STATEMENT OF NONDISCRIMINATION

The Maryland School for the Deaf does not discriminate on the basis of age, ancestry, color, creed, marital status, mental or physical disability, national origin, race, religious affiliation, belief or opinion, sex, or sexual orientation in matters affecting the school's program, activities or employment practices.

Questions regarding this policy in terms of employment may be directed to Anny T. Currin, Director of Personnel 301-360-2029. Questions regarding the school program may be directed to Ms. Stacey Farone, Compliance Officer 301-360-2032. Both may be reached at the Maryland School for the Deaf, 101 Clarke Place, P.O. Box 250, Frederick, Maryland 21705-0250.

Emergency Message Center

Columbia Campus

Voice 410-480-4600
TTY 410-480-4601
FAX 410-480-4506
Videophone 240-575-2966
IP 12.54.87.225

Frederick Campus

Voice 301-360-2017
TTY 301-360-2018
FAX 301-360-1401
Videophone 240-575-2966
IP 12.54.87.225

Both Campuses

www.schoolsout.com
www.msd.edu

Acknowledgement and appreciation is given to Frederick County Public Schools (FCPS) for assistance in developing this Handbook. Sections in whole or in part are used with permission from FCPS.

Dear MSD Parents/Guardians and Students:

On behalf of the Maryland School for the Deaf (MSD) community, I welcome each of you to the 2013-2014 School Year.

Since 1868, MSD has provided high-quality academic instruction to Deaf and Hard of Hearing students residing in the State of Maryland. Our sense of urgency has not abated. MSD's goal is that every student acquires fluency in American Sign Language and English, has access to a public school curriculum, and meets requirements for the Maryland State High School Diploma or Certificate of Program Completion. MSD Board of Trustees, administrators, faculty, and staff are very much committed to these goals.

This MSD Handbook is a "living" document, and is published yearly. We welcome suggestions for insertion of new material and for improving the handbook format. This handbook after all belongs to each one of us: students, parents/guardians, Board members, administrators, faculty, and staff.

Have a productive and safe year.

Sincerely,

James E. Tucker
Superintendent
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~GENERAL INFORMATION~

Dual Accreditation
The Maryland School for the Deaf is accredited by both the Conference of Educational Administrators of Schools and Programs for the Deaf, Inc. (CEASD) and Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools (MSA) through 2019.

MSD Board of Trustees

Officers
President: David Martin
Vice President: Joseph Smail, Ph.D., NCSP
Secretary: Roslyn Hannibal-Booker
Treasurer: John Ertel, Ph.D.

Executive Committee
Four Officers (See above)
Benjamin Bahan, Ph.D.
Sheryl B. Cooper, Ph.D.
Ernest Hairston, Ph.D.

Members
Benjamin Bahan, Ph.D.
Julie Bourne
Sheryl B. Cooper, Ph.D.
Laurie Corcoran
John Ertel, Ph.D.
Dennis Galvan, Ph.D.
Ernest Hairston, Ph.D.
Roslyn Hannibal-Booker
Sandra N. Harriman
Ricardo Hernandez, Ph.D.
Robin Kittleman
David Martin
Angela McCaskill, Ph.D.
Cynthia Neese-Bailes, Ph.D.
Khadijat Rashid, Ph.D.
Joseph Smail, Ph.D., NCSP
Heather Zeolla

2013-2014 Board Meeting Schedule
September 20, 2013 Columbia Campus
November 8, 2013 Frederick Campus
February 7, 2014 Columbia Campus
May 9, 2014 Frederick Campus

The Board of Trustees meeting schedule and minutes may be found on MSD’s homepage at www.msd.edu.
Maryland School for the Deaf – Organizational Chart

registered Voters of Maryland

Governor

Board of Trustees (19 seats)

Superintendent

Executive Associate

Administrative Aide

Director of Student Achievement

Director of Birth Through 5

Asst. Supt/Principal Columbia

Asst. Supt/Principal Frederick

Dean of Student Affairs

Director of Personnel

Asst. Personnel Director

Personnel Associates

Office Processing Clerk

Outreach Coordinator

Grant Writer
Maryland School for the Deaf – Operations

Chief Operating Officer

- Deputy Chief Operating Officer
- Fiscal Services
- Procurement
- Facilities
- Administrative Services
- Information Technology
- Dietary
Maryland School for the Deaf  2013-2014 School Year

Special Dates
8/19  School opens for staff
8/26  School opens for students
9/2   School closed
9/3   Staff Day; no classes
10/14 School closed
11/28-11/29 School closed
12/23-1/3 School closed
1/20  School closed
2/17  School closed
4/14-4/21 School closed
5/26  School closed
5/27  Staff Day; no classes
5/31  Graduation

Interim Dates:
10/1, 12/4, 2/19, 4/30

Quarters:
1st ends Nov. 1
2nd ends Jan. 17
3rd ends March 21
4th ends June 13

6/13  Last day for Students and Staff

Legend:
Staff Days (no classes)
Half Day of School (school closes at noon)
School closed
Professional Day (classes end at noon)

Open House Dates:
Nov 8 – Frederick
Mar 28 – Frederick
Apr 4 – Columbia

Snow Make-Up Days
This calendar includes 5 days for snow or other emergency closings. If all days are not needed, the school year will be shortened by the number of unused days to provide 180 days for students. If more days are required, the days will be made up in the following order: 6/16, 6/17, 6/18, 6/19, 6/20

Parent and Student Handbook, 2013-2014 Columbia
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~MISSION STATEMENT~

The Maryland School for the Deaf, a diverse, bilingual community, in partnership with families, provides an equitable and exemplary education in a nurturing, engaging, and challenging environment to ensure our students achieve personal excellence and become responsible lifelong learners.

The establishment and evolution of the mission of the Maryland School for the Deaf is a shared responsibility of the following constituencies: students, parents, administrators, faculty, staff, the MSD Board of Trustees, the Deaf community, MSD alumni, and the community-at-large. We believe that our mission of providing a linguistically, culturally and academically rich environment is achieved as the school and community actively combine their efforts to respond to the ever-changing needs of our students and our increasingly complex society.

~MSD BELIEF STATEMENTS~

At Maryland School for the Deaf, we believe:

- Our students learn best in a bilingual environment in which American Sign Language and English are used.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Students have a right to a safe, caring, and engaging learning environment.
- Early and ongoing language acquisition is vital.
- Students are challenged to achieve their highest academic and career potential.
- Quality education and open communication is a shared responsibility between the school, its students, their families, and the community.
- Ongoing parent education and access to resources and services are essential to student success.
- Students learn in a variety of ways and have opportunities to grow and access services that support their learning styles.
- Diversity is valued and increases students' understanding and respect of different people and cultures.
- Cross-curricular literacy instruction is essential to student success.
- Our students develop academic and social behaviors through systematic application of evidence-based strategies.
- Access to and competency with current technology is essential for student learning.
- Student life and extracurricular activities promote wellness and personal growth.
~PROFILE OF A GRADUATE~

The Maryland School for the Deaf graduate will be empowered to demonstrate competency in:

Foundational Knowledge and Skills by-
- Employing skills in literacy and signacy
- Thinking critically and solving problems
- Thinking creatively
- Seeking and retrieving resources for self-advocacy
- Understanding their rights as deaf and hard of hearing individuals
- Understanding the components of a healthy life style
- Possessing independent living skills
- Using and employing technology efficiently and effectively
- Developing a career plan and goals
- Meeting or exceeding state standards, achieving IEP goals, and passing appropriate assessments

Language and Communication Skills by-
- Using American Sign Language and English language effectively
- Demonstrating effective communication skills in a variety of settings
- Demonstrating active listening skills
- Using effective conversational skills

Individual and Community Awareness by-
- Understanding their personal identity
- Possessing knowledge about the Deaf community and Deaf heritage
- Possessing knowledge about the community-at-large
- Practicing open-mindedness and sensitivity to diversity, various communication modes, and different perspectives
- Respecting individual differences

Personal Qualities by-
- Demonstrating positive self-esteem and confidence
- Setting and meeting goals
- Striving for personal excellence and wellness
- Possessing a strong work ethic
- Respecting others
- Understanding and using social etiquette
- Adapting in a variety of situations
- Being a team player
- Contributing to the community
- Valuing lifelong learning

~BILINGUAL EDUCATION POLICY STATEMENT~

The Maryland School for the Deaf (MSD) recognizes that over 500,000 Deaf and Hard of Hearing North Americans use American Sign Language (ASL) and English in their everyday lives. The mission of MSD is to provide ASL and English language models for early language acquisition, and to provide linguistically-enriched ASL and English environments for the attainment of fluency in both languages. This mission is accomplished when all MSD students become fluent in both ASL and written English upon graduation.

MSD’s bilingual education program is based on current research as well as beliefs about early language acquisition and first and second language learning.
1. MSD infants like all infants have the innate ability to learn languages. MSD infants will acquire a natural language if that language (ASL) is made visually accessible to them during the critical years for language acquisition.

2. MSD infants learn English as a second language, parallel to the acquisition of ASL. Infants’ emerging cognitive abilities and development of ASL have a direct correlation to their ability to learn English.

3. ASL is used as the language of instruction in and out of the classroom. This provides MSD students full access to information, knowledge, and incidental learning. MSD administration, faculty and staff will be expected to achieve fluency in ASL.

4. MSD recognizes the importance of and is committed to providing families the opportunity and support necessary to develop fluency in ASL.

5. MSD students learn English through its written form. The readers' broad knowledge of the world is necessary to bring “meaning to the printed word.” Students become mature readers and writers when they have extensive and meaningful interaction with printed English.

6. MSD students of all ages have an opportunity to receive spoken English sessions, as appropriate for the student.

7. MSD students who have become deaf after acquiring English will be taught ASL as a second language. Like all Deaf people, these students now need full visual access to information.

8. Some MSD students grow up in families who speak languages other than English. MSD will facilitate those students' development of ASL and English, capitalizing on their native linguistic strengths.

9. MSD students have the potential to achieve fluency in ASL and English. MSD administrators, faculty, and staff have the responsibility to ensure that all students realize their maximum potential as active participants of ASL and English communities.

Bilingual Education Policy Amendment

All students in the Columbia and Frederick Campus Family Education and Early Childhood Department, Columbia Campus Elementary Department (Pre-Kindergarten through 5th grade) and the Frederick Campus Elementary Department (Pre-Kindergarten through 5th grade) have daily opportunities to enhance their American Sign Language skills, listening, and spoken English skills as a part of instruction.

ASL is used as the language of instruction throughout the school day, both in and out of the classroom. ASL provides MSD students full access to information, knowledge and incidental learning. Spoken English is used for one-on-one instruction and with small group instruction when appropriate.

For certain classes, spoken English will be used as the language of instruction. ASL will be utilized in the class for support and clarification.

~QUESTIONS & ANSWERS~

MSD Bilingual Education Policy Statement

Below are the most commonly asked questions by members of the MSD community, and the answers:

1. **Why is there a bilingual education policy at MSD?**
   
   In the **MSD Philosophy and Objectives**, MSD strives to prepare all MSD students to become productive and literate members of our society. Deaf and Hard of Hearing Americans, by and large, are bilingual. They switch between American Sign Language (ASL) and written English. Some Deaf people also have spoken English skills and some have English listening abilities.
Deaf people use ASL, because they can see. ASL offers Deaf people full and clear access to information. An established ASL language base enables students to learn English as a second language through reading and writing. Parents and teachers sign stories from books to Deaf students by pointing to pictures and English words, and identifying them in ASL. Then, students learn that ASL signs have English word equivalents. This in turn encourages students to learn to spell and recognize words, and eventually become readers.

This policy puts an emphasis on the students' strengths, not weaknesses. Deaf students are primarily visual learners because they use their eyes as their primary learning channel. They can process some language and environmental information aurally, and this auditory channel is secondary to the visual channel.

2. What about the previous policy, "Total Communication"?
"Total Communication" was a very important development in the history of educating American Deaf students. In the late 1960's and early 1970's, the adoption of "Total Communication" at many schools restored the use of ASL in classrooms for the first time since the late 1800's. However, much confusion reigned because many educators interpreted "Total Communication" as using English and ASL at the same time. This is also known as "Simultaneous Communication". Recent research shows that using two languages at the same time compromises both languages, ASL and English. "Simultaneous Communication" or "contact language" occurs when Deaf people and hearing people (who do not have fluency in ASL) interact.

3. What will happen to English language instruction at MSD?
Fluency in reading and writing English remains the mission of MSD educators. With the adoption of the Frederick County Essential Curriculum, greater and greater emphasis is now on rigorous English language instruction. Deaf students have full access to written English because they can see. A commitment to hours and hours of reading books and hours and hours of writing English are critical for achieving fluency in reading and writing English.

4. Will my son/daughter continue to receive speech and auditory training at MSD?
Yes! MSD has and will continue to provide speech (spoken English) instruction to students, as well as speechreading and auditory training based on student assessments and/or at parents' request. Emphasis is on meaningful and functional English skills.

5. How will families of MSD students learn ASL?
MSD provides free weeknight classes to families of MSD students at both Frederick and Columbia campuses. ASL I, ASL II, ASL III, and ASL IV classes are offered. ASL classes are also offered at several universities, community colleges, community centers, and churches throughout the state of Maryland.

6. How will MSD administrators, faculty, and staff learn ASL?
The majority of MSD administrators, faculty, and staff are already fluent ASL signers. MSD is committed to the goal that all administrators, faculty, and staff be able to effectively converse with MSD students in ASL.

MSD has ASL teachers at both the Frederick and Columbia campuses. These teachers offer ASL instruction to MSD administrators, faculty, and staff in individual tutoring and small class formats.

7. Does ASL allow signing of English words?
ASL like any language (Spanish, English, Russian, etc.) allows natural borrowing of words from other languages. Since ASL users live in the United States, ASL borrows many, many words from the English language. The English language also borrows sign-words from ASL.

8. Does ASL allow 'mouthing' of English words?
ASL is a visual and gestural language. Like the English language, ASL has articulators, which means that ASL signers use their hands, face, and body to express themselves in ASL. The mouth is an important articulator and the mouthing of certain English words is a natural feature of ASL.

9. Does ASL allow the use of fingerspelling?
Fingerspelling of certain English words is again a natural feature of ASL. Fingerspelling is a linguistic function that allows ASL to borrow words from the English language. If a beginner ASL signer does not know an ASL sign, this person should fingerspell the sign-word and not "invent" a new sign.

10. Does ASL allow 'initialized' signs?
Initialized signs have been used by ASL signers for over 100 years. A classic example of initialized ASL signs are ASL signs for colors. An ASL sign for sign-word BLUE has a 'B' handshape; the sign-word GREEN has a 'G' handshape, and so on. The key here is that ASL signers do not initialize an ASL sign-word if there is already an ASL sign-word.
11. Where do I go if I need to ask questions regarding ASL grammar or ASL sign-words?
   Like beginning English users asking fluent English users questions regarding English usage, beginning ASL
   signers are encouraged to ask fluent ASL signers questions regarding ASL usage. ASL resource teachers at both
   Frederick and Columbia campuses stand ready to help!

~MSD ADMISSIONS POLICY~
Frederick & Columbia Campuses

All of MSD’s educational programs and related services are free to Maryland residents. For a copy of MSD’s
Admissions Policy please contact the Director of Admissions, Theresa A. Napoli or her assistant, Kathleen Baker
using the contact information below or visit the school’s web-site at www.msd.edu.

Email: theresa.napoli@msd.edu or kathleen.baker@msd.edu
Videophone: 240-575-2958
Phone: 301-360-2030

~MSD GEOGRAPHICAL DISTRICT POLICY~

Both the Frederick and Columbia Campuses offer an elementary school program to students enrolled in pre-
kindergarten through 5th grade. The purpose of the MSD Geographical District Policy is to ensure the effective use
of school facilities, to provide sufficient capacity and staff at each campus, and to avoid the overcrowding of one
campus, while underutilizing the other.

Any student applying for admission to the elementary school program shall attend the campus to which he or she
is assigned as designated by the Board of Trustees based upon the student’s bona fide residence. Effective May 19,
2000, all student requests for a transfer from one campus to the other shall be governed by the procedures adopted
by the Board of Trustees.

Geographical District Areas
Students are assigned to the Columbia Campus if their bona fide residence is in one of the following areas:
   Anne Arundel County
   Baltimore City
   Baltimore County
   Calvert County
   Caroline County
   Carroll County: Students living East of Route 97 in Carroll County
   Cecil County
   Charles County
   Dorchester County
   Harford County
   Howard County: Students living East of Route 97 in Howard County
   Kent County
   Montgomery County: Students living East of Route 97 in Montgomery County
   Prince George’s County
   Queen Anne’s County
   St. Mary’s County
   Somerset County
   Talbot County
   Wicomico County
   Worcester County
Students are assigned to the Frederick Campus if their bona fide residence is in one of the following areas:
- Allegany County
- Carroll County: Students living West of Route 97 in Carroll County
- Frederick County
- Garrett County
- Howard County: Students living West of Route 97 in Howard County
- Montgomery County: Students living West of Route 97 in Montgomery County
- Washington County

A student’s bona fide residence is determined in accordance with MSD’s Admissions Policy.

Transfers
A parent, guardian or independent student may initiate a request for a student transfer to another campus in accordance with these procedures.

Transfer requests to a campus outside of the student’s geographical district due to personal hardship may be considered. Such unique personal hardship considerations include, but are not limited to, transfer requests for siblings of students, including step-brothers and sisters and half-brothers and sisters, or other educational program and transportation issues. MSD has full discretion to deny a request regardless of the unique personal hardship considerations if it determines that the factors (such as building utilization, enrollment, or staffing and equipment availability) outweigh the individual reasons for the transfer.

To initiate a request for a student transfer, the parent, guardian, or independent student must complete a Request For Student Transfer Form and return it to the principal of the student’s assigned campus by the date specified below.

Requests for transfers to another campus must be received between February 1st and April 1st for the following school year. Transfer requests received after April 1st will not be accepted unless the student is a new resident in Maryland or there is a bona fide emergency that would not have been foreseen prior to April 1st.

For requests received prior to April 1st, MSD will notify the parent in writing of the decision made regarding their transfer request by June 15th. This time frame allows MSD to consider the total number of students asking to transfer and the staffing allocations and enrollment figures for each campus. For bona fide requests made after April 1st, MSD will notify the parent in writing of the decision made regarding the transfer as soon as administratively feasible after June 15th. Students must attend their assigned campus while a transfer request is being processed.

Principals of both campuses will make the decision as to whether the transfer will be permitted. The principals will consider the following factors: building utilization (including residence hall availability, if applicable); enrollment figures; staffing and equipment availability; and the reason for the request.

Transfers will usually not be permitted if –

- The transfer is from a campus that is underutilized;
- The transfer is to a campus that is over utilized;
- The transfer will result in the overcrowding of the residence hall;
- The transfer will have a negative impact on staffing or equipment availability.

If a student is granted a transfer, the student does not need to reapply each year in order to remain at the requested school.

Students, who have been given permission to attend the non-assigned campus, may with proper cause, have the decision rescinded through written notice approved by the Superintendent.

Appeals
A parent, guardian, or independent student may appeal a denial of a request for transfer by filing a written request for reconsideration with the Superintendent of the Maryland School for the Deaf. Students must enroll in and attend their assigned campus while a request for reconsideration is being considered.
The request for reconsideration must be filed with the Superintendent within 20 calendar days of notification of the decision on the transfer request. Upon receipt of the written request, the Superintendent shall review all documentation and issue a written decision within 30 calendar days. The decision of the Superintendent is final.

~STATE & FEDERAL REGULATIONS~

Parental Rights; Resolving Conflicts; FAPE; FERPA; Title IX

Parental Rights
Parents are to receive a copy of the procedural safeguards document one time a year at the annual IEP meeting. MSD must also provide a copy of the procedural rights document to parents:

- Upon initial referral or parental request for evaluation for special education identification;
- Upon receipt of a first State special education filed complaint within a given school year;
- When a decision is made to take a disciplinary action;
- Upon parent request.

