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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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

Chief Operating Officer

Asst. Personnel Director

Personnel Associates

Office Processing Clerk

Outreach Coordinator

Grant Writer
## 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
- **10/2, 12/4, 2/19, 4/30**: Interim Dates

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

### Open House Dates
- Nov 8 – Frederick
- Nov 15 – Columbia
- Mar 21 – Frederick
- Apr 4 – Columbia

### Staff Days (no classes)

### Half Day of School (school closes at noon)

### School closed

### Professional Day (classes end at noon)

### 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

---

**Legend**

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

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# Weekend Transportation Dates

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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.
~PROFILES 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 website at [www.marylandpublicschools.org](http://www.marylandpublicschools.org), or by calling the Division's Complaint Investigation and Due Process Branch at (410)767-7770.

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:
  - The name and address of residence of the child
  - 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.

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

*Frederick Campus*

School Web Site: [www.msd.edu](http://www.msd.edu) ♦ School Email: Frederick@msd.edu

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*Also used for contacting anyone in case of bona fide emergency 24 hours a day when students are in residence.

**These numbers are monitored from 4:00 p.m. to 7:30 a.m. Sunday – Friday.

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 – Frederick Campus 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](http://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.

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Parent and Student Handbook, 2013-2014 Frederick  

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.
DEPARTMENT & EDUCATIONAL PROGRAMS~

The Frederick Campus provides a comprehensive educational program for students from birth through 21.

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](http://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 students from kindergarten to 5th grade. The classroom teacher is responsible for most student instruction, supplemented by specialists in Art, Library, Drama, Computer Literacy, Physical Education, Literacy and Communication.

**Middle School**

The Middle School serves students from grades 6 to 8 and is designed for students in transition from childhood to adolescence. The curriculum includes emphasis on basic skills in Language Arts, Mathematics, Social Studies, and Science.

**High School**

The High School serves students from grades 9 to 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.

**High School Special Needs**

The High School Special Needs program serves students who have an intellectual disability which adversely affects their educational performance. Placement in the HSSN program is an IEP team decision. In addition to academic instruction and CTE and PE classes, students in this program receive training in life skills, independent living and job skills. Upon graduation these students will receive a Certificate of Program Completion.
Program for Deaf Students with Emotional Disabilities
The PDSED is a day program that provides educational, behavioral and counseling services to deaf students from 9th to 12th grade. The program provides a more structured academic setting and more intensive support than what is provided in a typical high school.

The academic program follows the curriculum offered throughout the state of Maryland. Students in the program take required courses and high school assessments to earn an MSDE diploma.

A structured behavior management system provides feedback to students throughout the day. Students earn points for expected behaviors and move through a leveling system where the goal is to be fully mainstreamed into the regular program.

Physical Education
The Physical Education program serves all academic departments. The department provides adaptative P.E. classes for students with physical disabilities and also includes teaching of health in middle school and high school.

Career and Technology Education
Career and Technology Education serves students with an array of fine arts, technology education, advanced technology, and dual credit courses to enrich students’ learning and prepare them for college and future employment.

~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 Measures of Academic Progress (MAP) to measure student performance and academic achievement for students in grades 2-12. The Gates-MacGinitie Reading Test (Gates), Group Mathematics Assessment and Diagnostic Evaluation (G-MADE) and the Stanford Achievement Test-10 may be used as an additional testing tool for some students.

State-Required Testing Programs
All students are required to participate in one of the state testing 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): Elementary School (pre-school through 1st grade)
2. Maryland School Assessment (MSA): Elementary/Middle School (grades 3 through 8)
3. High School Assessments (HSA): High School (grades 9 through 12)
4. Modified HSA Assessments (Mod-HSA): (grades 9 through 12)
5. The Bridge Plan for Academic Validation: High School (grades 9 through 12)
6. **Alternative Maryland School Assessment (ALT-MSA):** Special Needs Program (grades 3-8,10)

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~

**Grading Policies**

A grading policy is implemented to ensure an equitable, fair and consistent assessment and report of a student’s progress toward meeting curriculum objectives. Course grading policies approved by the Assistant Principal will be clearly communicated to students and parents at the beginning of each school year. In addition, teachers must clearly and effectively communicate grading expectations to students at the beginning of each quarter and consistently post grades earned on our on-line Power School software program for student and parent/guardian review.

**Instructional Level Placement**

MSD does not use the “one size fits all” approach to student learning. Students are placed in academic classes according to their instruction and intervention needs as outlined on their IEPs.
Homework Guidelines

Homework requirements increase gradually with each grade. A balanced homework schedule gives students time to develop social skills and good citizenship, as well as time to participate in outdoor and creative activities after school hours. General guidelines for frequency and duration follow.

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1 &amp; 2: About 15 minutes per day</td>
<td>Grades 6-8: 3-4 evenings per week Monday - Thursday</td>
<td>Grades 9-12: Homework daily, Monday – Friday</td>
</tr>
<tr>
<td>Grade 3: About 30 minutes per day</td>
<td>Grade 6: About 60 minutes per evening for all subjects combined</td>
<td>About 2 hours of homework per evening for all subjects combined</td>
</tr>
<tr>
<td>Grades 4 &amp; 5: About 45 minutes per day</td>
<td>Grades 7 &amp; 8: About 75 minutes per evening for all subjects combined</td>
<td>Advanced Placement and Honors courses may require additional work each evening</td>
</tr>
<tr>
<td>Monday – Thursday Weekend and holiday homework generally not recommended</td>
<td>Weekend and holiday assignments at teachers’ discretion</td>
<td></td>
</tr>
</tbody>
</table>

~ACADEMIC PERFORMANCE~

High School Credits Needed for Advancement

Minimum number of credits:
- Grade 10 – 6 credits earned
- Grade 11 – 12 credits earned
- Grade 12 – 18 credits earned
- Graduation – A minimum of 21 state-required credits

Honor Roll

The Honor Roll is one way that MSD recognizes student achievement. In order to qualify for the honor roll, a student must meet the following criteria:

- The student must maintain at least a “B” average (3.0)
- The student cannot have any “Ds” or “Fs”
- The honor roll will be divided into two categories:
  - Gold: 3.5 – 4.0 GPA
  - Silver: 3.0 – 3.49 GPA

Advanced Academic Options

Students may take courses at a local post-secondary program (i.e. community colleges) while still in high school Students may take courses at night, online, or even on the weekend or during the summer – making it easy to fit into their schedule. Students in high school should check with their high school assistant principal to determine if the college courses will count as credit towards graduation requirements for high school. College programs may have an admissions process and cost for classes. Parents are responsible for paying admissions, tuition, and all other fees.

