

Indiana School for the Deaf

Student Rights & Responsibilities

Administrative Guidelines

Indicates a new addition to the handbook



Chuck Baird 2007

2009-2010

Indiana School for the Deaf

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**STUDENT RIGHTS AND RESPONSIBILITIES GUIDELINES
2009-2010**

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. Thank you for taking the time to read the Student Rights and Responsibilities Guidelines. If you can not find the answers to your questions, feel free to contact the school.

The faculty and staff of the Indiana School for Deaf would like to welcome you to the 2009-2010 school year. We sincerely hope everyone has a successful and memorable school year.

We acknowledge that we have received and reviewed the 2009-2010 Student Rights and Responsibilities Guidelines. We understand that it is our responsibility to read and understand the guidelines. If we do not understand, we will ask for clarification.

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 23, 2009

WELCOME

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

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 Student's Rights and Responsibilities Guidelines 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 language (ASL), 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.

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.

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.

COMMUNICATION

In an effort to keep parents informed of their child's progress in school, we will communicate in the following ways:

1. Mid-term reports are issued to alert parents of possible problems, especially when achievement is considered below the level of expectation.
2. Quarterly report cards are issued every nine weeks.
3. Meetings/Staffings may be called by either the school or parent/guardian to consider the total development of the child. Notes, emails, videophone and phone calls can be made to confer about individual situations as the need arises.
5. A bi-weekly department newsletter is distributed to students on Fridays. It includes upcoming dates, events and school news. Please let your child know you will be looking for this information.
6. Please access our school website at www.deafhoosiers.com for all up to date information.

myOriole

ISD understands the importance of communication between staff, students and parents. ISD Staff will use myOriole as a tool to increase parental involvement, raise student achievement, and transform their learning classroom into a learning community. This website will give parents the ability to find important information more quickly. Parents and students will be able to access myOriole for homework/assignments, projects and test dates, report cards, attendance records, class schedules and discipline information from home. This will allow parents to provide assistance with schoolwork, celebrate achievements, provide positive encouragement, assist with problem areas, and help children learn important life management skills such as responsibility and planning.

Parents and students may request their username and password from the department secretary.

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. When the fire alarm sounds, every student will leave the building in a quiet and orderly manner.

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, these instructions are to 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. A list of these students and their regularly assigned teacher/classroom will be made.) Student Life would gather students in one room with a lockable door and follow the same procedures.

C) CLOSE AND LOCK your classroom or dormitory door.

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 their pagers turned off. 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, please follow the instructions given by the Officer. Take your emergency folder with you if your area 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/ren to school if their local school district is closed. Students will receive excused absences for inclement weather when their daily buses do not transport, run on a 2-hour delay, or pick up students for early dismissal. **Parents should contact their LEA to be placed on their local weather alert communication system. This will inform parents when their local school system is closed.**

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

WRTV – Channel 6
WISH – Channel 8

WTHR - Channel 13
WXIN - Channel 59

PARENT CONTACT INFORMATION

“Who should we contact at ISD?”

Area of Concern or Question	First Contact Person	Second Contact Person
Assessment/Evaluation	Pam Burchett Social Worker	Cindy Lawrence Director of Outreach
Athletic Program	Coach	Rusty Crace Athletic Director
Cafeteria	David Henry, Supervisor	Jane Goodner, Dietician jgoodner@isbvi.k12.org
Curriculum	Supervising Teacher	Dr. Mary Glenn Rinne
Daily Classroom Assignments/Activities	Subject teacher, TOR or Classroom teacher	Supervising Teacher
Educational Accommodations	Supervising Teacher	Dr. Mary Glenn Rinne ISD Principal
Field Trip Arrangements	Supervising Teacher	Dr. 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	Stephanie Hazelett Scheduler	Administrative Assistant of Superintendent Office
Religion Issues	Supervising Teacher/Assistant Dean	Dr. Mary Glenn Rinne ISD Principal/Brett Mellon Dean of Students
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	Aimee Bippus Athletic Secretary	Rusty Crace Athletic Director

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.

For Educational related concerns, please contact Dr. Mary Glenn Rinne, ISD Principal. Deb Skjeveland, Director of Student Life, is the contact person for concerns regarding Student Life. For Outreach related concerns, please contact Cindy Lawrence, Director of Outreach.

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, department secretary or 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

Placement decisions are made by the Case Conference Committee according to Article 7 511-42-5-6. If concerns or issues arise regarding your child's educational needs, potentially impacting placement, please contact the TOR. The TOR will arrange a staffing with the appropriate parties. The parents/guardians and student will need to complete an exit interview when a change of placement has been granted.

STUDENT SAFETY ON ISD VEHICLES

School/Activity bus and van drivers will maintain control over the vehicle when driving students to and from the campus of the Indiana Deaf School. We expect our students to demonstrate appropriate behavior while on the bus or van.

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.
- ask permission to open the windows. Supervisory staff should check with the bus driver before opening windows.
- stay in their seats with seatbelt fastened until it has come to full stop and the door has been opened by the driver.
- clean up and properly dispose of their litter at the end of the trip.
- follow the rules established by the Local School District that provides their transportation to and from school.