The procedural safeguards document includes a full explanation of the parents’ rights in an easily understandable manner and in the parent’s native language unless it clearly is not feasible to do so. If the native language or other mode of communication of the parent is not a written language, MSD shall take steps to ensure that the procedural safeguards are translated orally or by other means in the parent’s native language or other mode of communication. MSD must keep written evidence to document that the notice was translated and the parents understood the content of the procedural safeguards. MSD will place a current copy of the procedural safeguards notice on its Internet website.

ELECTRONIC MAIL
Parents may choose to receive notices electronically if this option is available. The following are the options for receiving notices by e-mail:

- Prior written notice;
- Procedural safeguards notice;
- Notices related to a request for due process.

PRIOR WRITTEN NOTICE
Parents have the right to receive written information about MSD’s actions concerning their child’s early intervention services and/or special education services. MSD must give parents written notice each time MSD:

- Proposes to initiate or change the identification, evaluation, educational program, or educational placement of a child or the provision of a free appropriate public education (FAPE) to a child; or the provision of early intervention services to the child and the child’s family for IFSP services only.
- Refuses to initiate or change the identification, evaluation, educational program, or educational placement of a child or the provision of FAPE to a child.

When written notice relates to an action that requires parental consent, MSD may give written notice at the same time as the parental consent is being obtained.
CONTENT OF WRITTEN NOTICE
Written notice must:

- Describe the action(s) that MSD proposed or refused to take;
- Explain why MSD is proposing or refusing to take the action(s);
- Describe the evaluation procedure, assessment, or report MSD used in deciding to propose or refuse the action(s);
- Include a statement that parents have protections under the procedural safeguards provisions in IDEA;
- Tell parents how they can obtain a description of the procedural safeguards if the action that MSD is proposing or refusing is not an initial referral for evaluation;
- Include resources for parents to contact for help in understanding the IDEA;
- Describe any other choices that the child's Individualized Family Service Plan (IFSP) team or Individualized Education Program (IEP) team considered and the reasons why those choices were rejected.

CONSENT
I. Parent Consent for IFSP Services Only
Written informed consent shall be obtained before:

- Initial evaluation and assessment of the child;
- Determining the resources, priorities, and concerns of the family related to enhancing the development of the child;
- Initiating the provision of early intervention services and additional assessments;
- If written consent is not given, the local lead agency shall make reasonable efforts to ensure that the parent:
  - Is fully aware of the nature of the evaluation and assessment or the services that will be available;
  - Understands that the child will not be able to receive the evaluation and assessment or the services, unless written consent is given.

II. Parent Right to Decline Service for IFSP Services Only
A parent of an eligible child may determine whether they, their child, or other family members will accept or decline any early intervention service and may decline this service after first accepting it without jeopardizing other early intervention services. If a parent chooses to continue early intervention services for a child 3 or older, an educational component must be included. If the parent does not want the educational component, they are not eligible to receive early intervention services.

III. All Other Parent Consent
MSD must get parental consent to assess a child for special education and related services, before providing special education and related services. Parents have the right to withdraw consent at any time. There are some exceptions to consent for evaluation.

Consent means that the parents:

- Have been informed of all information relevant to the activity for which consent is sought, in their native language or other mode of communication;
- Understand and agree in writing to the carrying out of the activity for which their consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom;

- Understand that the granting of consent is voluntary and may be revoked at any time.

Because MSD is a placement of parental choice, if parents wish to revoke permission for special education services, the student will need to return to his/her local public school system. MSD is, by charter, a special education agency in the State of Maryland. All students enrolled in MSD will have an Individualized Education Plan (IEP).

A. Parental Consent for Initial Evaluation (the very first decision for eligibility for special education services)

Before MSD can conduct an initial evaluation of a child to determine whether the child is eligible for early intervention services or special education and related services it must:

- Provide parents prior written notice of the proposed action;

- Obtain parental consent.

A parent’s consent for an initial evaluation does not mean the parent also gives consent for MSD to start actually providing early intervention or special education and related services to their child.

B. Parental Consent for Services

MSD must make reasonable efforts to obtain informed consent before providing early intervention or special education and related services for the first time.

C. Withdrawal of Parental Consent for Services

If a parent of a child withdraws special education consent in writing and/or by returning to the LEA in their respective area of residence at any time after MSD begins the initial provision of special education and related services, MSD:

- Is not required to amend the child’s education records to remove any references to the child’s receipt of special education and related services because of the withdrawal;

- Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services;

- Is not required to convene an IEP Team meeting or develop an IEP for the child for further provision of special education and related services.

Withdrawal does not cancel out an action that occurred between the time MSD received consent and before the withdrawal.

D. Parental Consent for Reevaluations

MSD must obtain informed consent before it conducts new individualized assessments of a child, unless MSD can demonstrate:

- It took reasonable steps to obtain parental consent for reevaluation;

- The parent did not respond.

Documentation of Reasonable Efforts to Obtain Parental Consent

MSD must maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide early intervention or special education and related services for the first time and to reevaluate. The documentation must include a record of MSD’s attempts to obtain parental consent.
E. Consent Is Not Required Before MSD:

- Reviews existing data as part of a student’s evaluation or a reevaluation;
- Gives a student a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

**ACCESS RIGHTS**

MSD must permit parents to inspect and review any education records relating to their child that is collected, maintained, or used by MSD with respect to:

- Identification, evaluation, and educational placement of their child;
- Development and implementation of the IFSP or IEP;
- The provision of FAPE.

MSD must comply with a request without unnecessary delay and before any meeting regarding an IFSP or IEP, or any due process hearing, and in no case more than 45 days after the request has been made.

A parent’s right to inspect and review educational records under this section includes the parent’s right to:

- A response from MSD to reasonable requests for explanations and interpretations of the records;
- Request that MSD provide copies of the record if failure to provide copies would effectively prevent the parent from exercising the right to inspect and review the records because the parent is unable to come to MSD.
- Have the parent’s representative inspect and review the records.

MSD may presume parents have the authority to inspect and review records relating to their child unless MSD has been advised in writing that a parent does not have the authority under applicable state law governing such matters as guardianship, separation, and divorce.

**RECORD OF ACCESS**

MSD must keep a record of individuals, other than parents and authorized employees of MSD, obtaining access to education records collected, maintained, or used under Part C or Part B of the IDEA, including the name of the individual, the date access was given, and the purpose for which the individual was authorized to use the records. MSD must upon request, provide parents with a list of the types and locations of education records collected, maintained, or used by MSD.

**AMENDMENT OF A STUDENT’S EDUCATIONAL RECORD AT PARENT’S REQUEST**

If a parent believes that information in the education records used by MSD is inaccurate or misleading, or violates the privacy or other rights of their child, the parent may request that MSD amend the information. MSD shall determine whether to amend the information in accordance with the parent request within a reasonable period of time of receiving the request. If MSD refuses to amend the information in accordance with the request, it shall inform the parent of their refusal and advise the parent of their right to a hearing to challenge the information in the educational records. MSD will then provide the parent with an opportunity for such a hearing to challenge information in the education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of their child. If, as a result of the hearing, MSD determines that the information is inaccurate or otherwise in violation of the privacy or other rights of the child, MSD must amend the information and inform the parent of the amendment in writing. If, as a result of the hearing, MSD decides that the information is not inaccurate or misleading or otherwise in violation of the privacy or other rights of the child, it shall inform the parent of their right to place in the records MSD maintains on their child, a statement commenting on the information or setting forth any reasons for disagreeing with MSD’s decision. Any explanation placed in the records of a student must:

- Be maintained by MSD as part of the student’s record as long as the record or contested portion is maintained by MSD;
• Disclose the explanation to any party requesting a copy of the child’s record or the contested portion.

**PROCEDURES FOR THE DESTRUCTION OF INFORMATION**
MSD is required to inform parents when personally identifiable information collected, maintained, or used under the IDEA is no longer needed to provide educational services to their child. The information must be destroyed at the request of the parents. A permanent record of the child’s name, address, and phone number, the child’s grades, attendance record, classes attended, grade level completed, and year completed may be maintained by MSD without any time limitations.

**STUDENT RIGHTS**
Under the regulations for FERPA, parental rights regarding a child’s education records transfer to the child once he/she reaches the age of 18, unless the child’s disability makes him/her incompetent under state law. If the parent’s rights under Part B of IDEA transfer to the child who reaches the age of majority, the rights regarding educational records must also transfer to the child.

**DISCIPLINARY INFORMATION**
MSD may include in a student’s record a statement of any current or previous disciplinary action; to the same extent that disciplinary information is included in and transmitted with the records of nondisabled children. The statement may include a description of any behavior engaged in by the child that required disciplinary action, a description of the disciplinary action taken, and any other information that is relevant to the safety of the child and other individuals involved with the child. If the child transfers from one school to another, the transmission of any of the child’s records must include both the child’s current IEP and any statement of current or previous disciplinary action taken against the child.

**AUTHORITY OF SCHOOL PERSONNEL**
School personnel may remove a child with a disability who violates the code of conduct for not more than 10 school days at a time for each violation, in accordance with the discipline policy used for all children, unless it is determined that the removal constitutes a change of placement from the current educational placement to:

• An interim alternative educational setting;
• Another setting;
• Suspension.

When removals (10 days or less at one time) accumulate to more than 10 days in a school year, the child’s IFSP or IEP team determines the extent of services needed to enable the child to participate in the general curriculum and toward his/her IEP goals. School personnel may consider unique circumstances on a case-by-case basis in determining whether a change in placement is appropriate for a child with a disability who violates the code of conduct. Change of placement includes removal for more than 10 consecutive days or a series of removals that constitute a pattern. When disciplinary action results in a change of placement, MSD will provide notice on the same day that MSD makes the decision and parents will be given the procedural safeguards document.

**MANIFESTATION DETERMINATION**
Within 10 school days of any decision to change the placement because of a violation of the code of conduct, the parent and the child’s IFSP or IEP team must review all relevant information in the child’s file, including his/her IFSP or IEP, any teacher observations and any relevant information provided by the parent, to determine if the conduct in question was:

• Caused by or had a direct and substantial relationship to the child’s disability;
• The direct result of MSD’s failure to implement the child’s IFSP or IEP.
If the IFSP or IEP team determines that either of the above statements is applicable, the conduct shall be determined to be a manifestation of the child’s disability. If the conduct was a manifestation of the child’s disability, the IFSP or IEP team must:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for the student, if this had not previously been done;
- Review the student’s behavior intervention plan if he/she already has such a plan and modify it as necessary to address the behavior;
- Return the student to the placement from which he/she was removed, unless the parents and MSD agree to a change of placement as part of modifying the student’s behavioral intervention plan, except when the child has been removed to an interim alternative educational setting because of drugs, weapons or serious bodily injury.

If the behavior is not a manifestation of the child’s disability, school personnel may discipline the child in the same manner as other children, except appropriate educational services must continue.

**CHANGE OF PLACEMENT**

When a child is removed for more than 10 days, that results in a change in placement, whether or not the behavior is a manifestation of the disability, or when a student is removed to interim alternative educational setting (IAES) for drugs, weapons or serious bodily injury, the student continues to receive services to enable him/her to continue to participate in the general education curriculum although in another setting, and to progress toward meeting the goals set out in his/her IEP. The student must also receive, as appropriate, a functional behavioral assessment and behavior intervention services and modifications designed to address the behavioral violation so that it does not recur.

**INTERIM ALTERNATIVE EDUCATIONAL SETTING (IAES)**

MSD may remove a student to an interim alternative educational setting for up to 45 school days without regard to whether the behavior is determined to be a manifestation of the child’s disability, in cases where the student:

- Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of MSD;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at MSD, on school premises, or at an activity under the jurisdiction of MSD;
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of MSD.

**APPEAL OF DISCIPLINARY ACTION**

If parents disagree with a decision regarding a manifestation determination or a decision regarding placement for disciplinary reasons, the parents may file a due process complaint with the Office of Administrative Hearings (OAH) and MSD. If MSD believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, MSD may file a due process complaint with OAH and the parents. An Administrative Law Judge (ALJ), following the procedures described in the “Resolving Disagreements” section of this document, conducts a due process hearing. The hearing shall occur within 20 school days of the date the due process complaint is filed and shall result in a determination in 10 school days after the hearing. When a due process complaint is requested by either the parents or MSD, the child remains in the interim alternative educational setting pending the decision of the ALJ or until the expiration of the time period provided (no more than 45 school days), whichever comes first, unless the parents and MSD agree otherwise.

**REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES**

IDEA does not prohibit MSD from reporting a crime to appropriate authorities and law enforcement. Judicial authorities may exercise their responsibilities in applying federal and state law to crimes committed by a child with a disability. If MSD reports a crime, copies of the child’s special education and disciplinary records must be submitted to the appropriate authorities to the extent allowed by COMAR 13A.08.02.
TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY

In Maryland, parental rights do not transfer to children with disabilities on reaching the age of majority, except under limited circumstances. Under Maryland law, in certain limited circumstances, all rights accorded to the parents under IDEA shall transfer to a child with a disability. If the parents of a child with a disability, with whom the child resides, do not consent to the transfer of rights to the child at the age of 18, and the child has not been adjudged incompetent under state law, either party may file a due process complaint to determine whether the rights should be transferred. If a child with a disability has been represented by a parent surrogate in accordance with federal and state laws and regulations, the school shall provide any written notice required under federal and state laws and regulations to both the child and parent surrogate. All other rights afforded the parent surrogate under IDEA shall transfer to the child if the child has not been adjudged incompetent under state law and the child requests that the rights be transferred.

Resolving Conflicts

MEDIATION

Mediation is a process that may be used to resolve disagreements between the parents of a child with a disability and MSD. An employee of the Office of Administrative Hearings (OAH) who is qualified and trained in effective mediation techniques conducts the mediation. The individual selected by OAH will not have a personal or professional conflict of interest.

A request for mediation is made to MSD and to OAH. To assist parents with filing a request for mediation a form is available from MSD. The MSD Compliance Officer is available for assisting parents with the filing of a mediation request.

- Mediation is at no cost to the parent or to MSD;
- Parents or MSD may be accompanied and advised by counsel during mediation;
- A mediation session will generally occur within 20 days of the receipt of a written request at a location convenient to the parents/student and MSD;
- Mediation sessions are closed proceedings. Discussions that occur during mediation must be confidential and cannot be used as evidence in any subsequent due process hearing or civil action. Parents or MSD may be asked to sign a confidentiality pledge before the start of the mediation;
- An agreement reached by the parties in the mediation must be set forth in a written agreement that is enforceable in any state court that has the authority to hear this type of case or in a federal district court;
- MSD may not use mediation to deny or delay the parent's right to a hearing on the parent's due process complaint.

MEETING TO ENCOURAGE MEDIATION

MSD may offer to parents, who elect not to use the mediation process, to meet at a time and location convenient to the parents, to explain the benefits of the mediation process and encourage parents to use the process.

STATE COMPLAINT

Individuals and organizations have the right to file a state complaint with the Maryland State Department of Education (MSDE). In order for the State to conduct an investigation, the written complaint must meet specific criteria as required in the IDEA regulations. If an individual or an organization believes that MSD has violated a federal or state law or regulation concerning an early intervention or special education requirement, or that MSD has not implemented a due process hearing decision, a state complaint may be filed. The complaint must be filed with MSDE and should be addressed to: The Assistant State Superintendent, Division of Special Education/Early Intervention Services, MSDE, 200 West Baltimore Street, Baltimore, Maryland 21201.

The person or organization that files a state complaint with MSDE must also send a copy of the complaint to MSD at the same time. To assist with filing the complaint, detailed procedures and a form are available on the MSDE
A state complaint must include:

- A statement that MSD has violated a requirement of federal or state law or regulation;
- The facts upon which the statement is based;
- The signature and contact information for the person/organization filing the state complaint;
- If the state complaint is alleging a violation with respect to a specific child:
  o The name and address of residence of the child
  o The name of the school the child is attending
- In the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending;
- A description of the nature of the problem of the child, including facts relating to the problem;
- A proposed resolution of the problem to the extent known and available to the party at the time the state complaint is filed.

A state complaint must allege a violation that has occurred not more than one year prior to the State receiving the complaint.

**RESOLVING A STATE COMPLAINT**

Mediation and other less formal methods to resolve the disagreement are available and are encouraged. If the parties resolve the complaint, MSDE does not need to conduct an investigation under the federal regulations.

**RESOLVING A STATE COMPLAINT THAT IS THE SUBJECT OF A DUE PROCESS HEARING**

MSDE must set aside any part of the state complaint that is being addressed in a due process hearing until the conclusion of that due process hearing. Any issue in a state complaint that is not part of the due process hearing must be resolved using the timeline and procedures described above.

**DUE PROCESS COMPLAINT**

A parent or MSD may file a due process complaint on any matter relating to the identification, evaluation, early intervention services or educational placement, or the provision of a free appropriate public education (FAPE) to a child. The due process complaint must allege a violation that happened not more than two years before the parent or MSD knew or should have known about the alleged action that forms the basis of the due process complaint. This timeline does not apply if the parent could not file a due process complaint within the timeline because MSD specifically misrepresented that it had resolved the issues identified in the due process complaint, or MSD withheld information from the parent that it was required to provide under IDEA. To file a due process complaint, the parent or MSD (or the parent's attorney or MSD’s attorney) must submit a due process complaint to the other party and to OAH.

To assist parents in filing a due process complaint, a Request for Mediation and Due Process Complaint form is available from the MSD Compliance Officer or on the MSDE website at [www.marylandpublicschools.org](http://www.marylandpublicschools.org).

For further assistance, contact the MSD Compliance Officer at (301)360-2032 or the MSDE Division of Special Education and Early Intervention Services at (410)767-7770.

**MSD RESPONSE TO A DUE PROCESS COMPLAINT**

If MSD has not sent prior written notice to the parents regarding the issues raised by the parent in the due process complaint, MSD shall send the parent a response, within 10 days of receiving the due process complaint, containing:
• An explanation of why MSD proposes or refuses to take the action(s);

• A description of any other options that MSD considered and the reasons why those options were rejected;

• A statement that the parents of a child with a disability have protections under the procedural safeguards and a copy of the procedural safeguards;

• Sources for parents to obtain assistance in understanding the provisions of the IDEA.

The party receiving the due process complaint must send the initiating party a response that specifically responds to the issues in the due process complaint, within 10 calendar days of receiving the due process complaint.

**STUDENT’S STATUS DURING PROCEEDINGS:**
While any administrative or judicial proceeding (except as provided under the discipline section) is pending, unless the parent and MSD agree otherwise, the child must remain in his or her current early intervention or educational placement. If the decision of an ALJ agrees with the parents that a change of early intervention services or education placement is appropriate, that placement becomes the child’s current placement while any subsequent appeals are pending.

**RESOLUTION PROCESS**
Within 15 calendar days of receiving a parent's due process complaint, and before the due process hearing begins, MSD must hold a meeting with the parent and a relevant member or members of the Individualized Family Service Plan (IFSP) team or Individualized Education Program (IEP) team who have specific knowledge of the facts identified in the parent's due process complaint. The meeting:

• Must include a MSD representative who has decision-making authority on behalf of MSD;

• May not include an attorney representing MSD unless the parents bring an attorney.

The parents and MSD determine the relevant members of the IFSP or IEP team to attend. The purpose of the meeting is for the parents to discuss the due process complaint and the facts that form the basis of the complaint, so that MSD has the opportunity to resolve the dispute. Resolution time limit: 30 days from receipt of the parent’s due process complaint.

**DUE PROCESS HEARING**
The parents or MSD have the opportunity for an impartial due process hearing when filing a due process complaint.

**HEARING DECISION**
The ALJ decision on whether a child received a free appropriate public education (FAPE) must be based on substantive grounds. In matters alleging a procedural violation, an ALJ may find that the child did not receive FAPE only if the procedural inadequacies:

• Interfered with the child’s right to FAPE;

• Significantly interfered with the parent's opportunity to participate in the decision-making process regarding the provision of FAPE to the child;

• Caused a deprivation of an educational benefit.

