and consultation with student's teachers or support staff
- ISD family activities such as PTCO Day or workshops
- Provide consultation and training for public schools and providers serving Deaf and Hard of Hearing children.

EARLY INTERVENTION PROGRAM FOR DEAF AND HARD OF HEARING CHILDREN AND THEIR FAMILIES

The early years are critical to a child's future cognitive development. Early intervention and support for families of children who are Deaf and Hard of Hearing are available through ISD. These services are offered in order for the family to learn to communicate and bond with their child in the child's most natural environment.

Early Intervention Program (EI) is for any family in the state of Indiana with a child who is Deaf, Hard of Hearing, or with a hearing loss. EI brings together children from infancy to kindergarten age, their parents, and a variety of professionals to work as a team to provide early childhood information, parental guidance, family support, and transition plans for future educational goals.

The services provided by the EI coordinators and staff or SKI HI trained parent advisors may be delivered in your home through home visits, at your child's daycare program, at the ISD Preschool program, or at the Elizabeth Willard Assessment Center. Services may be provided in conjunction with other agencies.

Your First Steps Service Coordinator, if the child is between 0 and 3 years of age, can arrange an Individual Family Service Plan (IFSP) meeting to determine the strengths and needs of each family. One of the ISD EI coordinators will attend the meeting where those present will discuss services available from ISD and services from other First Steps Providers. The family will then decide who will provide services.

There is no charge to the family. There is no need to bill through the First Steps as ISD is already funded by the state.

Services provided for children who are between 3 years and 5 years are to be determined by the case conference committee and may also take place through home visits, or in the child's preschool.

Crisis Protocol
Suicidal and Homicidal Students
(Revised 5-2008)

POLICY:

Students who discuss self-injury, express thoughts of suicide, homicidal ideation or take action that results in purposeful self-harm are to be immediately referred to a counselor or their designee to assess lethality, gather 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..

- The student's parents will be contacted and given the facts regarding what has occurred. Behavior Corp Crisis Hotline will be called/consulted and parents will be informed of the instructions from the Crisis workers.
- If a parent wants to call Crisis, the toll free number is 1-800-560-4038 or the local Indianapolis area number is 574-1252.
- The Health Center charge nurse will be updated immediately.
- Parents will receive a letter summarizing the child's comment or action and results of the consultation with the crisis hotline.

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:**

The Counselor, Supervising Teacher, Dean or Assistant Dean, Chief of Security 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 parents being named in the threat should be notified following guidance from the Crisis Counselor.

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 parents. If the threatened person is a student, that student's parents must be contacted and informed of the threat and what is being done to protect the student.

The Supervising Teacher or Assistant Dean will follow the Student Handbook/Code of Conduct for any appropriate consequences to the student making the threat.

Security will be notified based on the recommendations and instructions from the Crisis Line worker. Greg Wright, Chief of Security, 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, 920-6227 (Ext. 227) to call 911 if needed, or to help. Staff will notify parent(s) to meet at the hospital

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

NO HARM CONTRACT: A “No-Harm Contract” will be completed by the staff in charge and/or counselor and student. *Copies of the no harm contract are also given to the staff members identified by the student in the no harm contract.*

STUDENT RETURNS TO SCHOOL:

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:

- Primary Counselor
- Appropriate Supervising Teacher
- TOR
- Appropriate Assistant Dean
- Central File
- Health Center

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

CRISIS OFF CAMPUS

- IF A CRISIS (suicidal, homicidal comment; student exhibiting dangerous or inappropriate behavior that may cause harm to himself or others) OCCURS WHILE OFF CAMPUS (i.e. game, special event, field trip, etc.):
- The Crisis Procedures will be followed.
- IMMEDIATELY THE STUDENT WILL BE PLACED WITH A STAFF MEMBER AND STAY WITH THAT STAFF MEMBER.
- If that child is physically hurt, 911 should be contacted.
- Staff will contact the Crisis Line at 574-1252 Indianapolis or long distance, 1-800-560-4038

Distribution of Non-School Materials by Students

Students seeking to distribute non-school materials to the student body shall provide a copy of the material to the principal prior to its distribution. The principal, Dean of Students, or their designee(s) will approve the distribution unless the material is libelous, invades the privacy of others, is obscene or pornographic, is pervasively indecent and vulgar, causes material and substantial disruption of the proper and orderly operation of the school and school activities, or advertises a product or service not permitted under the law for use by minors. If distribution is approved, students will be allowed to distribute such material at any school exit at the end of the school day.

Students shall not distribute materials in a manner that disrupts any school activity or blocks/impedes the safe flow of traffic within corridors and entranceways of the school. Students who distribute materials shall be responsible for cleaning up any materials thrown on the floor of the school or on the grounds outside the school. Students violating this policy will be subject to disciplinary action by Supervising Teacher, Principal and/or Dean of Students.