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.

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. This also applies to the large school bus.

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/ren arrive to school on time.

1. Reporting Absences

Parents are expected to notify the department secretary of 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 receive a letter from the Supervising Teacher. The Supervising Teacher will notify ISD's attendance officer and the LEA. 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. Good medical and dental care are recommended. For appointments made during the school day, it is recommended that the appointment times be rotated to avoid missing the same class.
- Injuries, temporary or chronic illnesses that require surgery, frequent medical attention, and long-term care should have a plan for instruction in the child's IEP. (511 IAC 7-42-12)
- 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, for example, 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, or funeral.

7. **Tardy to Class**

Teachers will keep a record of tardiness to their class. After the third tardy, a formal warning will be given and the Supervising Teacher will be notified. The fourth tardy to a class will result in serving SRC during lunch. If the student is late to the first period class, he/she needs to report to the department secretary for a pass. This will remove them from the absence list.

8. **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 guardian's 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.

RESPONSIBILITIES OF MEMBERS OF THE SCHOOL COMMUNITY

The responsibility for educational success involves 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. Everyone in the community needs to understand their responsibilities to observe the regulations contained in the guidelines.

Students have a responsibility to:

- Take pride and ownership in their learning journey.
- 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 and prevent bully/victim problems among elementary, middle, and high school aged children in and outside of the school setting.
- to achieve better peer relations at school and create conditions that encourages students to respect each other and to function better in and outside of the school setting.

RESPONSE TO INTERVENTION

Response to Intervention is a systemic process that ensures ALL students learn. The Indiana School for the Deaf's Vision of Response to Intervention is a framework for prevention, advancement, and early intervention. This involves determining whether all students are learning, and progressing optimally, academically, socially, emotionally, and behaviorally when provided with high quality instruction that addresses all aspects of students. Response to Intervention (RTI) will be implemented in the Elementary Program during the 2009-2010 school year.

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.

Reporting 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
Principal
Superintendent

Director of Operations
Human Resources

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.

False Reporting of Sexual Harassment

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

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. 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. The High School department elects two representatives to serve on the Student Body Government for a total of ten members. Students elect a Student Body Government president, vice-president, secretary and treasurer.

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.

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 and policies, rules, and codes of conduct must be followed to ensure that students are free to learn and teachers are free to teach. We encourage 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 and II, will result in the development of a Functional Behavior Assessment and a Behavioral Intervention Plan.

Procedures for Student Code of Conduct

Classroom management and Pod management 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 or Residential Advisor 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 as classroom management strategies. For the student disrupting the learning process, he/she may be sent to the Student Responsibility Center (SRC). The Student Responsibility Center is where the student can go for "time-out," counseling, "cool-off sessions," or 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. The SRC staff will record the incident reports and will track the consequences for each student. The purpose of tracking the students' behaviors will be to identify those students who need additional help.

Steps for students needing additional support:

1. A meeting with the student and teacher/residential advisor will occur after the third Incident Report. The purpose is 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, phone or videophone conference with the student, teacher, residential advisor and parents to discuss the student's behavior choices may occur.

3. The Teacher of Record or Residential Advisor can call a staffing. This is a meeting where a student's academic, social, behavioral and physical concerns will be 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.
4. The staffing could discuss and recommend the possibility of developing a Functional Behavior Assessment, an action plan, and/or referral for additional support. If behavior is the concern, a counselor will be consulted to coordinate the development of the Behavior Intervention Plan to be agreed upon by the CCC and incorporated into the IEP. (FBA Article 7 511-7-32-41 and BIP 511-7-32-10)
5. The participants of the staffing will be consulted to coordinate the development of the Behavior Intervention Plan to be implemented by the TOR and other staff.

A formal case conference will be established 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 help students identify their behavior and the behavior that should have been exhibited. Middle School and High School students will decide to comply with the request or choose to visit the Student Responsibility Center. 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 their 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, a counselor 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 will change their 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. Students in SRC will not be excused for any extra-curricular activity.
4. 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.
5. 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.
6. The seventh violation within one semester will result in staffing, a functional behavior assessment, and the development of a behavior plan. By this point, the student will have already received additional interventions and support. At the beginning of a semester, a student’s violation count will start at zero. However, the behavior plan will remain in place.
7. 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.
8. The teacher will write the official Incident Report the same day as the incident. This will help ensure that the student’s behavior is addressed in a timely manner.
9. Each student has a right to file an appeal on the Incident Report. The appeal will be sent to the Supervising Teacher/Dean for review. The Supervising Teacher/Dean will respond as soon as possible to the appeal.
10. The Supervising Teacher/Dean 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 and the Education Division will follow the same 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
- Can not participate in a planned activity/event
- Can not go off campus
- No KRC/free play
- Stay with supervisor
- Stay in room
- No social time
- Do community service
- No athletic practice (depending on situation)

School counselors are available to talk with students who are sent to the Student Responsibility Center. They assist the students in analyzing their behavior and identifying appropriate behavior.

Physical, Emotional and Social Bullying

"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself."