**SEPARATE DUE PROCESS COMPLAINT**
Nothing in the procedural safeguards section of IDEA prevents a parent from filing a separate due process complaint on an issue separate from a due process complaint already filed.
**TIMELINES AND CONVENIENCE OF A DUE PROCESS HEARING**

Not later than 45 calendar days after the end of the 30 calendar day period for resolution meetings or, as described under “Adjustments to the 30 Calendar Day Resolution Period” or “Expedited Timelines,” no later than 45 calendar days after the end of the adjusted time period:

- A final decision is reached in the hearing; and
- A copy of the decision is mailed to each of the parties.

An ALJ may grant specific extensions of time beyond the 45 calendar day time period at the request of either party. Each hearing must occur at a time and place that is reasonably convenient to the parents/student and MSD.

**EXPEDITED TIMELINES**

MSD is responsible for arranging an expedited due process hearing when a due process complaint is filed on behalf of a child with a disability, regarding:

- The placement of a child with a disability in an interim alternative education setting;
- A manifestation determination.

**FINALITY OF HEARING DECISION**

An ALJ decision is final unless appealed by either the parents or MSD.

**APPEAL**

Any party to the hearing who does not agree with the findings and decision has the right to appeal by bringing a civil action in any state court of competent jurisdiction or in a district court of the United States within 120 days of the date of the ALJ decision.

In any civil action, the court will:

- Receive the records of the administrative proceedings;
- Hear additional evidence at the parent’s request or at MSD’s request;
- Base its decision on the preponderance of the evidence; and
- Grant the relief that the court determines to be appropriate.

**ATTORNEYS’ FEES**

In any action or proceeding brought under IDEA, the court may award reasonable attorneys’ fees to:

- The parents or guardians of a child with a disability who is the prevailing party;
- To a prevailing party who is MSDE or MSD against the attorney of the parent who files a complaint or subsequent cause of action that is frivolous, unreasonable, or without foundation; or against the attorney of the parent who continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation;
- To a prevailing party who is MSDE or MSD against the attorney of the parent, or against the parent, if the parent’s complaint or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.

**FAPE**

FAPE or Free Appropriate Public Education is the provision of special education and services at public expense in accordance with an IEP designed to help the child receive educational benefit. A Free Appropriate Public Education (FAPE) is what all children in the U.S. are entitled to under the Individuals with Disabilities Education Act.
(IDEA). The law requires that this FAPE take place in the Least Restrictive Environment (LRE). FAPE doesn't mean the best possible education is offered at public expense to a student. "Appropriate education" is defined as a basic floor of opportunity. In other words, while IDEA guarantees equal opportunity, it does not guarantee a specific level of achievement or even a regular high school diploma.

FAPE requires that all students in special education have an annual Individualized Education Plan (IEP) that includes:

- Present levels of performance
- Goals
- Objectives
- Identification of verifiable "special education and related services" and "supplementary aids and services" for the student as well as any program modifications or supports that will be provided.

FAPE requires that all IEPs are tracked for progress at least three times during a school year and that the school has data to verify instruction and the tracking of a student's progress (quizzes, tests, assignments, projects, etc.).

FAPE also requires that MSD hold IEP meetings at least one time during each school year (an annual IEP). At an IEP meeting, the individualized education plan for a student is developed by a team who, together, make informed decisions designed to provide the student with his or her best opportunity for success both in the present and future.

Members of an IEP team may vary, but parents must always be invited to participate as parental participation is very important. Federal and state regulations require that efforts be made to afford parents the opportunity to participate.

**FERPA**

The Family Education Rights and Privacy Act (FERPA) is a federal statute. FERPA ensures that parents have access to their children's educational records and that the privacy rights of parents and children are protected by limiting access to these records without parental consent.

FERPA rights include:

- The right to inspect and review the student's education records within 45 days of the student or parent's request;
- The right to request the amendment of the student's education records that the student/parent believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights;
- The FERPA requirement for schools to obtain the student/parent's permission before allowing personally identifiable information to be shared with a third party. Schools are not required to obtain consent before releasing information to those who have a legitimate educational interest in the records or the student's education; and
- The right to file a complaint with the U.S. Department of Education concerning failures by the institution to comply with the requirements of FERPA.

FERPA permits school officials to disclose, without consent, education records, or personally identifiable information from education records, to appropriate parties (typically, law enforcement officials, public health officials, or trained medical personnel) in connection with an emergency, if knowledge of that information is necessary to protect the health or safety of the student or other individuals. See 34 CFR §§ 99.31(a)(10) and 99.36. This exception to FERPA's general consent requirement is temporally limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from the student's education records.
TITLE IX

Title IX of the Educational Amendments of 1972 is the landmark legislation that bans sex discrimination in schools, whether it be in academics or athletics. Title IX states:

The Supreme Court has confirmed that all schools have an obligation under Title IX to prevent and address harassment against students, whether perpetrated by peers or by employees of the school system. Sexual harassment in education includes any unwanted and unwelcome sexual behavior that significantly interferes with a student's access to educational opportunities.

MSD must designate at least one professional employee as the Title IX coordinator to oversee compliance efforts and investigate any complaints of sex discrimination. The Title IX Coordinator is available to school faculty, staff and students.

Stacey Farone is the designated Title IX Coordinator for MSD.

Email: stacey.farone@msd.edu
Videophone: 240-575-2983
Phone: 301-360-2032
~CONTACT INFORMATION~
Columbia Campus
School Web Site: www.msd.edu  •  School Email: Columbia@msd.edu

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<td>410-480-4508</td>
<td>410-480-4596</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>410-480-4514</td>
<td>410-480-4537</td>
<td></td>
</tr>
<tr>
<td>Student Life Director</td>
<td>410-696-7444</td>
<td>410-480-4506</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Life Supervisor</td>
<td></td>
<td>410-696-7448</td>
<td>410-480-4549</td>
<td></td>
</tr>
<tr>
<td>Residential- Girls</td>
<td>P3:443-364-9195</td>
<td>410-480-4556</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residential- Boys</td>
<td>P3:443-364-9194</td>
<td>410-480-4552</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental Health Coordinator</td>
<td>410-696-7443</td>
<td>410-480-4537</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Services Specialist</td>
<td>410-696-7437</td>
<td>410-480-4573</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*24 hour emergency contact telephone number when students are in residence

Individuals who do not have a TTY or videophone and wish to contact an individual using a TTY or videophone (VP) can call the Maryland Relay Services (MRS) at 711 or 1-800-735-2258, or any video relay service such as Hands-on-Video Relay (1-877-467-4877) or Sorenson (1-866-327-8877).

DIRECTIONS: Give the Relay Operator the telephone number you would like to reach. The Relay Operator will make the connection between the person on the voice phone and the person on the TTY or video phone. The operator will either type or sign to translate communication from the sender to the receiver. This service is available to all residents at no cost 24 hours a day.

The Maryland School for the Deaf is registered with an Internet Emergency Information System. This system will automatically forward to your personal communication device or home computer MSD’s emergency announcements. If you would like to subscribe, please do the following:

Go to www.schoolsout.com, scroll down to Private Schools*, click on Maryland, click on Help, and follow directions on how to subscribe. This will carry the same message as the school’s message board.

*MSD is incorrectly displayed under the Private School label as MSD is a Public School.

School office hours are 8:00 a.m. - 4:30 p.m. Monday through Friday. After 4:30 p.m., please call the dormitory or the Student Health Center or leave a message on the School’s answering machine at 410-480-4500 (V) or 410-480-4501 (TTY).

Notification of Change of Address
Parents MUST notify their Family Services specialist immediately when they change any home or work addresses and/or telephone number. This assists the school in contacting parents in case of emergency.
~STUDENT RIGHTS & RESPONSIBILITIES~

Student Rights
As a student, you have the right to:

- Receive high-quality academic and student development instruction, communication, student support, and health services.
- Have parents/guardians or other appropriate people involved in your educational and student development programs.
- Ask information about MSD policies and procedures, including the right to appeal disciplinary decisions to the Principal.
- Share and discuss your views and opinions.
- Be respected as a student and a developing person.
- Organize, meet for discussion, and express your thoughts and feelings about any issue with students, administrators, faculty, and staff.
- Participate in any judicial hearings that involve you.
- Request and expect privacy with regard to your school records in accordance with Federal and State laws.
- Have access to your records and control over disclosure of your records in accordance with Federal law.
- Live in a safe and healthy environment.

Student Responsibilities
As a student, you are expected to:

- Understand your role as a learner.
- Know, understand, and ask questions about MSD policies and procedures.
- Respect and obey the MSD rules.
- Accept the consequences for your actions, behaviors, decisions, and choices.
- Accept criticism when you are wrong, and praise when you are right. Develop your skills and abilities as fully as possible.
- Respect the views and opinions of other people, even when you do not agree.
- Keep your residence hall room clean and do your part to keep the environment around campus and other areas (lounge, lobbies, school halls, etc.) clean and in good condition.
- Respect other people’s rights and property, including MSD property.
- Respect and value yourself as well as other people.
- Show mature and appropriate behavior on and off campus.
- Represent your school in a positive way by cooperating with others and offering help to those who need it.
- Improve yourself through participation in class, after school activities, and sports.
- Display self-control and ask for help when necessary.
- Dress appropriately at all times.
- Protect your personal property by keeping your money safe. Give it to a staff member for safekeeping.

MSD is not responsible for any personal items that are lost or stolen while on school property or during school sponsored events.
Columbia Campus
The Maryland School for the Deaf, Columbia Campus is a publicly supported school for Deaf and Hard of Hearing children/youth, ages birth-16. The Columbia Campus, which is located between Baltimore, Maryland and Washington, D.C., was established in 1968 (opened in 1973), and is primarily a day school program with limited residential services.

The Program of Enhanced Services was established by House Bill 1023 during the 1997 General Assembly. Mandated to serve Deaf students with moderate to severe disabilities, the Program of Enhanced Services began to accept students in the Fall of 1997.

Outreach activities of the school include exchange programs with schools, consultations and visitations, provision of internships and practicum experiences for graduates in education, counseling, speech/language, recreation and psychology for the Deaf. The Columbia Campus also has volunteers' and visitors' programs.

Support services provided for student programming include:

Psycho-Social Services:
- psychological assessment and counseling
- family services/service coordination
- behavioral programming

Student Health Services:
- medical services
- occupational therapy
- physical therapy

Communication:
- ASL instruction
- audiological services
- speech/language therapy

Academic:
- Library/Media Services (including Computer Center)
- Curriculum Specialists
- Reading Specialists
- Family Education and Early Childhood Department
- Art
- Drama
- Physical Education

Student Life:
- After School Program – including basketball teams for boys and girls
- Residential Programs

Support Services:
- Dietary
- Maintenance
- Housekeeping
- Secretarial staff support the school's programs

Curriculum
MSD, like all schools in the State of Maryland, is transitioning from the State Curriculum to the new Maryland Common Core State Curriculum to align with the national Common Core Curriculum. An excellent, rigorous curriculum taught by exemplary instructors prepares our students to function and succeed in the future professions that they choose.
Family Education and Early Childhood Department

The Family Education and Early Childhood Department serves Deaf and Hard of Hearing children from birth until their 5th birthday. This program has been recognized by the Maryland Infants and Toddlers Program as a major service provider for young Deaf and Hard of Hearing children and their families.

Services are provided to families with infants and toddlers who are Deaf and Hard of Hearing by certified teachers who have the expertise and communication skills necessary to deal effectively with the linguistic, social-emotional, and academic needs of this population. Services may also be offered to deaf and hard of hearing children who have additional disabilities. It is important to note that all of these services are available at NO COST to any family with a Deaf or Hard of Hearing child residing in Maryland.

The Family Education and Early Childhood Department has offices and provides services at both the Frederick and Columbia campuses. Teachers are based at both campuses and leave from either campus on a daily basis throughout the school year to work with families residing in all jurisdictions of Maryland. Home visits are provided during the summer months around the state to children with IFSPs or extended IFSPs through a grant provided by the Maryland Infants and Toddlers Program.

In addition to providing individual home visits on a regular basis throughout the state, the program sponsors regional parents meetings and weekly parent meetings on both campuses. While the parent meetings occur, the youngest children (ages birth to 24 months) participate in infant/toddler play groups with Family Education and Early Childhood Department staff. Toddler and Pre-school classes are offered at both campuses.

Each child’s progress is monitored through progress reports, teacher/parent observation, and appropriate checklists and evaluations. Healthy Beginnings and the Creative Curriculum, both approved curricula, serve as the guides for the development of the educational goals for each child. Families whose children are between birth and 36 months of age, have an Individualized Family Service Plan (IFSP) which identifies their child’s specific strengths and needs. Children who enter the program after 3 years of age have an Individualized Educational Program (IEP) as appropriate. Each family receives information on the transition to an IEP when the child reaches the appropriate age.

Families have the option to extend early intervention services through an Individualized Family Service Plan (IFSP) until the beginning of the school year following their child’s fourth birthday or move to an Individualized Education Program (IEP) at age 3.

Scenario #1: Children born on or before June 30, 2009 (thus, turning 4 prior to the new COMAR regulations taking effect on July 1, 2013) must transition from an Extended IFSP on their fourth birthday.

Scenario #2: Children born on or after July 1, 2009 (thus, turning 4 after the new COMAR regulations take effect only July 1, 2013) are eligible to receive services through an Extended IFSP until the beginning of the school year following the child’s fourth birthday. For example, children who turn 4 on any date between July 1, 2013 and the start of the local jurisdiction’s school year, is eligible to receive services through an Extended IFSP until the school year starts in the fall of 2013.

Scenario #3: Children who turn 4 after the start of the 2013-2014 school year, are eligible to receive services through an Extended IFSP until the beginning of the local jurisdiction’s 2014-2015 school year.

To choose the IFSP Option, your child and family must have a current IFSP through a local Infants and Toddlers Program and your local school system must have determined that your child is eligible for preschool special education and related services. When a child is transitioning from Part C to Part B services, MSD shall convene an IEP team meeting after a child is determined eligible as a student with a disability or developmental delay upon transitioning from a local Infants and Toddlers Program. If the child was previously served under Part C, an invitation to the initial IEP meeting shall, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services. The IEP must be in effect by the child’s 3rd birthday.

Resources for families on the Extended IFSP option can be found at: www.ecgateway.org
Family Support and Resource Center
Provides information to families regarding community services; refers families to local support groups, workshops, and advocacy groups; provides opportunities for families to network and share ideas and experiences; and helps to link "experienced" parents with parents of newly identified children who are deaf or hard of hearing.

This provision of knowledge and the development of essential skills is fundamental to parents and professionals working together as equal partners in the educational decision making process. Specifically, the center seeks to:

- Increase parental involvement in the special education decision making process
- Provide information and resources
- Assist families in resolving concerns and making informed decisions regarding their child's education
- Increase collaborative relationships through information and training

For more information contact: Cheri Dowling, Parent Coordinator at:
Email: cheri.dowling@msd.edu
Videophone: 410-696-7435
Phone: 410-480-4597

Elementary School
The Elementary School serves Deaf and Hard of Hearing children, ages 5-12. The goal of the elementary school is to prepare the students for the middle and high school programs on the Frederick Campus.

Middle School
The Middle School serves students ages 11-16 who benefit from smaller classes with extensive support using the Common Core curriculum. The Middle School also serves special needs students with additional disabilities with a focus on independent living skills. The goal of the middle school is to prepare the students for secondary programming on the Frederick Campus.

The goal for all students is to challenge them to the best of their abilities and move them in to one of our regular academic programs.

Special Needs
The Columbia Campus has special needs programming to better help Deaf students who have additional disabilities which adversely affect their educational performance. These programs are available to students ages 3-16 on the Columbia Campus. For the special needs ages 3 to 12, they are provided a variety of programming options from self-contained classes to full inclusion in a regular classroom with additional support provided as needed.

Health Education
The purpose of this program is to provide students with the opportunity to learn the skills and information needed to safeguard their health and make consumer decisions. The objectives are as follows:

- Understand that they have the ability to control and influence their health and life-style to achieve a high personal level of wellness.
- Recognize their attitudes and behavior can have an important impact on their health.
- Develop the skills necessary to obtain and evaluate health information and services.
- Realize that attitudes and health behaviors in the teen years impact health status during adulthood.

Work Study Program
The Work-Study Program at the Columbia Campus is open to middle school students and includes on campus work experience. Students earn money by working on campus during their free time or as part of their classroom programming.

The students who participate in the Work-Study Program discover career interests and aptitudes while developing knowledge and skills related to the job, gain desirable work habits, and learn acceptable social skills. Students learn
how to get a job and what it takes to keep a job. These are valuable experiences that will better prepare students for permanent employment later in life.

**Frederick Campus High School**

The High School serves students in grades 9 through 12. Students in this program meet the graduation requirements from the Maryland State Department of Education.

The mission of the high school is to challenge and help students grow intellectually, personally, and socially. Graduates should be able and willing to take the appropriate first steps into their chosen field of work or study, to act responsibly as citizens, and to enjoy a productive life.

Additionally, the Frederick Campus offers two special needs programs to better help students who have additional disabilities, which adversely affect their educational performance.

**Program of Enhanced Services**

The Columbia Campus offers a Program of Enhanced Services for students 3–16 years of age. The Program of Enhanced Services will serve Deaf students who have other moderate and severe disabilities. Funding for this program comes from the Maryland State Department of Education and the Local School Systems.

## TESTING PROGRAMS

**Classroom Testing**

MSD uses a variety of assessment tools to determine student achievement. Students in MSD’s Family Education and Early Childhood Department through kindergarten are assessed using the Maryland Model for School Readiness (MMSR) checklist. In elementary, middle and high school, teachers administer tests and quizzes depending on the Common Core objectives. High school students take final examinations. Additional information concerning testing is available under each department’s Grading Policy and from the Assistant Principals.

**Standardized Testing**

MSD uses the Gates-MacGinitie Reading Test (Gates), Group Mathematics Assessment and Diagnostic Evaluation (G-MADE) to measure student performance and academic achievement. The Stanford Achievement Test-10 may be used as an additional testing tool for some students.

**State-Required Testing Programs**

All MSD students are required to participate in one of the state mandated test programs as documented in their IEP. Students at the Maryland School for the Deaf will follow the MD Common Core Curriculum, as they will receive a MD state diploma or certificate of completion at the end of their studies. MSD students will be subject to all state testing required of Maryland public school students, in accordance with COMAR 13A.01.04 et seq. MSD will not administer out-of-state high stakes testing for out-of-state students.

1. **Maryland Model for School Readiness (MMSR)**
   - Work Sampling System and Benchmark/Intervention Checklists
   - Pre-Kindergarten – 1st Grade
   - MMSR: An assessment/instructional system designed to provide parents, teachers and early childhood providers with a common understanding of what children know and are able to do upon entering school.
   - Includes 30 school-readiness skills from 7 different domains for entering kindergarten students.

2. **Maryland School Assessment (MSA)**
   - Testing in grades 3 – 8 (currently Math and Reading) with accommodations as documented on the student’s IEP.
   - Science testing occurs in grades 5 and 8.
   - Social Studies testing may be added to this program in the upcoming years.
3. **High School Assessments (HSA)**
   - These are MSDE, end-of-course tests in English 10, Biology, Algebra/Data Analysis and Government that students will need to pass in order to obtain an MSDE high school diploma beginning with the class of 2009.

4. **Modified HSA Assessments (Mod-HSA)**
   - Testing programs for students who do not qualify for the ALT-MSA, have received a Basic score on at least one MSA test, and are significantly delayed (more than 2 years behind) in some/all academic areas of the testing. These students should be offered modified programs of instruction on their IEP and meet the specified criterion listed on the MSDE IEP Decision-Making Rubric.

