



Rochester School for the Deaf Parent Handbook

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TABLE OF CONTENTS

TABLE OF CONTENTS	1
MESSAGE FROM THE SUPERINTENDENT.....	3
RSD INFORMATION.....	4
<i>RSD's Mission Statement</i>	<i>4</i>
<i>RSD's Educational Vision.....</i>	<i>4</i>
<i>RSD Board of Directors</i>	<i>4</i>
<i>Contact Information.....</i>	<i>4</i>
<i>Campus Map</i>	<i>5</i>
<i>Directions to RSD</i>	<i>5</i>
PROGRAM DESCRIPTIONS	6
EDUCATIONAL PROGRAMS	6
<i>The Deaf Infant Program (F.I.R.S.T.)</i>	<i>6</i>
<i>The Preschool Program</i>	<i>6</i>
<i>The Elementary School.....</i>	<i>6</i>
<i>The Middle School.....</i>	<i>6</i>
<i>The High School.....</i>	<i>7</i>
<i>The Co-operative Education Programs.....</i>	<i>7</i>
<i>Mainstreamed Occupational Education Program at BOCES.....</i>	<i>8</i>
<i>Physical Education and Team Sports.....</i>	<i>8</i>
OUTREACH SERVICES PROGRAMS.....	9
<i>Signs for All.....</i>	<i>9</i>
STAFF POLICIES.....	10
<i>Communication Philosophy</i>	<i>10</i>
<i>Cued Speech.....</i>	<i>10</i>
<i>Hearing Aids, Cochlear Implants and Use of Amplification.....</i>	<i>10</i>
<i>Fraternization Policy</i>	<i>11</i>
<i>Mandated Child Abuse Prevention and Reporting.....</i>	<i>13</i>
<i>TCI Training.....</i>	<i>13</i>
<i>Discipline Code for Students.....</i>	<i>13</i>
<i>Student Study Team (SST)</i>	<i>13</i>
<i>Learning Disabilities Task Force (LDTF)</i>	<i>14</i>
<i>School-based Counseling.....</i>	<i>14</i>
PARENT POLICIES.....	15
DORM POLICIES	15
<i>Residential Placement for Local Students</i>	<i>15</i>
<i>Wildcat Zone</i>	<i>16</i>
<i>List of Student Clubs</i>	<i>16</i>
<i>Family Visitors on and off Campus (Dorm)</i>	<i>16</i>
<i>Meals.....</i>	<i>16</i>
<i>Video Relay and Video Phone System.....</i>	<i>16</i>
SCHOOL-WIDE POLICIES	18
<i>Wellness Policy.....</i>	<i>18</i>
<i>Transportation.....</i>	<i>21</i>
<i>Student Absences.....</i>	<i>22</i>
<i>Admissions Procedure.....</i>	<i>23</i>
<i>Access to Student Records.....</i>	<i>23</i>
<i>Visitation Policy (Day).....</i>	<i>23</i>
<i>School Closings / Delays.....</i>	<i>24</i>
<i>Parent Staff Association (PSA).....</i>	<i>24</i>
<i>Emergency Drills</i>	<i>24</i>

STUDENT HEALTH CENTER.....	24
<i>Immunization Requirements</i>	25
<i>Medication Administration</i>	26
<i>Mental Health Crisis Procedures</i>	27
<i>Parents Procedure for Addressing Concerns</i>	28
<i>General Crisis Response</i>	28
<i>Parent Rights and Responsibilities Regarding CSEs</i>	28
STUDENT POLICIES	29
CODE OF CONDUCT.....	29
<i>Student Rights and Responsibilities</i>	29
<i>Student Rights</i>	29
<i>Student Responsibilities</i>	29
<i>Expectations for Student Behavior</i>	30
<i>Standards of Behavior</i>	30
<i>Prohibited Student Conduct</i>	31
<i>Sexual Harassment</i>	33
<i>Consequences for Violations of Standards of Behavior</i>	33
GENERAL POLICIES AND PROCEDURES	34
<i>Advisement Period</i>	34
<i>Grading System</i>	34
<i>RSD Honor Rolls</i>	34
<i>Guidance</i>	34
<i>Text Books</i>	35
<i>Magazines & Regents Review Books</i>	35
<i>Lockers</i>	35
<i>Search of Persons and Lockers</i>	35
<i>Student IDs</i>	36
<i>Work Permits</i>	36
<i>Student Mailboxes</i>	36
<i>Learning Resource Center (LRC)</i>	37
<i>Dining Room Policy</i>	37
<i>Bus Conduct</i>	37
<i>Use of Cars</i>	38
<i>Alternate Transportation</i>	38
<i>Use of Bicycles</i>	38
<i>Telephones/TTY/VP</i>	38
<i>Pager / Cell Phones / Radios Policy</i>	39
<i>Internet Acceptable Use Policy</i>	40
<i>Graduation Requirements and Diplomas</i>	41
GRADE 6 THROUGH GRADE 12 ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES.....	41
<i>Probation</i>	42
<i>Ineligibility</i>	43
<i>Eligibility for Extracurricular Participation</i>	43
<i>Special Consideration Rule</i>	43
PROCEDURAL SAFEGUARDS NOTICE.....	44
<i>Rights for Parents of Children with Disabilities, Ages 3-21</i>	44



Message from the Superintendent

Dear Parents and Guardians:

This *Parent Handbook* was prepared to provide you information about the policies at RSD. In the back of the handbook, you will find a copy of the *New York State Procedural Safeguards Notice: Rights for Parents of Children with Disabilities, Ages 3-21*, updated in July 2013 by New York State Vocational and Educational Services for Individuals with Disabilities (VESID).

Other information about RSD is contained in the school website at www.rsdeaf.org. Please visit it often as we include news and announcements about activities that happen here. RSD also mails newsletters to your home and distributes an e-News digest throughout the school year to provide our families with information about events and activities.

The handbook, the website, newsletters and e-News digest are not meant to replace the wonderful face-to-face discussions that we have had about your children. As always, if you have any questions or concerns about any aspect of your son or daughter's schooling, feel free to contact us. We welcome your inquiries.

Sincerely,

A handwritten signature in black ink, appearing to read "Antony A. L. McLetchie", is positioned below the word "Sincerely,".

Antony A. L. McLetchie
Superintendent/CEO

RSD INFORMATION

RSD's Mission Statement

Rochester School for the Deaf is entrusted, empowered, and funded to provide and enhance the educational and life growth experiences in an optimal environment for children and students who are deaf or hard-of-hearing.

RSD's Educational Vision

The faculty, staff, Board, families, alumni, and volunteers of RSD are dedicated and committed to providing:

- Resources to enable students who are deaf or hard-of-hearing to develop and achieve their highest level of academic and technical skills;
- Resources for faculty, staff and students to become fluent communicators in both English and American Sign Language by faculty and staff that are likewise fluent;
- An environment that is caring, compassionate, and sensitive to the needs of the individual student, in which each will learn to become a participating and contributing member of society;
- Opportunities to involve and utilize RSD's most vital resources - the faculty, staff, families and volunteers - to serve as a viable resource center for the community-at-large.

RSD Board of Directors

There is a complete list of RSD's Board of Directors available at the website at http://www.rsdeaf.org/about_board.asp

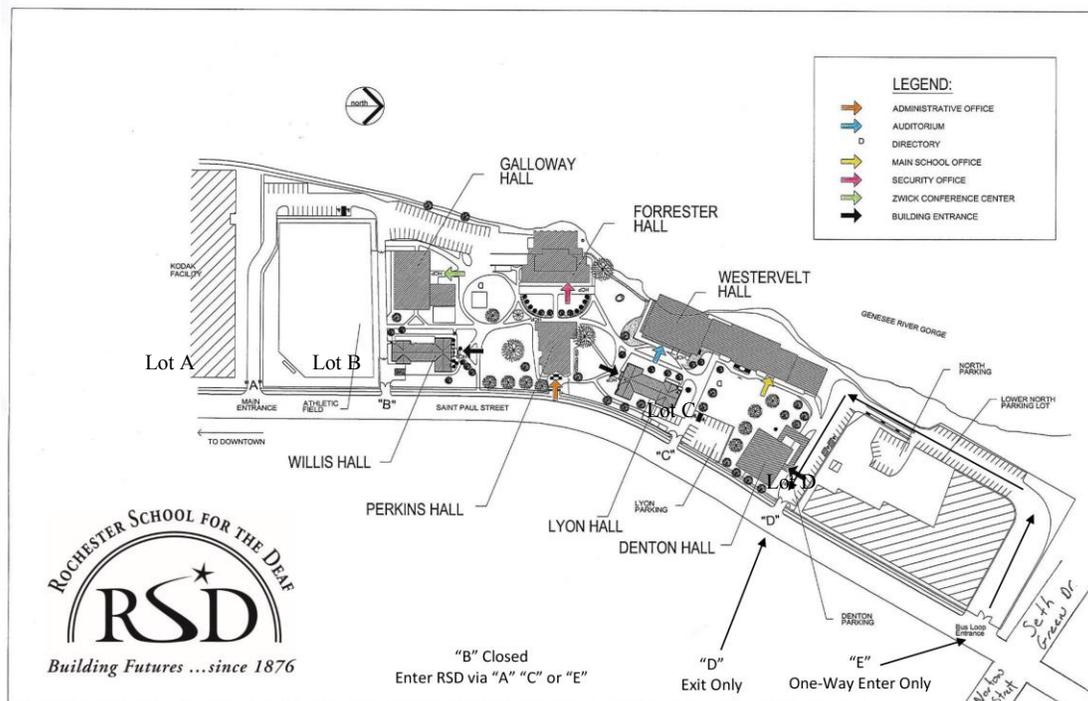
Contact Information

Rochester School for the Deaf
1545 St. Paul Street
Rochester, NY 14621
Phone (Voice/TTY): (585) 544-1240
Fax: (585) 544-0383
Website: www.rsdeaf.org
Email: info@rsdeaf.org

RSD Security can be reached 24 hours a day at:
Voice Phone: (585) 336-5837 Cell: (585) 737-4004
TTY: (585) 336-5838 VP: (585) 286-2813