National Honor Society

MSD has a chapter of the National Honor Society, THE ORIOLES. This chapter recognizes 10th, 11th or 12th grade students who have shown excellence in scholarship, leadership, service and character. Students may submit an application for membership into NHS. A committee of faculty members will screen the applications and will choose candidates for membership.
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.

Weighted Grades
MSD offers students an optional ranking system which can be implemented at the request of a student and his/her family. This is a ranking in which grades earned in Honors and Advanced Placement courses receive additional grade points. The weighted ranking will not appear on any transcript unless the student requests that a label be generated to be attached to the transcript for purposes of applying to college.

<table>
<thead>
<tr>
<th>Overall Average</th>
<th>Grade</th>
<th>Regular</th>
<th>Weighted (High School)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(90% - 100%)</td>
<td>A</td>
<td>4 points</td>
<td>5.00 points</td>
</tr>
<tr>
<td>(80% - 89%)</td>
<td>B</td>
<td>3 points</td>
<td>3.75 points</td>
</tr>
<tr>
<td>(70% - 79%)</td>
<td>C</td>
<td>2 points</td>
<td>2.50 points</td>
</tr>
<tr>
<td>(60% - 69%)</td>
<td>D</td>
<td>1 point</td>
<td>1.25 points</td>
</tr>
<tr>
<td>(0% - 59%)</td>
<td>F</td>
<td>0 points</td>
<td>0.00 points</td>
</tr>
</tbody>
</table>

~REPORT CARDS & ACHIEVEMENT~

Report Cards and Interim Reports
Report cards are issued on a quarterly basis for all students. Interim reports may be issued between report cards and at any time throughout the year to notify students and parents about a significant decline or to indicate a unique problem that may require attention. Interim reports are only offered to students in grades 3 through 12.

Incomplete Grades
Any student earning an incomplete grade has 4.5 weeks (an Interim Period) to make up the grade or the grade will be automatically changed to F. Under extenuating circumstances, the Assistant Principal may grant additional time to make up the grade.

Grade Appeals
A student who feels he/she has not received a fair grade and wants to appeal the grade must write an appeal letter to the appropriate Assistant Principal within one week of receiving his/her report card. In this appeal letter, the student must explain why he/she feels the grade is unfair.

Based on the information in the appeal letter, the Assistant Principal has the right to accept or deny the appeal. If a student still feels that a grade should be reconsidered, the appeal can go to the campus Principal. The campus Principal’s decision on the appeal is final.

Homework Lab
The homework lab is available for middle school and high school students from Monday-Thursday in the Computer Lab from 3:00 – 3:45 p.m. Students are provided a quiet, supervised study area where they may complete homework assignments or receive additional help from teachers.

Eligibility for Extracurricular Activities
Extracurricular activities are activities that are outside the regular course of study of the day but under the supervision of the school such as drama or athletics. These are an integral part of MSD’s comprehensive and educational program. Participation in such activities is considered a privilege, which is contingent upon satisfactory performance in academics.
To participate in extracurricular activities, a high school or a middle school student must have no “F” grades. End-of-quarter grades, semester grades and interim report grades determine eligibility; ineligibility is determined by quarterly report cards and becomes effective when report cards are mailed. Eligibility for fall extracurricular activities is based on 4th quarter grades or 2nd semester grades from the previous year.

A student’s eligibility to participate in extracurricular activities will be based upon end-of-quarter grades or final semester grades as explained in the chart below.

<table>
<thead>
<tr>
<th>Eligibility</th>
<th>For semester classes</th>
<th>For year long classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility for 1st quarter</td>
<td>Based on final 2nd semester grades from the previous year</td>
<td>Based on 4th quarter grades from previous year</td>
</tr>
<tr>
<td>Eligibility for 2nd quarter</td>
<td>Based on 1st quarter grades</td>
<td>Based on 1st quarter grades</td>
</tr>
<tr>
<td>Eligibility for 3rd quarter</td>
<td>Based on final 1st semester grades</td>
<td>Based on 2nd quarter grades</td>
</tr>
<tr>
<td>Eligibility for 4th quarter</td>
<td>Based on 3rd quarter grades</td>
<td>Based on 3rd quarter grades</td>
</tr>
</tbody>
</table>

A student who is eligible to participate, but has a GPA under 2.0 will be placed on Academic Intervention status and will receive academic support. If the student does not comply with the Academic Intervention requirements, participation in extracurricular activities will be suspended until the student is in compliance again. A student will be removed from the Academic Intervention standing when he/she has a 2.0 GPA at the interim marking period or at the end of a quarter.

A student who believes an error has occurred in awarding a grade may appeal in writing and submit it to the Assistant Principal within 5 days of the issuing of the quarterly report card.
## Graduation Requirements

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

Add/Drop
High school students have 5 days to drop and add a course with no penalty. Students considering dropping a course after 5 days in school need to be aware that credit may not be granted for the course dropped or for the new course entered. This does not apply to students wishing to change course levels. Exemptions may be made with the approval of the Department’s Assistant Principal that handles said course.

Attendance
Once a student is on campus, he/she becomes the full responsibility of the school and will follow all rules regarding class attendance. Classes begin at 8:00 a.m. and end at 2:50 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.

Students who arrive to school 2 hours after the start of classes on any school day will not be allowed to participate in after school activities, including athletics and extracurricular events. Any extenuating circumstances will be left to the discretion of the Middle School/High School Assistant Principal.

Students who arrive tardy must sign in at the Principal’s Office (Ely Building) or the Assistant Principal’s Office (Elementary Building). Students who cut school on any specific day are not allowed to participate in extracurricular activities, including athletic practices or competition that day.

Tardies
Students who are not in their classroom at the beginning of class are tardy and must get a pass from the principal’s office.

Tardies are excused for the following reasons:
- parent sign in
- doctor’s note
- legal documentation

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.

**Child Abuse and Neglect**

It is the responsibility of the Department of Student Support Services 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, Section 5-704. All investigations will be performed by the Local County's appropriate Department of Social Services personnel and not by MSD personnel.

