

MODEL SECONDARY SCHOOL FOR THE DEAF

PARENT-STUDENT HANDBOOK 2023-2024



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LAURENT CLERC NATIONAL DEAF EDUCATION CENTER

Overview of the Clerc Center

Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD) are the two demonstration schools within the Laurent Clerc National Deaf Education Center. The primary purpose of the Clerc Center is to improve the quality of education afforded to deaf and hard of hearing students from birth to age 21 at KDES, MSSD, and across the United States.

The Clerc Center works in partnership with schools and programs throughout the nation to develop, collect, disseminate, conduct research into, and evaluate effective educational strategies. The goal of these collaborative partnerships is the provision of quality educational opportunities to all students, with particular attention given to students who are lower achieving academically, come from families who speak a language other than English in the home, have additional disabilities, are members of diverse racial or cultural groups, or live in rural areas.

Clerc Center Mission Statement

The Clerc Center, a federally funded national deaf education center, ensures that the diverse population of deaf and hard of hearing students (birth through age 21) in the nation are educated and empowered and have the linguistic competence to maximize their potential as productive and contributing members of society. This is accomplished through early access to and acquisition of language, excellence in teaching, family involvement, research, identification and implementation of best practices, collaboration, and information sharing among schools and programs across the nation.

Clerc Center Equity Plan Vision Statement

The Clerc Center is an organization that:

- **Is purposefully anti-racist and anti-bias.** All members of our community know and understand what it means to be anti-racist and share the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.
- **Acknowledges that racism is often compounded by other forms of discrimination,** including, but not limited to, audism, ableism, and sexism as well as other protected classes referenced in A&O Policy 2.28.
- **Makes financial decisions that reflect the values of equity, diversity, and inclusion.** Initiatives to address racism and bias within our community are funded, and employees working on these critical initiatives are fairly compensated for their work.
- **Actively works to eliminate inequitable practices for students** and cultivates the unique gifts, talents, and interests of every child to end the predictive value of social or cultural factors, such as race, class, or gender, on student success.
- **Actively works to eliminate inequitable practices for employees** and cultivates the unique gifts, talents, and interests of every employee to end the predictive value of social or cultural factors, such as race, class, or gender, on professional advancement and success.

- **Respects and champions the diversity and life experiences of all community members** to support the school division’s mission, vision, values, goals, and objectives.
- **Creates an inclusive environment** in which families of BIPOC students feel not only invited to the Clerc Center community but actively welcomed, included, engaged, and valued.
- **Actively seeks effective practices for anti-racism and anti-bias** in schools and programs nationwide to develop a clearinghouse of information and training resources with the goal of improving the experiences of deaf BIPOC children across the United States.
- **Ensures employees have the professional development and training** needed to create, maintain, and enhance the vision of a fully equitable and inclusive organization.

Clerc Center Leadership

An administrative team of two co-leaders oversees the work of the Clerc Center. Marianne Belsky, the chief academic officer, and Nicole Sutcliffe, the chief administrative officer, have primary oversight of all Clerc Center operations. Throughout this handbook, the acronym “CAO” refers to either or both individuals of this leadership team.

MSSD Leadership

Two leadership teams oversee MSSD operations: the MSSD Instructional Leadership Team (MILT) and the MSSD Leadership Team (MLT).

The MILT is a shared leadership structure to support the smooth operations of the MSSD instructional program. The team makes high-level program decisions together while maintaining individual responsibility for the following areas:

- **Director, Academic Programs (DAP):** The DAP is responsible for the instructional vision of MSSD and oversees all aspects of the instructional program. The DAP is also responsible for the transition program ensuring high-quality program design to support students’ goals for life after high school. The team of staff that supports the Individualized Education Programs (IEP) for students and families is also overseen by the DAP.
- **Senior Instructional Support Coordinator (SISC):** MSSD has two SISC positions; one focuses on language arts and social studies, and the other focuses on science, technology, engineering, art, and math (STEAM). The SISCs support teachers with instructional strategy, lesson planning, technology, and bilingual instruction.
- **Manager, School Operations:** The manager of school operations oversees all of the daily operations of the school, including the Student Health Service, cafeteria services, and logistics. The coordinator also oversees the Educational Planning and Support team, which includes the school counselors, social worker, student support specialists, and psychologist.

The MLT connects leaders from all three arms of the MSSD program: Academics, Student Life, and Athletics. This team practices a shared leadership model for high-level decisions that impact the entire MSSD program and maintains individual areas of responsibility. In addition to the DAP, described above, the MLT includes:

- **Director, Student Life (DSL), and Assistant Director, Student Life (ADSL):** The DSL and ADSL are responsible for overseeing the residential component of the MSSD program as well as all after-school activities, including performing arts and student organizations (e.g., SBG, Jr. BDA).

- **Athletic Director (AD):** The AD is responsible for the entire Clerc Center Athletics Program. At MSSD, this includes varsity and junior varsity sports, strength and conditioning programs, selection and supervision of coaches and related training programs, and the physical education program during the academic day.

KDES/MSSD Mission Statement

The Clerc Center, a federally funded national deaf education center, ensures that the diverse population of deaf and hard of hearing students (birth through age 21) in the nation are educated and empowered and have the linguistic competence to maximize their potential as productive and contributing members of society. This is accomplished through early access to and acquisition of language, excellence in teaching, family involvement, research, identification and implementation of best practices, collaboration, and information sharing among schools and programs across the nation.

Belief Statements

1. We believe in educating the whole child and that developing each student's unique abilities and a positive sense of identity is critical for school achievement and success throughout life.
2. We believe that all students, supported by high expectations and actively engaged in meaningful and challenging standards-based work and activities, can learn, achieve and succeed.
3. We believe that early access to and the acquisition of linguistic proficiency in ASL and English are integral to a deaf or hard of hearing student's overall development.
4. We believe that exposure to and experience with ASL, and the diverse cultures of deaf and hard of hearing people, will enrich the lives of students and their families.
5. We believe that informed and involved families are the cornerstone of a student's success and well-being.
6. We believe that an active, cooperative partnership among the student, family, school, and community is essential for student growth and development.
7. We believe that academic and after-school programs should be broad, challenging, and individualized to promote a lifelong desire to learn.
8. We believe that competence with technology is an integral part of deaf and hard of hearing students' access to information and communication.
9. We believe in an inclusive community, enhanced by the various cultures, experiences, and abilities of its members, that embraces a spirit of learning, mutual caring, respect, and equity.