The Student Health Center can be reached at:
(585) 336-5841 VP: (585) 286-2814

Campus Map



Campus Directory

Perkins Hall
 Superintendent's Office
 Business Office
 Personnel Office
 Public Relations
 Fund Development
 Outreach Services

Westervelt Hall
 School Office (K-12)
 Elementary School (K-5)
 Middle School (6-8)
 High School (9-12)
 Learning Resource Center
 Auditorium
 Gym/Pool
 Fitness Center

Forrester Hall
 Dining Room
 Student Health Center
 Security Office
 Receiving/Loading Dock
 Maintenance Shops

Denton Hall
 Early Childhood Center
 F.I.R.S.T. Program
 Preschool Program

Galloway Hall
 Zwick Conference Ctr.
 Dormitory

Lyon Hall
 Signs for All
 Support Services
 - Audiology
 - Psychology
 - Counseling
 - Intake/Admissions

Willis Hall
 Dormitory
 Aux. Gym

Directions to RSD

From the East

- 1 New York State Thruway to exit 45
- 2 Take route 490W to route 590N
- 3 Take route 590N to route 104W
- 4 Take route 104W to Clinton Ave. exit
- 5 Make a left on to Clinton Ave. and drive to Norton St.
- 6 Make a right on to Norton St. and drive to St. Paul St.
- 7 Make a left on St. Paul St. (RSD is on the right)
- 8 Enter Lot C driveway and park in any available spot

From the West

- 1 New York State Thruway to Exit 47
- 2 Take route 490E to Inner Loop (exit bears to the left)
- 3 Take Inner Loop to St. Paul St. exit
- 4 Make left turn on to St. Paul St. (heading north)
- 5 Take St. Paul St. north past Driving Park Ave. intersection (school will be on left)
- 6 Enter Lot C and park in any vacant spot

PROGRAM DESCRIPTIONS

Educational Programs

The Deaf Infant Program (F.I.R.S.T.)

Our F.I.R.S.T. (Family Instructional and Resource Service Team) program provides for the needs of a child from birth through three years of age with a 50-decibel or greater hearing loss. The ECC team provides a comprehensive set of services and works with children and families in their homes and at the Early Childhood Center.

The Preschool Program

Children who have reached the age of 3 become eligible for our Preschool Program. Our preschool program exists to build a solid educational and social foundation for deaf and hard-of-hearing children ages 3 and 4 with an 80-decibel or greater hearing loss who live in the 17 county area surrounding Rochester. Our multifaceted approach addresses the unique needs of the individual child and their family through our center-based, full day program. Communication accessibility is a critical aspect of each child's daily experience.

The Elementary School

As children grow, services and programming adjust accordingly to meet the needs of a developing child. We are committed to addressing the unique needs of every student and recognize the responsibility to support families as they consider the different educational options for their child.

RSD expands the academic skills of our students in the Elementary School and provides the instructional focus students need to apply what they learn here to their everyday life.

Instruction includes reading, math, science, social studies, health, writing, physical education, technology, art, computers, and music along with continued work in English, ASL, speech, and auditory skills development. In addition to following the NYS curriculum for individual subjects, the Elementary School provides a rich introduction to Deaf cultural studies and a wide array of after school sports and clubs.

The Elementary School is where students first experience our Subject Area Specialists. The Specialists help our instructors build the most effective lessons to help students achieve and surpass New York State learning standards.

The Middle School

Each RSD student receives instruction in English, math, science, social studies, technology, family and consumer science, art, music and health.

The Middle School is focused on providing students with the foundation for a lifetime of educational success and expanding their knowledge on a variety of topics. There is so much more that students learn. Middle School students need skills in order to become responsible

for their own success. While parents are still very much involved and made aware of their child's performance through reports home, students learn that they themselves have the power to create their future through the choices they make.

The High School

The RSD High School prepares students to experience the world on their own terms. Upon graduation students will receive a New York State Regents diploma, a New York State high school diploma, or a diploma for completing their Individual Education Plan. Every step of the way, faculty and staff provide support and direct communication, forming deeper connections and understanding. Subject Area Specialists support teachers and students alike.

Our high school students have the opportunity to take classes with hearing students at other high schools or at BOCES as part of RSD's Cooperative Educational and Occupational Programs. With opportunities in both public and private sectors, RSD's Work Experience program helps students make the eventual transition from the school environment to a hearing, working world. Our high school students can also take advantage of vocational and technology classes to add occupational training to their academic schedule at RSD.

The RSD High School experience is one of inclusion, challenge, and opportunity. Beyond the choices students and families have in terms of educational programs, students can explore a welcoming array of interscholastic sports, Student Body Government/Junior National Association for the Deaf programs, hobby clubs, European foreign exchange program and many others.

The Co-operative Education Programs

Cooperative mainstreaming is defined as a program in which a student attending RSD is in attendance for a portion of the school day at a public school in his or her home school district or at another public or private school for hearing students when the student's home school district is too distant to make a cooperative program with that school practical.

Participation Initiation: A request for consideration as a candidate for a cooperative mainstream program can be generated by the RSD support services staff, an administrator, the student's teacher, the student's parents, the student himself or herself, or the student's home school district Committee of Special Education (CSE) or Committee of Preschool Special Education (CPSE).

Criteria for Consideration: The factors which will be considered when a decision is being made to proceed with setting up a cooperative mainstream program for a student shall include but not be limited to: the student's academic history and potential for success; the student's and family's interest in pursuing a program; the student's Stanford Achievement Test scores if available; the student's emotional stability and maturity; the willingness of the home school district to cooperate; the coordination of school schedules and calendars; transportation requirements; availability of an interpreter; and coordination of necessary support services.

Process for Establishing Participation: A CSE or CPSE meeting can be requested to review the possibility of cooperative mainstreaming. Following a CSE or CPSE meeting, the student's IEP can be revised accordingly.

Mainstreamed Occupational Education Program at BOCES

RSD students wishing to major in occupational education can do so at a regional occupational center, known as Board of Cooperative Educational Services (BOCES). The BOCES Occupational Education Center provides occupational training for all students who attend local suburban school districts. Students who attend BOCES are mainstreamed at the Occupational Educational Center for two and one half hours per day, and return to RSD where they receive their academic courses.

All students who are entering their final two years of school at RSD are eligible to attend BOCES. Individuals wishing to attend BOCES will follow the following selection procedure:

1. High school students tour the BOCES Occupational School.
2. Students return and discuss their visit to BOCES with school counselors.
3. Students who might want to attend BOCES in the next school year select 1 or 2 occupational areas of interest to them. They return to BOCES and sit in on those classes.
4. Students meet with counselors to discuss:
5. Pros and cons of occupational areas of interest to them.
6. Their academic strengths and weaknesses as they relate to their area of interest.
7. Students select the occupation they wish to study the next year.
8. School counselor informs parent of their child's interest in attending BOCES and the ramifications on school programming.
9. During CSE meeting, students' desire to attend BOCES, and his/her occupation selection are discussed. Decision to attend BOCES is finalized at this time.

Physical Education and Team Sports

A comprehensive program in athletics and physical education is an integral part of the total educational process at RSD. All students from Primary/Elementary through High School are required to participate in a physical education program. Any student who is physically unable to safely and/or successfully participate in regular activities will be provided with adapted physical education.

Students must maintain good grades and must show proper classroom behavior in order to participate in team sports (see Eligibility for Extra-curricular Participation). The Director of Student Life, Athletic Director, or Coach may remove any student from team sports if his or her classroom grades or general behavior is poor.

Students who are members of teams that represent RSD should always dress properly and conduct themselves in an appropriate manner when visiting other schools. When they are away from RSD, they are under the direct responsibility of their coaches. Any misconduct will be reported to the Athletic Director and Director of Student Life.

RSD encourages full participation in team sports, and to this end, makes such activities available to students enrolled in High School. No student will be dismissed from a team for lack of athletic ability. All students are required to have a physical prior to their participation in sports and may not practice or participate without the approval of the school physician. For students who have additional disabilities, the school physician will have to approve their participation in athletics.

Outreach Services Programs

Outreach Services at Rochester School for the Deaf (RSD) enhance learning opportunities for people in our community, including deaf and hard-of-hearing individuals, and Deaf culture and American Sign Language (ASL) learners. RSD focuses Outreach Services toward making many of the unique learning experiences that RSD provides available beyond our school campus. RSD Outreach Services also shares its' expertise and knowledge of best practices in the education of deaf and hard of hearing children, the culture of the Deaf community, and applied learning in ASL with deaf, hard of hearing and hearing students, their families and professionals within the RSD service area.

Signs for All

Signs for All (SFA) provides American Sign Language classes and Sign Language Proficiency Interview (SLPI) evaluations for anyone, regardless if they are hearing, deaf or hard of hearing. SFA can be very beneficial to members of the community at-large who are eager to learn sign language, including employers and companies with staff who are deaf and hard-of-hearing, as well as professionals who work with individuals who are deaf and hard-of-hearing. Our SLPI evaluations are scheduled to occur once monthly and an appointment can be arranged by contacting the RSD Outreach Center. All are welcome to take SFA classes at RSD. Visit: <http://www.RSDDeaf.org/SFA> to learn more about SFA classes at RSD and to register.

STAFF POLICIES

Communication Philosophy

RSD recognizes the right of its students to have full and ongoing access to language and communication, both incidental and planned. Optimal access to all communication is vital to our students' academic and social development. American Sign Language (ASL) and English are the languages used at RSD for communication and instruction.

RSD is fully committed to ensuring that our students reach their maximum potential in ASL and English, while also supporting their individual communication needs. Recognizing that ASL and English are unique, distinct separations and clear boundaries between both languages are not only ideal but crucial and necessary also. To that end, RSD will serve as a language-rich environment for our deaf and hard of hearing students.

Cued Speech

Speech/Communication teachers may use Cued Speech with their students in the context of their Individual Speech/Communication session when the student's parents have not only requested its use, but also have demonstrated either use of Cued Speech at home themselves or commitment to its use. Classroom teachers may not use Cued Speech within the classroom environment.

Hearing Aids, Cochlear Implants and Use of Amplification

RSD offers the services of handling hearing aid repairs and making new ear mold impressions for students. When a student needs new ear molds or has a broken hearing aid, the audiologist will send a form home for the parents to complete and return with payment. Upon receipt of payment, the service will be performed. The parents will be notified when the ear molds arrive or the hearing aid is returned from the repair shop.