5. **The Bridge Plan for Academic Validation**
   - The Bridge Plan for Academic Validation is available for high school students who have not passed all of their HSA tests or have not obtained a combined score of 1602.

6. **Alternative Maryland School Assessment (ALT-MSA)**
   - This testing is for students with significant cognitive delays who are unable to take and complete the MSA/MOD-MSA even when provided accommodations. These students should meet the entire ALT-MSA specified criterion listed on the MSDE IEP Decision-Making Rubric.

As Maryland is transitioning to the new Common Core Curriculum, state assessments are also in the process of transitioning. Students will continue to take the current state assessments until the new Partnership for Assessment of Readiness of College and Careers (PARCC) assessments begin to be phased in during the 2014-2015 school year.

**Advanced Placement Exams**
AP is a program of rigorous, college-level courses available at the high school level. National exams administered by the College Board allow students to earn college credit for high scores. MSD strongly urges students to challenge themselves by taking AP classes and the exams.

**College Entrance Examinations**
MSD offers the ACT Tests of Educational Development to help students prepare for the future. Each test measures academic achievement in the areas of English, Math, Reading and Science. In addition, each test provides the opportunity for students to complete an Interest Inventory. The results of the inventory are used in course, college and career planning.

All 8th grade students are given the EXPLORE test while all sophomores are given the PLAN test. Juniors and seniors are given the option to take the ACT. Successful performance on the ACT is a widely accepted college entrance requirement.

The PSAT and the SAT must be taken at National Test Centers. Information about registration and accommodations is available from the high school Guidance Counselor.

**College Board Test Accommodations**
Accommodations for Advanced Placement tests, EXPLORE, PLAN, and ACT are granted by the tests’ creator, the College Board, to those students who have professionally diagnosed and documented disabilities. Therefore, some IEP accommodations granted for normal school testing may not be allowed for these tests.
~GRADING & INSTRUCTIONAL LEVELS~

Age – Grade/Instructional Level
MSD has an age-grade placement policy for the elementary school. Students with special needs in middle school are non-graded to allow for individualized programming. The following list describes the age-grade level placement for the elementary school. Placement determination is based on the student’s progress on their IEP.

<table>
<thead>
<tr>
<th>Age*</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 years old</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>6 years old</td>
<td>Grade 1</td>
</tr>
<tr>
<td>7 years old</td>
<td>Grade 2</td>
</tr>
<tr>
<td>8 years old</td>
<td>Grade 3</td>
</tr>
<tr>
<td>9 years old</td>
<td>Grade 4</td>
</tr>
<tr>
<td>10 years old</td>
<td>Grade 5</td>
</tr>
</tbody>
</table>

*MSD students must be at this age by August 31st of the opening school year.

Homework Guidelines

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten:</td>
<td>Grades 6-8:</td>
</tr>
<tr>
<td>About 15 minutes</td>
<td>3-4 evenings</td>
</tr>
<tr>
<td>per day</td>
<td>per week</td>
</tr>
<tr>
<td>Grades 1 &amp; 2:</td>
<td>Grade 6:</td>
</tr>
<tr>
<td>About 30 minutes</td>
<td>About 60</td>
</tr>
<tr>
<td>per day</td>
<td>minutes per</td>
</tr>
<tr>
<td>Grade 3:</td>
<td>evening for</td>
</tr>
<tr>
<td>About 30-45</td>
<td>all</td>
</tr>
<tr>
<td>minutes per day</td>
<td>subjects</td>
</tr>
<tr>
<td>Grades 4 &amp; 5:</td>
<td>Grades 7 &amp; 8:</td>
</tr>
<tr>
<td>About 45-60</td>
<td>About 75</td>
</tr>
<tr>
<td>minutes per day</td>
<td>minutes per</td>
</tr>
<tr>
<td>Monday – Thursday</td>
<td>evening for</td>
</tr>
<tr>
<td>Weekend and holiday homework is generally optional</td>
<td>all</td>
</tr>
<tr>
<td></td>
<td>subjects</td>
</tr>
<tr>
<td></td>
<td>combined</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Homework should have different purposes at different grades. For elementary students, it should foster positive attitudes and good habits. For secondary students, it should also facilitate knowledge acquisition in specific areas. Homework should be required at all grade levels, but a mixture of mandatory and voluntary homework is most beneficial. Students need time to develop social skills and good citizenship, as well as time for participation in outdoor recreation and creative activities beyond the school day. Therefore, a balance should be maintained between school responsibilities and other activities.

Practice - The student refines and strengthens skills previously taught in class through drills of simple applications, reading and writing.

Preparation - The completion of this type of assignment makes the next day’s lesson more meaningful and easier to master. Reading and familiarization with facts and ideas characterize this type of homework.

Extension - This is the application of skills and concepts to more complicated situations. It requires higher level thinking skills, problem solving and use of abstract ideas. Short essays and reports are examples.

Integration - Successful completion of the assignment requires coordinating and combining several skills and concepts. This requires more time and a greater variety of resources. Research papers and projects are examples.

GUIDELINES FOR STUDENTS

- Students are required to record daily homework assignments.
- Students should establish a regular routine to work on homework assignments.
- Students should be prepared to submit homework on the date it is due.
- Students absent from school or class are still responsible for the homework assignments.
- Students should inform their teachers of homework assigned in other classes. Teachers will then be able to avoid overloading students with homework on any given night.
GUIDELINES FOR PARENTS
- Parents are encouraged to become actively involved with their children by providing the space, time and materials for homework.
- Set and maintain daily and/or weekend homework time.
- Assist your child in establishing a system for recording homework.
- Assist your child in organizing class notes and notebooks.
- Plan an order of study. For example, save the most enjoyable study until last, plan breaks and use a timer to segment difficult tasks.
- Encourage a buddy system to get homework assignments when your child is absent from school.
- Parents are encouraged to support their child, but the child should complete the assignments unassisted.
- Parent response to homework is desirable and should be communicated directly to the classroom teacher in a timely fashion. Parents should communicate with the teacher when homework assignments cannot be reasonably completed.
- Parents should be advocates of their child’s learning.

GUIDELINES FOR STUDENT LIFE COUNSELORS
- Student Life Counselors are encouraged to the extent possible to become actively involved in assisting students under their charge with homework. They will provide appropriate space, set aside time daily, and will have extra materials on hand to assist with homework.
- To the extent possible, the Student Life Counselors will check to see that assigned homework is completed. Time permitting, Student Life Counselors will check to see if the homework is correctly completed.
- Student Life Counselors will assist the students in organizing their notebooks, and in planning an orderly study pattern.
- Under no circumstances should the Student Life Counselors do the homework for the student, but should act in a complimentary role to the Faculty in explaining to the best of their ability the task the student has before him.
- If a student is unable to complete the homework in the allotted study time, students should be encouraged to remain at the task of doing their homework until it is done. Appropriate supervision will be provided.
- The Student Life Counselors will encourage the students to be neat and orderly with their homework.

GUIDELINES FOR SPECIAL NEEDS STUDENTS
Special needs students should generally meet homework expectations similar to essential curriculum students since the majority of special needs students follow the essential curriculum. The ultimate expectation for homework is greatly individualized. In some cases the purpose of homework is solely to develop responsibility. With most students, homework is an opportunity to practice/review skills learned in school.

Homework should be done by the student with minimal help but, with generous support from staff or parents. Completion of homework is reinforced. Failure to complete one’s homework results in a variety of possible consequences - loss of points on a behavior program, make-up time to do homework during recess, missed reinforcements, etc. As with all aspects of the special needs student, these consequences are individualized for a specific student.

~ACADEMIC PERFORMANCE~

High School Credits Needed for Advancement
Minimum number of credits:
- Grade 9 - Promotion from 8th Grade
- Grade 10 - 6 credits earned
- Grade 11 - 12 credits earned
- Grade 12 - 18 credits earned
- Graduation – A minimum of 21 state-required credits
Cheating and Plagiarism
The nature of the schooling experience demands the highest standards of integrity on the part of all involved. For this reason, the deliberate unauthorized use of another person’s work or talents (e.g., cheating, plagiarism) is considered a serious breach of appropriate behavior. Any grades or credit earned as a result of such action will be disallowed. In addition, any incident of such behavior will be subject to further action by the department assistant principal or campus principal.

~REPORT CARDS & ACHIEVEMENT~

Report Cards and Parent Conferences
Reporting of student progress is part of the instructional program. Report cards are issued four times each year to every parent.

Parents are asked to review the report card with their child and to sign and return the report card to the school.

Parent Conferences may be requested for any reason at any time by contacting the Family Services Specialist and/or Assistant Principal.
## Graduation Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits/Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maryland High School Diploma</td>
<td><strong>must pass High School Assessment requirements</strong></td>
</tr>
<tr>
<td></td>
<td>Minimum of 4 credits must be taken after completion of Junior year</td>
</tr>
<tr>
<td>English</td>
<td>4 credits English 9, 10, 11 &amp; 12</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits Biology two science electives</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits Algebra I Geometry one math elective</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits Modern World History Government American Studies II</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 credit</td>
</tr>
<tr>
<td>Technology Education</td>
<td>1 credit (Foundations of Technology)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>.5 credit</td>
</tr>
<tr>
<td>Health</td>
<td>.5 credit</td>
</tr>
<tr>
<td>Advanced Technology</td>
<td>2 credits – Construction Technology, Medical Technology, or Transportation Technology or 2 credits – Foreign Language</td>
</tr>
<tr>
<td>Electives</td>
<td>3 credits</td>
</tr>
<tr>
<td>Service Learning</td>
<td>75 hours – no credit</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

**Certificate of Program Completion is given to students who are not able to meet the above requirements prior to graduation.**

Graduating seniors who owe any fees to the school, including but not limited to, library fines, damaged school property, athletic fees, or classroom lab fees will not be able to receive their high school diploma or official transcript until all fees are paid for.
After-School Activities Policy During Inclement Weather
When MSD must be closed for the day or must close early due to inclement weather, ALL after-school programs are automatically cancelled. This includes all games and practices since the facility will be closed. However, when there is a late opening, the evening schedule will not be affected.

Attendance
Once a student is on campus, he/she becomes the full responsibility of MSD and will follow all rules regarding class attendance. School opens at 8:15 a.m. and closes at 3:00 p.m.

Students must be present for at least half a school day to be counted present. For regular school days, that is 3.5 hours.

All students must be on time to school. Parents do not have the option of bringing their child to school late except for the reasons stated below.

Tardies
Any student who arrives at school late must come to the office with his/her parent and/or guardian. If your child attends homeroom in the Steiner Building, please report to the Steiner reception desk. Students attending homeroom in the Denton Building, please report to the Front Office.

- Parent and/or guardian must sign in the child.
- Student must receive a pass from the receptionist.
- Student may not enter the classroom after 8:30 a.m. until he/she presents the pass to his/her teacher.

Absence from School
Parents are encouraged to notify the school on the day of their child's absence. A note stating the reason for absence or lateness is required within 2 school days of the student's return or the absence is automatically classified as unlawful. When students are absent from school, they have the responsibility to request make-up work within 2 days of their return.

Absences considered lawful and therefore excused, as described in the Public School Laws and Code of Bylaws of the Maryland State Board of Education, are:

- Illness of the student (doctor's verification may be required)
- Death in the immediate family
- Court summons
- Hazardous weather conditions
- Work or activity accepted by the school authorities
- Observance of religious holiday
- State emergency
- Suspension
- Lack of authorized transportation (Missing a regularly scheduled school bus is an unexcused absence. It is the parent's responsibility to find transportation to school if the bus was missed.)
- Other emergency (judgment of the Principal or Assistant Principal)

1. Students who take trips with their parents may be excused no more than 2 times during a year for a combined maximum of 5 days. Visits by students to prospective colleges are excused up to 4 days per year. In unusual circumstances, the appropriate Assistant Principal or Principal may allow additional visits with excused absences. Parents are requested to notify the appropriate Assistant Principal before the trip occurs.

2. Absence due to suspension is considered lawful and therefore excused. To receive credit for work missed, the student must complete assignments given during the period of suspension. Failure to return to school with completed work immediately following the period of suspension will be considered unexcused unless accompanied by a doctor's note.

3. Playing "hooky", whether for an organized "skip day" or for a personal day off, is considered an unexcused absence. Such instances will be considered truancy from school.
Parents will be notified on the 3rd day of an unlawful absence. If the absence continues for more than 5 days, the student will fail all subjects for the quarter in which the absence occurred. Parents will also be notified on the 10th, 15th, and 20th days of a student’s unlawful absence. Social Services will be contacted when students have 20 or more days of unlawful absences.

Middle school and high school students who are unlawfully absent more than 10 days for a semester course or more than 20 days for a year-long course and who do nothing to make up the lost time will not earn credit regardless of grades earned. Students with more than 10 absences excused by a parent/guardian in a semester will be required to present a doctor’s verification for each day absent due to illness for the remainder of the year.

**Student Release**

When it is necessary to pick up your child prior to the regular school closing time, ADVANCED NOTICE IS REQUIRED.

- Permission must be obtained from the Principal's office before taking your child during the school day.
- Permission must be obtained from the SLCs or the SLC before taking your child from after school programs.
- Whenever taking your child from the Campus, the child must be signed out in the sign-out books located in each building. The student I.D. card must be presented.
- Taking a sick or injured child from the Student Health Center does not require the special permission of the Assistant Principal or the SLCs, but the child must be signed out at the front office.
- When a child is to be picked up instead of having him/her ride the bus home, the parent(s) need to be on campus prior to the child’s scheduled bus departure. Example: If your child leaves the school at 3:00 p.m. and you wish to pick him/her up, you need to be here before 3:00 p.m. or your child will be sent home on the bus. If you are not sure what time your child's bus leaves, please call the school.
- Advanced written permission is needed when someone other than the parent picks up the child and they also must present the student I.D. card.
- Persons coming to pick up students after school hours must identify themselves to school personnel prior to getting the child. We cannot release children to people we cannot identify.

When bringing a student back to school at other than normal times, parents should bring the student to the Assistant Principal's office or the SLC’S office. If no one is present, then the student should report to the Student Health Center.

**Child Abuse and Neglect**

It is the responsibility of the Department of Student Support to coordinate any reports of suspected child abuse, sexual abuse, and neglect. All employees are also required to advise the Campus Principal and Director of Student Support Services immediately for reporting purposes. Reporting procedures are outlined in Annotated Code of Law, Family Law Article, and Section 5-704. All investigations will be performed by the Local County's appropriate Department of Social Services personnel and not by MSD personnel.

**Communication to Parents**

Parents are requested to respond to all written requests from the school. Teachers and residential educators communicate with parents about student activities and achievement on a regular basis. Also Family Services Specialists interact with parents about school programs, student progress and services in the IEP, and any other questions or concerns. Communication and cooperation between the home and the school is considered by MSD to be critical to the student's success. One school calendar is given to parents each year at the opening of school.

**Credit Transfers**

High school credits will only be accepted from other accredited programs. These credits will be used to determine extracurricular eligibility upon entrance to the Maryland School for the Deaf.

**Digital Network and Internet Use**

Access to the Digital Network and Internet offers resources which can be effective learning tools consistent with the instructional objectives.
MSD will not guarantee the availability of access to network resources and will not be responsible for any information that may be lost, damaged, or unavailable due to technical or other differences. The accuracy and quality of information obtained cannot be guaranteed, nor can information sent or received be assured to be private. With worldwide access to computers comes the availability of material that may not be of educational value in the context of the school setting. MSD cannot control or censor illegal, defamatory, inaccurate, or potentially offensive materials, which may be available to the user on systems accessible through MSD.

Policies are designed to provide for:
- Access will be provided for instructional use and school-related activities.
- Implementation of procedures required to adhere to the Maryland State Information Technology Security Policy and Standards.
- MSD complies with the implementation of the Children’s Internet Protection Act (CIPA). Measures are taken to block or filter Internet access as required by CIPA.

User Responsibilities:
1. Users are responsible for using the provided school account in an ethical, responsible and legal manner for school-related tasks only. Users will not jeopardize in any way the safety of students or staff of MSD.

2. Using or importing offensive, obscene, libelous, disruptive, or inflammatory language, pictures or other material on any computer or network within MSD is prohibited. Examples may include, but are not limited to:
   - Bullying / Cyber Bullying
   - Denigration or Defaming Character
   - Offensive or Rude Messages
   - Gossips or Rumors that affect Instruction
   - Cyber Stalking
   - Cyber Threats
   - Sexual Harassment
   - Comments that infer hate or bias based on race, religion, sexual orientation, or physical characteristics.

3. If a user receives any harassing, threatening, or inappropriate material on the internet or computer network, the user should not respond and should immediately report the material to a teacher or the appropriate administrator.

4. For safety reasons, users shall not label photographs posted online or reveal personal information.

5. Digital networks will be used for authorized activities only. Unauthorized activities include, but are not limited to: knowingly spreading viruses, worms, or any other malicious files, violating copyright laws, installing or using unauthorized software, accessing the network via another user’s account, unauthorized entry (hacking), advertising commercial products or services, mass unsolicited electronic mailings, and/or destruction of computer systems and files.

6. Engaging in any activity that deprives others of their privileges on the network is prohibited.

7. Users will not circumvent or disable filtering or other technology protection measures put in place by system administrators, without proper authorization.

8. Files and electronic communication messages, or posts of any kind created or stored on equipment or media covered under this policy are the property of MSD, and can be used as evidence in a court of law.

9. Users will not divulge their passwords to, or otherwise allow access to their network accounts.
Students are responsible for any damage he/she may cause MSD’s computers or the computer network. The Student will pay all costs incurred in restoring the computer or the network to its previous working order. All extracurricular activity privileges will be suspended until complete restitution has been made.

Definitions (list is not intended to be all inclusive)

1. **Cyber Bullying**
   Cyber bullying refers to any harassment that occurs using electronic communication with the intention to harm others through hostile behavior such as sending text messages and posting ugly comments.

2. **Cyber Stalking**
   Cyber stalking is use of the Internet or other electronic means to stalk someone. This behavior includes false accusations, monitoring the transmission of threats, identity theft, damage to data or equipment, the solicitation of minors for sexual purposes, and gathering information for harassment purposes.

3. **Cyber Threats**
   Cyber threats include attacks from viruses, worms, Trojan horses, phishing, denial of service attacks, unauthorized access (stealing intellectual property or confidential information), and control system attacks.

4. **Electronic Communication**
   Any communication that is distributed on the Internet or World Wide Web (WWW) including e-mail, instant messaging, chat, blog posts, etc.

5. **Sexual Harassment**
   Sexual harassment is unwelcome and unsolicited sexual advances, requests for sexual favors and/or other inappropriate verbal, written or physical conduct of a sexual nature, directed toward others.

**Dining Hall Services**
Students are offered a traditional school lunch that is approved by the Department of Agriculture. Staff and visitors are welcome to buy lunch at the cafeteria. To find out what’s on the menu, check MSD’s website, under the cafeteria menu icon. All residential students receive 3 free meals daily and 2 snacks. All students receive free lunch and 1 snack daily.

**Dress Code**
Students are expected to wear appropriate attire. Appropriate footwear/outerwear is strongly encouraged since the students transition between buildings daily. Appropriate attire does not included revealing clothing and apparel items that are offensive or derogatory and disruptive to the educational environment. Final discretion regarding appropriate attire lies with the Assistant Principal.

**Earning Student Service Learning Hours**
Students must earn 75 hours of Student Service Learning (SSL) credits as part of their graduation requirements. Students may begin to earn SSL credits in 6th grade. There is no limit to the number of SSL credits a student may earn in middle school. SSL assignments need to be pre-approved.

**Emergency Preparedness**
MSD takes every possible precaution to assure the safety and well-being of students and staff. An emergency safety plan has been established at each campus. Depending on the nature and scope of the emergency, the School make need to take direction from law enforcement and emergency agencies responsible for coordinating our campus’s response.

The following responses to emergencies may be implemented by the School:

- **Shelter in Place**: This is utilized to protect students by keeping them indoors away from hazardous materials in the air outside or violent weather.