**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.

**Dress Code**  
Students are expected to wear appropriate attire and footwear. Appropriate attire does not include 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 may need to take directions 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 Mr. Thomas LeQuire, Maintenance Supervisor at 301-360-2092.

**Fees for Supplies and Activities**
Specific courses may request that students provide specific school supplies and may charge fees for materials, workbooks, newspapers and other materials that will become the student’s personal property once the course or project is completed. In the event of financial or other restrictions, students and parents are encouraged to work with the teacher, counselor or administrator to find alternative ways to obtain supplies. All fees are non-refundable.

**Field Trips**
School-sponsored field trips to enhance the curriculum have been designated for students in each grade level. Teachers may schedule additional field trips with the Assistant Principal’s approval. Parents will be given a form to sign at the beginning of each academic year; parents will be notified a week in advance prior to each field trip.

**Final Exams/Projects**
For middle school and high school, final exams will be given each semester. Final exams/projects will be cumulative for a semester only. A schedule for exams and guided review will be developed and disseminated by the Assistant Principal. An opportunity for make-up exams will be provided in the event of an excused absence due to extenuating circumstances. Final exams will be given the last 2 weeks of the semester.

**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.

**MSD Athletic Team Selection Guidelines**
All MSD students will have fair and equitable opportunities to be selected for athletic team membership. Each candidate should be made aware of criteria and any specific expectations that are part of the sport they are hoping to join. Prospective players must be afforded the time and attention necessary to evaluate his/her skills and abilities as they relate to the sport under consideration. All prospective players will be given at least 2 “workouts” to be observed by the coach. Coaches will meet individually with students who are not selected for team membership prior to the posting of the team roster. Coaches ultimately will be responsible to select the team members based on the above criteria and how they relate to the best interest of the team as it represents MSD and the school’s philosophy.

**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.

**Pets**

Students are not permitted to keep pets of any kind in their rooms or anywhere on campus with the exception of Hearing Ear Dogs as approved by the Director of Student Affairs.

**Rating for Movies/TV Programs and Video Games**

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 parental permission.
- Movies rated "PG-13" must have prior parental written consent to be shown if the student is under the age of 13.
- Movies rated “R” may be shown on campus to students 17 years of age and over with prior parental written consent and prior approval by the Principal or his/her designee.
- All residence halls have TVs to provide both entertainment and educational experiences for the students. The national TV industry publishes parental guidelines for viewing programs. School staff looks to these guidelines in order to determine what is most suitable for the students in their care.
- Video games with “E” can be played by students in middle school and high school. Games with “T” can only be played by students aged 13 and above and with parent’s signed permission. Games with “M” can only be played by students aged 18 or above and with parent’s signed permission and approval from the Dean of Students.

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.

**School Visitors**

Parents and the general public are welcome 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 or instructional time. Parents seeking enrollment for their children may make an appointment for a visit at any time during the school year.

All visitors are required to register at the main office in the Ely building or the Elementary building upon arrival and are required to wear an identification badge while on school property.

**Students Driving to MSD**

If a residential student will be driving a car to school, prior approval must be obtained from the Dean of Students. Students driving daily to school may leave campus no earlier than the end of the last period of instruction. Students are not permitted to go to their car at any time during the school day. During school hours, students may only park on the public streets or at the Benson Gymnasium parking lot.

**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.

**Use of Personal Electronic Devices**

Electronic Devices including but not limited to MP3 Players, iPods, and electronic gaming systems are not allowed during school hours. 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 are encouraged to label all devices and to record the device’s serial number.

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

What’s On the Menu?
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. Students are expected to follow posted cafeteria rules when dining in the cafeteria.

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, Frederick Campus is opening late?
   If Frederick County Public Schools open 2 hours late, MSD-FC will open 2 hours late.

2. How will I know if Maryland School for the Deaf, Frederick Campus is closed?
   Although we tend to follow the county’s lead, there are circumstances when we make an independent decision, please verify our decision on www.schoolsout.com website or the message board (301-360-2017) 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-FC 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?

<table>
<thead>
<tr>
<th>If Other County Schools Are</th>
<th>And MSD Is</th>
<th>Then Buses to MSD Will Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Time</td>
<td>Delayed</td>
<td>Delayed</td>
</tr>
<tr>
<td>Delayed</td>
<td>On Time</td>
<td>Delayed</td>
</tr>
<tr>
<td>Closed</td>
<td>Delayed</td>
<td>No transportation</td>
</tr>
<tr>
<td>Early Dismissal</td>
<td>Normal Schedule</td>
<td>Early Dismissal</td>
</tr>
<tr>
<td>Normal Schedule</td>
<td>Early Dismissal</td>
<td>Early Dismissal</td>
</tr>
</tbody>
</table>

If MSD is open, and you want to bring your child to school, you may, providing you pick up your child before 3pm, when our school closes for the day.

5. IF MSD closes early, can my child still stay for after-school programs?
   No. If MSD-FC 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
   - Scroll down to Private Schools, click on Maryland, click on Help and follow directions on how to subscribe.
~STUDENT SUPPORT~

Student Support advocates for MSD students and families by providing a comprehensive support program encompassing:

I. Psychological Services
   - Psychological and educational assessments
   - Admission testing
   - Short-term crisis counseling
   - Crisis intervention
   - Referrals to outside agencies

II. Counseling Services
   - Short and long term individual counseling
   - Consultation with parents, teachers and staff
   - Individual student planning
   - Curriculum-based classroom activities
   - Peer mediation groups

III. Behavior Support
   - Behavior assessment and management
   - In-service training through staff-development activities
   - School-wide system of Positive Behavior Intervention Support (PBIS)

IV. Guidance Services
   - Walk-in counseling for students seeking help related to academics and social interaction skills
   - Guidance instruction as outlined by the FCPS Guidance Curriculum
   - College and career advising
   - College admissions testing
   - Course planning and advising
   - ACT tests of Educational Development Administration

V. Transition Services
   The MSD transition staff works with students and their families to plan and prepare for the student's transition from school to life. Every MSD student, beginning at age 14, receives transition services. An MSD transition coordinator meets with each high school student every year to discuss the student's plans, and to determine what services or activities are needed to assist the student in meeting his or her goals for the future. All MSD students receive transition services, beginning at the IEP meeting in which the child turns 14 years old.