Profile of Graduates

1. **Essential Knowledge**—Graduates possess the skills, knowledge and tools to succeed in work and life in a rapidly changing world.
2. **Language and Communication**—Graduates demonstrate linguistic and communicative competence in ASL and English.
3. **Thinking Skills**—Graduates possess the critical and creative thinking skills and strategies essential for life-long learning.

4. **Emotional Intelligence**—Graduates demonstrate autonomy, personal responsibility, cultural competence, and citizenship.
5. **Life Planning**—Graduates have postsecondary plans that allow them to achieve their goals and maximize their potential.

GENERAL INFORMATION

Accreditation

KDES and MSSD are the demonstration schools of the Clerc Center at Gallaudet University. Both schools are fully accredited by two organizations—the Middle States Association of Colleges and Schools (MSA) and the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD).

Community Building

At MSSD, we are proud to be a school that embraces diversity, implements equity, and designs our climate to be as inclusive as possible. MSSD is where teachers, staff members, and students from all backgrounds come together to create a vibrant learning community. Our commitment to equity, diversity, and inclusion (EDI) that transforms MSSD as an institution is demonstrated through our actions and values, which prioritize respect, fairness, and empathy toward one another. As educators, we strive to be role models of trustworthiness, responsibility, accountability, and integrity so that our students can develop the skills and mindset needed to thrive in a diverse and rapidly changing world. We believe that every student deserves encouragement, support, and guidance to learn decision-making and problem-solving skills as well as the ability to resolve conflicts peacefully and respectfully.

The goal of this community building approach is to create a safe, orderly school where students and adults are free to learn and develop a positive set of attitudes and values. Some of the ways teachers and staff members teach and reinforce the ideas of community building are by:

- providing opportunities for students to be involved in serving the community both inside and outside of the schools;
- providing opportunities for studying and experiencing the diversity of cultures and beliefs among all people; and
- using a problem-solving approach to discipline. Students can be involved in resolving conflicts. By providing structures and limits with clear consequences, adults help students to develop self-discipline.

As a community, MSSD students, teachers, staff members, and parents or legal guardians will:

- respect others and themselves;
- be responsible for their community; and
- work together to be the best they can be.

Gender Inclusive Environment

KDES and MSSD are gender inclusive environments. Students' authentic genders, the gender with which they identify, are supported at school. The school community works together to create an environment that is safe for all community members and create shared understandings of what it means to be a gender inclusive community.

For questions about procedures that support gender inclusive environments at KDES and MSSD, and/or the federal Title IX legislation that establishes requirements for schools in this area, contact the director of instruction or the deputy Title IX coordinator.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of such records, and FERPA requires that institutions adhere strictly to these guidelines. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Therefore, it is imperative that the Clerc Center teachers and staff have a working knowledge of FERPA guidelines before releasing educational records.

FERPA protection begins upon receipt of a completed application for KDES or MSSD. Parents' and legal guardians' FERPA rights cease when their child becomes 18 years old or begins attending college.

The Clerc Center provides parents, legal guardians, and eligible students with an annual FERPA notification.

Definitions

Directory information: Information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed.

Education record: Any record that is (1) directly related to a student; and (2) maintained by the Clerc Center or by a party acting for the Clerc Center. These records do not include: employment records, law enforcement unit records, or records that are made or received after the student has left the Clerc Center and do not pertain to the student's enrollment.

Eligible student: A student who has reached 18 years of age.

Legitimate educational interest: A direct or delegated responsibility for helping the student achieve one or more of the educational goals of the school or if the record is necessary in order for the school official to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student's family.

Right of non-disclosure: A parent, legal guardian, or eligible student will inform the Clerc Center that they do not want any or all directory information released. The Clerc Center will honor that request until the parent, legal guardian, or eligible student removes it in writing.

FERPA Rights

FERPA affords parents, legal guardians, and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

A parent, legal guardian, or eligible student should submit to the office of the coordinator of school operations a written request that identifies the record(s) they wish to inspect. The coordinator of school operations will make arrangements for access and notify the parent, legal guardian, or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or rights.

A parent, legal guardian, or eligible student may ask the front to amend a record that they believe is inaccurate, misleading, or in any violation of the privacy rights of the student. The parent, legal guardian, or eligible student must write to the director of academic programs, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of the privacy rights of the student. The director of academic programs will decide whether they will amend the record within 45 days after the request is made. If the director of academic programs decides to grant the request, they will notify the parent, legal guardian, or eligible student and will amend the record accordingly. If the director of academic programs decides not to amend the record as requested, they will notify the parent, legal guardian, or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

An exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. Clerc Center school officials have been designated to be administrators, teachers, supervisors, support staff, health staff personnel, and outside agents performing a service that the school would normally perform (this includes interns and student teachers that function as teachers or school staff members).

Disclosure of education records without written consent can be given to officials of other institutions in which the student seeks to enroll or where the student is already enrolled as long as the disclosure is for purposes related to the student's enrollment.

4. The right to file a complaint concerning alleged non-compliance by the school with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

5. The right to obtain a copy of the school's student records procedures.

The parent, legal guardian, or eligible student should submit to the front office a request for a copy of the school's student record procedures.

6. The right to request the restriction of disclosure of directory information. KDES and MSSD have designated the following information as directory information:

- Name, home address, and telephone and/or videophone number
- Date and place of birth
- Participation in officially recognized activities and sports
- Dates of attendance
- Diplomas, awards, and honors
- Most recent previous educational agency or institution attended by the student
- Grade in school
- Email address
- Photograph or graphic image

- Weight and height of athletic team members

Unless a parent, legal guardian, or eligible student requests otherwise, this information may be disclosed to the public upon request. If the parent, legal guardian, or eligible student wishes to request that this information not be disclosed, they must notify the coordinator of school operations within five (5) days after enrollment.

Eligibility

The Individuals with Disabilities Education Act (IDEA) allows students to receive instruction and services to meet IEP requirements until age 21. Therefore, students at MSSD are eligible to remain enrolled until the end of the academic year in which they either meet their IEP requirements or become 21, whichever occurs first. In other words, if your child has their 21st birthday on or after August 1, they are eligible to receive instruction and services for the following academic year.