- **Modified Lockdown**: This is utilized in response to a potential violent or criminal activity near the campus and has the potential to affect the school site. The School conducts activities as usual inside the building, however students are not allowed outside unsupervised.
• **Lockdown**: This is utilized in response to situations that involve violence that immediately and directly affect the campus or school building. School doors are locked and no one may enter or leave the building until the situation is cleared by emergency personnel.

• **Early Dismissal**: This is utilized in response to potential weather situations or utility outages.

• **Evacuation**: Fire drills are conducted once a month in each building while school is in session. At all times all persons must leave the building immediately.

If MSD staff is instructed to protect students by keeping them inside, family members may not be permitted to pick up children until it is safe to do so. MSD will utilize [www.schoolsout.com](http://www.schoolsout.com) and message board to make announcements.

**Environmental Concerns**

Maryland law requires an Integrated Pest Management (IPM) Program to identify and control pest problems inside and outside schools. MSD utilizes staff training, IPM inspection, and sanitation practices to minimize or eliminate the need for pesticide use. The law requires schools to notify parents, guardians and staff 24 hours before pesticides are to be applied. At the elementary level, parents/guardians of all students must be notified. At the middle and high school levels, schools must notify only those parents, guardians or staff who have requested notification. Individuals can obtain a notification form at Principal’s office. The form must be updated each school year. The following materials are approved for IPM use: Advion (cockroach gel bait), Drione (pyrethrins), Maxforce FC ant control, NibanFG (granular roach bait), PT515 Wasp Freeze (phenothrin), Round-up (glyphosate), Talon-G (brodifacoum) rodenticide and Terro (ant gel bait). Safety data sheets and labels for these materials are available at each school office. Other materials may be added as necessary.

MSD conducts regular inspections of school facilities to determine the location and condition of any asbestos-containing building material which may be present. The purpose of the inspections is to identify asbestos-containing building materials so that measures can be undertaken to ensure that the health of all students and employees is protected. A comprehensive asbestos-management plan for each building was developed to appropriately manage any identified asbestos hazards. Each building plan is available for review at the MSD Maintenance and Operations Office.

Questions about the IPM program or other environmental concerns, such as indoor air quality, pest control, hazardous materials, lead in water, radon or asbestos management plans, should be addressed to Thomas LeQuire, Maintenance Supervisor at 301-360-2092.

**Field Trips**

Parents are requested annually to sign a field trip permission form, which applies to both the classroom and the Student Life areas. Additionally, a second, specific form will be required if a trip is considered “high risk.” In all cases the Student Life staff and classroom teachers will advise parents in advance regarding planned field trips.

MSD will provide one “bag” lunch meal for any single trip. MSD will also pay for any tolls or parking fee that may be incurred during the field trip. Any other expense involved will be the responsibility of the parent if they wish their child to participate in the activity.

Parents who serve as chaperones are not permitted to bring siblings. Parents who chose to join the students with other children must keep the children under their direct supervision at all times. MSD does not assume any liability for non-MSD children.

Parents are not permitted to ride in State vehicles. Parents are most welcome to go on fieldtrips with their child; however, they must ride in their personal vehicle. Certified parent volunteers may ride in school vehicles.

If a chartered bus is used for a field trip and if room is available, any parent may accompany their child on the trip on a first come, first serve basis. Please sign up with the appropriate department head.

MSD will provide car seats and booster seats for students who meet the age/weight restrictions, under State COMAR effective October 1, 2003, when they ride in MSD vehicles.
**Maintenance of a Healthy Environment**
The school will promote, model and reinforce healthy eating habits. Adequate space in a pleasant surrounding will be provided to eat meals as well as appropriate time to eat, relax, and socialize. Teacher in-service training will become part of the annual training to make teachers aware of the behavioral messages they give as role models. Teachers will be trained not to use food as a reward. MSD will encourage students to take responsibility for making the best choices for their individual lifestyles and activity levels.

**Nutrition/Wellness Policy**
The Maryland School for the Deaf Board of Trustees and Administration is aware that childhood obesity has reached epidemic levels throughout the country. Overweight children are at higher risk for developing severe long-term health problems, and overweight children can be affected by discrimination, psychological stress, and low self-esteem. It also recognizes that students need adequate, nourishing food in order to grow, learn and maintain good health. It further recognizes that significant research indicates a positive relationship between adequate nutrition and learning resulting in academic success. For these reasons, the Superintendent or the designee will ensure that all foods available to students during school hours shall be:

- Selected so as to contribute to the student’s nutritional well-being and the prevention of disease;
- Prepared in ways that will appeal to students, retain nutritive quality and foster lifelong healthful eating habits;
- Provided to give a variety of healthful choices at all times.

All employees of the school will support the implementation of the Nutrition Policy and parents/guardians will be encouraged to support the school’s nutrition policy efforts. Healthy food choices (fresh fruits and vegetables, whole grains, dairy products) will be promoted in school activities involving staff, students and community.

The Superintendent shall ensure that food sales by school-related groups and the use of vending machines are in compliance with state and federal law. Food sold to students on school premises during school hours, through vending machines and by student sales will meet or exceed nutritional standards. The sale of all foods of minimal nutritional value (FMNV) is prohibited from 12:01 a.m. until the end of the standard school day.

**Parental Media Consent**
Parents will be asked to complete a media permission form upon their child’s admission to MSD, allowing pictures or videotape footage of their child for diverse publications or relevant webpage footage. This form will last for the duration of the student's enrollment. Thereafter, any changes to the permission form should be directed to the Campus Principal.

**Public Access to MSD Cafeteria**
The following is the policy for public access to the cafeteria services on the Frederick and Columbia Campuses:
The Dietary Services at MSD are for the students. Their meals are provided at no cost.

All meals consumed by anyone who is not a student (MSD employees, parents, volunteers, and visitors) must be paid for at the established rate and at the time of the meal.

- Staff, who reside on campus, may regularly eat at the cafeteria during off hours.
- Families may eat in the cafeteria on special days (e.g. Parents’ Day) or only during lunch time when visiting their son or daughter, but may do so only as long as it does not become a routine.

Eating in the cafeteria at other times may only be done with special advance permission of the child’s Assistant Principal, or Student Life Counselor, Supervisor.

**Rating for Movies/TV Programs**
The following rating policy is for all employees/students whether the movie is being shown for recreational purposes in the Student Life program or educational purposes during classroom time:

- Movies rated "G" or "PG" may be shown to all audiences without prior parental written permission. It is strongly suggested that parents are advised prior to the movie being shown.
• Movies which are rated "PG-13" must have prior parental written consent to be shown if the student is under the age of 13.

• All residence halls have TVs to provide both entertainment and education experiences for the students. The national TV industry publishes parental guidelines for viewing programs. School staff look to these guidelines in order to determine what is most suitable for the students in their care.

Any exceptions to the above policies must be presented to the Principal with written justification and under no circumstances will consent be made without parental involvement.

**Requests for Student Parties**

Parents may request from the Assistant Principal a party for their child for a special occasion, i.e. birthday, at least one week in advance. With permission of the Assistant Principal, a party may be arranged during school time only, if the teacher agrees. All food, party favors, etc., must be provided by the parent. Food must be store bought, unopened, and with a list of ingredients included. Items must meet nutrition guidelines (i.e., no cakes, cupcakes, soda or other foods of limited nutritional value) if served before lunch. Parents should notify the Assistant Principal and teacher of the date they wish to have the party so it does not conflict with other scheduled activities and so that the school is aware that parents will be visiting.

MSD will not arrange or host any parties on campus after school hours. Students may not be dismissed early for a party. MSD will not make any special transportation arrangements for student parties. Parties will be held in the student's class only. Although we recognize the importance of special occasions disruption of the school day must be kept to a minimum.

**School Pictures**

Individual student pictures are taken each fall for the yearbook and for you to buy. Please send your child to school dressed appropriately on the day pictures will be taken. Specific information will be sent home to you well in advance of picture day. Additionally, class pictures are taken later in the school year.

**School Visitors**

Parents and the general public are encouraged to visit the school to meet administrators, faculty, and staff, view the facilities, gain knowledge of the instructional programs, and share ideas. Those wishing to observe classes or to meet with staff members should arrange their visit in advance to ensure that the time is appropriate and does not interfere with planned activities and instructional time.

Parents seeking enrollment for their children may make an appointment for a visit any time during the school year.

All visitors to the Columbia Campus are required to register through the Steiner building's front offices, 410-480-4560, or the office of the Principal (Denton Building), 410-480-4505, upon arrival. Visitors are encouraged to come on Tuesdays and Thursdays during the school year.

**Students Visiting Homes of Staff Members or Volunteers**

MSD does not endorse and will not facilitate students visiting homes of MSD employees and volunteers.

**Tutoring**

Tutoring at MSD can occur in one of three different ways. The first is commonly referred to as "before or after school help" and is only related to current course content that a student may have some difficulty mastering. This can be initiated by the middle school/high school student, teacher or parent. This type of tutoring occurs only during the regular course of a school day as student and teacher are available, and may be provided only by the teacher of that specific course.

The second type of tutoring is paid or unpaid volunteer private tutoring which is arranged outside of MSD. This type of tutoring may only be done by persons not associated with the school.

The final type of tutoring is when the parent requests the school’s assistance in locating a private tutor who also is an employee of MSD. This tutoring occurs after school hours and is conducted outside of MSD.
All requests for after school or summer tutoring from the students, parents, or teachers will be sent directly to the Campus Principal.

Using Bicycles, Skateboards, Rollerblades, Roller skates, and Scooters

Skateboards, rollerblades, roller skates and scooters are permitted for use to and from campus, but are not allowed to be used on campus at any time for safety reasons. Bicycles, provided by the school, are permitted at school for structured recreational and/or gym related activities by the teachers/staff.

Use of Personal Electronic Devices

Electronic Devices including but not limited to MP3 Players, iPods, tablets, netbooks, electronic gaming systems, Walkmans, radios, headphones, stuffed animals, and “toys” are not allowed in class. If students bring them, such items may be confiscated and held in the Assistant Principal’s office until picked up by a parent. Personal Communication Devices (PCDs) are portable electronic devices that are capable of connecting to the internet, sending/receiving calls, texts and taking pictures/videos, for example a pager, cell phone, smart phone, laptop, etc. Students must hand over their devices to a teacher or staff at the beginning of the school day. The teacher or staff will store them in a secured place until the end of the school day. Borrowing between students is not permitted. Students are encouraged to label all devices and to record the device’s serial number. Students and their parents must sign the agreement with regards to the use of Personal Communication Devices prior to bringing PCDs to the school or dormitory. All emergency calls can be directed through the Central Office or Family Services Specialists.

Electronic devices with camera and recording functions may not be used to take or transfer any image at any time on school premises, even if the use of the device is otherwise permitted. Students are not permitted to broadcast any inappropriate images or videos in any manner in a public forum (i.e. website, social media site). Any electronic devices used inappropriately will be confiscated and the student subject to consequences.

Electronic devices may only be used with MSD’s Wi-Fi. Teachers and staff who handle students’ portable electronic devices that are brought from home are not liable for any damages that occur to the device while in the care of school personnel. MSD is not responsible for the loss, damage, or theft of any personal electronic devices including but not limited to PCDs, laptops, tablets, and netbooks.

Elementary and middle school students are not permitted to carry a PCD with them during school hours. High school students may carry them but are not permitted to send any text messages, make any phone calls, or access the internet during class time; however teachers may permit usage during class time for instructional purposes. An Assistant Principal can authorize the use of a PCD when deemed appropriate.

Dormitory students can use their PCDs from 6:30 p.m. to 9:00 p.m. at which time staff will collect the PCDs and charge them overnight. After 9:00 p.m. parents can contact the dorm by calling (866)977-7220.

Vehicle Safety Law for Children

Columbia Campus follows all Maryland State laws regarding vehicle safety.

Video Relay Service (VRS) and Videophones

Video Relay Service (VRS) enables our students who use sign language to communicate via videophone with a certified Video Interpreter through the Internet at no charge. The Video Interpreter then voices/relays the signed conversation over the phone – in real time – to the hearing callers (standard telephone users). By using sign language over the full motion video, this allows the sign language user their natural language to convey facial expression and cues to ensure that nothing gets lost in the translation. The videophone also provides Point-to-Point function which allows our students to see and be seen by other videophone users and communicate with each other directly without a Video Interpreter.

Our students have the opportunity to use the videophone in the dorms. There are a few guidelines the student must follow to use the videophone.

1. The remote must be kept with staff at all times in a secured place.

2. All calls must be approved by staff and conversation between the students and other people, except of immediate family members, will be occasionally supervised for safety purposes.

3. Students are not permitted to go into the “settings” are of the videophone. No settings can be changed.
4. Use of videophone is restricted to a fifteen minute limit unless otherwise approved by staff.

5. Students may make or receive calls from people on a list identified and approved by their parents.

6. The videophone cannot be used after 9:00 p.m. unless it is an emergency or permitted by staff.

7. No profanity or inappropriate behavior will be tolerated when using the videophone.

Staff or a supervisor has the right to terminate the videophone conversation when the conversation or behavior exhibited is not appropriate (e.g. – profanity, threatening, sexual display, etc). Parents will be contacted by the appropriate supervisor within 24 hours. Students will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement. For special needs students, consequences for unacceptable behaviors may vary based on individual needs and the judgment of the administrator.

Volunteers
MSD welcomes volunteers in our school buildings. Adults who wish to volunteer in our school must contact the Columbia Campus Volunteer Coordinator at 410.480.4560 and must follow campus procedures before volunteering on campus.

What We Do During Bad Weather and Emergencies
Inclement weather or other safety conditions may require us to close or have a delayed opening. This decision involves careful evaluation of a variety of factors in a compressed time period. Decisions are made as early as possible for morning closings and delays.

1. **How will I know if Maryland School for the Deaf, Columbia Campus is opening late?**
   If Howard County Public Schools open 2 hours late, MSD-CC will open 2 hours late. MSD-Columbia Campus may **not** follow MSD-FC. MSD-FC follows Frederick County Public Schools if they open 2 hours late.

2. **How will I know if Maryland School for the Deaf, Columbia Campus is closed?**
   Although we tend to follow the county and/or MSD-FC lead, there are circumstances when we make an independent decision, please verify our decision on the **www.schoolsout.com** website or the message board (410-480-4600) for the accurate information.

3. **If inclement weather is predicted (really bad storm) for the next morning, what will happen?**
   If word is out about an impending snow/ice storm, MSD-CC will send home all day students, and the residential students who have daily transportation available to them. Should the next day’s weather prove not to be a problem, buses will run and students will be brought back to school. This procedure must be followed for safety reasons. If the impending snow/ice storm is predicted for a Friday, it is possible that all students, including all the residential students will be sent home on Thursday.

4. **Will the bus pick up my child in bad weather and take them to MSD?**

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<th>If Other County Schools Are On Time</th>
<th>If MSD Is Delayed</th>
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<td>Have Normal Schedule</td>
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If MSD is open, and you want to bring your child to school, you may, providing you pick up your child before 3:00 p.m., when our school closes for the day.

5. **IF MSD closes early, can my child still stay for after-school programs?**
   No. If MSD-CC closes, all after-school programs will be cancelled.
6. **How and/or where do we find what the status of MSD opening/closing late is?**
   - MSD does use [www.schoolsout.com](http://www.schoolsout.com)
   - Scroll down to Private Schools, click on Maryland, click on Help and follow directions on how to subscribe.

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**~STUDENT SUPPORT~**

**Department of Student Support Services Mental Health Team**

Psychological, counseling, and behavioral services are provided for students through the Mental Health Team. Team members are available to meet with students and with families to address concerns and problems for the student that affect their learning or functioning in school. Mental Health Team members help students and their families with a range of needs pertaining to the student's education. Included are issues such as emotional disability, behavior problems, learning difficulties, family crises, social skills, and educational planning.

The Mental Health Team is coordinated by the Mental Health Coordinator and includes Family Services Specialists, a Mental Health Counselor and Behavior Specialists. The team members’ offices are located in the Denton and Steiner Buildings. A consulting Psychiatrist, a consulting Clinical Psychologist and a consulting Behavioral Psychologist are adjunct members of the team.

Mental Health Team staff members strive ethically to advocate for students and their families. Information regarding students and their families is held in the strictest of confidence.

Family Services Specialists provide on-going parent contact by phone, videophone, and email with all families of Maryland School for the Deaf-Columbia Campus students. The Family Services Specialists, Mental Health Counselors and Behavior Specialists work with each family to coordinate services within the child's Individualized Education Program (IEP). They also interact with community services, assisting families to obtain outside medical and mental health assistance, consulting with juvenile justice and social service agencies pertaining to Deafness, and advocating for the development of appropriate psychological and social services for Deaf and Hard of Hearing children in the community at large.

**Library/Media Service (including Computer Lab)**

The School Library is located in the Denton Building. There is also a Resource Room located in the Steiner “A” Building. In each of these locations there is a fully-equipped teacher's workroom. Supplies, materials and equipment such as transparency makers, laminators, ditto machine, etc. are readily available. The hours are from 8:00 a.m. to 4:00 p.m. for the teachers, staff, and students to use the library or resource room. After school hours, the students and SLCs may use the Library.

Library/Media Services provides teachers with services, both individual and in groups, in the use of materials equipment, and instructional production techniques. The Library/Media Program helps to plan, organize, coordinate and design media projects and related work for the educational needs of the students. It also offers teachers assistance in using information resources, acquiring and assessing instructional materials, and incorporating information skills into the classroom curriculum.

Other services include the preparation of in-service workshops, conferences and meetings for school staff. The school librarian provides computer instruction to all classes.

There is a computer area in the Library in the Denton Building and a Computer Lab in the Steiner Building. There are sign-up reservation boards for individuals and for groups.

All requests for classroom use of equipment such as overhead projectors, filmstrips projectors, 16 mm projectors, Polaroid cameras/35 mm cameras, etc. must be made on a sign-out card or form. Requests for other equipment such as TV/VCRs, slide projectors, video cameras, etc. must be on a Request for Support Services form at least 3 days in advance.

The library maintains the archives located in the Resource Room, which may be reviewed on request.
American Sign Language (ASL) for Students

American Sign Language (ASL) is acknowledged as the natural language of the Deaf community. An ASL specialist is available to provide support to the students. Depending on the child’s ASL skill level, services are provided in small group or during one-on-one sessions. These services are available to all students at MSD, regardless of their IEP.

American Sign Language (ASL) Services

Sign language instruction is available to all staff on a weekly basis. Each campus also provides American Sign Language (ASL) instruction to families and/or caretakers in the evenings. These classes are available to all family members and/or caretakers of students enrolled at MSD. The only charge for these classes is for materials.

~RELATED SERVICES~

Audiology

- **Comprehensive Diagnostic assessments**: As required by IDEA 2004 or more frequent as requested by parents. These assessments include measurement of auditory status, audiograms for admissions/transfer/exit, and to report and communicate findings with all IEP team members.

- **Hearing Aid and Cochlear Implant Services**: Recommend, program, fit/adjust, troubleshoot, secure repairs, verify performance, facilitate communication between MSD and outside Hearing & Speech services. Cochlear implant programming services, which include adjustments, troubleshooting, repair follow-up, verification of performance and facilitation of communication between the student's implant hospital center and family. Programming services are not offered during the first year post implantation.

- **Home visit**: Family education and support as well as private pre-school in-service workshops for children receiving support from our Family Education and Early Childhood Department.

- **Assistive Technology**: Recommend, monitor, adjust and secure repairs for classroom listening enhancement systems and assist families in evaluating and selecting additional assistive technology for personal purchase.

- **In-service Training**: To MSD staff and community members regarding audiology, hearing aids, cochlear implants and assistive technology.

Spoken English

Spoken English sessions are available for enrolled students, as specified in the Individual Education Plan (IEP). A Speech-Language Pathologist, Audiologist and/or Deaf Educator assesses students communication skills. This information assists the team in developing a communication plan to enhance their student's receptive and expressive English language skills. Direct therapy is provided either on a pullout basis and/or an inclusion setting, based on the individual needs of each student. All MSD staff are licensed and/or certified in their area of specialty.