Action	Definitions/Descriptions
<i>Physical Bullying</i>	Threatening physical harm to intimidate or hurt someone.
<i>Emotional Bullying</i>	Insulting someone verbally or non-verbally.
<i>Social Bullying</i>	Ostracizing or posting derogatory comments about someone. Cyber-bullying is a form of social bullying.

All bullying incidents will be reported to a counselor and will be documented. When a repeated pattern is evident, the parents will be contacted. A staffing will be called and the bullying behavior will be addressed. An action plan will be developed.

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.

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.

Discipline Code Summary
Code of Conduct Expectations

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

Level I Violations	Level I Discipline
Level I violations are minimal actions that interfere with other student's ability to learn. The action interrupts the instructional process.	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 Discipline
Level II violations are repeated actions that interfere with other student's ability to learn. The instructional process has clearly been interrupted	Students will be given an Incident Report and will discuss the infraction with the SRC staff person. Consequences will be given.
Level III Violations	Level III Discipline
Level III violations are behaviors that violate ISD policies, state laws, or are chronic behaviors at Level II. These behaviors require assistance from administrators, counselors and/or law enforcement.	Students will be given an Incident Report, sent to SRC and parents will be contacted. Level III violations will result in SRC, in-school suspension or out-of-school suspension.
Level IV Violations	Level IV Disciplinary Actions
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.	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.

**LEVELS OF MISCONDUCT AND AUTHORIZED
DISCIPLINARY ACTIONS**

Misconduct – Level I Violations

A Level I offense is a classroom/pod managed violation. These violations disrupt or interfere with the education/activity of oneself and/or other students. Level I violations include, but are not limited to the following:

<i>Offense:</i>	<i>Definition/Description:</i>
<i>Cafeteria Violation</i>	<ol style="list-style-type: none">1. Throwing food or other objects.2. Leaving tray or litter on tables or floor.3. Sitting on the tables.4. Running.5. Removing food from the cafeteria.6. Pushing, shoving, or cutting in line.7. Ruining another student's food.
<i>Disrespect</i>	Behaving and/or commenting rudely or discourteously to others.
<i>Disruptive Behavior</i>	Behaving in a manner that ultimately interrupts or curtails an activity.
<i>Improper Hall Conduct</i>	Being in the halls without permission; running, jumping and horseplay; loud and boisterous activity.
<i>Insubordination</i>	Failing to obey reasonable, fair, and proper directions or instructions of any staff member.
<i>Lavatory Misconduct</i>	Using the facilities in ways in which they are not intended. (no damages)
<i>Misuse of School Property</i>	Using school property for another purpose other than its intended use. (If there is no damage, students will be charged with misuse of property).
<i>Scuffle</i>	Argument or aggressive actions between two or more students without blows/injuries and someone intervenes.
<i>Throwing Objects</i>	Throwing any object at any time not resulting in hitting another person.
<i>Unpreparedness/ Unwillingness to Work</i>	Failing repeatedly to bring required educational materials to class, sleeping repeatedly in class, failing to complete assignments, and not participating in classroom activities.
<i>Verbal Abuse or Use of Profanity</i>	Using profanity, calling names, and using words/gestures that are considered profane or offensive to others.

AUTHORIZED DISCIPLINARY ACTIONS - LEVEL I
(Actions are listed in alphabetical order. The disciplinary action may include one or a combination of any actions from this list.)

<i>Actions</i>	<i>Definitions/Descriptions</i>
<i>Activity Restriction</i>	Denying participation in scheduled activities.
<i>Classroom/Floor Suspension</i>	Assigning the student to a specific area.
<i>Conflict Mediation</i>	Using conflict mediators to assist in resolving disputes between students in a peaceful manner.
<i>Loss of Privileges</i>	Removing from one or more special school activities.
<i>Parent/Guardian Conference</i>	Contacting parents/guardian by phone, written communication or in person to inform them of the problem behavior and solution.
<i>Student Responsibility Center (SRC)</i>	Student is removed from the classroom and will reflect on his/her actions in SRC.
<i>Support Service</i>	Meeting with a counselor who can assist in solving exhibited behavior problems.
<i>Verbal Reprimand</i>	Clarifying misconduct and warning of consequences should the behavior continue.

SERIOUS MISCONDUCT - LEVEL II VIOLATIONS

Level II violations include behavior that disrupts or interferes with the education/activity of oneself and /or other students and are more likely to result in hurting people or damaging property. These violations may include, but are not limited to the following:

<i>Offense</i>	<i>Definition/Description</i>
<i>Damage or Destruction of Property</i>	Damaging ISD property, property belonging to students or staff, or damaging ISD property by misusing it. It shall be the responsibility of the student and parent/guardian to pay for any damage caused by the student. Acts of vandalism may be referred to law enforcement agencies.
<i>Extortion</i>	Forcing a person to give up money, projects, assignments or anything of value by threats, intimidation or force.
<i>Fighting</i>	Fighting in which physical contact occurs.
<i>Fireworks</i>	Possessing, selling, or giving away any explosives or fireworks.
<i>Forgery</i>	Signing the name of another person, or altering times, dates, or grades.
<i>Gambling</i>	Playing any game of chance or skill involving the exchange of anything of value.