GUIDELINES AND PROCEDURES

***Note:** This handbook does not include all of MSSD's procedures and guidelines. Other policies and procedures will apply to all members of the Clerc Center community. Students, families, and visitors are expected to adhere to all procedures and guidelines at all times. This includes arrangements and steps to ensure the health, safety, and welfare of the school.*

Student Attendance Policy

Regular attendance is necessary if a student is to achieve success in school. The attendance policy is designed to establish clear expectations for all KDES and MSSD students (grades K-8 and 9-12, respectively). On all scheduled school days, KDES and MSSD students are required to be in attendance during all school hours and on time so that they may receive the full benefit of their education. Once on campus, students are expected to follow all rules regarding school and class attendance.

Attendance

School attendance is a cooperative effort between parents and legal guardians, students, and school personnel. In order to meet the requirements and expectations for promotion to the next grade level or to earn credit towards graduation, KDES and MSSD students must be in attendance at least 90 percent of the days that school is in session.

For example, if we were to have 183 school days, a 90 percent attendance rate would mean students would need to be in school for at least 164 days. Consequently, the student could not miss more than 19 days annually, or 9 days per semester.

Students are expected to attend school each weekday for the full day unless otherwise excused. A student will be counted as "present" for a full day if they are in attendance for four or more hours of the school day. A student will be counted as present for a half day if they are in attendance for at least two hours of the school day but less than four hours. A student scheduled for less than a full day will be counted present based on the amount of time they are scheduled (e.g., a student scheduled for a half day of school will be counted present for a full day if they are in attendance for that entire time; if the student is absent for the entire half day, they will be counted as absent for the full day).

A student will be counted present if at school or at an activity sponsored by the school and supervised by a school staff member(s). This includes work experience programs, field trips, athletic events, contests, student

conferences/ workshops, and similar activities when officially authorized by a member of the school administrative team.

Excused and Unexcused Absences

Absences will be considered excused (with verification) if due to the following:

- Illness (doctor's verification required after three consecutive days)
- Doctor/dental appointment
- Observance of religious holiday
- Funeral
- Home suspension
- Court appearance/summons
- Emergency or other event for which the school administrative team considers an exemption from attendance to be in the best interest of the student

Absences will be considered unexcused if due to the following:

- Oversleeping
- Missing the bus
- Traffic
- Non-related school event
- Family vacation
- Travel
- Other reason deemed unacceptable by the school administrative team

Note: A parent or legal guardian must contact the school administrative team prior to a student's absence. Excused pre-approved absences will be granted for reasons acceptable to the student administrative team. However, pre-approved absences are discouraged and will not be granted for any reason on days when state tests or semester exams are to be given. The decision of the coordinator of school operations related to pre-arranged absences is final. No more than three pre-approved absences will be considered excused during each semester.

Delegation of Authority

The KDES and MSSD school administrative teams will be responsible for all determinations and communications related to student attendance matters.

KDES and MSSD will establish procedures to administer this policy that will include confirming/verifying absences, penalties for excessive absences, an appeal process, and periodic reporting practices.

Attendance Procedures

There is a positive relationship between regular school attendance and academic success. The Clerc Center recognizes the importance of students regularly attending class to make the most of the educational opportunities that KDES and MSSD offer.

The Student Attendance Policy (Gallaudet University Policy [1.19]) defines expectations for student attendance. These procedures support implementation of that policy.

Excessive Absences

Students missing five or more school days in one quarter due to unexcused absences will be mailed an official MSSD attendance letter indicating that failure to attend school could result in permanent dismissal from MSSD.

Tardiness

If a student arrives to class after the class period has begun, they will be given a tardy. Each time a student is tardy for a class for an unexcused reason, grade deductions from the student's participation grade may occur at the discretion of their teachers. Parents and guardians can keep track of attendance in PowerSchool. If a student misses more than 15 minutes of a class period, this will be considered a cut, not a tardy, and the policy regarding unexcused absences will apply.

Commuter/Local Student Attendance Procedures

Late Arrival/Early Departure

If a commuter or local student arrives late to school, that student must go to the front desk and sign in to receive a pass to class. The student must give an explanation for their late arrival. The reason stated will be reviewed by administration to determine whether the late arrival will be excused or unexcused. If a student will arrive alone, the parent or legal guardian must inform the manager of school operations of the late arrival beforehand.

If a student will depart from school prior to the regular closing time, a parent or legal guardian (or a designee with a note signed by the parent or legal guardian) must sign their student out. If a student will depart early, the parent or legal guardian must inform the front office in advance.

Student Sign-Out/Parental Pick-Up

In the event that a parent or legal guardian needs to pick up a student during the school day, the parent or legal guardian is required to stop by the front office to fill out the Student Sign-Out Log. Students going to appointments independently must also sign out.

If the parent or legal guardian picks up the student from the Student Health Service, the school nurse will ask the parent or legal guardian to stop by the front office first to fill out the Student Sign-Out Log. If the parent or legal guardian is unable to do so for any reason, the school nurse will immediately inform the front office. This information can then be entered into the Student Sign-Out Log and the Student Life and dormitory staff members informed.

The following information is requested on the Student Sign-Out Log:

- Student's name
- Name of the parent, legal guardian, or person signing out the student
- Date and time of pick-up
- Return date, time, and place (e.g., school, dormitory, home)
- Reason for pick-up (e.g., medical appointment, student is sick)
- Identification will be required for verification at the time of pick-up or drop-off

Student Illness Before or During School Hours

If a commuter or local student is ill (see the Student Health Service section for further explanation) or not going to be in school, parents or legal guardians must:

- Contact the front office, send a fax, or contact the coordinator of school operations
- Submit a written excuse for the student's absence upon their return to school

If a local student becomes ill during the day, a parent or legal guardian will be notified immediately to pick up their child as soon as possible (see the Student Health Service section for further explanation).

If the student is absent on three or more consecutive days due to illness, a parent or legal guardian must obtain and submit a written doctor's note within three days of returning to school.

District of Columbia Public Schools Lice Policy

Per DC Municipal Regulations, the District of Columbia Public Schools does not exclude students from school when they have lice, but we want to ensure families have the information they need to monitor and care for their children. Please contact us for links to online resources with information that will help families manage and get rid of lice.

Health Insurance

MSSD's Student Health Service is maintained for the care of sick or injured students. The emphasis for both is on first aid and short-term care with the goal of returning students to the classroom as quickly as possible. Residential students requiring more critical care will be referred to a local physician or hospital.

All MSSD students, including those participating in field trips, cultural exchange programs/international trips, athletic programs, and other school activities, are required to have valid health insurance and an annual physical examination. Students without health insurance and an annual physical examination will not be permitted to participate in any school-sponsored activities. It is important to ensure all students are covered in case of emergencies or unforeseen medical situations. Students may not live in the dormitory or participate in dormitory or athletic activities without health insurance.