**These sessions can include, but are not limited to the following:**

- Auditory Training—detection, discrimination; identification; and, comprehension
- Articulation/Pronunciation Training
- Phonological Awareness
- Speechreading Skill Training, including oral/motor skills
- Pragmatic Language Training (e.g. establishing eye contact, turn taking, maintaining a topic of conversation)
- Communication Strategies to prevent or repair communication breakdowns
- Augmentative Communication Training
- Language expansion—both receptive/expressive language building
- Fostering a link between Spoken English and literacy
Physical and Occupational Therapy
MSD uses the related services guidelines from MSDE and the Maryland State Steering Committee for OT/PT School-Based Programs. Physical and occupational therapy services are provided by licensed therapists to children at MSD who have been identified with a disability that adversely impacts or compromises their ability to access, participate, and/or make progress in their educational environment. The OT and PT are members of the IEP team who establish the child’s present levels of academic achievement and functional performance, and develop an IEP. Services are discontinued when the therapist, in collaboration with the IEP team, determine the child no longer requires the unique expertise of an occupational and/or physical therapist to achieve educational outcomes.

~SCHOOL HEALTH CENTER~

Nursing services include comprehensive assessment, treatment, medication, and emergency responses for all students. The Nurses are available on a 24-hour basis, beginning Sunday evening and ending on Friday afternoon during the school year. Nurses are also available on both campuses for ESY. On the Frederick Campus, the nurses are available during select weekend sporting events on campus.

Services

- Students are assessed, treated, and receive medication at the SHC
- Nurses refer to parents, staff and hospitals where appropriate
- Communication with parents and staff
- Nurses administer medications to students as prescribed by the student’s physician.
- Nurses serve as consultants to all staff regarding medical concerns

On the Frederick Campus, weekend coverage is provided only during tournaments or major school events such as Homecoming. When students stay on campus and the Health Center is closed, sick or injured students can be seen by coaches and Student Life Counselors who are trained in first aid; 911 will be called in cases of emergency. In case of illness, parents will be contacted.

A copy of the MSD Medical Policy, which describes the school’s medical services and procedures, is available to parents/guardians through the Student Health Center.

Pertinent medical information on students will be distributed to staff and bus drivers who have contact with those students to assure that the proper care is given.

Protocol

Parents will be notified if it is deemed that the child cannot remain in school for the remainder of the day. Parents will be notified in the following ways:

A. Parents will be notified by telephone, TTY, Videophone, email or PCD:

1. When the student has an injury requiring a physician’s immediate attention or transportation to a hospital emergency room or similar treatment center.

2. A concussion can be caused by a head injury. It is very important that parents are aware of the signs and symptoms of a concussion. Information will be sent home with medical packets in the beginning of the summer.

3. When a student has an acute contagious illness, [i.e. conjunctivitis (pink eye), ringworm, or head lice], the student will need to be seen by his/her doctor and treated accordingly. The Student Health Center will need a note from the doctor with the diagnosis, and treatment of the illness.

   - MSD has a no nit policy for head lice, which means a child must remain at home until he/she is free of both lice and nits.

4. When the student is admitted to the SHC.

5. To inform the parents of an illness or injury requiring referral to the student’s own physician.
6. When parent pick-up is required (i.e., temperature of 99 or more), the student needs to stay out of school for 24 hours with a normal temperature without fever reducing medications. If your child is sent home for an illness other than an elevated temperature, such as diarrhea, constant runny nose, sluggish behavior, or another problem, he/she must stay home for at least 24 hours to assure that he/she is healthy enough to return to school. This will help to prevent the spread of illnesses in the school. Parents/Guardians need to make arrangements for transportation if their child needs to go home due to an illness or injury.

7. When reporting on-going medical conditions or problems.

8. When the nurse believes that the parents should be made aware of any medical situation involving their child.

9. When there is a disciplinary problem in the SHC which involves their child.

10. Upon specific request of any parent who wishes to be notified if their child is seen in the SHC for any reason. (Please make this request in writing to the SHC at the beginning of the school year or as the need arises, so that the appropriate documentation may be entered into the child's chart, to fully meet this need.)

B. Parents will be notified in writing or via email:

1. To request medication and or refills.

2. To inform of chronic minor problems such as chronic colds, persistent cough, and malaise.

3. When a student has been seen by the school physician, but does not present an acute problem.

4. To forward billing for prescriptions obtained from local pharmacies, which are not covered by the student's prescription plan.

5. To inform parents of treatment given to students for certain minor injuries or illnesses.

6. To report results of screening tests conducted by the SHC.

7. As follow-up to a telephone/VP/email, if necessary.

8. If a parent is unable to be reached by telephone/VP/email.

9. Miscellaneous circumstances for which the nurse feels the parents should be made aware.

Medications

All medications taken by a student while at school must be administered by the school nurses. When students are off campus, staff may administer medications to students. This includes both prescribed and over-the-counter medications. Students may only self-administer medications if they have provided the SHC with a state required medication authorization form signed by both a physician and parent giving the student permission to self-carry and self-administer that medication. This includes over-the-counter medications and ointments. Any unlabeled medications or medications without proper instructions for administration will not be given, and the parent/guardian will be notified. Each medication sent from home (both prescribed and over-the-counter) must be accompanied by a state required medication authorization form signed by both the parent and physician. Without this form, the school nurse will not be able to administer that medication to the student. Parents/guardians must keep weekend and holiday supply of medicine at home. MSD does not routinely send home medicine each weekend. It is strongly recommended that students receive the first dose of any new medicine at home prior to returning to school.

Protocol for Handling Emergency Mental Health Problems

Each employee must first make certain that the environment around such a student is as safe as possible, making every attempt to assist in the intervention and to prevent or stop any self-injurious behavior. Any student exhibiting such behavior will not be left unsupervised by an adult unless so directed by the administration or physician. Parents will be contacted by medical staff personnel or an administrator.
Energy Drinks, Nutrition/Sport Supplements and Caffeine Stimulants

To ensure the safety of all students, MSD has developed the following school policy based upon our knowledge of energy supplements at this time: MSD students’ medical unsupervised use of “energy drinks, nutritional/sport supplements, and caffeine stimulants” on campus or during off campus field/athletic trips is prohibited. Energy drinks, nutritional/health supplements, caffeine stimulants, and vitamins can only be administered by the Student Health Center under a physician’s orders.

Physical Examination Requirements

MSD requires an annual physical exam for all students. A physical exam completed within the previous 12 months must be on file in the Student Health Center in order for the students to stay in the dorm. When a physical exam expires, an updated physical exam is required within 20 days. Students with no physical exam on file will not be permitted to stay in the dorm or participate in after school sports related activities. If a student has had recent surgery or injury, we will need current, updated activity orders from the doctor. Also, if a student has been hospitalized with an illness, we will need information from the doctor concerning this. The physical exam form is available on the MSD website [www.msd.edu](http://www.msd.edu).

Immunizations

In accordance with COMAR 10.06.04.03 MSD adheres to Maryland state requirements for immunization. Updated immunization forms must be on file in the SHC. Students without proof of proper immunization will be EXCLUDED from school 20 calendar days after the child begins school until the following is received from the child’s healthcare provider:

- Documentation that the child received the required immunization, or
- Documentation of age-appropriate immunity, or
- Documentation of a medical contraindication

If a parent or guardian objects to the student’s immunization because the immunization conflicts with the parent’s or guardian’s bona fide religious beliefs and practices, the parent or guardian must submit a religious exemption form provided by the Department of Health and Mental Hygiene in order for the student to be admitted to school.

Registration – Health Forms

Health forms are mailed to parents during the summer. This includes a Physical Exam Form, Emergency Medical Information Form, and Consent to Treat Form. All pre-school-1st grade students will receive a Blood Lead Testing Certificate form. These forms along with a copy of the Insurance Card are due prior to the first day of school. New students are required to submit an Immunization Form, Physical Records, Blood Lead Testing Certificate, Consent to Treat, Emergency Medical and Insurance Forms. State regulations for immunizations change every year. Contact your physician for requirements. Failure to provide these records may cause delayed enrollment or exclusion from school. Students attending summer camps should submit all above forms at least 1 week prior to the beginning of camp.

Screening Programs

Vision screenings for students of certain ages is performed annually on both campuses. On the Columbia Campus scoliosis screening is performed on students when they reach between the ages of 11 and 13 years. Parents and guardians are contacted in writing regarding the results of these screenings. It is the responsibility of the parent/guardian(s) to provide follow-up care for those students who fail these screenings.
~STUDENT LIFE~

Student Life Department
The Columbia Campus has a small dormitory program with limited bed space. It is designed primarily to serve students who cannot commute daily to school.

The Student Life Program at the Columbia Campus provides a variety of activities, field trips, and learning experiences for residential students. The activities may include movies, shopping, sports events, teen center, intramurals, roller skating, etc.

Sunday evening accommodations are not available for local students who reside in the dormitory and are transported by the Local School System to school on Monday morning and home again on Friday afternoon.

Parents are encouraged to send a small weekly allowance with their child for dormitory activities and/or will be contacted ahead of time for any activity costing money.

Student Needs
Suggested list of clothing needs is as follows (be sure to label all clothing items with student's last name). The list reflects a full week. For part time students, less clothing will be necessary.

<table>
<thead>
<tr>
<th>Items</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 changes of clothing</td>
<td></td>
</tr>
<tr>
<td>1 sweater</td>
<td></td>
</tr>
<tr>
<td>1 pair of school shoes</td>
<td></td>
</tr>
<tr>
<td>1 belt</td>
<td></td>
</tr>
<tr>
<td>1 swimsuit</td>
<td></td>
</tr>
<tr>
<td>1 pair of bedroom slippers</td>
<td></td>
</tr>
<tr>
<td>1 pair of flip flops</td>
<td></td>
</tr>
<tr>
<td>Outer clothing consistent with the season including appropriate footwear.</td>
<td></td>
</tr>
<tr>
<td>5 pairs underpants (minimum)</td>
<td></td>
</tr>
<tr>
<td>5 undershirts</td>
<td></td>
</tr>
<tr>
<td>5 pairs of socks</td>
<td></td>
</tr>
<tr>
<td>2 pairs of pajamas</td>
<td></td>
</tr>
<tr>
<td>1 bathrobe</td>
<td></td>
</tr>
<tr>
<td>1 pair of sandals (in summer)</td>
<td></td>
</tr>
</tbody>
</table>

Personal hygiene items, such as toothpaste, toothbrush, hairbrush, comb, tissue, deodorant, feminine hygiene supplies, and shampoo should be sent with your child in his/her suitcase.

The school provides towels, washcloths, sheets, blankets, pillows and pillow cases. Be sure to enclose a large plastic bag in your child's suitcase, which will be used for dirty laundry. Specific information on your child is sent home weekly in the Communication Book.

If you have any questions about your child's program, please contact your child's SLC, Dorm Supervisor, Director of Student Life & Support Services or your Family Services Specialist.

After-School Program (ASP)
The Columbia Campus offers an After School Program (ASP) of structured after-school activities for its residential students and those day students who can attend. Activities are sponsored under the direction of the After School Activities Coordinator with assistance from the SLCs and ASP staff. The ASP program occurs 4 days a week (Monday – Thursday) from 3:00 p.m. – 4:30 p.m. Normally there will be up to 5 different activities sponsored. A snack will be provided for students staying past 4:30 p.m., depending on the time your child is picked up. All students who stay for ASP must be picked up by parents by 5:00 p.m. Monday through Thursday. If you pick up your child late three times, unexcused, the student will be removed from ASP for the remainder of the session. There are no activities on Friday.

Activities may include dance, cooking, ball activities, jogging, swimming, arts/crafts, drama, exercise, etc. The goal is to provide instruction, training and recreation. All students, ages kindergarten through middle school, are welcome, but some activities will be limited to specific age groups. Parents should contact the After School Activities Coordinator for more information.

Middle School students may participate in selected athletic programs at the Frederick Campus – e.g. football and track. The Columbia Campus has girls and boys basketball teams which participate in competitions with other schools and in tournaments.
Daily After-School Activity Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00 - 3:10 p.m.</td>
<td>Return to Residence Hall</td>
</tr>
<tr>
<td>3:10 - 4:30 p.m.</td>
<td>After school program/activity</td>
</tr>
<tr>
<td>4:30 - 4:45 p.m.</td>
<td>Clean-up for dinner</td>
</tr>
<tr>
<td>4:45 - 5:30 p.m.</td>
<td>Dinner</td>
</tr>
<tr>
<td>5:30 - 6:30 p.m.</td>
<td>Homework</td>
</tr>
<tr>
<td>6:30 - 7:30 p.m.</td>
<td>Earned reinforcement activity</td>
</tr>
<tr>
<td>7:30 - 8:00 p.m.</td>
<td>Snack</td>
</tr>
<tr>
<td>8:00 - 9:00 p.m.</td>
<td>Shower/Bedtime</td>
</tr>
</tbody>
</table>

Breakfast and Dinner Hours

Breakfast 7:30 - 8:10 a.m.
Dinner 4:45 - 5:30 p.m.

Parents should bring their child to the residence hall before 8:00 p.m. (especially on Sundays).

Student Expectations

Each student is expected to keep his/her room neat and clean and to assist in keeping the entire Residence Hall neat and clean. Students are expected to share in Residence Hall duties and to take care of their Residence Halls as they would their homes. Willful destruction to the Residence Hall and its contents will be dealt with severely. STUDENTS AND/OR PARENTS MUST PAY FOR THE COST OF DAMAGE TO PROPERTY. When a student is found responsible for the destruction or damage of an item or property, a bill will be sent to the student and his/her parent. The student/parents should contact the Assistant Principal or SLCs to discuss payment plans.

- Students are expected to respect the property and rights of others.
- Students are expected to know and obey the rules of the Residence Halls.

Visiting the Residence Halls after School Hours

Only family members (or a designee) are allowed to visit residence halls during after school hours. Please notify the residential staff and the family service specialist a day in advance of your plan to visit. Family members are requested to sign-in with the Dorm Supervisor or the Director of Student Life & Support Services. If students go off campus with their family, they are requested to return by 8:00 p.m. If parents wish to visit his/her child in the dorm, they should plan to do so in the dorm lobby or Orioles Teen Center. Parents are allowed to visit their children in their personal rooms in the Residence Halls during posted visiting hours but only if accompanied by a Student Life staff member.

The community and the alumni are welcome on campus. They are however asked to visit only during school-sponsored events. Visitors will be restricted to certain areas and buildings where the event is being held.

~TRANSPORTATION~

Pupil Transportation

MSD does NOT provide transportation. MSD employees are prohibited from transporting students in their personal vehicles from school or to school functions. Transportation is the responsibility of the Local Educational Agencies (LEA). MSD works with the LEA to arrange daily and weekly transportation for MSD students.

The Director of Student Life & Support Services office coordinates transportation matters for the school with the LEA Transportation offices. Parents should contact the Director of Student Life & Support Services office or the Family Services Specialist with any changes of address or changes in pick-up or drop-off. Any other concerns (i.e., pick-up or drop-off times, bus problems) should be directed to the appropriate LEA Transportation office. A list of LEA Transportation representatives and phone numbers is available through the Director of Student Life & Support Services office and is provided to families during student registration. Each summer, pertinent data - including student’s name, address, pick-up and drop-off location (if different than the home address), parent/guardian names and phone numbers, and emergency contacts is provided to the LEA by MSD. When this information is sent and the request has been made for a student’s bus transportation to and from MSD, the LEA Transportation office will contact parents by telephone or letter prior to registration day to identify the bus and bus stop.
During the school year, the LEA Transportation offices have requested that address changes be submitted to them 5 to 10 days (depending on the county) before the new services are to begin: including pick-up and drop-off address changes. Failure to comply with this request could result in a delay in transportation. Parents would be responsible for providing transportation until the change is implemented by the LEA. If transportation changes occur during the summer, those changes should be reported to the MSD Director of Student Life & Support Services office as soon as possible to avoid any confusion or interruption in transportation services. Changes reported after August 1st could result in a delay in transportation.

The Maryland State Department of Education, Safety Education and Transportation section, administers the bus system through Safety Education and Transportation offices in the local counties. Every county has such an office. Information about each LEA’s Transportation office is available through the Director of Student Life & Support Services office. The contact point for parents of the Maryland School for the Deaf, Columbia Campus, in receiving information or assistance is the Family Service Specialist or the Director of Student Life & Support Services office.

Again, MSD will make all transportation arrangements for parents. Please remember that any request for change should be directed to the Director of Student Life & Support Services office or the Family Services Specialist. Parents providing daily transportation for their children may be reimbursed for expenses by the LEA. Application for reimbursement must be made directly to the child’s LEA.

Bus personnel have enormous responsibilities in transporting children great distances every day. The cooperation and support of everyone involved in the system is essential to its safe, efficient operation. An acceptable level of pupil behavior must be maintained for buses to operate safely. Parents, school, and transportation personnel must be mutually involved and supportive. Parents should remain at the bus stop until the bus departs for school. Also parents should walk to the bus (and not wait in cars) to receive the child from the bus. Parents are encouraged to become acquainted with bus personnel and to talk with them regularly about the child’s bus life. To avoid confusion, parents should familiarize the child with the local stop before coming to school. Identify all luggage and personal belongings with name, address, telephone, etc. Keep the amount of luggage and personal gear to a minimum.

The parent or a responsible adult MUST be home to meet the child after school at all times. When a student leaves campus on the bus, he/she becomes the responsibility of the LEA’s Transportation Department. If a parent is not at home, another attempt to drop off the student at his/her home may occur. If a parent or responsible adult is still not at home, then the child may be left at the police station and social services may be contacted by the LEA.

The School Calendar

Keep the school calendar in a convenient, readily available place for easy reference throughout the school year. Sometimes during the school year students return to school on Mondays or Tuesdays. Several times during the school year, school buses run on a half-day schedule. Make sure you are aware of these dates and make arrangements accordingly. The school calendar can be found at the beginning of this handbook.

Students Visiting Homes of Other Students

Students’ visiting the homes of other students is a family responsibility. The school will not make any arrangements for such visits. There are no exceptions.

While the school does not participate in planning such visiting the school must be notified by parents of both students, in advance, in writing. After arrangements have been made for these visits, it will then be the responsibility of one of the parents to pick up the students at the school. Students are not permitted to switch buses in order to visit the homes of other students. In an extreme emergency, the Assistant Principal and/or Principal may give permission for the student to ride on a different bus.

For example: If John plans to spend the weekend with Jim, the school must have written permission from John’s parents and Jim’s parents. When such permission is received, John and Jim will be permitted to ride home with either John’s parents or Jim’s parents. The school, however, is not permitted to allow John to ride Jim’s bus. Home visits must be arranged and handled by parents. Parents must inform the bus driver or bus company that their child will not ride the bus on that day.
**Snacks on the Bus**

Policies vary from county to county about permitting food and drinks on the bus. However, if students do not keep the bus clean by using the trash receptacles on board, the privilege of having snacks on the bus might be withdrawn. If drinks are allowed, it is always wise that they not be in glass containers. The best way to learn about the county policy is to ask the bus driver.

**Bus Transportation and Discipline**

Unfortunately, disciplinary measures must be taken from time to time. Because of the communication needs of Deaf students and the extent of the bus system (state-wide as opposed to a local community) this must be a cooperative effort among parents, students, and county and MSD personnel. Initial and minor infractions by elementary students are managed by the Elementary Assistant Principal, Behavior Specialist, and Transportation Aide. Middle school students are managed by the Middle School Assistant Principal, Behavior Specialist, and Transportation Aide once informed by the drivers. The Elementary Assistant Principal, the Middle School Assistant Principal, or the Family Services Specialist will contact parents regarding these infractions requesting follow-up discussions at home. If the problem continues or is severe in nature, county supervisors may inform the parents that the unacceptable behavior must cease or transportation might be withheld. Final decision to refuse to transport a student on the bus system is made by the county, not MSD. Additionally, if a parent chronically misses picking up a student on “to-home” days the providing county may elect to withhold transportation services for a period of time.