   Transition planning includes…
   - helping students to identify their interest, preferences, and needs;
   - identifying each student's possible post school goals (such as career direction, further education or training, independent living, community access, leisure and recreational skills, needed support services);
   - developing with the student, a coordinated set of activities that will help the student reach these goals;
   - preparing the student and parent to assume responsibility for accessing services and requesting needed accommodations in the community (self-advocacy);
   - linking students and parents with the employment/business community;
- linking students and families with further education and training options; and  
- linking students and families with adult service providers (DORS/VR, DDA, etc).

These transition services, mandated by law, are defined as "a coordinated set of activities for a student designed within an outcome-oriented process which promotes movement from school to post-school activities." After a student finishes school at MSD, these activities may include: "post-secondary education, vocational training, community employment, supported employment, continuing and adult education, adult services, independent living, and community participation" (Public law 105-17, IDEA).

**ASL for Students**

American Sign Language (ASL) is acknowledged as the natural language of the Deaf community. ASL is offered on both an instructional level for those students desiring an academic study of the language and also at an intervention level for students who have not attained a sufficient functional command of the language.

**ASL for Families**

MSD provides American Sign Language (ASL) instruction to families and caretakers. These classes are available to all family members and caretakers of students enrolled at MSD. ASL classes may be offered every fall and spring semester in the evenings. There may be a nominal fee for class 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 1st 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 Program.

- **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 Individualized 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.

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 100 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, or other problem, please keep him/her 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.

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. 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.

**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 for grades 5 and 9 and for new students. 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~

A long stated goal of the Student Life (SL) Department at the Maryland School for the Deaf is to provide a residential education program that compliments the broader school program and promotes student development and independent living skills. SL also aims to encourage a high level of student participation in all sub-groups of the school population in varsity and intramural sports, clubs, dramatics, and other extra-curricular activities in order to promote peer interaction, community service and leadership responsibilities. At the same time, the residential program promotes the development of a healthy self-concept and a positive sense of identity as a Deaf or Hard of Hearing person within the family, school and Deaf community and the community at large.

Policies and Procedures

Students must have completed physical exams before he or she can stay in the dorm or participate in after school programs.

Times listed below are those which are naturally occurring breaks in the SL activities schedule and the best times for parents to pick up their son or daughter in the residence halls. Occasionally there may be scheduled after dinner athletic contests, activities or special events that run beyond their expected completion time. When this occurs, students who are not staying overnight in the dormitory and are participants in the activity, must be picked up at the completion of the activity unless granted a waiver. Consideration will be given if a parent’s work schedule and distance of commute to MSD prohibits them from picking up their child by the designated time.

If a student is not picked up by the required time, loss of after school activities or residential hall privileges may occur. Notification will be given in writing prior to its implementation. A parent conference may be required before any privileges are returned to the student.

Once the student goes home and is under the supervision of parents, the student remains the responsibility of the parent, even if that student is dropped off on campus again for a school sponsored event. Parents of high school students may drop off their child at the activity and pick them up at the end of the activity. Parents of elementary and middle school aged students are expected to remain with their children throughout the activity. MSD staff members will not assume responsibility for those students by taking them back to the residence halls.

When parents pick up their child at or before the required pick up time, they must sign out their child. Forms will be placed in each lobby of each residence hall for parents to sign out their child. Failure to do so will result in a warning and repeated incidents will result in loss of residence hall privileges.

A day student is defined as a student who has access to daily transportation provided by their local school system. He/She arrives no earlier than 7:45 a.m. and reports to his/her designated waiting area. Students in the elementary and middle school departments who are day students may not stay overnight and must be picked up by their parents no later than 4:30 p.m. for elementary students and 4:45 p.m. for middle school students.

In the High School Department day students may stay overnight with 48 hours advance written notice given to the appropriate Student Life Counselor, Supervisor. If a high school student does not stay overnight, he/she must be picked up no later than 9:00 p.m. Parents who pick up their child must enter the first floor of their child’s residence hall and sign the sign-out form.

Upon written parental requests, exceptions to stay later or overnight may be granted by either the Dean of Students or the Director of Student Affairs. The 3 categories under which exemptions will be considered are:

**TYPE 1: Full Year**
- An example of a Type 1 (full year) waiver would be if a student lived in excess of a 1 hour, one-way commute from school. If this type waiver is granted, then the student must become a full time residential student (sleeping over 4 or 5 nights per week).

**TYPE 2: Seasonal or Reoccuring**
- A Type 2 (seasonal or reoccurring) waiver is intended to help those families which have children in more than one department and families with a child(ren) involved in many extra-curricular activities. If this type exemption is granted, it must be for the entire season or specified period of time. Again, this waiver will only be granted upon written parental request, which must be made...
to either the Dean of Students or the Director of Student Affairs during the first week of the “season”.

- A Type 2 waiver may be granted to a high school student rather than requiring a series of 48 hour requests to stay overnight in the dormitory. For example, a high school girl on the volleyball team may request to be residential for the entire season rather than to submit a continuous series of requests to stay in the dormitory overnight or to be picked up later than 9:00 p.m. on a daily basis. If a student needs to stay past regular pick up time for a practice, or game or organization meeting, a type 2 waiver may be requested for a late pick up time, including dinner.

- Another example of a Type 2 waiver will benefit families with more than 1 child attending MSD. If an older brother or sister has an activity which runs late into the evening, a Type 2 waiver could be requested for the younger sibling(s) so that they could stay overnight in the dormitory for the period of the reoccurring event or season, rather than having the parent make 2 trips in to pick up both children. It should be noted that waivers are specific for an individual student, but the reason for requesting a waiver may be connected to having a sister or a brother in a different department.

**TYPE 3: Emergency**

- A Type 3 (emergency) waiver may be granted upon written request to the Dean of Students or Director of Student Affairs on a case-by-case basis. This type of waiver will be granted only for unexpected emergencies and only for a very short specified time during which the student must become a full time residential student.

A written, signed note or fax is considered acceptable; however voice calls, VP or TTY calls and e-mail messages cannot be honored.

**After-School Program Schedule**

**Elementary School (Kindergarten through 5th Grade)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:50 p.m.</td>
<td>Routine after-school bus time for day students</td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td>End of after-school activity period for elementary school</td>
</tr>
<tr>
<td>4:45 p.m.</td>
<td>Last pick up time for day students</td>
</tr>
</tbody>
</table>

Weekly planners must be used for all students in order to advise the elementary office secretary, faculty and student life counselors whether or not the student is to ride the daily bus or at what time each day of the following week the parent will be picking up the student. Weekly planners are due to the Assistant Principal’s Office by Monday each week. In the absence of any communication from the parent, the student will ride their regularly assigned bus home.