<i>Gross Disruption</i>	Interfering with the educational environment and intentionally violating any educational/residential rules.
<i>Gross Insubordination</i>	Failing repeatedly to obey reasonable, fair and proper instructions, directions or rules of any staff member.
<i>Lavatory Misconduct</i>	Using the facilities in ways for which they were not intended.
<i>Lying and/or Cheating</i>	Telling stories that are not true, copying another's assignments or tests or allowing another to copy one's work. Plagiarism is a form of cheating and is not permitted.
<i>Possession of Drug or Alcohol Paraphernalia</i>	Possessing any apparatus used for or relating to the use of drugs and alcohol, such as rolling papers, flasks, pipes, roach clips, bongs, water pipes, stashes, etc.
<i>Stealing Items</i>	Taking something that belongs to the school or another person without permission. (Students accused of stealing personal items, such as shoes, coats, purses, wallets or school property of substantial value should be charged with Category III stealing.)
<i>Theft</i>	Taking something that belongs to another student, staff member or property of ISD.
<i>Throwing Objects</i>	Throwing an object and hitting the person. (Items include rocks, dirt, snowballs pencils, books, etc.) It may be classified a different category based on the seriousness of the incident.

AUTHORIZED DISCIPLINARY ACTIONS - LEVEL II

(Actions are listed in alphabetical order. The disciplinary action may include one or a combination of any actions from this list.)

<i>Actions</i>	<i>Definitions/Descriptions</i>
<i>Activity Restriction</i>	Denying participation in scheduled activities.
<i>Behavioral Intervention Plan</i>	When a student has repeated behaviors, he/she will be placed on a Behavior Intervention Plan (BIP) to improve the problem behavior.
<i>Classroom/Pod Suspension</i>	Assigning the student to a specific area.
<i>Conflict Mediation</i>	Using conflict mediators to assist in resolving disputes between students in a peaceful manner.
<i>In-School Counseling</i>	Counseling within the school by school personnel trained in working with behavior issues.
<i>In-School Suspension</i>	Assigning to a specific room to do assignments for the duration of the suspension.
<i>Loss of Privileges</i>	Removing from one or more special school activities.

<i>Parent/Guardian Conference</i>	Contacting parents/guardian by phone, written communication or in person to inform them of the problem behavior and solution.
<i>Student Responsibility Center (SRC)</i>	Student is removed from the classroom and will reflect on his/her actions.
<i>Support Service</i>	Meeting with a counselor who can assist in solving exhibited behavior problems.
<i>Verbal Reprimand</i>	Clarifying misconduct and warning of consequences should the behavior continue.

INTOLERABLE AND/OR ILLEGAL CONDUCT - LEVEL III VIOLATIONS

Level III violations include behavior that not only violates school rules but may also be against federal and state laws. For any student found guilty, after due process, of offenses listed in Level III, the Principal or Dean of Students may suggest suspension and/or expulsion.

<i>Offense:</i>	<i>Definition/Description:</i>
<i>Arson</i>	Setting any fire on ISD property.
<i>Assault</i>	Threatening to physically harm any student or staff member, threatening to bring a weapon to school and/or threatening to use any weapon against students or staff.
<i>Battery</i>	Touching another person directly or with a weapon or dangerous object and causing injury.
<i>Disrupting School While Under the Influence of Drugs/Alcohol</i>	Attending school, regardless of age, under the influence of drugs and/or alcohol.
<i>Drug and Alcohol Violations</i>	Having, selling, buying or giving away any drugs and/or alcohol. (If a student has a drug prescribed by a doctor, the student cannot give or sell any of the drug to another person.)
<i>Fireworks and Explosives</i>	Possessing, firing, displaying or threatening the use of fireworks or explosives on the school grounds.
<i>Encouraging Lawbreaking or Violence</i>	Provoking or talking another student into breaking school rules, or committing a violent act that harms people/property.
<i>Sexual Misconduct</i>	Touching others in ways that would be considered sexually offensive. Fondling around breast, buttocks, or genitals, either inside or outside of the clothing, even if both parties have mutually agreed to do so. Title IX officer must be notified.
<i>Stealing Items of Substantial Worth</i>	Taking property of another person or the property of ISD. Property worth \$100.00 or more will be considered a Level III offense.
<i>Weapons</i>	Having or using, selling, or giving any weapon, such as a gun or knife, to any other person. (This includes sticks, pipes, bottles, or even a pencil if it is intended for use as a weapon.) (IC 20-8/1-5.1-10 and Federal Gun Free Schools Act of 1994 20 U.S.C.A. 5892).

AUTHORIZED DISCIPLINARY ACTION – CATEGORY III

(Actions are listed in alphabetical order. The disciplinary action may include any one or a combination of any actions from this list.)

<i>Actions</i>	<i>Definitions/Descriptions</i>
<i>Activity Restriction</i>	Denying participation in scheduled activities.
<i>Expulsion</i>	Separating a student from school attendance for a period in excess of five (5) days or as otherwise defined by Indiana Code 20-8.1-1-10.
<i>In-School Counseling</i>	Counseling within the school by school personnel who specialize in student disciplinary problems.
<i>Parent/Guardian Contact</i>	Contacting parent/guardian by phone, videophone, written communication or in person to inform them of the problem behavior and solution.
<i>Referral to Law Enforcement</i>	Notifying ISD security and Law Enforcement personnel when a law has been violated.
<i>Suspension</i>	Removal from school for no more than five (5) consecutive school days.