**~PHILOSOPHY OF STUDENT SUPPORT & DISCIPLINE~**

**Student Behavior Management**

The Columbia Campus uses strategies based on applied behavior analysis to provide a continuum of positive behavior intervention strategies and supports (including but not limited to group positive reinforcement programs, individual reinforcement programs, and individual programs that include positive reinforcement and restrictive techniques) to modify student behavior. All classrooms in the Transitional Department and the Middle School utilize classroom/group positive reinforcement behavior programs, with some students on individualized behavior programs as needed. In the Elementary Department, formal programs are developed for some classes and some individuals as needed.

To assist in the development and management of behavioral plans, a trained Behavior Specialist (a member of the Columbia Campus’ Mental Health Team) is on staff. The Behavior Specialist is supported by a Licensed Consulting Behavioral Psychologist. The Licensed Psychologist and the Behavior Specialist provide insight and feedback to staff on how best to work with specific problems. The Behavior Specialist and Licensed Psychologist consult with staff on a weekly basis. The Behavior Specialist, and occasionally the Licensed Psychologist, is available to meet with parents to assist with issues related to their child’s behavior. Parents may request a meeting with the Behavior Specialist through their Family Services Specialist.

When a student who is not on an existing approved individual behavior plan engages in behavior that is dangerous or injurious to self or others, the Crisis Intervention Team (CIT) will be called. The crisis team member(s) will ensure student safety and will manage the behavior until a behavior plan is developed to address the behavior. Should an injury occur to a student, the student will be sent to the Student Health Center for the appropriate care.

All behavior change procedures are based on the science of applied behavior analysis and begin with a functional assessment. When assessing a student’s behavior because of a specific concern, a functional assessment interview is conducted and target behaviors along with antecedents and consequences are identified. Subsequently, a descriptive analysis is done: Data is collected and analyzed to confirm the assessment. The information collected is then used to develop a behavior plan and to monitor the behavioral intervention. Behavior changes are quantified and compared to baselines. Plans are changed as necessary. The emphasis is always on quantifications and the identification and development of functional alternatives to maladaptive behavior. The school’s code of conduct serves as a standard to help determine if interventions are necessary.

All behavior plans are designed to prevent the occurrence of maladaptive behaviors (the proactive portion of the plan) and provide contingent, positive reinforcement for functional alternative behaviors. Programs, in addition to proactive reinforcement contingencies, describe the technique that staff will use in response to maladaptive behavior (the reactive portion of the plan). On occasions, a plan may involve the use of restrictive techniques as reactive management procedures. For all students, including special needs students, behavior consistent with the
code of conduct is the expectation. The behavioral approach allows for a range of services and a variety of intervention strategies to occur based on the individual needs of students. The system minimizes disruptive behavior and expands and maintains the student’s adaptive behavioral repertoire so the student is able to productively participate in the school program.

For a copy of MSD’s Seclusion and Restraint Policy please contact MSD’s Compliance Officer, Stacey Farone using the contact information below or visit the school’s web-site at www.msd.edu.

Email: stacey.farone@msd.edu
Videophone: 240-575-2983
Phone: 301-360-2032

**Bullying Prevention Program**

MSD has a zero-tolerance policy regarding bullying on campus. MSD is committed to providing all students with a safe and supportive school environment. Members of the school community are expected to treat each other with mutual respect and to accept the rich diversity that makes up the community.

MSD will support individuals, in good faith, that file a complaint of bullying or harassment. MSD will promptly notify the parents of any student making a complaint of bullying or harassment and of any student accused of bullying or harassment. MSD will act to promptly investigate all complaints, verbal or written, of bullying or harassment and promptly take appropriate action to protect individuals from further bullying or harassment. If it is determined that unlawful bullying or harassment occurred, prompt and appropriate action will result.

Parents and students have the right to report bullying incidents to the Principal’s Office. The following form (“The Blue Form”), which may be found in the Principal’s Office, should be completed and returned to the Principal’s Office. Once the office receives the forms, the campus Principal will investigate.
This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

**HARASSMENT OR INTIMIDATION (BULLYING) REPORTING FORM (“The Blue Form”)**

Directions: Harassment and intimidation (bullying) are serious and will not be tolerated. This is a form to report alleged harassment and intimidation (bullying) that occurred on school property; at a school-sponsored activity or event off school property; on a school bus; or on the way to and/or from school*, in the current school year. If you are a student victim, the parent/guardian of a student victim, or a close adult relative of a student victim, and wish to report an incident of alleged harassment or intimidation (bullying), complete this form and return it to the Principal at the student victim’s school. Contact the school for additional information or assistance at any time.

Harassment and intimidation (bullying) means conduct, including verbal conduct, that creates a hostile educational environment by substantially interfering with a student’s educational benefits, opportunities, or performance, or with a student’s physical or psychological well-being, and is motivated by an actual or a perceived personal characteristic such as race, national origin, marital status, sex, sexual orientation, gender identity, religion or disability, or is threatening or seriously intimidating.

1. Name of student victim: ___________________________________________ Age: __________ (Please print)

2. Name(s) of alleged offender(s) (If known): (Please print) Age School Is he/she a student?

<table>
<thead>
<tr>
<th>Name(s) of alleged offender(s)</th>
<th>Age</th>
<th>School (if known)</th>
<th>Is he/she a student?</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________________</td>
<td></td>
<td>__________________</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>____________________________</td>
<td></td>
<td>__________________</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>____________________________</td>
<td></td>
<td>__________________</td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

3. On what date(s) did the incident happen? Month / Day / Year

4. Where did the incident happen? (choose all that apply)?
   - □ On school property  □ At a school-sponsored activity or event off school property
   - □ On a school bus  □ On the way to/from school*

5. Place an X next to the statement(s) that best describes what happened (choose all that apply):
   - □ Hitting, kicking, shoving, spitting, hair pulling, or throwing something
   - □ Getting another person to hit or harm the student
   - □ Teasing, name-calling, making critical remarks, or threatening, in person or by other means
   - □ Demeaning and making the victim of jokes
   - □ Making rude and/or threatening gestures
   - □ Excluding or rejecting the student
   - □ Intimidating (bullying), extorting, or exploiting
   - □ Spreading harmful rumors or gossip
   - □ Other (specify) ___________________________________________________________

*Will be collected unless specifically excluded by local board policy

Maryland State Department of Education in accordance with the Safe Schools Reporting Act of 2005

Parent and Student Handbook, 2013-2014 Columbia
This form is to be confidentially maintained in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

What did the alleged offender(s) say or do? ______________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

(Attach a separate sheet if necessary)

Why did the harassment or intimidation (bullying) occur? ______________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

(Attach a separate sheet if necessary)

8. Did a physical injury result from this incident? Place an X next to one of the following:

☐ No ☐ Yes, but it did not require medical attention ☐ Yes, and it required medical attention

9. If there was a physical injury, do you think there will be permanent effects? ☐ Yes ☐ No

10. Was the student victim absent from school as a result of the incident? ☐ Yes ☐ No

If yes, how many days was the student victim absent from school as a result of the incident? __________

11. Did a psychological injury result from this incident? Place an X next to one of the following:

☐ No ☐ Yes, but psychological services have not been sought ☐ Yes, and psychological services have been sought

12. Is there any additional information you would like to provide? ______________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

(Attach a separate sheet if necessary)

Signature: ____________________________ Date: ____________________________

Maryland State Department of Education in accordance with the Safe Schools Reporting Act of 2005

Parent and Student Handbook, 2013-2014 Columbia
Drug-Free School Zone
The Maryland School of the Deaf is a drug, alcohol and tobacco free environment for all staff and students. This includes all buildings as well as state owned vehicles and on premises where school sponsored events take place. As a drug free school, manufacture, distribution or the sale of drugs or the possession of drugs with the intent to distribute is illegal within 1,000 feet of school property or in school vehicles under the Maryland Youth Protection Act.

Use of Drugs, Alcohol and Tobacco by School Students
There are additional consequences for student leaders and athletes who possess or use controlled dangerous substances, alcohol or tobacco. Please see the Student Code of Conduct. If an incident occurs off-campus, not under school supervision, a police report is required for disciplinary action.

Zero Tolerance Policy for Violence or Threats of Violence
MSD will not tolerate any violent acts or threats of violence. Disciplinary action will be imposed for any violent acts. In addition, all threats of violence will be taken seriously. Disciplinary action will be imposed for any threat of violence or other expressions which substantially disrupt or materially interfere with school activities or the educational process. Based upon this policy, MSD highly recommends that students refrain from joking about acts of violence. Students are reminded that any violent act or any threat of violence will always be considered serious and subject to appropriate disciplinary action up to and including expulsion.

Any student who has been a victim of any violent act or of any threat of violence or any student who knows of any such act or threat should report the incident immediately to one of the following MSD personnel: a Student Life Counselor; Student Life Counselor, Supervisor; a Teacher; a Therapist; the Director of Student Life & Support Services; an Assistant Principal; the Director of Student Affairs, the Principal or the Superintendent. Any MSD personnel to whom such acts or threats have been reported must promptly notify the Principal for investigation and the Principal will notify appropriate law enforcement personnel, when appropriate.

Weapons and Look-Alike Weapons
Firearms and weapons are strictly prohibited on school property for all students, employees, volunteers, substitutes, interns and visitors. Possession of "look-alike" weapons on school property is considered and will be dealt with in the same manner as possession of actual weapons. Weapons include, but are not limited to, guns and knives of any kind, razors, metal knuckles, nunchaku and explosive devices. Penalties for the possession of weapons or "look-alikes" are outlined in the Student Code of Conduct.

Any student who suspects that another student is in possession of a firearm, weapon, or "look-alike" weapon on school property should report such information immediately to one of the following MSD personnel: a Student Life Counselor; Student Life Counselor, Supervisor; a Teacher; a Therapist; the Director of Student Life & Support Services; an Assistant Principal; the Director of Student Affairs, the Principal or the Superintendent. Any MSD personnel to whom such information has been reported must promptly notify the Principal for investigation and the Principal will notify appropriate law enforcement personnel, when appropriate.

Police Questioning on School Premises
MSD follows the policies regarding police questioning of students applicable to the local school systems found in state regulations COMAR 13A.08.01.13. Police investigations involving the questioning of students are prohibited on school premises unless in connection with a crime committed on the premises or in connection with an investigation which, if not immediately permitted, would compromise the success of that investigation or endanger the lives or safety of the students or other persons, provided, however, that a school official should be present throughout the questioning. Except in cases involving suspected child neglect or child abuse, whenever investigative questioning of students is permitted on the premises, MSD shall promptly advise the parent or guardians of the nature of the investigation and such other details as may be required.

MSD shall permit personnel from a local department of social services and/or a police officer to question a student on school premises in an investigation involving suspected child neglect under Family Law Article, Title 5, Subtitle 7, Annotated Code of Maryland, or suspected child abuse under Family Law Article, Title 5, Subtitle 7, and Annotated Code of Maryland. MSD personnel prohibited from notifying parents or guardians of investigations on school premises involving suspected child neglect or abuse under the Family Law Article of Maryland.

Parent and Student Handbook, 2013-2014 Columbia

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Searches on School Property
The Maryland School of the Deaf may conduct random, unannounced searches of buildings and grounds, including student rooms and lockers, for illegal substances, weapons, communication devices, and sexually explicit materials. This would be done in order to maintain a safe learning environment and is not directed against any student. Canine units will be used from time to time. Strict guidelines for school administrators are in place for searches of students, lockers and closets and possessions.

THE PARENT TEACHERS COUNSELORS ASSOCIATION
~PTCA~

The Parent Teachers Counselors Association (PTCA) was established to support the objectives of the school. It is a local PTCA organized under the authority of the Maryland Congress of Parents and Teachers, a branch of the National Congress of Parents and Teachers.

Membership is available to any individual who subscribes to the objectives and basic policies of the association, subject only to compliance with the provisions of the Bylaws, without regard to race, color, creed, or national origin. Each member of the PTCA shall pay annual dues.

The officers of the association are President, Vice President, Secretary and Treasurer, elected annually. There is an Executive Committee which consists of the officers of the PTCA, Chairperson of Standing Committees and the Principal or his designee. Parents are encouraged to join the PTCA.

PTCA Maureen Brothers’ Student Assistance Fund (SAF)
The SAF was started in 1982 by the Parent Teacher Counselor Association of the Maryland School for the Deaf, Columbia Campus (MSD-CC PTCA). The SAF was originally meant to be a source of funds for students who needed hearing aids. The scope of the SAF eventually widened to allow SAF funds to be used for other student needs in addition to hearing aids.

Purpose of the Maureen Brothers’ Student Assistance Fund
The MSD-CC SAF serves as a financial resource for MSD-CC students who have needs unable to be met by their families.

Contributions to the Maureen Brothers’ Student Assistance Fund
- The PTCA dedicates at least one fund raising activity each year to the SAF.
- Additional gifts to the SAF are encouraged.
- All contributions to the SAF are distributed to MSD-CC students.

General Criteria for Distributing Funds
- Any MSD-CC student is eligible to benefit from the SAF.
- A student who receives a gift from the SAF must have a need or needs which cannot be met by his or her family.
- Distributions from the SAF can be for any item or service which will benefit the well-being of the recipient.

STUDENT CODE OF CONDUCT

The Maryland School for the Deaf provides an educational program to prepare Deaf and Hard of Hearing students to take their place as independent and productive members of society. In order for proper growth and development to occur, MSD staff provides a learning environment, which assists students in attaining their goals. All elementary and middle school students as well as those students transitioning into the elementary school have a responsibility to do their best, to cooperate, and to help each other.

To ensure each student's right to a free and appropriate education, the following Student Code of Conduct has been established. This Code applies to all the above-mentioned students when they are on the Maryland School for the Deaf Columbia Campus, involved in school sponsored activities such as field trips or athletic events, and when they are in any way in the care of MSD.
Students must learn to be responsible for their own behavior. Efforts will be made by MSD to be fair and consistent when dealing with students who have unacceptable behavior or who have difficulty following rules. Efforts will also be made to acknowledge proper behavior.

Since many students on the Columbia Campus are Deaf Students with Special Needs, consequences for unacceptable behaviors will vary based on individual needs.

Federal laws prohibit suspension for more than 10 days in a school year without effecting a change in placement. Therefore, every effort is made to use alternative means of discipline such as In-School Suspension (ISS).

Possible consequences include but are not limited to:

- Removing the student from class (but under direct supervision) for a short time with the understanding that work lost from class must be made up;
- Requiring the student to pay for anything she/he damages or destroys;
- In-school suspension;
- Restricted involvement in programs;
- Participation in supplemental rehabilitation programs (drugs, alcohol, and mental health programs);
- Suspending the student from MSD for 5 days or less;
- Suspending the student from MSD for more than 5 days;
- Developing other consequences to meet the needs of specific situations;
- Expelling the student from MSD. The student will not be given the privilege of attending MSD;
- Involving police in cases of lawbreaking;
- Any consequences deemed necessary and reasonable under the circumstances.

**Unacceptable Behaviors**

The school has the responsibility for taking action based upon knowledge of the facts of the incident and the individual needs of the students. Some of the violations are criminal offenses and, if so, appropriate legal authorities will need to be informed.
STUDENT CODE OF CONDUCT
The school administrator has responsibility for taking action based upon the knowledge of the facts of the incidents and the needs of the student. The following list of minimum and maximum disciplinary action does not imply or require a progression of increasing severity. Some of the violations (marked with +) are criminal offenses and require that the appropriate legal authorities be informed.

I. RESPECT FOR THE PERSONAL RIGHTS OF OTHERS
(Caring, Respect, Responsibility)

<table>
<thead>
<tr>
<th>Violation</th>
<th>Minimum Days</th>
<th>Maximum Days</th>
<th>Minimum Days</th>
<th>Maximum Days</th>
<th>Minimum Days</th>
<th>Maximum Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ASSAULT: Unlawful attempt, coupled with a present ability, to commit a physical attack upon a person. This includes threatening language or gestures without actually touching another person, and throwing physical objects.</td>
<td>1*</td>
<td>Exp.*</td>
<td>Prob.</td>
<td>Exp.*</td>
<td>Prob.</td>
<td>Exp.*</td>
</tr>
<tr>
<td>+BATTERY: Any willful and unlawful use of force or violence upon another person.</td>
<td>3*</td>
<td>Exp.*</td>
<td>1*</td>
<td>Exp.*</td>
<td>Prob.</td>
<td>Exp.*</td>
</tr>
<tr>
<td>BULLYING: An incident or pattern of behavior that results in a person feeling intimidated or harassed by another.</td>
<td>1*</td>
<td>Exp.*</td>
<td>1*</td>
<td>Exp.*</td>
<td>Prob.</td>
<td>Exp.*</td>
</tr>
<tr>
<td>FIGHTING: Mutual aggression in which both parties have contributed to the situation by verbal and/or physical action.</td>
<td>3*</td>
<td>Exp.*</td>
<td>1*</td>
<td>Exp.*</td>
<td>Prob.</td>
<td>10*</td>
</tr>
<tr>
<td>HAZING: Any action taken or situation created that causes or is reasonably likely to cause harassment, physical harm, serious mental or emotional harm, extreme embarrassment, ridicule or loss of dignity to another student for purposes of initiation into a student organization or activity.</td>
<td>1*</td>
<td>Exp.*</td>
<td>1*</td>
<td>Exp.*</td>
<td>Prob.</td>
<td>Exp.*</td>
</tr>
<tr>
<td>VERBAL ABUSE: (Includes Sexual Harassment) Disrespectful and/or threatening language to a staff member or student.</td>
<td>Prob.</td>
<td>10*</td>
<td>Prob.</td>
<td>10*</td>
<td>Prob.</td>
<td>10*</td>
</tr>
<tr>
<td>GANG ACTIVITY: Any group of 3 or more persons who share an ongoing relationship and whose purposes include the commission of illegal acts or acts in violation of school system regulations. Students who are in violation will be subject to disciplinary action in addition to applicable criminal and civil penalties.</td>
<td>Prob.</td>
<td>Exp.*</td>
<td>Prob.</td>
<td>Exp.*</td>
<td>Prob.</td>
<td>Exp.*</td>
</tr>
<tr>
<td>SEXTING: Using an electronic communication device to send and/or process text or e-mail that includes nudity and/or sexually suggestive images. Parents of students will be contacted. Law enforcement may also be contacted to determine if any violation of criminal law has occurred.</td>
<td>1*</td>
<td>Exp.*</td>
<td>1*</td>
<td>Exp.*</td>
<td>Prob.</td>
<td>Exp.*</td>
</tr>
<tr>
<td>FALSE ACCUSATIONS: Any situation where a person has been found to have made intentional false accusations.</td>
<td>1*</td>
<td>Exp.*</td>
<td>1*</td>
<td>Exp.*</td>
<td>Prob.</td>
<td>Exp.*</td>
</tr>
</tbody>
</table>

CONSEQUENCES BY SCHOOL LEVEL

*Parent conference is required. ** Refer to definition of “possession”.