Students may go off-campus in groups when accompanied by student life counselors.

This program is for K-5th grade only. Pre-K hardships will be considered.

**Middle School (Grades 6 – 8)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00 p.m.</td>
<td>Routine after-school bus time for day students</td>
</tr>
<tr>
<td>4:30 p.m.</td>
<td>End of after-school activity period for middle school</td>
</tr>
<tr>
<td>4:45 p.m.</td>
<td>Last pick up time for day students</td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td>Students go to the cafeteria for dinner</td>
</tr>
<tr>
<td>5:30 p.m.</td>
<td>End of middle school dinnertime</td>
</tr>
<tr>
<td>5:45-6:45 p.m.</td>
<td>Study Hour</td>
</tr>
</tbody>
</table>

Weekly planners must be used for day students in order to advise student life counselors and faculty whether or not the student is to ride the daily bus or at what time each day of the following week the parent will be picking up the student. Weekly planners are due in the Assistant Principal’s Office by Thursday of each week. In the absence of any communication from the parent, the student will ride their regularly assigned bus home.

Students may go off-campus in groups when accompanied by student life counselors. Middle school students must sign a waiver form to stay in the residence hall after 4:45 p.m. if they have sports practice in the evening and need to stay through suppertime.
Sports Games or Practices for Middle School Student-Athletes
For any practices that take place after 5:30 p.m., students will go home or parents will pick up their children. Coaches will ensure that the Food Service Administrator will be informed each time their student/athletes players need to eat dinner early at 4:30 p.m. rather than the usual dinner time at 5:00 p.m..

High School (Grades 9 – 12)
3:00 p.m. Routine after-school bus time for day students
3:00-3:45 p.m. Homework Lab
5:30 p.m. Students go to the cafeteria for dinner
6:00 p.m. End of high school dinnertime
6:00-7:00 p.m. Study Hour
9:00 p.m. Last pick-up time for day students who will be returning home
Students who are not staying overnight must be picked up at this time or before

Day students are welcome to stay overnight at the high school residence halls after submitting a written request from parents 48-hours in advance. In the absence of any communication from the parent, the student will ride their regularly assigned bus home.

High school students are allowed to go off-campus with parental permission and with proper notification to staff on designated days and times. Off campus/downtown hours for high school is from 3:00 p.m. to 5:15 p.m.

After-School Activities for Elementary and Middle School Day Students
Elementary and middle school day students returning to MSD to watch school events must be accompanied by an adult who has agreed to be responsible for that child at all times. If the child is disruptive, s/he will be asked to leave the premises immediately. High school students may be dropped off and picked up at the end of the event.

Student Life Honors Program
The Student Life Honors Program is designed to recognize residential students who have demonstrated in the areas of academics, behavior, and attitude maturity and responsibility. The Student Life Honors Program allows these students to earn additional privileges and independence.

To be eligible for the Honors Program, one must meet the following criteria:

- Grade point average (GPA) must be 3.0 or above from the last quarter completed. No Ds or Fs.
- At least 9 excellent (E) ratings out of the 14 citizenship categories on the Student Life Report Card must appear in Residence Hall's citizenship. No unsatisfactory marks.
- No suspensions for past two complete quarters.
- Each student who participates in the Honors Program must participate in approved community service activity at least once during each quarter.
- Eligibility is automatically reviewed quarterly. Suspension will result in immediate removal.

The student must keep up his/her grades and excellent marks throughout the year. If a student's report card shows that the student has not maintained good grades, then he/she will be removed from the program. A student may earn this privilege at the end of a reporting period (i.e., interim report, end of quarter, or end of semester).
High School Honors Program Privileges May Include:

- Going off campus between 3:30 p.m.-5:30 p.m. or 6:30 p.m.-8:30 p.m. (in a group of at least 2).
- Selecting his/her own study time.
- Seniors/juniors are to be in their rooms by 11:15 p.m. and bedtime at 11:30 p.m.
- Sophomores/freshmen are to be in their rooms by 10:45 p.m. and bedtime at 11:00 p.m.
- Using the videophone any time before 11:00 p.m.
- Car privileges (Juniors and Seniors only). May drive his/her car during the week. Privilege to do this must be agreed upon by the parents and the Dean of Students and appropriate forms completed.

Middle School Honors Program Privileges May Include:

- Leaving the room after completing his/her homework assignment(s).
- Studying independently.
- Going to bed 30 minutes later than established bedtimes.
- Using a PCD any time before 9:00 p.m.

Academic Probation for Middle School and High School Students

If a student has a low grade (an “F”) on either an interim or end of quarter report, he/she will lose off campus activity privileges (such as walks to downtown Frederick and fieldtrips) and will have an additional 30 minutes of study hour (minimum of 1 ½ hours) daily. Refer to Eligibility For Extracurricular Activities.

Visiting Residence Halls and Campus After School Hours

Only family members (or a designee) are allowed to visit residence halls during after school hours. They are requested to sign-in with the Dorm Supervisor or the Dean of Students. Family members, when on campus, are requested to be respectful of the on-going operations of the Student Life Program. If students go off campus with their family, they are requested to return before 8:30 p.m. Parents are allowed to visit their children in their personal rooms in the Residence Halls during posted visiting hours and 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.

Damage and Destruction of Property

Willful destruction of the residence hall or its contents will be dealt with according to the Student Code of Conduct. When a student is found responsible for the intentional damage and destruction of an item or property, a bill will be sent to the student and his/her parent. Payment plans may be discussed with the Dean of Students or Director of Student Affairs. Until the bill is paid, students will be ineligible for any after school extra-curricular activities.

Residence Hall Rooms

Each student is to respect the property and privacy of others. MSD provides bed sheets, bed covers, and towels. The students may bring their own bed sheets, bed covers, towels, lamps, and other items from home; however, MSD will not be held responsible for damaged or stolen items from a student’s closet and room. Closets in the high school and middle school are lockable. A refundable deposit is required for a padlock or key. Please clearly label all items.

Personal Electronic Devices

All PCDs, laptops, and electronic devices MUST be turned off in the students’ rooms 15 minutes before bedtime. Each room has a surge protector. Students are required to connect their PCD chargers to the surge protector.
If students are caught by SLCs using their PCD, students will receive consequences as determined by the dormitory staff.