The Gallaudet University health insurance plan can be purchased for the school year. Families with private insurance must contact providers and advise them that their child will need out-of-area services. This will ensure faster and more effective services should the student have an injury and require immediate service. Parents and legal guardians should check with the Student Health Service at (202) 651-5090 to see if their private insurance coverage is acceptable.

Health insurance coverage must be current throughout the school year and information furnished 25 days before the first day of school for each academic year. Copies of valid health insurance card(s) need to be provided at the start of the school year. Parents and legal guardians are responsible for informing the school if any changes take place to their child's health insurance.

Student Health Service

The Student Health Service (SHS) serves both Gallaudet University and MSSD students, offering a wide range of services for acute and chronic issues.

Note: Some services (e.g., prescription medication, referral to specialists) may only be available for students with insurance that provides acceptable coverage in the Washington, D.C., area.

A nurse practitioner and a registered nurse have the primary responsibility for the health care of MSSD students. They are available Monday through Friday from 8 a.m.-4 p.m. on an appointment basis. In the case of an emergency after hours or on weekends, the student will be brought to the emergency room of a local

hospital by the driver on call or by ambulance if necessary; this determination will be made in consultation with the MSSD leadership team.

Student health records, maintained by the SHS,, are considered education records and are protected by the privacy regulations as stipulated by the Family Educational Rights and Privacy Act (FERPA). As with other education records, these records will be shared only with school officials who have a legitimate educational interest in these education records in order to fulfill their professional responsibility.

For more information and contact information, go to www.gallaudet.edu/student-health-service/.

Eligibility

In order to be eligible for SHS care, students must file:

- a completed medical form with medical history, authorization to treat, and the name and phone number of an emergency contact person;
- a physical examination report updated annually; and
- up-to-date proof of immunizations, including the influenza and coronavirus series; DPT and the polio series; a tetanus booster within the last 10 years; two measles, mumps, and rubella (MMR) immunizations; Chicken Pox; Hepatitis B shots; and a TB test within the previous year.

Any student out of compliance will not be permitted to come to school.

Student Health Service Appointments

Students are to abide by the MSSD Pass System in order to obtain permission to visit the SHS for health problems occurring during school hours. The school secretary will call the SHS staff members, and the student will either be given an appointment time or told to report to the SHS for immediate care. After the appointment, the student must resume their assigned school schedule following the MSSD Pass System.

During after school program or evening hours, students must notify the After School Program staff to receive a pass to go to the SHS. With the exception of emergencies, students must have an appointment card or a pass to go to the SHS.

Mandatory Immunizations

All students must submit an updated record of immunizations prior to the beginning of the school year. Along with all state-required vaccines, this must include the most up-to-date COVID-19 vaccinations for the student's age group. If the parent or legal guardian is refusing the COVID-19 vaccine for the student on medical or religious grounds, the appropriate waiver form must be completed and sent in to be approved by school administration. All students must also complete an annual physical exam. All inquiries relating to immunizations or physical exams should be directed to the MSSD nurse at (202) 651-6067 (V) or (202) 921-6208 (VP). If documentation is required during the school year, continued attendance is contingent upon timely compliance with the nurse's requests.

Note: For new students accepted throughout the year, enrollment is contingent upon receiving documented proof of completion of immunizations, physical exams, insurance information, and a TB test.

COVID-19 Guidelines

In order to complete any required COVID-19 testing on campus, the student's insurance information will be collected by the school nurse prior to the start of the school year. While this information will be used for

COVID-19 testing billing, families will not be charged. Positive exposures on campus will be tracked, and quarantines will be enforced based on vaccination status and presence of symptoms. Refer to the Mandatory Immunizations section of this handbook for requirements related to the COVID-19 vaccine. If a student presents any symptoms of COVID-19 while in school, a rapid antigen test will be performed. Depending on that result and the severity of the symptoms, the school nurse will make a decision on whether or not to send the student home from school.

Locker Inspections and Procedures

Lockers are school property and are available for use by all high school students without charge. At no time does the school relinquish its exclusive ownership over these lockers, which are provided for the convenience of students. School staff, for any reason, can conduct periodic inspections of lockers at any time, without notice, without student consent, and without a search warrant. Locker searches may be conducted primarily for enforcing order and discipline in the school.

In the presence of a witness, a school administrator or a designee may conduct inspections and examine the locker contents, including personal belongings, when there are reasonable grounds to believe that they contain illegal drugs, weapons, stolen property, or other contraband.

When the student is present during the search, the school official will advise them of the circumstances justifying the search and seizure of the objects. If the student is not present, they will be informed of the search. Parents or legal guardians will be notified by a school administrator when inappropriate and/or illegal activity is suspected.

Students are not required to use a locker; however, they are strongly encouraged to use one in order to better protect their personal belongings.

Registering a Locker and Receiving a Lock

1. Each student may have only one locker.
2. Students need to select a locker number and then inform the student support specialist. The student support specialist will record the student's locker number and offer the student a lock.
3. If a lock is borrowed, each student is responsible for returning the lock at the end of the school year. Any student not returning their lock will be assessed a lock replacement fee.
4. All lockers must be cleaned out and the locks removed by the last day of the second semester of each year. MSSD administrators will remove any locks and contents remaining after this time. All contents collected will be donated.

Solicitation

MSSD does not permit individuals, organizations, or agencies to solicit, conduct business, or raise funds on campus without approval from the school administration. In keeping with this regulation, salespeople (school-related or unrelated) are not permitted to take orders for or actively sell materials in MSSD's residence community.

Generally, individuals and organizations unrelated to MSSD are not permitted to conduct business or raise funds on campus. School-related individuals or organizations attempting to raise funds for the benefit of its organization or for charity may be given special permission to solicit on campus provided the following guidelines are observed:

- No door-to-door solicitation will be allowed.

- Permission to solicit funds must be obtained from the administration.
- Permission to use specific facilities must be obtained from the appropriate administrator.
- Any solicitation of funds must be sponsored by a recognized student organization, and the student organization must receive at least 15 percent of the proceeds. Such proceeds will be used for legitimate programming efforts by the organization. Students are not permitted to conduct any sales from their residence hall rooms or to advertise their room numbers for sales purposes.

Emergency Procedures

MSSD has emergency response procedures that outline the planned response to various situations, crises, or disasters. A brief synopsis of the response procedures is as follows:

In the event of an emergency, every attempt will be made to contact students' parents or legal guardians promptly.