<table>
<thead>
<tr>
<th></th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ELEMENTARY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimum Days</td>
<td>Maximum Days</td>
<td>Minimum Days</td>
</tr>
<tr>
<td>+BATTERY</td>
<td>3*</td>
<td>Exp.*</td>
<td>1*</td>
</tr>
<tr>
<td>+SEXUAL ASSAULT</td>
<td>3*</td>
<td>Exp.*</td>
<td>1*</td>
</tr>
<tr>
<td>BULLYING</td>
<td>1*</td>
<td>Exp.*</td>
<td>1*</td>
</tr>
<tr>
<td>FIGHTING</td>
<td>3*</td>
<td>Exp.*</td>
<td>1*</td>
</tr>
<tr>
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<td>1*</td>
<td>Exp.*</td>
<td>1*</td>
</tr>
<tr>
<td>VERBAL ABUSE</td>
<td>Prob.</td>
<td>10*</td>
<td>Prob.</td>
</tr>
<tr>
<td>SEXTING</td>
<td>1*</td>
<td>Exp.*</td>
<td>1*</td>
</tr>
<tr>
<td>FALSE ACCUSATIONS</td>
<td>1*</td>
<td>Exp.*</td>
<td>1*</td>
</tr>
</tbody>
</table>
STUDENT CODE OF CONDUCT

II. RESPONSIBILITY AND RESPECT FOR PROPERTY
(Fairness, Citizenship, Trustworthiness)

All of us have the right to expect our property to be secure, and to respect the property of others. This includes property belonging to students and staff. Should a student choose not to respect others’ rights of property, the following consequence will occur.

| EXTORTION: The obtaining of property from another, with or without that person’s consent, induced by a wrongful use of force, fear or threat. The parent or guardian shall be liable for all damages so caused by the student. |
| **CONSEQUENCES BY SCHOOL LEVEL** |
| **HIGH SCHOOL** | **MIDDLE SCHOOL** | **ELEMENTARY** |
| Minimum Days | Maximum Days | Minimum Days | Maximum Days | Minimum Days | Maximum Days |
| With restitution as required by law | With restitution as required by law | With restitution as required by law |
| With restitution as required by law | With restitution as required by law | With restitution as required by law |
| With restitution/repair or replace | With restitution/repair or replace | With restitution/repair or replace |
| With restitution/repair or replace | With restitution/repair or replace | With restitution/repair or replace |

THEFT: An unlawful taking of property by false pretense. The parent or guardian shall be liable for all damages so caused by the student.

WILLFUL DAMAGE OF SCHOOL PROPERTY: Willful cutting, defacing or otherwise injuring in any way any property, real or personal belonging to the school. The parent or guardian shall be liable for all damages so caused by the student.

WILLFUL DAMAGE TO PROPERTY BELONGING TO OTHERS: Willful cutting, defacing or otherwise injuring in any way any property, real or personal belonging to another. The parent or guardian shall be liable for all damages so caused by the student. Students causing damage to personal property can be suspended from all after school activities including the dorm until restitution is complete.

UNAUTHORIZED USE OF COMPUTER NETWORK: Hacking, illegal or unauthorized access to file/network or use of another users account. The student’s privileges will be revoked.

*Parent conference is required. ** Refer to definition of “possession”.

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### STUDENT CODE OF CONDUCT

#### III. RESPONSIBILITY FOR MAINTAINING PUBLIC DECENCY AND ETHICAL BEHAVIOR  
(Trustworthiness, Caring, Respect)

The nature of the school experience demands the highest standards of integrity on the part of all involved. Students have the responsibility to conduct themselves in a manner that demonstrates respect for themselves, each other, the school staff, and the school community. Positive values and attitudes are imperative for student success in the school community as well as in life. Students who choose not to behave in this manner face the following consequences:

<table>
<thead>
<tr>
<th>Gamble: The playing of a game of chance for stakes.</th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ELEMENTARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probability <strong>10</strong>*</td>
<td>Probability <strong>10</strong>*</td>
<td>Probability <strong>10</strong>*</td>
<td>Probability <strong>10</strong>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cheating – Plagiarism: The unauthorized use of another person’s work or talents or providing one’s own work to another for an unauthorized purpose. Any grade or credit earned as a result of such action will be disallowed.</th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ELEMENTARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probability <strong>Exp.</strong>*</td>
<td>Probability <strong>Exp.</strong>*</td>
<td>Probability <strong>Exp.</strong>*</td>
<td>Probability <strong>Exp.</strong>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vulgarity/Profanity: Language that is disgusting or repulsive to the senses.</th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ELEMENTARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probability <strong>10</strong>*</td>
<td>Probability <strong>10</strong>*</td>
<td>Probability <strong>10</strong>*</td>
<td>Probability <strong>10</strong>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sexual Activity: Inappropriate behavior of a sexual nature, including indecent exposure, consensual sex, and or other sexual activity not identified as sexual assault or harassment.</th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ELEMENTARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probability <strong>10</strong>*</td>
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<td>Probability <strong>10</strong>*</td>
<td>Probability <strong>10</strong>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Offensive Social Behavior: Activities that are an infraction of acceptable social actions, including sexual activity and sexual misconduct.</th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ELEMENTARY</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Discriminatory Practices: Activities that are intended to be offensive to one’s race, religion, heritage, gender or disability, including sexual harassment.</th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ELEMENTARY</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature, directed towards others.</th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ELEMENTARY</th>
</tr>
</thead>
</table>

*Parent conference is required. ** Refer to definition of “possession”.
STUDENT CODE OF CONDUCT

IV. RESPONSIBILITY FOR MAINTAINING PUBLIC HEALTH AND SAFETY
    (Citizenship, Responsibility, Caring)

The school community considers the health and safety of our students extremely important. Violations in this area are not only a threat to the individual, but also to the school community. Therefore, in order to protect the individual student and the total school environment, health and safety violations are considered serious. The police shall be notified when a student is in possession of a firearm or a weapon or is distributing, using, or believed to be under the influence of drugs, alcohol, or inhalants as described in this section. Any student who is involved with dangerous drugs or alcohol must complete a substance assessment before returning to school.

CONSEQUENCES

<table>
<thead>
<tr>
<th></th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ELEMENTARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DRUGS, NARCOTICS, CONTROLLED DANGEROUS SUBSTANCES, INHALANTS:</strong> Possession, use, being under the influence to any degree or being party to an actual or attempted transaction of any of the substances which are, or have the appearance of, drugs (prescription or non-prescription used outside of their legal medical purposes), narcotics, controlled dangerous substances, or drug paraphernalia are considered a drug. Call the appropriate legal authorities.</td>
<td>5* Exp.*</td>
<td>3* Exp.*</td>
<td>Prob. Exp.*</td>
</tr>
<tr>
<td><strong>SNiffING OR INHALING HARMFUL SUBSTANCES:</strong> The deliberate sniffing or inhaling of substances releasing toxic vapors which cause intoxication, excitement or dulling of the brain or nervous system.</td>
<td>5* Exp.*</td>
<td>3* Exp.*</td>
<td>Prob. Exp.*</td>
</tr>
<tr>
<td><strong>ALCOHOL:</strong> Possession, use, or being under the influence of any alcoholic product while on school grounds or at school-sponsored activities.</td>
<td>5* Exp.*</td>
<td>3* Exp.*</td>
<td>Prob. Exp.*</td>
</tr>
<tr>
<td><strong>DISTRIBUTION:</strong> Dispensing or conspiring to dispense, with or without the exchange of money, controlled dangerous substances, drugs, narcotics, drug paraphernalia, inhalants, alcohol, or any substance having the appearance of such items.</td>
<td>Ext. Susp.* Exp.*</td>
<td>5* Exp.*</td>
<td>5* Exp.*</td>
</tr>
<tr>
<td><strong>TOBACCO:</strong> Possession or use of any type of tobacco product on school property and at any school-related or school-sponsored activities on or off campus.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOBACCO: The Maryland General Assembly passed legislation requiring the police to issue a citation to children under the age of 18 found in possession of or using tobacco products. Students will be suspended 1 day for 1st offense, 3 days for 2nd offense, and 5 days for 3rd offense. The police shall be notified upon the 4th and subsequent offenses.

A student violating these rules will also face consequences regarding his/her participation in athletics or extra-curricular activities.

*Parent conference is required. ** Refer to definition of “possession”.

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### STUDENT CODE OF CONDUCT

#### RESPONSIBILITY FOR MAINTAINING PUBLIC HEALTH AND SAFETY Continued

**WEAPON POSSESSION:** **Possession of any instrument such as a knife, brass knuckles, chains or any other implement that the school administrative staff deems could inflict bodily harm, and any look-alike weapon.**

**FIREARM POSSESSION:** **Possession of any weapon from which a shot is discharged by gunpowder on school property, inclusive of vehicles parked on school property. Possession of a firearm (loaded or unloaded) can carry a disciplinary action of permanent removal from MSD. Any pellet gun capable of producing the same or similar muzzle velocity of any firearm will be considered a firearm under this regulation. This includes BB’s and pellets even without the mechanism to discharge them.**

<table>
<thead>
<tr>
<th>CONSEQUENCES BY SCHOOL LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIGH SCHOOL</strong></td>
</tr>
<tr>
<td>Minimum Days</td>
</tr>
</tbody>
</table>

- **FIREARM POSSESSION:** Permanent removal* Removal for remainder of current school year plus 1 year Exp.* Permanent removal* Permanent removal*

**Note** – per Maryland law, the Superintendent may specify, on a case-by-case basis, a shorter period of expulsion or alternative educational setting.

#### SERIOUS ACTS BY STUDENT LEADERS:

Students holding leadership positions or representing the school through academics, athletics and/or activities, such as a club or organization, who commit an offense classified as a serious, unlawful act in the community or a suspendable offense.

Students may be removed from the position. Arrest, conviction, or legal judgment is not required. Student athletes who possess drug paraphernalia, drugs, alcohol or tobacco, on or off school property, under school supervision, will be removed from extracurricular programs for 20% of the regular scheduled competitions or performances. If less than 20% remain in the scheduled competitions or performances, the remainder will be carried over to the next season in which the student participates. Student athletes may continue to participate in all group practices but cannot participate in competitions.

If a student is charged with committing an act of violence off of school property or during non-school hours, an assessment team, will as soon as practicable, convene to review the student’s behavior and condition. The assessment team will promptly report, in writing, to the Superintendent its conclusion and recommendations regarding the student and the most appropriate educational placement or program. During this assessment period and where appropriate, the student shall receive home teaching. Home teaching will not be provided during school closings.

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*Parent conference is required. ** Refer to definition of “possession”.*
## STUDENT CODE OF CONDUCT

### RESPONSIBILITY FOR MAINTAINING PUBLIC HEALTH AND SAFETY

CONTINUED

**NOTE:** VIOLATIONS LISTED BELOW SHALL RESULT IN THE NOTIFICATION OF THE FIRE MARSHALL

### CONSEQUENCES BY SCHOOL LEVEL

*Parent conference is required. ** Refer to definition of “possession”.

<table>
<thead>
<tr>
<th>EXPLOSIVE DEVICES AND FIREWORKS: <strong>Possession or detonation of any explosive device or fireworks.</strong></th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ELEMENTARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Days</td>
<td>Maximum Days</td>
<td>Minimum Days</td>
<td>Maximum Days</td>
</tr>
<tr>
<td>3*</td>
<td>Exp.*</td>
<td>Prob.</td>
<td>Exp.*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOMB THREAT: False notification of an impending explosion or presence of a bomb.</th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ELEMENTARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Days</td>
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<td>Minimum Days</td>
<td>Maximum Days</td>
</tr>
<tr>
<td>Ext. Susp.*</td>
<td>Exp.*</td>
<td>Ext. Susp.*</td>
<td>Exp.*</td>
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<thead>
<tr>
<th>ARSON: Attempting to, aiding in, or setting fire to the property of another.</th>
<th>HIGH SCHOOL</th>
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<th>ELEMENTARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Days</td>
<td>Maximum Days</td>
<td>Minimum Days</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FALSE FIRE ALARM: Illegally activating a fire alarm or issuing a false fire alarm.</th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ELEMENTARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Days</td>
<td>Maximum Days</td>
<td>Minimum Days</td>
<td>Maximum Days</td>
</tr>
<tr>
<td>Ext. Susp.*</td>
<td>Exp.*</td>
<td>Exp. Susp.*</td>
<td>Exp.*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISCHARGING FIRE EXTINGUISHERS: Willfully and maliciously activating a fire extinguisher.</th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ELEMENTARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Days</td>
<td>Maximum Days</td>
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<tr>
<td>3*</td>
<td>Exp.*</td>
<td>Prob.</td>
<td>Exp.*</td>
</tr>
</tbody>
</table>
**STUDENT CODE OF CONDUCT**

**V. RESPECT FOR SCHOOL ADMINISTRATIVE PROCEDURES**
*(Fairness, Citizenship, Responsibility)*

In any organization, and especially in a school, rules are established to protect the rights of everyone and to maintain a level of order that encourages academic and personal growth and success. The overwhelming majority of students in Maryland attend school daily, are respectful, and are attentive to those in positions of authority and, if they make a mistake, are honest and contrite about their error and successfully take the steps necessary to make the same mistake again. Students who are disrespectful, truant, or insubordinate face the following consequences:

<table>
<thead>
<tr>
<th>CONSEQUENCES BY SCHOOL LEVEL</th>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ELEMENTARY</th>
</tr>
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<tbody>
<tr>
<td><strong>Minimum Days</strong></td>
<td><strong>Maximum Days</strong></td>
<td><strong>Minimum Days</strong></td>
<td><strong>Maximum Days</strong></td>
</tr>
<tr>
<td><strong>DEFIANCE OF AUTHORITY:</strong> Willful refusal to follow a legal direction/order given by a staff member.</td>
<td>Prob.</td>
<td>10*</td>
<td>Prob.</td>
</tr>
<tr>
<td><strong>CONTINUED WILLFUL DISOBEDIENCE:</strong> Repeated refusal to follow school rules and regulations.</td>
<td>1*</td>
<td>Exp.*</td>
<td>1*</td>
</tr>
<tr>
<td><strong>DISRUPTIVE BEHAVIOR:</strong> Actions which are detrimental to the effective operations of the school.</td>
<td>Prob.</td>
<td>Exp.*</td>
<td>Prob.</td>
</tr>
<tr>
<td><strong>FALSE IDENTIFICATION:</strong> Refusal to give identification or giving a false identification when requested to do so by a staff member.</td>
<td>1*</td>
<td>5*</td>
<td>1*</td>
</tr>
<tr>
<td><strong>FORGERY:</strong> Falsifying signatures or data on official records.</td>
<td>Prob.</td>
<td>5*</td>
<td>Prob.</td>
</tr>
<tr>
<td><strong>LEAVING CAMPUS:</strong> Leaving campus during school hours without proper permission.</td>
<td>Prob.</td>
<td>5*</td>
<td>Prob.</td>
</tr>
<tr>
<td><strong>MISBEHAVIOR ON SCHOOL BUSES:</strong> Bus drivers are responsible for the orderly conduct of students when they are on school vehicles. Continued disorderly conduct or severe misbehavior shall be sufficient reason for a student to be denied transportation on a school vehicle. Respective county policies apply.</td>
<td>See appropriate county policies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### STUDENT CODE OF CONDUCT

#### RESPECT FOR SCHOOL ADMINISTRATIVE PROCEDURES

Continued

**STUDENT ATTIRE:** Students shall be clean and neatly dressed in such a manner that will be decent and not hazardous to the health and safety of the student or others, and not disruptive of the educational program of the school. For health reasons, bare feet will not be allowed. See school dress code.

**VIOLATION OF SUSPENSION:** Physically present on a school campus or at a school activity while on suspension.

**VISITING OTHER CAMPUS BUILDINGS:** Unauthorized presence in any building other than the one assigned at the time.

**REFUSAL TO ALLOW SEARCH AND SEIZURE:** Willful refusal to cooperate with a school administrator at any time during a search of a person or property is detrimental to the security, discipline and sound administration of the school.

**CLASS CUTTING:** Absence from class without permission. Suspension may be imposed until parent conference is held but not to exceed 5 days.

**TRUANCY:** Absence from school without permission. Suspension may be imposed until parent conference is held but not to exceed 5 days. This includes chronic tardiness from the same period of instruction.

**RECKLESS DRIVING:** Driving on school property in such a manner that endangers persons or property. Driving privilege may be revoked by the school.

**PARKING:** Parking in an unauthorized area on school property. Parking privilege may be revoked.

### CONSEQUENCES BY SCHOOL LEVEL

*Parent conference is required.  ** Refer to definition of “possession”.

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Minimum Days</td>
<td>Maximum Days</td>
<td>Minimum Days</td>
</tr>
<tr>
<td><strong>STUDENT ATTIRE:</strong></td>
<td>Prob.</td>
<td>5*</td>
<td>Prob.</td>
</tr>
<tr>
<td><strong>VIOLATION OF SUSPENSION:</strong></td>
<td>1*</td>
<td>5*</td>
<td>1*</td>
</tr>
<tr>
<td><strong>VISITING OTHER CAMPUS BUILDINGS:</strong></td>
<td>Prob.</td>
<td>5*</td>
<td>Prob.</td>
</tr>
<tr>
<td><strong>CLASS CUTTING:</strong></td>
<td>Prob.</td>
<td>5*</td>
<td>Prob.*</td>
</tr>
<tr>
<td><strong>TRUANCY:</strong></td>
<td>Prob.</td>
<td>5*</td>
<td>Prob.</td>
</tr>
<tr>
<td><strong>RECKLESS DRIVING:</strong></td>
<td>Prob.</td>
<td>Exp.*</td>
<td></td>
</tr>
<tr>
<td><strong>PARKING:</strong></td>
<td>Prob.</td>
<td>Prob.</td>
<td></td>
</tr>
</tbody>
</table>

*Parent and Student Handbook, 2013-2014 Columbia  74
### STUDENT CODE OF CONDUCT

#### RESPECT FOR SCHOOL ADMINISTRATIVE PROCEDURES

Continued

### CONSEQUENCES BY SCHOOL LEVEL

*Parent conference is required. ** Refer to definition of “possession”.

<table>
<thead>
<tr>
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<th>HIGH SCHOOL</th>
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</thead>
<tbody>
<tr>
<td>Minimum Days</td>
<td>Maximum Days</td>
<td>Minimum Days</td>
<td>Maximum Days</td>
</tr>
<tr>
<td>PERSONAL ELECTRONIC DEVICES</td>
<td></td>
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</tr>
<tr>
<td>Student possession or use of personal electronic devices shall not:</td>
<td>Prob.</td>
<td>5*</td>
<td>Prob.</td>
</tr>
<tr>
<td>a. Disrupt the learning environment or approved school activity.</td>
<td></td>
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</tr>
<tr>
<td>b. Pose a threat to academic integrity.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>c. Violate confidentiality or privacy rights of others during the school day as well as during after-school activities or the safe transportation of students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Create safety concerns.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item may be confiscated and returned to the student at the end of the day or to the parent.</td>
<td>Prob.</td>
<td>5*</td>
<td>Prob.</td>
</tr>
</tbody>
</table>

- **P**ersonal electronic devices must be powered off at all times during the school day, while aboard a school bus or other school-sponsored vehicle, and during after-school activities.

- **L**aser pointers: Students are not permitted to bring laser pointers into the school building. Laser pointers are prohibited and will be confiscated if brought onto school premises. Parents or guardians may retrieve the laser pointer from the school.

- **F**ilming: Students may not use electronic devices with recording functions to take or transfer any image at any time on school premises, except for public events such as athletic events. Students are not permitted to broadcast any inappropriate images or videos in any manner on a public forum (i.e. website, social media site). With the school’s permission, students may broadcast their school projects on a public forum; however they must obtain signed consent from participants in their project before broadcasting the project.

### APPEAL PROCEDURE:

Students may appeal any disciplinary decision. Appeals may only be made to the individual who supervises the employee who made the initial disciplinary decision. Appeals must be made before the discipline measure is implemented and must be made within two school days. Progressive appeals through levels of administration end with the Principal whose decision is final.

### Discipline Definitions

i. **Probation (Prob.)** – trial period for a student to change undesirable behavior and still remain in school.

ii. **Extended Suspension (Ext. Susp.)** – temporary prohibition of student attendance by the Superintendent/designee for 11 or more days. A plan for make-up work will be developed or the student may be required to enroll in an alternative education program to continue earning credit.

iii. **Expulsion (Exp.)** [separate and exclusive from suspension] – the removal of the student from the student’s regular school program, either for a specified period of time or permanently, as determined by the Superintendent/designee.
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