**FRESHMAN/SOPHMORES:** Turn in PCDs at 10:45 p.m.

**JUNIORS/SENIORS:** Turn in PCDs at 11:15 p.m.

**MIDDLE SCHOOL:** PCDs MUST be turned off and turned in to SLCs before bedtime at 9:00 p.m.

SLCs will make sure the PCDs are charged and ready to use the next day. SLCs will give the PCD to students after they wake up and get dressed for school every morning.

**Checkers**

Checkers, a recreation center for all MSD students, is located in the basement of Klipp-Redmond Hall. It has a snack bar, wide screen television, stereo system, games and seating area for eating. Checkers is used for daily student get-togethers, parties, meetings and other special events.

**Student Life Report Cards**

Residential students are those students who stay overnight on average twice a week or more. These students will receive a Student Life report card at the end of each term. Interim reports may be issued at any time there is a significant decline or improvement in the student's performance.

**In-Dorm Supervision (IDS) and In-Room Supervision (IRS)**

In-Dorm Supervision (IDS) is when a student is removed for up to but not more than 5 school days from his/her regular after-school activities/sports program and placed under strict supervision in either his/her own room, floor, or the residence hall. This is an alternative to suspending the student and sending him home. This provides the opportunity to counsel the student by the Student Life Counselor, Supervisor or the Student Life Counselor. Further restriction will result in a student being required to remain in their room for a specified time (IRS).

Student athletes who have consequences in the residence hall will serve their consequences before or after their sports practices and staff will bring their dinner to the residence hall. All students who have consequences will eat dinner in the residence hall.

Disciplinary actions that occur during overnight/morning hours will be dealt with during the morning hours. For example, students will wake up 1 hour early to do community services such as vacuuming the TV room, living room, computer room and clean the mirrors in the bathrooms.

If students are suspended from the residence hall, but not school:

- **1st offense = 5 days,** the student who has access to a daily bus will ride the bus home for 5 days.
- **2nd offense = 10 days,** the student who has access to a daily bus will ride the bus home for 10 days.
- **Repeating offenses –** the student who has access to a daily bus will ride the bus home for 1 month.

Students who do not have access to a daily bus will serve their consequences as IRS for the same period listed above: **1st offense = 5 days IRS**, **2nd offense = 10 days IRS**, repeating offenses = 10 days IRS and 10 days IDS.

**Reason for Referral to IDS or IRS -**

1. Leaving campus without permission.
2. Refusal to do residence hall duties.
3. Refusal to stay in room during study time.
4. Profanity or abusive language.
5. Aggressive acts toward other students.
6. Defacing or destruction of property.
7. Refusal to follow residence hall rules.
8. Refusing reasonable and appropriate requests by staff.
9. Refusal to participate in the resolution of a problem.
10. Not present at a required scheduled activity (i.e. meals).
11. Late to residence hall, to school, to cafeteria.
12. Repetition of the above-mentioned misconduct violations.

Commonly-Used Definitions -

1. In-Dorm Supervision (IDS) - Restricted within the dorm building from the regular dorm program up to but not to exceed 5 school days.
2. In-Room Supervision (IRS) - Further restricts the student(s) to his/her own room.
3. On-Floor Supervision (OFS) – Student is restricted to his/her own floor.

~TRANSPORTATION~

Pupil Transportation
The counties and the State of Maryland provide weekend and/or daily transportation. Bus assignments from designated counties run routes across the State with a stop in the home area of every child. If your county does not provide bus service, then another county is designated to do so. It is the parent’s responsibility to provide transportation to and from the bus stop.

The Pupil Transportation Branch, Maryland State Department of Education, administers the system through pupil transportation offices in local counties. Each county has such an office and this office is the local source of contact for you in receiving information, assistance, etc. Transportation services are coordinated by the Principal’s Administrative Assistant. If you do not already have the county’s transportation office number, please contact the Principal’s Office.

Tips for “To-Home” Trips
Elementary students will be “checked” into their respective buses before the drivers may depart. Middle and high school students are held responsible to make certain they do not miss their bus. If they do, parents must come and pick the student up. The most important fact is that you be on time to meet the bus. County policies differ, but drivers may/will wait only 5 minutes after their scheduled arrival time as they must continue on to later stops and/or connect with buses from other schools (Columbia Campus and Maryland School for the Blind). If you miss the bus on “to-home” days, go directly home and wait to be called. Different counties handle such cases differently, but a call to the home is always the first step.

Assignment to a “to-home” bus route other than the one serving the student’s county of residence will not be made. This applies to routine weekly service as well as to special requests, such as one student riding a different bus in order to spend the weekend visiting the home of a fellow student.

Tips for “To-School” Trips
It is very important that you be at the bus stop early. Most buses make several stops to pick up students and cannot wait at earlier stops as this penalizes parents and students at later stops. You have been provided with the time the bus is scheduled to LEAVE so all students and luggage should be aboard by that time. If you arrive at the stop location and the bus has already left, it becomes your responsibility to drive the student to school.
Release of Students at the Bus Stop

Drivers will not release students who are not met by an adult. Some counties’ policies permit this if they have written permission to do so from the parent. Similarly, if the student is to be met by a neighbor, relative, another student’s parent, a cab or released on his/her own to use a mass transit system, your county transportation office can give you guidelines on policies and procedures to follow. Asking your child’s driver regarding such special arrangements is always a good first step.

Special Arrangements

If a student wants to visit the home of another student, parents must provide transportation from school. For elementary, middle and high school students, a written letter must be received in the office of the appropriate Assistant Principal from parents of both students, giving permission for the visit and specific information on transportation arrangements (who will pick up the students, time, etc.) The permission letters and information must be received at least a week before the visit occurs to provide time for the school to make proper arrangements. Please do not call the school to make verbal arrangements; only written, signed letters, emails and faxes will be honored.

Parent Pick-Up of Students

If you are planning to pick up your son or daughter, always send a note in advance to your child’s Assistant Principal stating the time and date. If a parent has not picked up his/her son/daughter by their bus time, then s/he will be placed on their regular bus to go home.