Fire/Bomb Threats

In the case of a fire or a bomb threat, the building will be evacuated. MSSD has clear procedures by which students, teachers, and staff members exit the building and proceed to the designated evacuation area.

Biological/Chemical Alerts

MSSD has assigned a ground-level and a second-floor location to all students, teachers, and staff members in the MSSD school building. In the event of a biological/chemical alert, MSSD personnel will care for the students. This includes the basic provisions of care/food/water.

Evacuation of MSSD/Gallaudet University Campus

In the event of a major disaster in which all individuals at Gallaudet University have been instructed to evacuate the campus, all MSSD students will be evacuated to a location in Maryland. Parents and legal guardians will be kept abreast of the situation. MSSD personnel will care for the students.

Inclement Weather Closing or Delayed Opening

MSSD follows Gallaudet University when it comes to school closings, delayed openings, or early closings. If Gallaudet is delayed or closed, MSSD will be as well.

Decisions regarding closings or adjusted schedules are announced on the Gallaudet Alert Notification System, website, and Facebook, and on local radio and television stations. It is the responsibility of the parents, legal guardians, and students to obtain information regarding inclement weather plans from a reliable source.

During periods of inclement weather, one of the following plans is normally implemented:

- **Open and on schedule**—Classes at Gallaudet University, MSSD, and KDES are held as scheduled and all offices are open.
- **KDES closed**—If the University is open on time, the Clerc Center administration will evaluate the conditions and circumstances for both KDES and MSSD separately and make the most appropriate decision for each school. There may be days when KDES is closed while MSSD is open.
- **Late arrival (delayed opening)**—Classes are canceled until a specific time.

- **Early departure**—A portion of the daily schedule is canceled.
- **Gallaudet University closed**—All classes at the University, MSSD, and KDES are canceled, and offices are closed for the entire day.

Late Arrival/Delayed Opening

- If Gallaudet University announces a delayed opening, MSSD will also have a delayed opening.
- MSSD will communicate with all teachers, staff members, students, and families about the time the school will open in the case of a delayed opening.
- Student Life staff members will inform MSSD students in the residence hall when there is a delayed opening or school closing.
- Parents, legal guardians, and students should check for delayed openings/closings by monitoring local news outlets and the alerts sent out by the Gallaudet Alert Notification System.

Early Departure/Early Closings

- Early closings are when students are at school but school closes before the regularly scheduled time.
- The front office will announce the early closing throughout the school.

Gallaudet Alert Notification System

Gallaudet University’s emergency alert notification system, BBConnect, is used by the Gallaudet University Department of Public Safety (DPS) to inform the members of the Gallaudet community, including KDES and MSSD parents and legal guardians, about emergencies, school closures, delayed openings, and other notifications.

Parents and legal guardians of KDES and MSSD students will be automatically included in this alert system through their contact information in PowerSchool.

Transportation

Campus Shuttle Bus Service

Gallaudet University provides free shuttle bus service between the campus and Union Station (Metro station). Commuter students may use the shuttle bus for transportation to and from school. For more information on the shuttle bus service and schedule, go to www.gallaudet.edu/transportation-department/shuttle-bus-services.

Closed Weekends

During closed weekends and holidays, students will be provided with shuttle bus service. This service will be provided at the end of the early dismissal schedule. Students will be dropped off at the following locations: Union Station (Amtrak), the Greyhound bus station, the Ronald Reagan Washington National Airport, and the Baltimore/Washington International Thurgood Marshall Airport. Students leaving early will be responsible for their own transportation. Shuttle buses will not be provided on the final day of the school year. Students are responsible for their own transportation when returning to school. (See “Student Life General Information” in this handbook for details about closed weekends and transportation options.)

Routine Appointment Transportation Guidelines

Routine appointments (e.g., dental, orthodontics, physicals) should be scheduled at home during the summer or during school breaks. When an appointment must be scheduled during school time, it is the responsibility of the student and their parents or legal guardians to inform the school, the Student Health Service, the manager of school operations, and the Student Life staff members as soon as possible. It is also the parent or legal guardian's responsibility to arrange for transportation for the student to the scheduled appointment and back to school. MSSD will not be responsible for providing transportation to and from routine medical appointments.

Identification Cards

All new MSSD students are issued an identification card for use on campus. Students must wear their student ID cards at all times. ID cards are required for entry into some facilities, for on-campus and off-campus school activities, and to borrow school items. If a student loses their ID card, the cost for replacement is \$10.

Dress Code Guidelines

MSSD personnel, along with parents, legal guardians, and the community, are responsible for encouraging all students to develop habits of proper dress and grooming.

The objectives of the MSSD dress code are to:

- Promote an atmosphere for academic success while recognizing significant freedom of student choice and expression
- Ensure a safe and effective learning environment for all students
- Help students learn and practice appropriate attire for the world of work and future places of employment; our dress code, therefore, aligns with average expectations for business casual work environments, with expectations for more formal dress as appropriate for special events and functions

Students are not permitted to wear:

- Boxer shorts (except as underwear)
- Pajamas
- Hats, visors, bandannas, sweatbands and forehead bands, or sunglasses
- Clothing advertising or advocating the use of drugs, alcohol, tobacco, or other illegal or harmful products
- Clothing that unduly exposes or reveals excess skin or undergarments (e.g., swimwear, spaghetti straps, undergarment tank tops, cut-off tops, halter tops, mesh shirts, or tops that are strapless, low cut, or expose midriff)
- Clothing containing sexually suggestive messages (explicit or implied)
- Clothing printed with obscenities or profanity
- Clothing printed with a message advocating violence or the use of weapons (explicit or implied)
- Clothing printed with any message that could be considered harassment against another individual (explicit or implied)

- Clothing that incites bullying or exclusion toward others
- Appropriate shoes must be worn at all times in the school building for safety reasons
- Any choice of clothing or piercing that causes significant disruption to the learning environment

Students who dress inappropriately or contrary to the dress code will be asked to change clothes for a first offense. Second offenses are considered Level 1 offenses in the Student Code of Conduct. If a student fails to comply, their parents or legal guardians will be contacted and appropriate disciplinary action will be taken.

Use of Vehicles

Students are not permitted, under any circumstances, to operate a motorized vehicle on the MSSD/Gallaudet University campus. Students are also not permitted to operate electric scooters on campus. Students are permitted to use bicycles, skateboards, and in-line skates with appropriate protection.