Media, Entertainment, Amusement

1. Movies (Videotapes/ DVDs) – General Audience (G), Parental Guidance (PG), and Parental Guidance 13 (PG-13), videotapes/DVDs will be shown to age appropriate student audiences. Restricted (R) movies will be shown only for curriculum purposes after parent permission has been secured by an appropriate staff member.
2. Video games – ISD will follow the entertainment rating on the game. Games which promote killing with firearms and violence are prohibited from the ISD campus. Any such games will be confiscated and sent home after parents have been notified.
3. Music CD's – Any music CD's with obscene or profane lyrics are prohibited from ISD campus. Any such CD's will be confiscated and sent home after parents have been notified.

First Amendment Freedom of Speech

Students have the right to exercise their constitutional right to free speech. The school administrator may reasonably regulate time, place, and method of distribution of said speech. The administration may prohibit advocacy or distribution of only that material, which by its content will

1. Materially and substantially interfere with the proper operation of school, or
2. May cause violence or disorder, or
3. Constitutes an invasion of the rights of other students or staff.

Some examples of materials that may be prohibited are those containing libelous, slanderous, harassing, or obscene messages.

First Amendment Demonstrations and Assembly

Students have the constitutionally protected freedom to assemble peacefully and have the right to request time from school officials to hold planned and non-disruptive assemblies.

Gang Activity

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 system. The Indiana School for the Deaf will not allow a small percentage of disruptive students to interfere with its educational function and responsibilities and will to maintain an atmosphere in the school which is conducive to learning. Therefore, the Indiana School for the Deaf 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.

Search and 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, dorm room 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 (administrative level staff and security personnel).
3. **Search of Student Lockers/Dorm Room:** All lockers, storage areas and dorm 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 security personnel. If possible, the student whose locker is to be searched shall be present at the time of the search.
4. **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 is 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 security will conduct the search.

Lost and Found

Any lost and found items (depending on the building/activity) will be turned into department secretaries, the Athletic Director (athletic events) or the Principal's secretary.

Animals on Campus

Anyone wishing to bring an animal/pet on campus must first gain permission from the Superintendent or member of the Administration Team (Director of Student Life, Director of Outreach, or Principal). Animals/pets on campus should serve an educational purpose.

Anyone who has an animal/pet on campus without permission will be directed to ISD Campus Police.

Animals should not be brought on campus during any event on ISD campus. Animals left in a vehicle while visiting campus may be considered as animal cruelty.

PARENT CONTACT INFORMATION

“Who should we contact at ISD?”

Area of Concern or Question	First Contact Person	Second Contact Person
Assessment/Evaluation	Lisa Herbert, School Psychologist	Cindy Lawrence Director of Outreach
Athletic Program	Coach	Brian Bippus Athletic Director
Cafeteria	David Henry, Supervisor	Jane Gooder, Dietician jgooder@isbvi.k12.org
Curriculum	Supervising Teacher	Teri Paulone Curriculum Director
Daily Classroom Assignments/Activities	Subject teacher, TOR or Classroom teacher	Supervising Teacher
Educational Accommodations	Supervising Teacher	Mary Glenn Rinne ISD Principal
Field Trip Arrangements	Supervising Teacher	Mary Glenn Rinne ISD Principal
Health Center	Deb Robarge, Health Center Director	Deb Skjeveland Director of Student Life
IEP concerns: Issues on progress	Subject teacher, TOR or classroom teacher	Supervising Teacher
IEP concerns: Goals	Supervising Teacher	Case Conference Coordinator
Interpreters	Carrie Westhoelter, Team Leader	Deb Skjeveland Director of Student Life
Religion Issues	Supervising Teacher	Mary Glenn Rinne ISD Principal
Residential Services or Issues	Brett Mellon Dean of Students	Deb Skjeveland Director of Student Life
Student Behavior Concerns	Teacher of Record w/ cc: to Supervising Teacher	Supervising Teacher
Student Development Center	Dan Fitzpatrick SDC Coordinator	Deb Skjeveland Director of Student Life
Transportation Arrangement for Athletics	Brian Bippus Athletic Director	Deb Skjeveland Director of Student Life

ISD staff members are required to reply within 48 business hours, unless there is an emergency or a time sensitive issue. If staff members are unavailable due to vacation schedules, their email and voice mail will indicate their return date. If response was not made within 48 hours, please resend the message and cc: to their supervisor. If another 48 hours passes and a response was not made, please email directly to the supervisor.

If parents have a complaint, please contact the appropriate person. Mary Glenn Rinne, ISD Principal, is responsible for Education specific complaints. Deb Skjeveland, Director of Student Life, is the contact person for complaints regarding Student Life. For IEP related complaints, please contact Cindy Lawrence, Director of Outreach.