If a student needs a loaner hearing aid, the audiologist will send a Loaner Hearing Aid Contract to the parents. The parents must sign the form before the student can be assigned a loaner hearing aid. The contract states that the parents are financially responsible for the loaner hearing aid, including the cost of the ear molds and batteries used with the aid.

1. Use of hearing aids and other auditory and tactile instruments such as cochlear implants by deaf children can be beneficial in allowing them to internalize the meanings of sound and to enhance their learning or their awareness of spoken English along with many other benefits.
 - a) All students entering the RSD go through a process of audiological evaluation, designed with the individual child's age, developmental level, and needs in mind.
 - b) All students are candidates for amplification or tactile aids. Appropriate devices will be recommended and children will be encouraged to experience them.

- c) Audiological evaluation and assistive device evaluation is ongoing and involves the participation of parents, teachers and students themselves. When additional information emerges, recommendations may change.
 - d) Evaluation is aimed at helping the student discover the way s/he uses residual hearing such as for speech reading, distance communication, in the presence of competing speech signals or in noisy situations, so that they can let a speaker know how best to talk to them.
 - e) Evaluation is also aimed at helping students understand their communication styles, i.e. when they rely primarily on sign language, when they depend on English and when they depend on ASL, when they rely on listening and speech reading along with sign language, when they rely primarily on listening, speech reading, and writing, and when audition may interfere with speech reading and what to do about it.
 - f) Amplification, cochlear implants and tactile aids need to be checked daily to insure they are functioning appropriately.
2. Benefit from amplification varies among deaf children from a great deal to not at all. Along with a wide range of benefits, there are some conditions, which limit or preclude a given child's use of amplification. Some students may use amplification in limited situations or not at all.
- a) Children who seem to be able to benefit from amplification should be encouraged in a supportive, flexible way to use it.
 - b) For situations where interpreters are being used, students should be taught to explore the options and make educated decisions about whether to use their amplification or to turn it off.
 - c) Students should also be involved in making appropriate decisions about the use of their amplification for group lessons, individual seatwork, story time, PE, and lunch.
3. It's important that every child is involved along with teachers and parents in making the decision about which kind of amplification (if any) works best for them. Decisions about use of amplification for individual children should be made jointly between the audiologist, parent, teachers, and the child (whenever reasonable). These decisions can be reviewed at any time.

Fraternization Policy

The RSD Board of Directors requires that all RSD staff maintain a professional and ethical relationship with RSD students that are conducive to an effective and safe learning environment.

Staff members are expected to act as role models for students at all times, whether on or off school property and both during and outside of school hours. They are expected to establish appropriate personal boundaries with students and not engage in any behavior that could reasonably lead to even the appearance of impropriety.

Staff members are prohibited, under any circumstances, to date or engage in any improper fraternization or undue familiarity with students, regardless of the student's age and regardless of whether the student may have "consented" to such conduct. Further, staff shall not entertain students or socialize with students in such a manner as to create the perception that anything other than a professional relationship exists. Similarly, any action

or comment by a staff member, which invites romantic or sexual involvement with a student is considered highly unethical and is in violation of RSD policy and may result in disciplinary action by RSD up to and including termination of employment and notification of law enforcement officials.

Inappropriate staff behavior includes but is not limited to flirting; making suggestive comments; dating; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts; frequent personal communication with a student (via telephone, e-mail, instant messaging, letters, notes, etc.) unrelated to school work or official school matters; providing alcohol or drugs to students; inappropriate touching; and engaging in sexual contact and/or sexual relations.

Even if the student, regardless of age, participated “willingly” in the activity, inappropriate fraternization of staff with students is against RSD policy and may be in violation of professional standards of conduct and New York State law. Inappropriate staff conduct does not need to rise to the level of criminal activity for such conduct to be considered in violation of RSD policy and be subject to appropriate disciplinary action.

Any student who believes that he or she has been subjected to inappropriate staff behavior shall report the incident to any staff member. Students, staff, or third parties who have knowledge of or witness any possible occurrence of inappropriate conduct shall be expected to report the incident to any staff member, to one of the Directors, or to the Superintendent. Anonymous complaints of inappropriate fraternization of staff members with students shall be forwarded to the Directors and Superintendent for further investigation. Investigations of allegations of inappropriate staff-student relationships shall follow the procedures utilized for complaints of harassment within RSD. Allegations of inappropriate staff-student behavior shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

Any staff having knowledge of or reasonable suspicion that another staff member may have engaged in inappropriate conduct with a student that may constitute child abuse must also follow RSD’s reporting procedures for such allegations. Such information will be reported by the designated Director to law enforcement officials, the State Education Department, and/or Child Protective Services.

If a student initiates inappropriate behavior toward a staff member, that staff member shall document the incident and report it to his or her supervisor. RSD shall investigate the incident and take prompt corrective action to stop such conduct.

RSD prohibits any retaliatory behavior directed against complainants, victims, witnesses, and any other individuals who participate in the investigation of allegations of inappropriate staff-student relations. Follow-up inquiries and appropriate monitoring shall be made to ensure that the alleged conduct has not resumed and that all those involved in the investigation have not suffered retaliation. Any act of retaliation is subject to appropriate disciplinary action by RSD.

Students, staff, and volunteers shall be informed about this policy, including the duty to report. Staff training shall be provided to facilitate staff identification of possible behavior

that may constitute inappropriate staff-student relationships. Students shall be provided such training in an age appropriate manner.

Mandated Child Abuse Prevention and Reporting

All employees and volunteers are required to report any and all suspicions of child abuse, maltreatment, or neglect of any student attending RSD. This includes abuse from other staff members as well as abuse from persons in the home or the community.

All employees and volunteers are required to undergo annual training in identification and reporting of child abuse and maltreatment. This training is designed to raise the level of awareness, encourage positive attitudes, and enhance knowledge and skill development in areas including, but not limited to the following: child abuse prevention and identification; safety and security procedures; principles of child development; characteristics of children in care; techniques of group and child management, including crisis intervention and appropriate restraint training; laws, regulations, and procedures, including appropriate reporting responsibilities governing the protection of students from abuse and maltreatment; and any relevant information provided by the State Education Department.

A certificate of completion of training will be placed in each new employee or volunteer's file in the Business Office. For more information about the training, contact the Director of Services for Children.

TCI Training

All faculty and staff at RSD are given the opportunity to learn TCI (Therapeutic Crisis Intervention). This is a set of skills which when practiced can help a staff person when intervening in a crisis. They will be able to help the student through the crisis safely and supportively: and then teaches the student better and more constructive, effective ways to deal with stress or painful feelings.

Discipline Code for Students

All RSD staff members will take an active role in preventative discipline. All staff members will always be “on duty” and responsible for maintaining a safe and orderly environment which is conducive to learning. All parents are expected to overtly support the School’s discipline policy and convey this support to their children. All students are expected to support and follow the School’s discipline policy so that the learning atmosphere is free from disruption and allows each student to achieve to the highest potential.

Student Study Team (SST)

Students experiencing learning problems can benefit from a Student Study Team, convened to discuss the issue and suggest remedies. Parents are involved in the process and kept informed of the progress. We encourage open communication, both positive and negative, between RSD, staff and parents regarding behaviors and needs of children.

There are two routes to services for children via the Support Service Team. When the services of one Support Service provider is clearly all that is required, contact that team member directly. When the students' needs are more complicated and perhaps require more than one team member, the Student Study Team referral process is required:

Student Study Team (SST) Procedure

1. Referring staff member completes SST form
2. The SST form is signed by a Director
3. SST form is forwarded to SST Coordinator
4. Coordinator adds student's name to list for future agenda (students will be placed on agenda in order of date received)
5. Coordinator disseminates agenda on or before the Friday prior to the next SST meeting via E-mail
6. SST will meet and determine plan of action
7. Updates will occur as necessary

Learning Disabilities Task Force (LDTF)

The Learning Disabilities Task Force is comprised of the school's psychologist, educational evaluator, Director Services for Children, audiologist, classroom teacher, and any other professional that is appropriate. The group gathers information about the student's situation from the teacher and others, and formulates strategies to help the student succeed. Teachers who implement these strategies in the classroom often report dramatic progress.

School-based Counseling

School based counseling can vary in form and duration and is provided to a student by one of the school counselors informally as a transitional support or formally as a Related Service on their Individual Education Program (IEP).

School-based counseling is warranted whenever it is determined by the Mental Health team (MHT) that a student's ability to learn is being negatively impacted by social-emotional or behavioral concerns, and these concerns are amenable to the school-based counseling process. (Sometimes the issues impacting a child need to be addressed by outside family or individual mental health counseling, and a referral will be made in these situations.)

PARENT POLICIES

Dorm Policies

For Residential students, any student accepted into the dorm, will be given a full Student Life and Handbook for Resident Programs.

Residential Placement for Local Students

1. Local students requesting dorm placement must be accepted by:
 - a. School
 - b. Committee of Special Education
 - c. Commissioner of Education
2. Parents or School personnel may make the request for dorm placement.
3. The referral must be for academic reasons, and lack of academic progress should be documented.
4. Before the CSE meeting or referral, the Principal, Director of Student Life, and Director of Services for Children must meet to determine if a student is appropriate for dorm placement.
5. The decision will be made based on:
 - a. Academic level
 - b. Student behavior
 - c. Student need
6. If the student's academic functioning displays a need, and there are no significant behavioral concerns that would make management in the dorm difficult, the student will be recommended for the dorm.
 - a. The Director of Services for Children will then submit a recommendation to the Superintendent.
 - b. Based on the review of the academic needs and behavior and availability of room space and staffing, if the Superintendent supports the placement, the application is made.
 - c. The Director that student's department will attend the CSE Meeting to represent the student regarding the educational need for the dorm placement. The Director of Student Life may also attend to answer any questions related to dorm life.
 - d. The CSE makes the final determination of placement. If approved, RSD provides the paperwork to the school district and the school district is responsible to make the changes with the State.
7. If the student is not approved for placement, the parents and CSE must be notified and given a reason. A parent may also choose to drop a request or continue to hold a CSE meeting to discuss the issue further. The Director of Elementary and Middle School, the Director of High School, or the Director of Services for Children will attend this CSE meeting.