LEVEL IV VIOLATIONS

According to Article 7, Students may be removed from school for up to 45 days for three offenses:

- (1) Carries a weapon to school or possesses a weapon.
- (2) knowingly possesses or uses illegal drugs or sell or solicits the sale of a controlled substance; or
- (3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. (511 IAC 7-44-6)

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.

SUSPENSION PROCEDURES

All Grades

1. The Supervising Teacher/Dean of Students will investigate an Incident Report within 24 hours for Level III 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.
 - It is the parent's responsibility to pick up their child when he/she has been suspended.
 - 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/Director of Student Life has approved home suspension, and the parent is informed, he/she will implement the following procedures:
 - e.) 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	Supervising Teacher
Local education agency	Dean of Students
Superintendent	Assistant Dean of Students
Principal	SRC Staff

 - f.) The original Incident Report, along with the letter, will be sent to Central Files.

 - g.) 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.

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.

3. When a student is suspended for 10 days, a case conference will be held to determine whether the student's behavior is a manifestation of the student's disability (511-7-44-5).

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 wear flip-flops to school. Please look at your child's schedule regarding course requirements. (PE, FACS and Science classes have shoe requirements).**

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.
- 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 observe during your visits not be shared in any way. This is a protection of the student's civil rights and we ask visitors to pay special attention to this very important issue. In order to protect our student's right to privacy, only visitors who have legitimate educational interest in our students will be allowed visit the classroom. Exceptions apply to law enforcement, students, LEAs, state DOE representatives and CPS.

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

Willard School 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 Student Life Secretary.</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.
- 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 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.
- 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.

Curfew

Any Parent and/or Guardian that takes a student off the ISD campus must have the student back by their 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; provided however, any such attendance is subject to regulations by the building principal.

VOLUNTEER POLICY

ISD recognizes the importance of volunteers for the enhancement of activities and programs. 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. Volunteers will participate in a Volunteer Orientation program.

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 given to RA before 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 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.

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 informed of any changes.

It is necessary for all students at ISD to have their own home family healthcare provider. The Health Center and its staff should not be a substitute for this care. Basic health care will be provided to all students who become ill or injured while at ISD. 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 healthcare provider.

Please call the secretary of the appropriate department if your child will be absent due to illness or injury. A doctor's excuse to return to school needs to be provided for any absence due to illness longer than five days, with the exception of chicken pox. The Health Center also needs up-to-date information about your child's health insurance 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 for your student. This policy helps avoid insurance glitches and ensures that your child will be more comfortable with a parent present during emergency medical care. The preference for emergency medical care is Methodist Hospital. (Special exceptions may consider insurance or specialty physicians). When a child returns to school following a fracture, surgery or severe injury, please provide a physician's note of treatment plans and activity restrictions (if they apply) and specify the applicable dates of restrictions.

The Health Center needs to be kept up-to-date about any allergies that your child may have to drugs, insects (bees), latex, or foods and the reactions that resulted. Because our 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) 920-6276 (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 Videophone number is 866.327.0817.

The Health Center will provide:

- Administration of medications as ordered by the Health Care Provider.
- Administration of medical treatments as ordered by the Health Care Provider.
- Illness and injury assessment and evaluation by staff and bi-weekly nurse practitioner 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/Immunization Screening as required by Indiana State law or as requested by parents.
- Ushers screening every 3 years with parent permission on a referral basis.
- Dr. Krier, child psychiatrist services following IEP referral.

Student Injury At School Policy

1. Parents will be notified immediately if their child is injured while at school.
2. 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.
3. Parents are responsible for providing their own medical insurance for students attending ISD or ISD events.
4. ISD does not accept any responsibility for injuries occurring at ISD.
5. ISD will not reimburse parents for medical expenses.
6. 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. (Tylenol, cough suppressant, vitamins). **ALL medication must be kept in the Health Center.** Students may not self-administer medication without a specific doctor’s order to do so. Students who are found to be in possession of any medication both prescription and over-the counter **will be** subject to discipline – see student code of conduct. This discipline includes possible suspension! Medication must be administered by the school nurse or a designated school employee (during field trips, etc.). A school nurse will train any school employee designee, and it will be documented in the student’s health records.

ISD will not administer any medication without a written and dated consent of the 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. Prescriber’s name and phone number, if appropriate

Medication must be sent in the original container to be kept at school. You will, therefore, need to keep a supply at home for those times when your child is at home and in your care. If the medication should require a refill, the refilled medication must be sent in the original container in a sealed envelope with the signature of the 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, letter, or email.

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

1. the Health Care Provider’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 Health Care Provider.

Guidelines for Illness

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

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

- 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.

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

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. Homework assignments will be posted on myOriole.

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 format 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.