If students use bicycles via apps such as D.C.'s Capital Bikeshare or JUMP bicycles from Uber, bicycles are not to be left undocked on campus. This is to prevent strangers from wandering on campus to retrieve them for use. Capital Bikeshare bicycles must be docked at the dock near the front entrance. Dockless bikes must be left in safe bike corrals off campus.

Student Pass

Each student must carry a pass when they are not in class. If a student wishes to obtain access to the MSSD main building before school begins or after school, they will be required to provide a student pass given by a teacher or staff member. Failure to carry a pass may result in the writing of an Incident Report by a teacher and/or staff member, which may lead to a resolution meeting with a student support specialist.

Lending Money/Personal Items

Students should not lend out their personal items or make monetary loans to other students. MSSD is not responsible for any monetary or personal item loans that students make to each other. MSSD is also not responsible for any personal items that are lost or stolen at MSSD.

Parent/Legal Guardian Expectations

MSSD is committed to teaming with parents and legal guardians to ensure students receive the support they need to succeed throughout their years at MSSD regardless of whether they have attained the age of majority. Most MSSD students come from outside Washington, D.C., and do not have easy access to their hometown resources while they are enrolled at MSSD.

Parents and legal guardians are responsible for providing children enrolled at MSSD with the means they need to remain healthy, pay all costs incurred in relation to their enrollment at MSSD, and plan and provide all transportation to and from MSSD whenever the student is expected to leave campus for any reason.

Parents and legal guardians are required to fulfill all those responsibilities, listed in the Memorandum of Agreement between the parents and legal guardians and MSSD, for their child to remain enrolled at MSSD. The parents and legal guardians must sign this Memorandum of Agreement every time they register their child for a new year or semester at MSSD. Signing and adhering to this Memorandum, regardless of the age of the child, is required for the student to enroll or remain enrolled at MSSD.

Age of Majority Guidelines

Permission requirements are established by MSSD for students who have reached the age of majority (18 years). Parental or legal guardian permission is required for students under the age of majority. Students who have reached the age of majority will continue to need parent/guardian permission or agreement for some, but not all, activities in which MSSD students may participate. (See Appendix 5 for more information on Age Affidavit Guidelines.)

Once a MSSD student has reached the age of majority, the student will need to give legal consent to allow the parent or legal guardian continued access to information they need to provide appropriate support to the student. Students who reach the age of majority must consent to this sharing of information, including health information, in order to remain enrolled at MSSD. Students will give this consent through the use of notarized documents. Only the parents or legal guardians who had legal custody of the student prior to their attaining the age of majority may continue to serve as parents or legal guardians.

ACADEMIC PROGRAM

Individualized Education Program

Each student who attends MSSD must have an annual Individualized Education Program (IEP) developed by the team and designed to meet their individual educational needs. The IEP is a federally mandated document that includes present levels of performance, goals, and objectives to address areas of need. It falls under Part B of the Individuals with Disabilities Education Act (IDEA). Support services, special accommodations, and transition services are also included in the IEP when needed. Parents and legal guardians are an integral part of the IEP process.

Each student is assigned an IEP case manager upon arrival at MSSD. Case managers have the primary responsibility for helping draft student IEPs and overseeing IEP implementation. They serve as the point of contact for families who would like to discuss their child's progress. Students remain with the same case manager from year to year for the entirety of their enrollment at MSSD.

Triennial/Reevaluation Review

By law, each student with an IEP must be evaluated every three years to determine whether the student continues to be disabled and needs special education services under IDEA. At MSSD, this is called the re-evaluation review. During this process, the team meets and determines whether or not existing data is adequate to show that the student is still disabled and continues to need services for each disability category under which the student qualifies for special education. The team may decide that the student continues to qualify for special education services in all current disability categories or that further testing is needed to gather information to make a decision. If further information is needed, the team will develop a plan to gather this information and meet again once the information is ready for review. The re-evaluation review may be held either at the same time as the student's annual IEP meeting or at a separate meeting.

Working in Conjunction with Local Educational Agencies

It is very important that MSSD work closely with the students' local educational agencies (LEAs). LEAs should be sent copies of IEPs as well as other important educational documents when necessary. There are also times when a close working collaborative relationship between MSSD and an LEA is necessary to ensure a student's educational and related service needs are met. In addition, students sometimes return to their local school system so keeping the LEAs updated and informed is an integral part of this transition.

Student Services

MSSD offers a broad range of student services to enhance and supplement students' educational programs. They include areas of audiology, speech-language therapy, occupational therapy, physical therapy, and multicultural/transliteration services. Student support staff work collaboratively with each other and with the instructional staff to incorporate services into students' academic programs. Service provision is based on each student's IEP.

Audiology and Speech-Language Pathology Services

The audiologists and speech-language pathologists work collaboratively to meet student needs related to audiological and speech and language assessments. Speech-language pathologists provide services to support development of communication strategies as well as skill development in the areas of receptive and expressive language, audition, speech, social skills/pragmatics, and literacy. Speech-language services are provided in individual or small group sessions, or within the classroom. Updated audiological assessments are provided at least once every three years or sooner if required. Audiology services can also include evaluation and maintenance of students' hearing aids and cochlear implant devices. These services are provided on an as-needed basis. Consultation is offered to students and families of students who are considering the use of cochlear implants or are already in the candidacy process. The audiologist and speech-language pathologists help to foster development of students' self-advocacy skills to support their future plans—in college and/or in the workforce.

Occupational Therapy and Physical Therapy Services

Occupational therapy (OT) and physical therapy (PT) services support students' development in fine and gross motor skills, life skills, and sensory integration that directly impact their level of academic achievement. Students may receive consultations to address mobility issues, equipment use, and special classroom accommodations. Some students may learn compensatory strategies and adaptive skills to help them become successful in the classroom and student life environments.

Multicultural and Transliteration Services

Multicultural and Transliteration Services (MTS) provide interpreting, translating, cultural mediation, and other related services to students enrolled at MSSD, their families, and the teachers and staff members working with them. Services include:

- **Interpreting and Translation Services**—Bilingual and trilingual services are provided to teachers and staff members in the Clerc Center and to families of students at MSSD that speak languages other than English.
- **Multicultural Support Services**—Cultural and informational support is provided to families from diverse cultural backgrounds whose children are interested in or enrolled in MSSD to ensure a smooth transition to and through their academic careers.
- **Language Helpline**—MTS runs a multilingual phone line open during regular business hours as well as after hours for parents of MSSD students who speak Spanish or other languages. Parents and legal guardians can use this line to contact the school to make a request, leave a message for staff

members, or report on absences. This number can also be used in case of critical or emergency situations.