Emergency Changes

All daily emergency changes must be faxed to the appropriate academic department office.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PHONE NUMBER</th>
</tr>
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<tbody>
<tr>
<td>ELEMENTARY SCHOOL</td>
<td>301-360-1406</td>
</tr>
<tr>
<td>MIDDLE SCHOOL</td>
<td>301-360-1405</td>
</tr>
<tr>
<td>HIGH SCHOOL</td>
<td>301-360-1404</td>
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</tbody>
</table>

Snacks on the Bus

Policies vary from county to county about permitting food and drinks on the bus.

Bus Transportation and Discipline

Initial and minor infractions by students are managed by the Director of Physical Education and Athletic Facilities. The Elementary Assistant Principal and Director of Physical Education and Athletic Facilities routinely contacts parents regarding 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. Each county has its own transportation policies, so please consult with your home county to inquire about transportation policies.

~PHILOSOPHY OF STUDENT SUPPORT & DISCIPLINE~

MSD provides an educational program to prepare Deaf students to take their places as independent and productive members of society. In order for proper growth and development to take place, MSD staff is charged with the responsibility of providing an orderly and safe environment for all students in order to help them achieve in an optimum learning environment.

Students will be subject to the established disciplinary regulations for any incident occurring on any property owned by the Maryland School for the Deaf, before, during, and after school hours, and also while attending school-sponsored activities on or off school property.
Positive Behavioral Interventions and Supports (PBIS)
In order for our students to be successful, school environments must provide positive adult and peer role models, multiple and regular opportunities to experience academic and social success, and social exchanges that foster enduring peer and adult relationships. PBIS is a proven strategy that is making a dramatic difference in the way many schools do business and is highly successful in creating educational environments that are safe, drug free, and conducive to learning.

What does PBIS mean?
PBIS means that teachers, administrators, counselors and support staff are going to take responsibility to teach positive behavior expectations to students. PBIS means that students will know exactly what is expected of them and exactly what consequences will result when they choose NOT to meet the school-wide expectations. And most importantly, students who take responsibility to behave positively will be recognized and rewarded in a variety of ways.

Student Support Center (SSC)
Student Support Center (SSC) is when a student is removed from his regular classroom and placed under strict supervision in a separate room. This is an alternative to suspending the student for Code of Conduct violations and sending him home. This provides the opportunity to counsel the student and to continue coursework. This is not a "time-out" environment. Students who are in SSC all day are not allowed to participate in any after school activities.

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 or Director of Student Affairs will investigate.
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 (if known) Is he/she a student?

   ___________________________________________  _______  _____________________________  □ Yes □ No
   ___________________________________________  _______  _____________________________  □ Yes □ No
   ___________________________________________  _______  _____________________________  □ Yes □ No
   ___________________________________________  _______  _____________________________  □ Yes □ No

3. On what date(s) did the incident happen?

   Month / Day / Year  Month / Day / Year  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

Today’s date: __________/__________/__________

School: ____________________________________

School System: _______________________________

PERSON REPORTING INCIDENT

Name: ____________________________________

Telephone: ________________________________

E-mail: ____________________________________

Place an X in the appropriate box: □ Student  □ Parent/guardian  □ Close adult relative
6. What did the alleged offender(s) say or do?

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

(Attach a separate sheet if necessary)

7. 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: ______________________
Drug-Free School Zone
The Maryland School for 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, the manufacture, distribution or 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.

Non-violent Crisis Intervention (NCI)
All efforts are made to use non-physical intervention techniques to resolve student behavior problems prior to the use of physical intervention techniques. From time to time, however, physical intervention is necessary. If it becomes necessary, the techniques used are reasonable, non-harmful and designed to safely and securely help the student de-escalate at his or her own pace, to regain control and reorganize at a higher level of functioning. Physical escort techniques and physical restraint techniques are employed by certified individuals in a Non-violent Crisis Intervention (NCI) methodology.

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

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 (Frederick Campus Parent/Student Handbook). If an incident does occur 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 Dean of Students; 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 Dean of Students; 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, Annotated Code of Maryland. MSD personnel are prohibited from notifying parents or guardians of investigations on school premises involving suspected child neglect or abuse under the Family Law Article of Maryland.

Searches on School Property
The Maryland School for 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. A search is 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.
### 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>Consequences</th>
<th>High School</th>
<th>Middle School</th>
<th>Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSAULT:</strong> 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* Exp.* Prob. Exp.* Prob. Exp.*</td>
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<tr>
<td><strong>BATTERY:</strong> Any willful and unlawful use of force or violence upon another person.</td>
<td>3* Exp.* 1* Exp.* Prob. Exp.*</td>
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<tr>
<td><strong>SEXUAL ASSAULT:</strong> Physical sexual attack upon another person.</td>
<td>3* Exp.* 1* Exp.* Prob. Exp.*</td>
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<td><strong>BULLYING:</strong> An incident or pattern of behavior that results in a person feeling intimidated or harassed by another.</td>
<td>1* Exp.* 1* Exp.* Prob. Exp.*</td>
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<tr>
<td><strong>FIGHTING:</strong> Mutual aggression in which both parties have contributed to the situation by verbal and/or physical action.</td>
<td>3* Exp.* 1* Exp.* Prob. 10*</td>
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<td><strong>HAZING:</strong> 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* Exp.* 1* Exp.* Prob. Exp.*</td>
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<tr>
<td><strong>VERBAL ABUSE:</strong> (Includes Sexual Harassment) Disrespectful and/or threatening language to a staff member or student.</td>
<td>Prob. 10* Prob. 10* Prob. 10*</td>
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<tr>
<td><strong>GANG ACTIVITY:</strong> 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. Exp.* Prob. Exp.* Prob. Exp.*</td>
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<tr>
<td><strong>SEXTING:</strong> 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* Exp.* 1* Exp.* Prob. Exp.*</td>
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<td><strong>FALSE ACCUSATIONS:</strong> Any situation where a person has been found to have made intentional false accusations.</td>
<td>1* Exp.* 1* Exp.* Prob. Exp.*</td>
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*Parent conference is required. ** Refer to definition of “possession”.

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*Parent and Student Handbook, 2013-2014 Frederick*
## 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.