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 for 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 registration day and Parent/Teacher Conferences as scheduled.
- The TOR will discuss and explain the handbook with his/her students. Teachers will explain the expectations of students and check for understanding of the policies.

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 2009 – 2010

NWEA – MAP Fall Survey	September 8 – 25, 2009
Fall GQE Retest	September 15 – 17, 2009
PSAT	October 14, 2009
ACT	October 24, 2009
ACT	December 12, 2009
ACT	February 6, 2010
ISTEP+ Writing	March 1 – 10, 2010
Spring GQE Retest	March 9 – 11, 2010
SAT10	March 8 – 12, 2010
ISTEP+ Progress	April 25 – May 4, 2010
NWEA – MAP Spring Survey	May 10 – 21, 2010
End of Course Assessments	May 25 – 28, 2010

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

ECA: English 10
 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)

* Participation required

PSAT/ACT – Notify the staff/parents 2 weeks in advance.

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.

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). Parents should notify the department secretary prior to picking up their child.

Parent Pick-Up

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. Parents will need to arrange daycare through the YMCA program.

If an adult other than the parent is picking up a student, his/her name **MUST** be on the Authorized to Pick Up list and signed by the parent. Adults not on the Authorized to Pick Up sheet will not be allowed to pick up the child.

Report Cards/Mid-terms

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

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

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

WILLARD SCHOOL

Willard South (Age 3-5)

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.

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 Willard School secretary by email, phone 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 willardoffice@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.

Willard North (KG-4)

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	C	= Average
B	= Good	D	= Poor
C+	= Above average	F	= Failing

Policies/Procedures

1. All day students are to be dropped off in the front of the Willard School lobby or behind the Willard School 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 Willard School secretary, and/or Assistant Deans in Fair/Koob Halls.
3. Day students' parent 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 Willard School 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 Willard School 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 the secretary at willardoffice@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.

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	11:20 – 11:50 (MS)	12:10 – 12:40 (HS)
Period E	11:54 – 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 **7:50 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 MSoffice@isd.k12.in.us. The High School email is HSoffice@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. 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.

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 site 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

Indiana's Core 40 is the academic foundation all students need to succeed in college, apprenticeship programs, and the workforce. By providing all Indiana students a balanced sequence of academically rigorous high school courses in the core subjects of English/language arts, mathematics, science and social studies; physical education/health and wellness; and electives including world languages, career/technical, and fine arts, the Core 40 requirement gives all our students the opportunity to compete with the best.

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

General High School Diploma (Waiver Process)

The completion of Core 40 becomes an Indiana graduation requirement.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) meet to discuss the student's progress.
- The student's career and course plan is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.

If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

A student with a disability who does not pass the graduation qualifying examination (GQE) may meet the graduation qualifying examination requirement as described in Indiana Code (law). This is often referred to as the "waiver" process or the "alternate documentation" process, and applies to students with disabilities who have met all graduation requirements except passing one or both parts of the GQE. A diploma earned in this way is an official Indiana high school diploma.

The Waiver Process is as follows:

- 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:
 1. Achievement of 9th grade Academic Standards in English/language arts and mathematics in classroom work;
- Completes remediation opportunities provided to the student by the school to the extent required by the IEP.
- 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

Students with disabilities who are not eligible to earn a diploma will generally be eligible to receive a Certificate of Completion. The Certificate of Completion is not an academic credential as is a diploma, but students receiving a Certificate of Completion are eligible to participate in any graduation ceremonies the school may sponsor. Students who are on a diploma track but do not meet the requirements to graduate with a diploma may wish to reconvene their case conference committees to revise their IEPs, so that they can receive a Certificate of Completion. The intent of this document is to award the student who is not capable of earning a diploma but who completes a high school program as defined in his/her IEP.

Certificate of Attendance

The Certificate of Attendance is presented to a student who has completed the minimum courses required for high school graduation but does not meet the Graduation Qualifying Examination requirement. The student has not passed one or both sections of ISTEP+, has not passed all of the required credit courses and has 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 cumulative GPA needs to be a 3.0 or higher. 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 three full semesters, with at least twelve credits earned. Students considered will be notified of their positions at the beginning of the seventh semester.

Course Audit Policy

The maximum number of absences allowed per class is 10 for classes that meet daily. A letter will be sent home after the 5th absence in a semester to notify parents/guardians that their son/daughter is reaching the maximum allowed by the Indiana School for the Deaf Attendance Policy. A second letter will be sent home when the student reaches his/her eleventh absence to notify the parents/guardians and student that the student is now placed in audit status for the course(s) that apply.

When a student is placed on audit status, he/she will not receive a credit at the end of the semester for that class, unless the student successfully appeals to the Audit Committee. When the student completes the Appeal for Credit form, a meeting will be held with the Audit Committee, the student and at least one parent/guardian near the end of the semester. The Audit Committee will consist of the student's Teacher of Record, the Guidance Counselor, the High School Supervising Teacher and one teacher whose classes have been missed by the student due to excessive absences.

At this meeting the student will present information to justify why a grade and credit should be given. Evidence worthy of sharing may include:

- Doctor's note(s) confirming the seriousness of the illness or injury
- Proof of significantly improved attendance since being placed on audit status in the class(es)
- Proof of completed assignments
- Proof of improved performance in class.