Emerging Signers Services

Instruction and social interaction at the Clerc Center are done through both a stimulating visual learning environment and ASL. All classes and programs are conducted in ASL. Your child may receive spoken English services through IEP-based speech-language therapy sessions with our speech-language pathologists. However, classroom discourse is primarily through ASL. Since this is the case, it is critical that the student acquires enough ASL proficiency to independently follow and engage in academic discourse as quickly as possible. In-class support measures will phase out as the student gains ASL proficiency.

Students enrolled at either of the Clerc Center's demonstration schools— KDES or MSSD—come from a wide range of communication backgrounds and with a wide range of sign language skills. Emerging Signers Services (ESS) are provided to students who have little or no ASL fluency at the time of enrollment in order to support the students in learning ASL and achieving academically. Each student's needs are different, and students attain linguistic independence at different paces. Every student will be evaluated and provided with the services that best meet their individual needs. Those services will be gradually reduced in direct correlation to their expanding skills and independence.

The range of potential services includes:

- Direct ASL instruction and assessment
- ASL as a curriculum enhancement class
- Direct one-on-one interaction with an ASL specialist
- Teacher accommodations
- Interpreting
- Note taking
- Language mediation/CDI
- CART/captioning
- Spoken English interpretation
- Social-emotional support specific to identity, culture, and language acquisition
- Counseling
- Extended School Year (ESY) instruction

The student's teachers and the interpreters working with the emerging signer will observe and document how the student is progressing. In addition, the lead interpreter will also observe the student in class regularly. Information about the student's abilities, progress, and continued needs, as well as information about accommodations that have been discontinued, are no longer needed, or have been modified will be shared with the IEP team.

Direct access to education is the ultimate goal, and students are encouraged to learn ASL as quickly as they are able. In-class support and services are reduced over time as the student acquires enough ASL proficiency to independently follow and engage in academic discourse. The specific classroom support accommodations that are gradually discontinued and the rate at which they are phased out are based on assessments and reports to/from the IEP team.

New Student Orientation

New students and their families participate in New Student Orientation (NSO) prior to the start of each school year. NSO begins with school registration and dormitory check-in. During registration, students can obtain their

MSSD identification card, purchase a laundry card, and make any needed medical arrangements with the Student Health Service. During NSO, families have an opportunity to meet with MSSD administrators who can provide details about school programs and answer any questions.

Students participate in a variety of activities designed to welcome them to and familiarize them with MSSD. NSO activities include a tour of MSSD; workshops to support successful student transition into MSSD; social activities; community meetings to discuss MSSD expectations; reading, math, and ASL assessments; meals with peers and staff members; and an orientation to Washington, D.C., during which students learn how to use local public transportation.

Families of new students receive information about NSO during the summer months. MSSD will continue to provide orientation for new students who enroll in MSSD after the school year has begun.

Changing Courses

Students may request course changes during the first week of each semester. In order to make changes to an approved schedule, students must complete a formal course-change request. Course changes become official when a member of the MSSD instructional leadership team gives the student a new course schedule. When it becomes apparent that a student's placement within a given discipline is inappropriate, the school reserves the right to make appropriate changes to the student's schedule.

Grading System

Report cards designate student performance with letter grades (see below, left column). A student's grade point average (GPA) is determined using a point system (see below, far right column).

Letter	Percentage	Point
A	90-100	4.0
B+	87-89	3.3
B	80-86	3.0
C+	77-79	2.3
C	70-76	2.0
D+	67-69	1.3
D	60-66	1.0
F	Below 59	0.0

Students in Advanced Placement and Dual Credit courses will receive one additional grade point for earning a passing score (e.g., A = 5 points, D = 2 points). Incomplete grades are not calculated as part of a student's GPA. The grading scale for Advanced Placement courses is below.

Letter	Percentage	Point
A	90-100	5.0
B+	87-89	4.3
B	80-86	4.0
C+	77-79	3.3
C	70-76	3.0
D+	67-69	2.3
D	60-66	2.0
F	Below 59	0.0

Course Credit

Course credit is awarded based on the semester grade. Students are able to earn .5 credits for each course they successfully pass during a semester. Students taking courses that cover a double period will be awarded double credit for the course. The semester grades are calculated based on the following split: quarter 1 = 40 percent, quarter 2 = 40 percent, and exam 1 = 20 percent. Quarter grades will be based on a formula that integrates summative (60%) and formative (40%) assessments. Students will not earn academic credit for classes in which they have earned a grade of 59 or below. Students must take midterm and final exams at the designated time in order to earn course credit. Students must complete a full year of any core course or pre-requisite class in order to be awarded a full credit for the course.

Transfer Credit

Students who transfer to MSSD from another high school program must submit an official transcript to the Admissions Office. This transcript will be reviewed, and the student will be informed of their grade-level status in their acceptance letter. MSSD will only accept transfer credits for courses with grades of C (70) or higher and for courses completed at an accredited, approved program. (Note: The only exception to this is if the student took a non-high school credited Algebra I course as an eighth grade student. In that case, the course will be transferred as a mathematics credit.)

Credits transferred from other programs will be listed as a “pass” grade and will not be included in the student’s GPA. Up to 10 community service hours from other programs may be transferred with proper documentation.

Report Cards

Report cards will be sent home to parents or legal guardians at the end of each quarter. These reports will share information about student progress in the following areas: class work, homework, projects, quizzes, and tests. Questions regarding these reports should be directed to the teacher who completed the report.

Honor Roll

Students at MSSD earn the distinction of being placed on the Honor Roll based on the following GPA each quarter:

Gold:	3.68-4.00+
Silver:	3.34-3.67
Bronze:	3.00-3.33

Students receiving an Incomplete, a D, or an F as a grade in any class will not be eligible for the Honor Roll that quarter.

Academic Probation

Our primary goal at MSSD is to ensure students can complete their academic program of study and graduate in good academic standing. Academic probation is intended to provide structured and strategic supports to students to improve academic performance. While a student is on academic probation, time outside the school day will be focused on tutoring, homework support, and additional study groups.

At the end of each quarter, students with a GPA below 2.0 are put on academic probation and will receive the support outlined in the Academic Probation Support Program.

If a student starts the quarter not on academic probation but after three weeks, their GPA falls below a 2.0, the student will be moved to the Academic Probation Support Program to allow for structured academic support. If

after three weeks the student's GPA improves to above 2.0, they will be released from the Academic Probation Support Program. If the student's GPA continues to be below 2.0, the student will be placed on academic probation and have their ability to participate in activities restricted as mentioned below.