Wildcat Zone

The Wildcat Zone is open every evening (Monday through Thursday for Dorm or day students who attend RSD). The hours are 3:00pm to 10:00pm. Students are assigned different times depending on their ages and level of maturity.

The Wildcat Zone has a snack bar, game room, bicycles and skateboards, computer and public phone/TTY/VP, etc and is used by both day students and dorm students. Rules are posted and students are expected to follow them, or risk suspension.

List of Student Clubs

RSD offers several after school activities. For a complete list of current student activities, please contact the Director of Student Life.

Family Visitors on and off Campus (Dorm)

Family visitors are welcome to visit their child/sibling, etc as often as they wish. We ask only that you try not to come during study hour (6:15-7:15 pm) or after your child has gone to bed (and that you leave before your child's bedtime). Family visitors are asked to introduce themselves to the residential staff if they have not met before. Counselors wish to get to know the parents of those children they work with during the week. Family members are welcome to eat dinner with their child; however, anyone who is not a dorm student, must pay for their meal.

Parents and family who wish to take their child off campus may do so, after informing the appropriate residential staff so that the staff are aware of his/her whereabouts at all times. Permission to take their child out is not needed by parents. However, the school must have permission release form signed by the parents/guardians in order for aunts, siblings, cousins, and family friends to take a child off campus. Before leaving, a check must be made to ensure that the student does not have any prior commitment (meetings, dorm activities, etc). Students must be returned by his/her bedtime.

Meals

Meals are provided free to all dorm students. Meals are served in Forrester Hall and are served cafeteria style. Residential counselors are on duty breakfast and dinner – making sure students follow dining room rules and are available to assist with problems, etc that may arise. Lunch is eaten with day students and is supervised by school staff.

Video Relay and Video Phone System

VRS/VP devices are available throughout the campus, however students may not use them without permission. The remote controls are to be kept locked at all times (controlled by staff).

All calls must be approved and documented by staff, and a log kept when each student makes a call. Students may reserve time slots to make a call; a schedule will be available in

the staff offices. Students making calls are to come prepared with a number for to dial. Once a call is made, staff will leave the area to allow the student to have privacy. All VRS/VP incoming calls are answered by staff for security and safety purposes. Students can make their calls after school from 4:00 pm to 9:45 pm

No calls will be made from 6:15 pm to 7:15 pm unless there is a compelling reason. This is homework/downtime. The system will shut down at 10:00 pm.

VRS/VP calls will be allowed depending on the availability of staffing. Students can let staff members know that their calls have ended so other students and staff can make other calls.

A ten-minute use time limit (not counting the waiting period to get an operator) will be enforced if there are others waiting to use the phone or unless it's an approved call to a parent or for an emergency.

No profanity or inappropriate behavior will be tolerated.

Misuse of the VRS/VP will result in the loss of privilege of using the system.

School-wide Policies

Wellness Policy

Given the documented connection between proper nutrition, adequate physical activity and educational success, the Rochester School for the Deaf adopts the following goals and actions to provide students with a school environment that promotes student health and wellness and reduces childhood obesity. Rochester School for the Deaf supports a healthy environment where students learn and participate in positive dietary and lifestyle practices.

Rochester School for the Deaf will provide a learning environment that promotes lifelong habits of healthy eating, physical activity and responsible decision-making. Improved health optimizes student performance potential. Rochester School for the Deaf will periodically convene an advisory board to include at least one member of the following stakeholder groups: parents, students, food service representative, faculty, administration, and health service representative.

- All students at Rochester School for the Deaf will have opportunities, support and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at Rochester School for the Deaf will meet the nutrition recommendations of the 2005 U.S. Dietary Guidelines for Americans.
- Qualified child nutrition professionals will provide students with access to a variety of nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, Rochester School for the Deaf will participate in available federal school meal programs (including the School Breakfast and Lunch program).
- Rochester School for the Deaf will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Food and Beverages Available in School

Rochester School for the Deaf recognizes that a nutritious, well-balanced, reasonably portioned diet is essential for student wellness. To help students possess the knowledge and skills necessary to make nutritious food choices for a lifetime, Rochester School for the Deaf shall ensure that foods and beverages available in school promote good nutrition, balance, and reasonable portion sizes. Rochester School for the Deaf shall ensure that reimbursable school meals meet or exceed the program requirements and nutrition standards found in federal regulations.

To accomplish this, Rochester School for the Deaf will serve healthy and appealing foods and beverages following state and federal nutrition guidelines. Rochester School for the Deaf will make the best effort to:

- Promote fresh fruits, vegetables, salads, whole grains, and low fat items.
- Encourage students to try new or unfamiliar food.

- Serve only low-fat (1%) and/or fat free milk.
- Make the best effort possible to schedule lunchtime between normal lunch hours (11 am -1:00 pm)

Fundraising Activities

To support children's health and school nutrition-education efforts, the majority of school fundraising activities will not involve food or will only use foods that meet the nutrition and portion size standards. All fundraising activities, which include food, that does not meet the nutrition standards, will occur after school hours. Rochester School for the Deaf will encourage the use of non-food fund raisers.

Celebrations

Rochester School for the Deaf will evaluate our celebration practices that involve food during the school day and encourage foods or beverages that meet nutrition standards.

Rewards

Rochester School for the Deaf will encourage staff to not use foods or beverages; especially those that do not meet nutrition standards for foods and beverages sold individually as rewards for academic performance or good behavior and will not withhold food or beverages (including food served through school meals) as a punishment.

Physical Activity

Rochester School for the Deaf believes that physical activity is as important factor in staying healthy and being ready to learn and encourages every student to develop the knowledge and skills necessary to perform physical activities, to regularly participate in physical activity, and to appreciate and enjoy physical activity as an ongoing part of a healthy lifestyle. In addition, staff, family, and community are encouraged to participate in and model physical activity as a valuable part of daily life.

Physical Education

- Rochester School for the Deaf will make the best effort to encourage students in physical education for at least the minimum of hours per week under State requirements.
- Promote, teach, and provide opportunities to practice activities that students enjoy and can pursue throughout their lives.
- The performance of physical activity shall not be used as a form of discipline or punishment.

Recess

- Maintain daily allotment of recess time for elementary school.

Physical Activity in Classroom

- Promote the integration of physical activity in the classroom.

Extracurricular Opportunities for Physical Activity

- Promote clubs and activities that meet the various physical activity needs, interest and abilities of all students.

Nutrition Education

Rochester School for the Deaf believes that nutrition education is a key component in introducing and reinforcing healthy behaviors in students. Rochester School for the Deaf will make the best effort to integrate nutrition education that teaches the knowledge, skills, and values needed to adopt healthy eating behaviors into the curriculum; provide nutrition education information throughout the school including, but not limited to, school dining areas and classrooms; ensure staff members who provide nutrition education shall be appropriately certified and trained.

Other School Based Activities

Rochester School for the Deaf may implement other appropriate programs that help create a school environment that conveys consistent wellness messages and is conducive to healthy eating and physical activity. Such activities may include, but are not limited to, health forums or fairs, health newsletters, parent outreach, employee health and wellness, limiting the use of food as a reward.

Transportation

The following outline states the School's responsibility, the driver's responsibility and the parents' responsibility in all areas in which transportation occurs.

Day Students

1. Students transported in school district vans.
 - a. Responsibility of parents through the school district.
2. Students traveling via public transportation.
 - a. Arrangements made by parents and school district. Students required to travel to and from school with no delays or stopovers enroute without prior written parental permission.
3. Students traveling via private car.
 - a. Arrangements made by parents with written notification given to the school.
4. Students walking.
 - a. Responsibility of parents with no stopovers or delays enroute without prior written parental permission.

Residential Students (Weekends)

1. Students transported in school district vans.
 - a. Responsibility of parents through the school district.
2. Students transported in parent-chartered busses.
 - a. Responsibility of parents.
3. Students traveling via public transportation.
 - a. Arrangements made by parents and school district. Students required to travel to and from school with no delays or stopovers enroute without prior written parental permission.
4. Students traveling via private car.
 - a. Arrangements made by parents with written notification given to the School.
5. Students walking.
 - a. Responsibility of parents with no stopovers or delays enroute without prior written parental permission.

Field Trips, athletic trips, and other activities.

1. In school-owned vehicles.
 - a. Trip must be approved administratively.
 - b. Number of students limited to stated capacity of vehicle.
 - c. Driver must be approved administratively.
 - d. Parental permission required for all trips other than those considered routine by the School.
2. In private cars.
 - a. Written permission from the Superintendent is required.
 - b. Trip must be approved administratively.
 - c. Number of students limited to stated capacity of vehicle.
 - d. Parental permission required for all trips other than those considered routine by the School.

3. In chartered busses.
 - a. Trip must be approved administratively.
 - b. Parental permission required for all trips other than those considered routine by the School.
4. On public transportation.
 - a. Trip must be approved administratively.
 - b. Parental permission required for all trips other than those considered routine by the School.
5. Walking.
 - a. Trip must be approved administratively.

RSD is responsible for arranging and paying for transportation for approved students until they are five (5) years old.

Student Absences

Class attendance is vital to student achievement. All students are required to attend all scheduled classes. The New York State recognizes the following reasons for excused absences:

1. Illness
2. Death in the family
3. Court appearance
4. Religious obligations
5. School related activities/appointments
6. Impassable roads

All absences from school shall require a written explanation from parents to be kept on file in the Head Nurse's office. When a student reaches 20 days of absenteeism for the school year, the Director of Services for Children will send a notification letter to the student's parents and also notify the student's home school district.

The following is a copy of the notice that is sent to all parents at the beginning of each school year:

RSD, in compliance with New York State Education Department rules, regulations, and laws has a policy on student absences. There are procedures for reporting your child absent from school. We must have your complete cooperation and ask that you keep this procedure in a convenient place in your home for ready reference.