The committee will then rule on whether the audit status should be removed and credit and letter grade awarded. If the appeal is denied, the student will receive a NC (no credit) on the transcript with no letter grade recorded. In instances where a student's excessive absenteeism is due to reasonable causes, i.e., serious/prolonged illness, serious/prolonged injury, family emergency, etc., the student will not be placed on audit status. However absences will still be monitored. Absences due to school related events, i.e., field trips, academic related contests/performances, athletic contests, will be monitored to avoid exceeding the maximum absences allowed by the policy. A combination of absences due to non-school related reasons which cause the student to exceed the maximum allowed by this policy will result in the student being placed on audit status, and he/she will need to appeal for credit.

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. All students are to park in the lot east of the ISD Campus Police station. **Keys are to be given to Campus Police at the gate before going to school or the residential hall.**
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 and pass 70% of all courses to be eligible to participate in sports. The Education, Student Life, and Athletic Departments have combined efforts to help students who are ineligible due to low grades.

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 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. Athletes will be asked to participate in random drug testing.

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. Day students who are athletes will need to be picked up by their parents immediately after every practice and game. The Student Life staff will no longer accept or be responsible for these students.

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 their 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 **7:30** a.m. to **6:00** p.m. Monday – Thursday and until 3:00 on 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 ISD 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. Late fees will be collected. 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 library will be available to residential students until 6:00 p.m. Between 3:15 and 6:00, students must be accompanied by a residential advisor. 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.

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. The Public may reserve the library through the Superintendent's office.

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, 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.

Full- Time Residential Program

The mission of ISD's Residential Program is to provide developmental experiences and activities for RESIDENTIAL students. 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

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 LEA's 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).

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 and social development. Early intervention and support for families of children who are Deaf and Hard of Hearing are available through Outreach. 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. The 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 through kindergarten age, their parents, and a variety of professionals to work as a team to provide early childhood information, parental guidance, family support, playgroups with their children and others and transition plans for future educational goals.

The services provided by the EI staff or SKI HI trained parent advisors may be delivered in your home or at your child's center based program. Services may be provided in conjunction with other agencies.

The 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 staff will attend the meeting where those present will discuss services available from Outreach 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 Outreach is a partner with First Steps and has an interagency agreement.

Services provided for children who are between 3 years and 5 years are to be determined by the case committee and may be provided in the child's preschool program or at their home. There is no charge to the school for services provided by Outreach.

MISCELLANEOUS INFORMATION

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.

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.

ISD Phone/Email Directory

<i>Relay Indiana Deaf School</i>	711 V/TT/TTY	
<i>ISD Switchboard</i>	317-924-4374 V/TTY	
<i>ISD Fax</i>	317-923-2853	
<i>Campus Police (Chief of Police)</i>	317-920-6212 V/TTY	gwright@isd.k12.in.us
Mr. Greg Wright		
<i>Campus Police Officers</i>	317-920-6227 V/TTY	police@isd.k12.in.us
<i>Superintendent</i>	317-924-8400 V/TTY	dgeeslin@isd.k12.in.us
Dr. David Geeslin	866.327.2820 VP	
<i>Superintendent's Administrative Assistant</i>	317-924-8400 V/TTY	

Education

<i>Principal</i>	317-920-6215 V/TTY	mgrinne@isd.k12.in.us
Dr. Mary Glenn Rinne	866.954.3447 VP	
<i>Assistant to the Principal</i>	317-920-6297 V/TTY	jchoate@isd.k12.in.us
Jeff Choate	866.327.9017 VP	
<i>Principal's Secretary</i>	317-924-8402 V/TTY	plewis@isd.k12.in.us
Pam Lewis	866.971.9319 VP	
<i>Librarian</i>	317-920-6210 TTY	lkesterke@isd.k12.in.us
Laura Kesterke	866.971.4341 VP	
<i>High School Supervising Teacher</i>	317-920-6234 V/TTY	rboland@isd.k12.in.us
Ray Boland	866.438.5613 VP	
<i>High School Secretary</i>	317-920-6223 TTY	hsoffice@isd.k12.in.us
Meli Ward	866.272.1047 VP	
<i>High School Guidance Counselor</i>	866.327.6009 VP	jrichards@isd.k12.in.us
Jeff Richards	866.327.6009 VP	
<i>High School Counselor</i>	317-920-6252 TTY	bpeters@isd.k12.in.us
Bruce Peters	866.757.6379 VP	
<i>High School Counselor</i>	317-920-6282 TTY	rasherlynch@isd.k12.in.us
Ruth Asher-Lynch	866.971.5206 VP	
<i>Middle School Supervising Teacher</i>	317-920-6216 TTY	mkellam@isd.k12.in.us
Marie Kellam	866.971.5532 VP	
<i>Middle School Secretary</i>	317-920-6323 TTY	msoffice@isd.k12.in.us
Cindy Squire	866.971.6852 VP	
<i>Middle School Counselor</i>	317-920-6355 V/TTY	mmcgeath@isd.k12.in.us
Mike McGeath	866.327.4849 VP	
<i>Willard Hall Supervising Teacher</i>	317-920-6265 TTY	mgrinne@isd.k12.in.us
Dr. Mary Glenn Rinne	866.954.3447 VP	
<i>Willard Hall Secretary</i>	317-920-6260 TTY	willardoffice@isd.k12.in.us
Monica Byrum	866.327.9026 VP	
<i>Willard School Counselor</i>	317-924-8424 TTY	mfpeters@isd.k12.in.us
Molly Peters	866.971.2697 VP	