ISD Phone/Email Directory

Relay Indiana Deaf School	711 V/TT/TTY	
ISD Switchboard	317-924-4374 V/TTY	
ISD Fax	317-923-2853	
Campus Police (Chief of Police)	317-920-6212 V/TTY	gwright@isd.k12.in.us
Campus Police Officers	317-920-6227 V/TTY	

Superintendent	317-924-8400 V/TTY	dgeeslin@isd.k12.in.us
Superintendent's Administrative Assistant	317-924-8400 V/TTY	mrice@isd.k12.in.us

Education

Principal	317-920-6215 V/TTY	mgrinne@isd.k12.in.us
Assistant to the Principal	317-920-6297 V/TTY	jchoate@isd.k12.in.us
Principal's Secretary	317-924-8402 V/TTY	plewis@isd.k12.in.us
Curriculum Director	317-920-6322 TTY	tpaulone@isd.k12.in.us
Librarian	317-920-6210 TTY	lkesterke@isd.k12.in.us
Educational Consultant	317-920-6253 V/TTY	krobertson@isd.k12.in.us
High School Supervising Teacher	317-920-6234 V/TTY	rboyland@isd.k12.in.us
High School Secretary	317-920-6223 TTY	smccoy@isd.k12.in.us
High School Guidance Counselor		jrichards@isd.k12.in.us
High School Counselor	317-920-6252 TTY	bpeters@isd.k12.in.us
School-to-Work Services	317-920-6349 V/TTY	mpowers@isd.k12.in.us
Middle School Supervising Teacher	317-920-6323 TTY	mkellam@isd.k12.in.us
Middle School Secretary	317-920-6216 TTY	csquire@isd.k12.in.us
Elementary Supervising Teacher	317-920-6265 TTY	gzmijewski@isd.k12.in.us
Elementary Secretary	317-920-6260 TTY	mbyrum@isd.k12.in.us
Preschool Supervising Teacher	317-920-6261 V/TTY	dbattiste@isd.k12.in.us
Preschool Secretary	317-920-6256 TTY	abippus@isd.k12.in.us

Student Life

Director of Student Life	317-924-8403 TTY	dskjeland@isd.k12.in.us
Student Life Secretary	317-920-6249 V/TTY	lhines@isd.k12.in.us
Dean of Students	317-941-6523 TTY	bmellon@isd.k12.in.us
Student Life Counselor	317-941-4612 TTY	cpickering@isd.k12.in.us
Student Dev. Educator Resource Center	317-924-8403 V/TTY	dfitzpatrick@isd.k12.in.us
Student Development Educator Preschool/Elementary Programs	317-920-6273 V/TTY	
Student Development Educator Middle/High School Programs	317-920-6249 V/TTY	gwooten@isd.k12.in.us
Preschool/Elem. Residential Asst. Dean	317-924-8412 TTY	bgantt@isd.k12.in.us
MS/HS Girls Residential Asst. Dean	317-920-6289 V/TTY	mjernigan@isd.k12.in.us
MS/HS Boys Residential Asst. Dean	317-920-6251 TTY	racquafredda@isd.k12.in.us
Dixon House Assistant Dean	317-941-4605 TTY	bgantt@isd.k12.in.us
SDC Asst. Dean	317-920-6306 TTY	bmoore@isd.k12.in.us
Night Residential Assistant Dean	317-941-4602 TTY	
Interpreting Services Scheduler	317-924-8419 V/TTY	shazelett@isd.k12.in.us
Health Center	1-800-715-5602 V/TTY	
Health Center Director	317-920-6276 V/TTY	drobarge@isd.k12.in.us
Nurses' Station	317-924-8409 V/TTY	
Health Center Fax	317-920-6270	

Athletic Director	317-920-6321 TTY	bbippus@isd.k12.in.us
Athletic Secretary	317-924-8402 V/TTY	
Athletic Trainer	317-924-8408 V/TTY	rcrock@isd.k12.in.us
Athletic Fax	317-920-6388	

Outreach

Outreach Director	317-920-6220 V/TTY	clawrence@isd.k12.in.us
Outreach Director's Secretary	317-920-6311 V/TTY	jjones@isd.k12.in.us
Assessment Secretary	317-924-8416 V/TTY	jconner@isd.k12.in.us
Audiologists	317-920-6347 V/T	
Case Conference Coordinators	317-920-6225 V/TTY	
Parent Infant Program Coordinators	317-924-8415 V/TTY	
	317-920-6258 TTY	
Psychologists	317-920-6230 V/TTY	
Social Services	317-920-6275	
High School Counselor	317-920-6282 TTY	rasherlynch@isd.k12.in.us
Middle School Counselor	317-920-6355 V/TTY	mmcgeath@isd.k12.in.us
Elementary Counselor	317-924-8424 TTY	

Operations

Operations Director	317-924-8401	rhemmelgarn@isd.k12.in.us
Director of Technology		jkrieger@isd.k12.in.us
Dietary	317-920-6238 V/TTY	dhenry@isd.k12.in.us
Business Office	317-924-8406 TTY	pwood@isd.k12.in.us
HROS	317-920-6218 V/TTY	mbetzold@isd.k12.in.us
Vincennes University ASL Program	317-923-2305 V/TTY	
PAC/PTCO		PAC@isd.k12.in.us

INDIANA SCHOOL FOR THE DEAF
School Board
2008-2009

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