If your child becomes ill and is unable to attend school please follow this procedure:

1. The student's parent or guardian must telephone the RSD Student Health Center at (585) 336-5841 (V/TTY) before 8:30 am the morning the child is absent.
2. If you know the child will be missing school for a certain length of time, please tell the nurse the reason for the absence and the anticipated length of the illness. If you do not know how long your child will be absent, then you must call the school each day before 8:30 am.

Admissions Procedure

The intake evaluation process for children ages 3 to 21 follows the New York State Education Department PHC-10 process. Referrals can be made from Early Intervention Services (a division of the Department of Social Services), the home school district's Committee on Special Education, or the district's Committee on Preschool Special Education (CSE/CPSE).

The intake evaluation package includes the following evaluations:

- Educational evaluation
- Psychological evaluation
- Speech/communication evaluation
- Audiological evaluation
- Social history
- Medical history
- Vocational evaluations (if the child is 14 or older)

Access to Student Records

RSD recognizes that student records are established and maintained to provide continuous data for planning and carrying out legitimate and recognized goals for each student. Consistent with State and Federal regulations, RSD adopts the policy that an individual student record shall be developed and maintained for each student. RSD shall protect the confidentiality of education records containing personally identifiable information at the collection, storage, release and destruction stages of that information.

Definitions

"Directory information" includes the following information relating to a student: the student's name; address; telephone number; e-mail address; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent previous educational agency or institution attended by the student; and other similar information.

"Personally identifiable" means that the data or information includes (a) the name of a student, the student's parent, or other family member, (b) the address of the student, (c) a personal identifier, such as the student's social security number or student number, (d) a list of personal characteristics which would make the student's identity easily traceable, or (e) other information which would make the student's identity easily traceable.

"Eligible student" means that the student is 18 years of age or older.

Visitation Policy (Day)

All visitors to the School must register in the Main School Office in Westervelt Hall and receive an identification tag to be displayed at all times throughout their visit. They must sign out before they leave.

Parents, who want to observe their child in class, must make arrangements with the classroom teacher prior to the observation and should try to limit their visits to 30 minutes.

Overnight guests of the School, who have been approved by the Superintendent, should not be charged for meals or lodging. This includes invited parents, school district personnel, or any other official school visitor. It does not include salesmen, uninvited visitors or friends, visiting college or school groups and relatives of staff members, unless specifically approved by the Superintendent.

School Closings / Delays

There are times when weather forces the school to be closed or delayed. Parents are advised to listen to the radio or watch TV to see if RSD has been closed or delayed. Residential students will stay on campus until they can be sent home on Friday.

Parent Staff Association (PSA)

At RSD, parents have many opportunities to become involved in their child's education. One of the best opportunities for parents to participate, gain valuable knowledge and meet directly with RSD teachers, evaluators and staff and better understand the extraordinary programs at RSD is to join the Parents/Staff Association. The PSA meets regularly and offers a number of seminars and workshops to help parents better understand the choices they have to support their children's development. Most importantly, the PSA gives parents a chance to meet and talk to other parents about the issues they face and the decisions they make on behalf of their children. To learn more about the many opportunities to become involved at RSD, please call (585) 544-1240 and asking for the Family Service Specialist.

Emergency Drills

The School holds fire drills many times throughout year, as per State law, for each building on campus. Students are expected to follow staff directions and not talk during these drills so that they can pay attention to any emergency directions given to them.

RSD also holds drills for Lock Down (for when there is an intruder in a school building) and Code Auditorium (for when there is an environmental condition that requires the students to stay inside the building).

There are also policies in place for Lock Out (for when there is an intruder on campus but not inside a building) and Evacuation (for potential bomb threats or other conditions that require the students to leave a building).

Student Health Center

Students can see the Nurse, during clinic times:

8:00am - 8:25am, during advisement time, during lunch or after 3:00 pm

Students cannot go to the Student Health Center at other times or during class unless they become sick or it is an emergency.

Students must have a pass from the teacher to go to the Student Health Center during class time. The student must sign out of the Main School Office when going to the Student Health Center and sign-in again, in the Main School Office, when coming back from the Student Health Center.

If the student's doctor prescribes medicine to take, the parent must bring that medicine and a physician's order to the Student Health Center. The parent can otherwise bring the medicine to the Student Health Center and have the physician fax the orders directly to the Student Health Center at 585-336-5859 to the attention of Becky Kindelberger.

Students cannot keep medicine in pockets, lockers, or the dorms. The Student Health Center will keep medication for students and give it as needed.

Immunization Requirements

RSD WILL COMPLY AND ENFORCE THE PROVISIONS OF THE NEW YORK STATE PUBLIC HEALTH LAW (ARTICLE 21, TITLE VI, SECTION 2164) AS SPECIFIED IN THE FOLLOWING SCHOOL POLICY.

The following vaccines are required for your child to attend school:

- 3 doses of diphtheria - containing toxoid (usually administered as DTP, DT, or Td)
- Note: 3 doses of tetanus and pertussis are also required for attendance at a licensed daycare facility (4 doses of DTP in New York City kindergarten and pre-k facilities).
- 3 doses of oral poliovirus vaccine (OPV) or enhanced inactivated polio virus vaccine (EIPV);
- 1 dose of mumps vaccine administered on or after 12 months of age;
- 1 dose of rubella vaccine administered on or after 12 months of age;
- 2 doses of measles vaccine, first dose administered on or after 12 months of age and the second dose recommended to be administered at 4 to 6 years of age and required for kindergarten entry.
- 3 doses of hepatitis B vaccine:
- Pre-K only Hemophilus influenza type b (Hib) 3 doses (or 1 dose if administered on or after 15 months of age)

Compliance

Proof of compliance would be a certificate of immunization furnished by the administering physician, clinic, or military health care facility or a statement by a physician, clinic or military health care facility that the child has received or is in the process of receiving immunization as required for compliance. Receipt of a health record from a previous school that provides the required information would also be satisfactory. A verified medical or religious exemption is acceptable for compliance.

At intake evaluation, it is the responsibility of the Student Health Center to ascertain the status of required immunization compliance. Intake children will not be allowed to attend RSD until they are in compliance with the immunization policy. The Head Nurse will notify the Superintendent of children not in compliance.

The procedure for students already enrolled at RSD is as follows:

1. The Student Health Center will provide the parents/guardians with notice of their child's specific needs, date by which compliance is expected, and actions that will be required by the school if compliance is not obtained.
2. The Student Health Center will provide the Superintendent of the School the names of students who do not meet the New York State Immunization requirements. The Superintendent will assume the responsibility for notifying the parents of the child's possible exclusion from school and the formal action plan, if compliance is not obtained. New York State requires notification to the Children and Family Services Office within five (5) days of exclusion if no action toward immunization compliance has been taken by the parents/guardians.

Disease Outbreak

RSD shall report to the Monroe County Health Department any outbreak of a vaccine preventable disease among its registered students.

In a disease outbreak situation, the decision as to whether some or all children "exempt by disease" will be excluded is a matter of professional decision by the Monroe County Health Department.

Responsibilities

The Superintendent of the school is responsible for the delegation of authority to implement, monitor, evaluate, and modify the Immunization Policy. The Superintendent is responsible for the notification of non-compliance to parents and to the Office of Children and Family Services.

The Student Health Center Staff is responsible for obtaining intake immunization information and notification to the Superintendent of non-compliance. The Head Nurse is responsible to obtain information and complete the New York State annual immunization report.

Medication Administration

The purpose of administering medications in school is to help each child maintain an optimum state of health that may enhance his/her educational programming. The medications shall be those required during school hours that are necessary to provide the student access to the education program. The only exceptions are medications needed by residential students to assure continued health and safety.

1. Only those medications, which are necessary to maintain the child in school and dormitory, shall be administered.
2. A program for administration of medication to children in school and dormitory must be developed and managed by a registered nurse.
 - a. Each dose of medication shall be documented in the child's health record. Documentation shall include date, time, dose, route, and the signature of the person administering the medication or supervising the child in self-administration. In the event a dosage is not administered as ordered, the reasons therefore shall be entered in the record.
 - b. Effectiveness and side effects shall be assessed with each administration and documented as necessary in the child's individual health record. Documentation of

- effects for long-term medications should be summarized at least quarterly or more frequently as determined by the registered nurse.
- c. All permission for the long-term medication shall be renewed annually. Changes in medication shall have written authorization from the private physician.
3. All medication, including non-prescription drugs, given in school shall be prescribed by a physician on an individual basis as determined by the child's health status. This excludes standing orders.
 - a. A written order for prescription medications must be obtained from the child's physician. The order includes:
 - i. Child's Name
 - ii. Medication (Name, Dosage, Route of Administration, Frequency and Time of Administration)
 - iii. Date of Order and Discontinuation Date
 - iv. Diagnosis requiring medication
 - v. Intended effect of medication
 - vi. Prescription Number
 - vii. Physician's Name
 - viii. Pharmacy's Name, Address, and Phone Number
 4. A responsible adult must bring medication to the Student Health Center in the original package.
 5. All medication must be stored in a separate, locked drawer or cabinet. Medication requiring refrigeration should be refrigerated in a secure area.
 6. The parent/guardian will be responsible at the end of the regime for removing from the school any unused medication, which was prescribed for their child. If the parent/guardian does not pick up the medication by the end of the school year, the registered nurse will dispose of and document that the medication was discarded. All medication will be discarded in the presence of a witness.
 7. All medication will be kept in the Student Health Center under the jurisdiction of the school nurse and dispensed by the medical staff.

Mental Health Crisis Procedures

There are times when students may try to harm themselves. At these times, parents will be notified and asked to come to school to pick up their son or daughter. The Director of Services for Children or another designated Mental Health Team member will notify the student's parent(s).

A re-entry mental health meeting will be required on the student's return to school to be set up by the Director of Services for Children. Parents will be required to participate in the meeting and to bring with them a note from the evaluating professional who met with the student outside of school stating that the student is now safe to return to school and any other follow-up recommendations.

Parents Procedure for Addressing Concerns

If for any reason, a parent has a concern or disagreement with a classroom teacher, they should then bring their issue to the Director of that building, Denton or Westervelt. If they are not satisfied with the response they get from that Director, they can then bring their concerns to the School's Superintendent. They can also bring their concerns to their home school district's CSE to get support getting their needs met.