Student Life

<i>Director of Student Life</i>	317-924-8403 TTY	dskjeveland@isd.k12.in.us
Deb Skjeveland	866.327.6697 VP	
<i>Student Life Admin. Asst.</i>	317-924-8403 V/TTY	lhines@isd.k12.in.us
Linda Hines	866.970.3772 VP	
<i>Dean of Students</i>	317-941-6523 TTY	bmellon@isd.k12.in.us
Brett Mellon	866.971.4617 VP	
<i>Student Dev. Educator Resource Center</i>	317-924-8403 V/TTY	dfitzpatrick@isd.k12.in.us
Dan Fitzpatrick	866.971.2647 VP	
<i>Student Development Educator</i>		
<i>Preschool/Elementary Programs</i>	317-920-6273 V/TTY	
<i>Student Development Educator</i>		
<i>Middle/High School Programs</i>	317-920-6249 V/TTY	gwooten@isd.k12.in.us
Garrett Wooten	866.327.6712 VP	
<i>Preschool/Elem. Residential Asst. Dean</i>	317-924-8412 TTY	bgantt@isd.k12.in.us
Barb Gantt	866.327.4019 VP	
<i>MS/HS Girls Residential Asst. Dean</i>	317-920-6289 V/TTY	mjernigan@isd.k12.in.us
Marty Jernigan	866.971.9249 VP	
<i>MS/HS Boys Residential Asst. Dean</i>	317-920-6251 TTY	racquafredda@isd.k12.in.us
Robert Acquafredda	866.327.9876 VP	
<i>Dixon House Assistant Dean</i>	317-941-4605 TTY	bgantt@isd.k12.in.us
Barb Gantt	866.327.4019 VP	

<i>SDC Asst. Dean</i>	317-920-6306 TTY	tlatella@isd.k12.in.us
Tara Latella	866.971.9237 VP	
<i>Night Residential Assistant Dean</i>	317-941-4602 TTY	bmoore@isd.k12.in.us
Brie Moore	866.971.2565 VP	
<i>Health Center</i>	1-800-715-5602 V/TTY	
	866.327.0817 VP	
<i>Health Center Director</i>	317-920-6276 V/TTY	drobarga@isd.k12.in.us
Deb Robarge	866.971.3340 VP	
<i>Nurses' Station</i>	317-924-8409 V/TTY	
	866.327.0817.	
<i>Health Center Fax</i>	317-920-6270	

<i>Athletic Director</i>	317-920-6321 TTY	rcrace@isd.k12.in.us
Rusty Crace	866.971.3094 VP	
<i>Athletic Secretary</i>	317-924-8402 V/TTY	abippus@isd.k12.in.us
Aimee Bippus	866.971.4956 VP	
<i>Athletic Trainer</i>	317-924-8408 V/TTY	rcrock@isd.k12.in.us
Rich Crock	866.327 1363 VP	
<i>Athletic Fax</i>	317-920-6388	

Outreach

<i>Outreach Director</i>	317-920-6220 V/TTY	clawrence@isd.k12.in.us
Cindy Lawrence	866.971.9975 VP	
<i>Outreach Director's Secretary</i>	317-920-6311 V/TTY	mrice@isd.k12.in.us
Mary Rice		
<i>Assessment Secretary</i>	317-924-8416 V/TTY	jjones@isd.k12.in.us
Joanie Jones		
<i>Audiologists</i>	317-920-6347 V/T	
<i>Case Conference Coordinators</i>	317-920-6225 V/TTY	
<i>Parent Infant Program Coordinators</i>	317-924-8415 V/TTY	
<i>Psychologists</i>	317-920-6230 V/TTY	
<i>Social Services</i>	317-920-6275	

Operations

<i>Operations Director</i>	317-924-8401	rhemmelgarn@isd.k12.in.us
Rose Hemmelgarn	866.971.4988 VP	
<i>Dietary</i>	317-920-6238 V/TTY	dhenry@isd.k12.in.us
David Henry		
<i>Business Office</i>	317-924-8406 TTY	pwood@isd.k12.in.us
Paul Wood	866.572.8603 VP	
<i>HROS</i>	317-920-6218 V/TTY	mbetzold@isd.k12.in.us
Melinda Betzold		

Other Departments

<i>Director of Technology</i>		jkrieger@isd.k12.in.us
Jay Krieger	866.971.9543 VP	
<i>Vincennes University ASL Program</i>	317-923-2305 V/TTY	
<i>PAC/PTCO</i>		PAC@isd.k12.in.us

INDIANA SCHOOL FOR THE DEAF

School Board

2009-2010

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Vacant

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