**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.

### 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>
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<tbody>
<tr>
<td></td>
<td>Minimum Days</td>
<td>Maximum Days</td>
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<td><strong>EXTORTION</strong></td>
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<td>Exp.*</td>
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<td>With restitution as required by law</td>
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<td>With restitution as required by law</td>
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<td>With restitution/repair or replace</td>
<td>With restitution/repair or replace</td>
<td>With restitution/repair or replace</td>
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<tr>
<td><strong>WILLFUL DAMAGE TO PROPERTY BELONGING TO OTHERS</strong></td>
<td>Prob.</td>
<td>Exp.*</td>
<td>Prob.</td>
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<td></td>
<td>With restitution/repair or replace</td>
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<td>With restitution/repair or replace</td>
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</tbody>
</table>
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>CONSEQUENCES BY SCHOOL LEVEL</th>
</tr>
</thead>
</table>
| *Parent conference is required. ** Refer to definition of “possession”.

<table>
<thead>
<tr>
<th>HIGH SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>ELEMENTARY</th>
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<tbody>
<tr>
<td>** Minimum Days</td>
<td>Maximum Days</td>
<td>Minimum Days</td>
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**GAMBLING:** The playing of a game of chance for stakes.

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<td>Prob.</td>
<td>10*</td>
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<tr>
<td>Prob.</td>
<td>10*</td>
<td>Prob.</td>
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</tbody>
</table>

**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.

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**VULGARITY/PROFANITY:** Language that is disgusting or repulsive to the senses.

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<td>Prob.</td>
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**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.

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**OFFENSIVE SOCIAL BEHAVIOR:** Activities that are an infraction of acceptable social actions, including sexual activity and sexual misconduct.

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**DISCRIMINATORY PRACTICES:** Activities that are intended to be offensive to one’s race, religion, heritage, gender or disability, including sexual harassment.

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**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.

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Parent and Student Handbook, 2013-2014 Frederick
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.

| DRUGS, NARCOTICS, CONTROLLED DANGEROUS SUBSTANCES, INHALANTS: **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. |
|---|---|---|---|---|---|
| HIGH SCHOOL | MIDDLE SCHOOL | ELEMENTARY |
| Minimum Days | Maximum Days | Minimum Days | Maximum Days | Minimum Days | Maximum Days |

| SNIFFING OR INHALING HARMFUL SUBSTANCES: The deliberate sniffing or inhaling of substances releasing toxic vapors which cause intoxication, excitement or dulling of the brain or nervous system. |
|---|---|---|---|---|---|
| HIGH SCHOOL | MIDDLE SCHOOL | ELEMENTARY |
| Minimum Days | Maximum Days | Minimum Days | Maximum Days | Minimum Days | Maximum Days |

| ALCOHOL: **Possession, use, or being under the influence of any alcoholic product while on school grounds or at school-sponsored activities. |
|---|---|---|---|---|---|
| HIGH SCHOOL | MIDDLE SCHOOL | ELEMENTARY |
| Minimum Days | Maximum Days | Minimum Days | Maximum Days | Minimum Days | Maximum Days |

| DISTRIBUTION: 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. |
|---|---|---|---|---|---|
| HIGH SCHOOL | MIDDLE SCHOOL | ELEMENTARY |
| Minimum Days | Maximum Days | Minimum Days | Maximum Days | Minimum Days | Maximum Days |

| TOBACCO: **Possession or use of any type of tobacco product on school property and at any school-related or school-sponsored activities or on or off campus. |
|---|---|---|---|---|---|
| HIGH SCHOOL | MIDDLE SCHOOL | ELEMENTARY |
| Minimum Days | Maximum Days | Minimum Days | Maximum Days | Minimum Days | Maximum Days |
| 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. |
|---|---|---|---|---|---|
| HIGH SCHOOL | MIDDLE SCHOOL | ELEMENTARY |
| Minimum Days | Maximum Days | Minimum Days | Maximum Days | Minimum Days | Maximum Days |
## 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.**

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<th>HIGH SCHOOL</th>
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<td><strong>Minimum Days</strong></td>
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#### 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.**

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<tr>
<th>HIGH SCHOOL</th>
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<tr>
<td>Permanent removal*</td>
<td>Removal for remainder of current school year plus 1 year Exp.*</td>
<td>Permanent removal*</td>
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<tr>
<td>Permanent removal*</td>
<td>1 year Exp.*</td>
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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.

#### VIOLENT OFFENSES OFF CAMPUS: “Violent offenses” include, but not limited to, committing or attempting to commit murder, rape, or assault with a deadly weapon.

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.
### 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.

<table>
<thead>
<tr>
<th>EXPLOSIVE DEVICES AND FIREWORKS: <strong>Possession or detonation of any explosive device or fireworks.</strong></th>
<th>HIGH SCHOOL</th>
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<tr>
<th>BOMB THREAT: False notification of an impending explosion or presence of a bomb.</th>
<th>HIGH SCHOOL</th>
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<td>Ext. Susp.*</td>
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<th>ARSON: Attempting to, aiding in, or setting fire to the property of another.</th>
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**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 not to make the same mistake again. Students who are disrespectful, truant, or insubordinate face the following consequences:

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<th>CONSEQUENCES BY SCHOOL LEVEL</th>
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<td>HIGH SCHOOL</td>
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<td><strong>DEFIANCE OF AUTHORITY:</strong> Willful refusal to follow a legal direction/order given by a staff member.</td>
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<td><strong>CONTINUED WILLFUL DISOBEDIENCE:</strong> Repeated refusal to follow school rules and regulations.</td>
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<tr>
<td><strong>DISRUPTIVE BEHAVIOR:</strong> Actions which are detrimental to the effective operations of the school.</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>
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<tr>
<td><strong>FORGERY:</strong> Falsifying signatures or data on official records.</td>
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<tr>
<td><strong>LEAVING CAMPUS:</strong> Leaving campus during school hours without proper permission.</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>
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### 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”.

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<td>VIOLATION OF SUSPENSION</td>
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<td>VISITING OTHER CAMPUS BUILDINGS</td>
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*Prob. = Probationary, Exp. = Expulsion, Ext. = Extensive, Susp. = Suspension*
### STUDENT CODE OF CONDUCT

#### RESPECT FOR SCHOOL ADMINISTRATIVE PROCEDURES

**Continued**

**PERSONAL ELECTRONIC DEVICES**

Student possession or use of personal electronic devices shall not:

- a. Disrupt the learning environment or approved school activity.
- b. Pose a threat to academic integrity.
- 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.
- d. Create safety concerns.

Personal 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.

#### LASER 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.

#### FILMING:

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.

### CONSEQUENCES BY SCHOOL LEVEL

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

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<tr>
<th>MINIMUM DAYS</th>
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Item may be confiscated and returned to the student at the end of the day or to the parent.

**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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