General Crisis Response

In the event of a crisis at the school, parents will be notified, whenever possible, in writing about what happened and how the school responded by the Superintendent or designee.

Parent Rights and Responsibilities Regarding CSEs

Attached to this Parent Handbook is a full copy of *New York State Procedural Safeguards Notice: Rights for Parents of Children with Disabilities, Ages 3-21*. This is a handbook published by the State to help parents understand their rights and responsibilities related to CSE and the IEP process. If you have any questions regarding the materials in this handbook, please feel free to contact the school.

STUDENT POLICIES

Code of Conduct Student Rights and Responsibilities

RSD is committed to safeguarding the rights of all students under state and federal law. In addition, these rights are hereby established to promote responsible behavior.

Student Rights

Students at the Rochester School for the Deaf have the right to:

1. Pursue an education in an environment, which is safe and conducive to learning.
2. A free and appropriate education.
3. Due process afforded to the student under federal and state law and the opportunity in matters of discipline, to present the facts and circumstances relevant to the issue, which may lead to disciplinary action.
4. Freedom of speech and expression, which does not give anyone, the license to interfere with the orderly educational process of others and/or to infringe on the rights of others.
5. Participate in school activities within the scope of the law (including, but not limited to courses of study, curricular offerings, athletics, extracurricular activities, etc.) on an equal basis regardless of religion, race, sex, national origin or handicapping condition.
6. Participate in student government activities unless suspended from participation according to RSD's discipline policy.
7. Address the administration on the same terms as any other individual.
8. Expect respect and courtesy from peers, staff and other participants in the school community.
9. Receive a copy of school rules and, when necessary, receive an explanation of those rules from staff.

Student Responsibilities

Students at RSD have a responsibility to:

1. Be familiar with and abide by all school policies, rules and regulations pertaining to student conduct and not act in a manner which disrupts or invades the rights of others or causes disorder
2. Work to the best of their ability in all academic and extra-curricular activities and strive for excellence
3. Have regular attendance in school and in class
4. Demonstrate good conduct when participating or attending school sponsored events, and as a representative of the Rochester School for the Deaf, hold themselves to the highest order of conduct and sportsmanship
5. Show respect for staff, peers and other members of the school community. Each student is responsible for contributing to and maintaining an environment which is harmonious and conducive to learning
6. Determine the manner of their own physical appearance as long as it does not interfere with physical health and safety of others or is so distracting as to interfere with the orderly learning process
7. Control their own anger and work to develop strategies to control that anger

8. Seek help in solving problems that might lead to additional problems or discipline
9. Make constructive contributions to the school and report fairly the circumstances of school-related issues
10. Follow reasonable directions of the faculty, staff and the Administration
11. Show respect for school property and the private property of other members in the school community

Expectations for Student Behavior

Rules and policies are not intended to place undue restrictions on a student, but rather to encourage all students to behave in a manner that will reflect pride in themselves and to become a credit to their parents and RSD. All students must accept responsibility for their own behavior, as well as the consequences of their misbehavior. RSD needs to make its expectations for conduct specific and clear. If a student does not accept responsibility for his or her own behavior or if a student violates school rules, then that student will be required to accept the consequences for such behavior.

Standards of Behavior

1. We encourage students to strive for excellence and to set high academic goals for themselves.
 - a. Students come to school to learn everything they can about the subjects and the activities in which they participate.
 - b. Students are encouraged to put forth an earnest effort to learn completely and thoroughly what is being taught.
 - c. Students are encouraged to spend time outside of the school day preparing for their classes and examinations to the best of their ability.
 - d. Any attempt by a student to obtain credit for himself or herself for work done by another person is totally unacceptable at RSD. Forms of academic dishonesty such as cheating on tests, copying another student's work, plagiarism, (copying word-for-word from books, magazines or encyclopedias, or down loading from the computer) will have consequences.
2. Good attendance contributes to academic achievement.
 - a. Students are required to be in school and in class on time.
 - b. Students arriving late to school must bring a note from their parents/guardians.
 - c. Students needing to leave school early must have written permission from their parents/guardians. All written requests to leave school early should be taken to the Main School Office by 8:30 A.M. The written request should clearly explain the reason for the early dismissal, the time, and transportation arrangements.
 - d. Students must sign in to the Main School Office when arriving late for homeroom (8:25 am) or classes.
 - e. Students must sign out from the Main School Office when leaving scheduled classes or campus during the school day, including when going to the Student Health Center.
 - f. Residential students may not leave campus without permission from the Residential Staff.
 - g. Truancy and illegal absences from school are prohibited.
 - h. Students are expected to be in school and not on vacation when school is in session. Teachers should not be expected to spend time re-teaching material to students who

- miss school for vacation purposes. Teachers should provide assignments but not re-teach the lessons.
- i. Parents need to call the school nurse by 8:30 AM when their child will not be in school. When the student returns to school a note from their parent must be given to the Educational Programs Office explaining the reason for the absence and the dates missed. If a note is not received within 3 days of the student's returning to school, the absence will be considered an unexcused absence.
3. Respect, consideration and cooperation are necessary in a school so that the learning atmosphere is free from disruption. Students also have the right to expect staff to show them respect, consideration and cooperation in a positive school environment.
 4. Attention to personal grooming and appropriate dress is expected of all students for school and school related activities. The student's mode of dress, personal appearance, cleanliness and personal behavior all determine how people perceive them and it demonstrates personal pride. The way students dress must be safe, appropriate and not disrupt or interfere with the educational process. Students who violate the dress code shall be required to modify their appearance by changing, removing or covering up the offending item.
 - a. Extremely brief items of clothing such as backless or strapless blouses, tube tops, halter tops, net tops, spaghetti straps, see-through tops, bare midriffs or plunging necklines are not appropriate for school.
 - b. All underwear needs to be completely covered with outer clothing.
 - c. Students may wear dress shorts or walking shorts, skirts or dresses about 4" to 6" above the knee. Short-shorts, athletic shorts and cut-offs are not appropriate for school.
 - d. Students may not wear any item with suggestive (improper, indecent, vulgar) lettering, pictures or symbols related to alcohol, drugs, sex or a "put down" of a culture or person.
 - e. No bare feet are allowed and footwear that is a safety hazard is not allowed.
 - f. Students should put all outerwear such as hats, coats, jackets, etc. in their lockers during the school day.
 - g. Students may not attach articles to their clothing or footwear that will damage floors or furniture or create a safety hazard to themselves or others.
 - h. In certain areas of the building, such as shops, labs or Physical Education classes, safety codes will dictate dress. Teachers in these areas will explain what is required.
 - i. Head coverings are not permitted.

Prohibited Student Conduct

The following situations are examples of different behaviors that do not show respect, consideration or cooperation.

1. Disorderly conduct, which interferes with the learning environment or the rights of others, is not permitted. Examples of disorderly conduct are:
 - a. Running in the hallways or on the stairs.
 - b. Making unreasonable noise.

- c. Abusive, vulgar, obscene and profane language (written spoken or signed) or gestures toward staff, other students or guests is prohibited.
 - d. Throwing objects or food.
 - e. Using items such as cell phones, pagers, radios, water pistols, etc.
 - f. Public display of affection (other than hand holding.)
 - g. Computer misuse.
 - h. Trespassing: Students are not permitted in any buildings after the school day without permission, unless they are involved in a school/residential activity. Residential students are permitted only in the dorm they live in and the Wildcat Zone but need permission to enter any other dorms from staff working at that time. Day students involved with after school activities/sports may be permitted in the Wildcat Zone from 3:00 PM to 9:00 PM, Monday - Thursday, unless suspended from this privilege.
2. Disruptive behavior is not acceptable in school.
Examples of disruptive behavior are:
- a. Being late to class.
 - b. Being unprepared for class (This includes not having the correct materials & supplies, clothing, homework or projects that are due.)
 - c. Wasting class time in any way, such as talking in class, getting other students attention, arguing with the teacher or trying to justify inappropriate behavior.
 - d. Disrespectful, insulting or untrue statements that interfere with the ability to conduct class or school/residential related activities.
3. Insubordination is not accepted in school.
Examples of insubordination are:
- a. Refusing to follow reasonable directions given to you by staff members.
 - b. Late to, missing or leaving school without permission.
 - c. Refusing to stay for detention.
 - d. Refusing to leave campus when required to.
 - e. Any form of willful disobedience.
4. Engaging in any conduct that endangers the safety, health, morals or welfare of any student, staff member or visitor to our campus is not accepted.
Examples of endangering conduct:
- a. Dishonesty such as cheating, lying or stealing.
 - b. Smoking on campus or at school/dormitory related activities is prohibited. This includes chewing smokeless tobacco.
 - c. Selling or possessing obscene material.
 - d. Carrying or using sharp objects, chains.
 - e. Acts of sexual harassment or sexual attention that is unwanted or unwelcome.
 - f. Use, sale, possession, giving away, or being under the influence of drugs, alcohol or non-prescription/OTC medication on campus or at school/residential related activities.
 - g. Aggressive, threatening, or intimidating behaviors towards students or staff.
 - h. Harassing students or staff by engaging in repeated behaviors, which disturb, annoy, threaten or alarm and serves no legitimate purpose.

5. Violent behavior is not acceptable. Violent behavior may be a legal violation or criminal offense. In those situations, the Law Enforcement agencies will be notified.

Examples of violent behavior:

- a. Use or possession of weapons (as defined below *) fireworks, explosive devices or "look-alike" items are considered dangerous and are not allowed on campus or at any school/ residential activity. Authorized Law Enforcement officials are the only persons permitted to have a weapon in their possession while on campus or at school/residential activities.
- b. Hitting, kicking, scratching, punching or other acts of violence upon a staff member or attempting to do so.
- c. Hitting, kicking, scratching, punching or other acts of violence upon another student or attempting to do so.
- d. Vandalism or deliberate destruction of school property or another person's property.

- * "Weapon" means any gun, rifle, machine gun, disguised gun, razor, knife, box cutters, cane sword, electronic dart gun, Kung Fu star, stun gun, brass knuckles, sling shot, pepper spray, or other noxious spray, explosive or incendiary bomb or device, materials or substance that can cause physical injury or death.

Sexual Harassment

Sexual Harassment of other students and staff is not accepted at the Rochester School for the Deaf. This is defined as all unwanted, uninvited, intimidating, hostile or offensive sexually suggestive looks, gestures, jokes, pictures, teasing, demeaning comments, pressure for dates or sex, deliberate touching, pinching or attempts to kiss or fondle.

Consequences for Violations of Standards of Behavior

Students, who do not follow all the rules and do not behave in a responsible manner, will be subject to disciplinary action. Disciplinary action, when necessary, will be firm, fair and consistent so as to be most effective in changing a student's behavior.

In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary actions will consider the following:

1. The student's age
2. The nature of the problem and what led up to the offense
3. The student's prior disciplinary record
4. The effectiveness of other forms of discipline
5. Information from parents, teachers, and/or others, as appropriate
6. Other extenuating circumstances

Disciplinary Actions and Penalties:

Students who have violated the standards for behavior may be subject to one or more of the following penalties depending on the severity of the offense.

1. Verbal warning
2. Written warning
3. Parental notification
4. Class detention

5. School detention
6. Removal from the classroom by the teacher
7. Removal from a school/residential activity
8. Loss and/or suspension of school privileges including but not limited to: after-school activities, extra-curricular activities, social activities, athletics and other activities
9. Denied participation in the Graduation Ceremony
10. In School Suspension
11. Short-term (five days or less) suspension from school
12. Manifestation determination, formal Hearing, long-term suspension

General Policies and Procedures

Advisement Period

Middle School

Advisement Period is daily from 2:30 PM to 3:00 PM. Students will meet during this time with their assigned teacher for help, tutoring or a study hall. This time is also available for students to meet with their subject area teachers to ask questions or get help with their work. Students, who want to meet with one of their subject area teachers, should ask that teacher before 1:30 PM so they can meet during the Advisement Period.

High School

Advisement Period is everyday from 11:14 AM to 11:41 AM. Students will meet daily during this time with their assigned teacher for help, tutoring or a study hall. This time is also available for students to meet with their subject area teachers to ask questions or get help with their work. Students, who want to meet with one of their subject area teachers, should ask that teacher before 10:45 AM so they can meet during the Advisement Period.

If a student needs additional time to work with a subject area teacher, the student can arrange to get an "Academic Support Pass" from that teacher, which will allow the student to go to lunch at 12:00 PM.

Grading System

During the first week of school, teachers will explain the grading policy to their class. Quarterly Report Cards will be mailed home within 5 school days from the end of each quarter.

RSD Honor Rolls

High Honor Roll \geq 93.000 average with no grade below 85.

Honor Roll = 89.000 – 92.999 average with no grade below 75.

Merit Roll = 85.000 – 88.999 average.

Guidance

A student needing assistance with questions about classes, scheduling or graduation requirements should contact his/her guidance counselor.

Text Books

The school provides textbooks to students. Book covers must be used on all books. Students, who lose or damage a book, will need to pay for it.

Magazines & Regents Review Books

Students will be required to pay for the magazines used in class or for review books.

Lockers

Middle School and High School students will be given a locker to use with an RSD padlock. Lockers should be kept locked at all times. Students should not tell other people their locker combination. Students should not share their locker with another student.

For campus security reasons, only RSD padlocks can be used on school lockers. Students cannot bring in their own personal padlocks or key locks. If a student loses the assigned RSD padlock, that student will be charged a replacement fee.

The RSD padlock assigned to each student must remain attached to that student's locker and utilized (to lock the door) on whatever other locker may be assigned to that student each year on the second or third floor of Westervelt as long as the student attends RSD.

Lockers will be checked periodically for the proper use of padlocks.

If a student continues **not** to use the assigned RSD padlock properly, that student must turn in the RSD padlock to the Middle or High School office and confirm in writing that he or she does not want a "secure" locker for personal property and RSD property that has been loaned to that student which is kept in the locker.

The School owns the lockers and the padlocks. Nothing illegal should be kept in the lockers.

Search of Persons and Lockers

Lockers are used by students and are to be considered school property; therefore, under certain conditions the appropriate school authorities are free to search such lockers. Searches of students' lockers shall be prohibited unless the Superintendent or his designee has a reasonable belief that a student's locker contains an article, which is in violation of school policy. The search may be conducted by the Superintendent or his designee in the presence of the student and another member of the school staff. In the case of emergency such as a bomb threat, the locker may be searched without the student being present.

The search of a student's person shall be permitted only when there is a reasonable belief that the student has on his or her person items either in violation of federal, state or local laws or in violation of school policy. Such a search shall consist of a pat down only and shall be conducted by a designated school official of the same sex in the presence of another member of the school staff.

Any illegal materials discovered as a result of a search may be used as evidence against the student in disciplinary, juvenile or criminal proceedings.

Student IDs

In the fall, students will get a new ID Card with a picture. If an ID Card is lost, the student must request a new ID Card from the Elementary and Middle School or High School Office. Students will be charged a replacement fee. Students should keep the ID card from the previous year until a new one is issued for the new school year.

Work Permits

RSD issues work permits to members of the student body upon request. The following work permits are available.

- General Employment Certificate Minor Ages 16 & 17
- Full-Time Employment Certificate Ages 16 & 17
- Non-Factory Employment Certificate Ages 14 & 15
- Farm work Permit Ages 14 & 15
- Newspaper Carrier Permit
- Farm work Permit – Special Ages 12 & 13

Procedure

1. Student contacts Director of Student Life, who issues parent consent form, which parent needs to complete and sign.
2. Director of Student Life informs Student Health Center that student needs work permit physical form.
3. When both parent consent form and physical form are returned to the Director of Student Life, the work permit will be issued.

Student Mailboxes

High School student mailboxes are located on the 3rd floor. Middle School mailboxes are located on the 2nd floor. Each student will be assigned a mailbox.

Messages, passes and announcements will be put in the student's mailbox. We will not interrupt classes to give a student a message.

Mailboxes should be checked frequently throughout the day. The High School and Middle School bulletin boards should also be checked for special messages.

Books or notebooks should not be kept in the student's mailbox. Those things belong in the student's locker.

Learning Resource Center (LRC)

The LRC is open from 8:00 am - 4:00 pm from Monday, Tuesday and Thursday, and 8:00 am - 3:30 pm on Wednesday and Friday.

Students can use the LRC for research or to read quietly.

Students will be responsible for anything they borrow from the LRC. Students can borrow software from the computer lab with the permission of the staff from the Computer Lab. If a student loses or damages any item borrowed, that student will have to pay for it.

Students **cannot** use the copy machine in the LRC or any place else without a staff member present to assist them.

Students may use the Computer Lab to do work for classes. If a student has work to do for a certain class, that teacher will give the student a pass to use the Computer Lab during study hall. Students should show that pass to the study hall teacher before they go to the LRC. If a computer is not available, the student will need to return to the study hall.

Dining Room Policy

Lunchtime should be a pleasant time for all students and staff. All students must follow these rules:

1. Use good table manners.
2. Clean it up, if something is spilled.
3. Do not take food/drink from other students.
4. Do not leave the dining room for any reason without first asking staff for permission to leave.
5. Walk over and back from the dining room.
6. Food/drink cannot be taken from the dining room.

Students are issued lunch ID cards with which they buy their meals. If these are lost or damaged, a replacement fee will be charged.

Bus Conduct

School bus transportation to and from school and school-sponsored activities is a privilege provided to students. All students are expected to follow Standards of Behavior when riding on a school bus. The bus driver has complete authority on the bus.

Prohibited student behavior:

1. Eating and drinking on the regular bus runs
2. Possessing animals, glass containers, large parcels or sharp objects
3. Causing or encouraging physical damage and destruction of the bus
4. Not going to a seat; not remaining in a seat; not using a seat-belt

It is the student's responsibility to be on time for the bus. This is especially important at 3:00 pm. The buses will leave at 3:10 pm whether the student is there or not. Staff will not go looking for students. If a student misses the bus, that student will go to the Main Office and call the parent to come get him or her. The student will inform the staff in the Main Office of the time the parents will arrive. Staff in the Main Office will tell the student where to wait.

Students should keep the driver informed of all transportation plans. This is especially important during Exam Weeks in January and June or other special activities when students may not need transportation or when a student leaves early on a particular day. It is the student's responsibility and the parents' responsibility to contact the bus company and to tell the driver.

Use of Cars

Students who have a New York State Driver's License may drive to school. Students may park in the Lower Denton Hall Parking Lot. If that lot is full, they may park outside of the fence near the building by the parking lot or on St. Paul Street.

Students must have a Student RSD Parking Sticker on the car. It is the student's responsibility to go to the Business Office in Perkins Hall to register the car and get a Parking Sticker.

The consequences for students parked in the wrong place or without a sticker on the car:

1. The first time, the student will be ticketed.
2. The second time the student is ticketed, a meeting will take place with the Superintendent.
3. The third time the student is ticketed, the car will be towed away and the parking permit will be revoked.

Dangerous and reckless driving on school property is prohibited.

Students cannot use the car during the school day; i.e. B.O.C.E.S. or any other off campus experiences.

Alternate Transportation

No student may ride in another student's car or family car unless the Main School Office has a written note from the parents of both students, stating that it is okay and for which dates and times.

Use of Bicycles

Students should park bikes in the bike rack near Perkins Hall and should be sure to lock the bike. No bikes are allowed in the buildings.

For safety reasons, all students must wear a helmet for bicycling activities. The State Law says all students under 14 years of age must wear a helmet when bicycling.

Telephones/TTY/VP

Students may use the phone/TTY/VP in the Wildcat Zone, on the first floor of Westervelt Hall, or in the LRC. These phones can be used during lunchtime (with a pass) and before or after school.

Students are not to make phone calls during class time. Students can use these phones during the Advisement Period only with special permission from the assigned teacher. The Main Office will not make phone calls for students.

Pager / Cell Phones / Radios / MP3 Players Policy

Elementary and Middle School (K-6) - Pagers, cell phones, radios and MP3 players (walkman types, headsets, boom boxes) are disruptive to the school day. They are not to be used in school during the hours of 8:00 am and 3:00 pm unless the teacher has assigned a specific learning task during a class period.

Students violating the above must surrender their pager, cell phone, radio or MP3 player to the appropriate staff member upon request. The pager, cell phone, radio or MP3 player will be turned into the appropriate building administrator. This incident will be recorded in the student's file. Subsequent infractions will result in further disciplinary action. The use of a pager, cell phone, or any communication device during an exam will result in the invalidation of that student's exam and a grade of "0" will be recorded.

Parents who need to reach a student in an emergency situation may call the Main School Office at 585-336-5804 (Voice) or 585-336-5805 (TTY) or 585-286-2808. Students will be located as soon as possible for a response.

Middle School/High School (7-12) - Students may use their personal pagers and cell phones from 8:00 AM-8:20 AM (before classes start) and 11:40 AM-12:15 PM (during lunch break.) Students are not allowed to use them until 12:00 PM if they have lunch detention.

Students have an option to keep their phones in their locker or carry with them. The phone's power MUST BE OFF.

If students leave the class, they will put the phone in a designated box in the classroom before they leave.

Students may use their phones during class for recording school assignments with permission from the teacher.

Students will use the pager or cell phone appropriately; language must be polite, no bullying others, no inappropriate pictures or messages, no accessing the Internet or websites. No cameras will be used, except with teacher permission.

1st infraction - verbal warning

2nd infraction - staff takes phone, gives it back to the student at 3:00 PM, parents are contacted

3rd infraction - staff takes phone, student cannot use the phone for the rest of the school year, and parents are contacted. Arrangements are agreed on so the student does not have the phone during school hours. If the student continues to bring the phone to school a parent meeting will be set up to resolve the problem.

Internet Acceptable Use Policy

RSD has actively pursued advanced technologies that increase access to learning opportunities for our students and staff. Internet access offers vast, diverse, and unique resources and is one of the technologies currently available at the school. The goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation and communication.

What is the Internet?

The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. The Internet is a dynamic medium. New computer networks, databases, and materials become available every day. Internet users have access to:

1. Libraries and museums from around the globe
2. Educational, commercial and government databases
3. Personal interaction with individuals, teachers, students, authors and experts in many fields
4. College and university information home pages
5. Up-to-the-minute news releases from wire services, television, radio and newspaper networks
6. Software libraries and graphic files of all kinds
7. Discussion groups and much, much more

With access to computers and people all over the world, individuals also have access to materials that may not be considered to be of educational value in the context of the school setting. Some sites may contain inappropriate or objectionable content such as defamatory, inaccurate, abusive, obscene, profane, sexually oriented, violent, threatening, racially offensive or illegal material. Parents of minors having access to the Internet should be aware of the existence of such material and the ability of students to access this material through the Internet, at school, at the library or at home.

However, the Internet remains an excellent tool for retrieving information, teaching searching strategies, sharpening research skills, promoting critical thinking, and facilitating resource sharing and collaboration. RSD firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of RSD.

Disclaimer of Responsibility

RSD has taken precautions to restrict access to controversial or inappropriate information.

However, on a global network it is impossible to control all materials and an industrious user may discover information that some may find inappropriate, offensive or controversial.

As a result, RSD disclaims any responsibility for inappropriate or objectionable materials obtained or contacts made through school access of the Internet.

Although this policy does not attempt to articulate all required or proscribed behaviors concerning Internet access from the Rochester School for the Deaf, all individuals who use RSD accounts are required to follow these and all other posted guidelines:

1. Use school Internet accounts for educational purposes.
2. Use personal Internet accounts during specified times only and, for students, with proper supervision.
3. Refrain from using the Internet for games.
4. Conduct him/herself responsibly, ethically, legally and politely while on-line.

- a. Use of or viewing obscene or illegal activities or indulging in actions in support of these kinds of activities is prohibited.
 - b. Use accepted Internet etiquette:
 - i. Be polite
 - ii. Use appropriate language
 - iii. Send no offensive material
 - iv. Be a good representative of RSD
 - c. Follow all copyright laws and do not use the Internet for private business/commercial purposes.
 - d. Avoid participation in Internet chain letters.
5. Release no personal or financial information about self or others.
 6. Refrain from using the Internet for buying or selling.
 7. Be aware that electronic mail is not guaranteed to be private. People who operate the system do have access to all mail.
 8. Refrain from using the name of RSD or representing RSD in any way on the Internet without prior approval of the Director of Public Relations.
 9. Refrain from attempting to access or use another's Internet account.
 10. Comply with the decisions about what is appropriate and inappropriate use of Internet access.
 11. Accept that there will be consequences for inappropriate use of Internet access.

Graduation Requirements and Diplomas

The Rochester School for the Deaf provides individualized education for students pursuing an IEP Diploma, local Diploma, Regents Diploma, Advanced Regents Diploma, or Honors Diploma. For a full description of the graduation requirements, please see the High School Course Selection Handbook.

Grade 6 through Grade 12 Eligibility for Extra-Curricular Activities

Extracurricular participation is defined as involvement in any non-credit bearing, school-sponsored organization or activity, including class organizations, clubs and athletic teams. This does not include the school prom, senior class trip, or sports awards banquet. Extracurricular participation is a privilege based on a student's academic status and behavior. It is the intention of the Directors to encourage participation in extracurricular activities while maintaining an emphasis on academic performance and citizenship.

Administratively, it is the direct responsibility of the Principal to notify the Director of Student Life and Athletic Director of students who have not satisfied the requirements for participation in extracurricular activities. It is the responsibility of the coaches and activity advisors to monitor the eligibility status of the students who participate in their activities. This is done by monitoring daily the eligibility status form (pink paper) and / or student attendance records. Though warnings may be given at any time by an advisor, coach, or administrator who feels it is necessary, **Probation** will result from one of the following:

1. A student has **one** or more failures during any 5-week grading period. A failing grade is defined as a grade below 65%.

2. A student exhibits unacceptable behavior (ex. Disciplinary referrals) as defined in the Student Handbook. If a student receives 3 incident reports within the five-week period, the student shall be on probation. All decisions related to behavior will be made by the Principal.
3. A student has excessive school tardiness (3 or more unexcused times during any 5-week marking period).
4. A student has 3 instances of truancy from school.

Probation

A student placed on PROBATION may continue to participate in all extracurricular activities and will be monitored over a two-week period by means of an eligibility status form (pink paper) and / or student attendance records.

The student shall meet with the teacher for the class that was failed to develop a remediation plan to help the student achieve academic success. If the student has been placed on probation due to behavior, truancy or tardiness the student shall meet with the Principal and/or respective Director. If the requirements are not fulfilled, the student shall be ineligible for after-school activities for a period of 2 weeks. After the two-week period, the student will be re-evaluated.

A student will be off probation after two weeks if:

1. A passing grade is achieved for the class in which a failing grade was previously received, and/or teacher's comments indicate consistent satisfactory effort in all classes.
2. Behavior has improved as determined by the Principal.
3. The student has no unexcused absences.
4. The student has not been tardy to school.

While on probation, the student shall be responsible to obtain the eligibility status form (pink paper) and have it signed by **all** of his/her teachers. If the eligibility status form is not signed or an unsatisfactory comment is given, the student will not participate in after school activities for that day and will be sent home or to the dorm, where appropriated, at 3:00 pm. If the student has missed the school bus, the parents shall be called for pick up.

All students placed on probation will be evaluated after 2 weeks. If, after the two week period: a student continues to receive a failing grade; does not display consistent satisfactory effort in all classes; or does not make behavioral improvement, the student will be **Ineligible to participate in after school activities for the next 2 weeks.**

If the probation is due to excessive school tardiness or truancy, the student can be released from probation if he/she has no instances of that behavior during the 2-week probationary period.

A student placed on probation for truancy must have no unexcused absences during the 2-week probationary period. If truant during the probationary period, the student shall be sent home at 3 pm once the absence has been determined to be an unexcused absence. To be released from probation, the student must have no unexcused absences for 2 weeks.

Ineligibility

All students declared INELIGIBLE may not participate in after-school activities including meetings, and sports activities. Those students will remain **Ineligible** for 2 weeks. Each student will be re-evaluated every 2 weeks until he/she shows satisfactory improvement and is passing the class.

Students who receive a failing grade on the previous years' final report card will begin the next school year on **Probation**, unless a passing grade is achieved during a summer school program for that class.

Eligibility for Extracurricular Participation

Coaches/advisors of teams or organizations, parents and dorm staff are responsible for monitoring the eligibility status form (pink paper). The student is to show the coach or advisor the paper before participating that day in the after school activity. If this paper is not signed by a teacher, or an unsatisfactory grade is given, the student will be sent home at 3 pm or to the dorm, where appropriate.

When the 5-week grading reports have been completed, the Principal shall notify the Director of Student Life and the Athletic Director of any students who will be placed on probation. The teacher of the student who has obtained a failing grade in that class shall have a meeting with the student to set up a plan for improvement. The respective Director shall also notify the student's parents that such a plan has been developed and that the child is on academic probation for 2 weeks.

Special Consideration Rule

There is a Special Consideration Rule that can be applied to a special activity once a year when students are on Probation/Ineligibility. The Special Consideration Rule is not automatically applied. At times, the Principal will notify staff, students and parents that the Special Consideration Rule will be applied to some events which occur only once during the year. Such events are as follows: Close-up, Campus Weekend, Academic Bowl, Leadership Retreat, Jr. NAD Conference, Math Bowl, Foreign Exchange Program, and Outdoor Education. Should a student choose to apply the Special Consideration Rule to one event during the school year, the student should inform that coach or activity advisor. After notification, the coach/activity advisor may set up a hearing to explain why the student should be allowed to attend the event. This hearing will be made up of the Principal, the Athletic Director (if necessary), appropriate teachers, the Director of Student life and the student. The student will have an opportunity to justify being allowed to attend the event. Staff in attendance at the hearing will vote to determine if the student will be allowed to attend the event in question.

Part B - Procedural Safeguards Notice
New York State Education Department
Procedural Safeguards Notice
Revised July 2017

[July 2017 Advisory Memorandum](#)

Rights for Parents of Children with Disabilities, Ages 3-21

English Procedural Safeguards Notice - [PDF](#)  (417 KB)

Spanish and other languages Procedural Safeguards Notice – Please refer to the Advisory Memorandum linked above