While on academic probation, students may participate in the following **as long as these activities do not interfere with the ability to attend required study hours:**

- Attend practices for athletics or theater productions
- Attend meetings for student organizations
- Attend field trips
- Attend special events sponsored by Student Life, such as Homecoming, Winter Blast, Prom, Ocean City, and King's Dominion

While on academic probation, students may not:

- Attend or participate in any competitive sports games, including scrimmages
- Serve as an officer in an organization
- Take part in the final production of a school play or in special events such as Academic Bowl competitions

Academic Probation Support Program

The Academic Probation Support Program is designed to support students who are on academic probation and those who are at risk.

Each student's support program will be structured differently to support individual needs. However, all students on academic probation will be required to participate in the after-school Academic Probation Study Table. Staff members will provide additional instructional support and monitor student work during this time.

After three weeks, students on academic probation may participate in the restricted activities above if they demonstrate they are maintaining a GPA of 2.0 or above.

In order to remove themselves from academic probation, at the end of each three-week period, students are required to print out their grades from PowerSchool and submit them to the student support specialist for GPA verification. The student is responsible for turning in grades by the assigned deadlines to be considered for removal from academic probation. If a student's GPA is below 2.0, they will move back to academic probation and their privileges will be reduced. Please note that the last Academic Probation Support period of the year lasts longer than three weeks.

Note: If a student-athlete or thespian's GPA is below 2.0 twice during the same sports season or play/dance season, they will be placed on academic probation again and remain permanently off the team/ensemble. This means they will not be eligible for any awards or recognition for their participation and will not be allowed to attend the team dinner.

Academic Dishonesty

MSSD continually emphasizes the importance of academic honesty. Students are taught about academic honesty, plagiarism, and how to properly document information from other sources. Students are also made aware that copying from any source (e.g., published information, classmates' work) that is not their own original work is not acceptable. Consequences for academic dishonesty and/or plagiarism are outlined in the MSSD Student Code of Conduct section.

Homework

Homework is considered to be a critical component in helping our students improve their academic performance. Homework can assist students in reinforcing previously taught skills, in exploring and extending knowledge, in preparing students for future lessons, in challenging and inspiring independent learning, and in exploring new talents and skills.

If a student is absent from school due to an approved excusable absence, homework will be provided after the student returns from the absence. Homework will not be provided for at-home suspensions that are one week or less in length. Students who are suspended for one week or less should collect make-up work from their teachers upon their return to school.

Additionally, students who miss classes during the school day for any reason (e.g., field trips, appointments with the speech therapist or Student Health Service, off-campus appointments, internship) are responsible for going to see their teachers after school that same day to get homework assignments and turn them in on time the next day.

Make-Up Work

Students are expected to make up all class work due to an absence from school. If the absence from class is excused, the student will be given credit for the make-up work as long it is completed in the allotted amount of time.

Students out for an excused absence will be given a number of days equal to the number of days they were absent to complete and turn in their make-up work for credit. For example, if a student is out for four days for an approved excused absence, then they will have four school days upon returning to school to complete their work. An exception to this would be when a student misses school at the end of a quarter for a pre-approved excused absence. In this situation, the student will be required to complete and turn in all assignments prior to departure.

If the absence from class is unexcused, the student will not receive credit for the work (e.g., tests, quizzes, class work, class participation), and a zero (0) will be recorded for the missing work. A student absent for an unexcused absence may receive credit for a long-term project that is due during their absence provided that the student completes and turns in the project prior to their departure from school. Projects not submitted before the student's departure will not be given any credit. Students may not take tests or quizzes early and expect to receive credit. Students are still encouraged to complete the work missed as it will assist with their education.

If a student is absent from school for three or more days due to an approved excusable absence, then the work will be either emailed home or collected and mailed home. Students on five days of home suspension should collect their work from teachers upon their return to school. Work will be sent home for students on 10 days of home suspension.

Graduation Requirements

Merit Diploma Course Requirements

Cumulative GPA must be 3.0 or above.

- English (one year each of English 9, 10, 11, and 12).....4
- Mathematics (Algebra I, Geometry or Algebra II, plus 2 other math courses).....4
- Science.....4
- Social Studies.....4

- Physical Education (including the following).....1
 - PE.....½
 - Health.....½
- Elective Courses (including the following).....3
 - Arts.....½
 - Technology.....½ (skills/knowledge aligned with standards OR complete computer course)
 - Deaf Studies.....½

PLUS:

- Minimum reading and math competencies
 - Reading: Tenth grade
- Community Service
- Internship
- Senior Portfolio

Only recipients of the merit diploma will be eligible for the valedictorian and salutatorian awards. These recipients must have attended MSSD for a total of seven consecutive quarters (junior and senior years). The students with the highest average of all seven quarter GPAs are awarded the valedictorian and salutatorian honors. Students who elect to stay a fifth year at MSSD are not eligible for these honors.

Standard Diploma Course Requirements

Cumulative GPA must be 2.0 or above.

- English (one year each of English 9, 10, 11, and 12).....4
- Mathematics (Algebra I, plus 2 other math courses).....3
- Science.....3
- Social Studies.....3
- Physical Education (including the following).....1
 - PE.....½
 - Health.....½
- Elective Courses (including the following).....3
 - Arts.....½
 - Technology.....½ (skills/knowledge aligned with standards OR complete computer course)
 - Deaf Studies.....½

PLUS:

- Minimum reading and math competencies:
 - Reading: Fifth grade equivalent
- Community Service
- Internship
- Senior Portfolio

Certificate of Completion Course Requirements

Cumulative GPA must be 2.0 or above.

- English (one year each of English 9, 10, 11, and 12).....4
- Mathematics.....3
- Health.....½
- Additional academic coursework

PLUS:

- Community Service
- Internship
- Senior Portfolio

Please see Appendix 7 to see graduation requirements for each type of diploma and certificate side by side.

Advanced Placement and Honors

The Advanced Placement (AP) and honors classes at MSSD are offered as part of an intellectually challenging, rigorous, advanced program for students interested in pursuing higher academic challenge.

Honors courses provide the student with a challenging, in-depth look into the subject matter through a wide variety of higher-level assignments and readings.

Although somewhat similar in rigor, AP courses are actually college equivalent classes that provide the student with a reading- and writing-intensive foundation from which to gain competency in a particular discipline. At the end of the course, the student is expected to pay and take the AP test in the particular subject, for which a passing score earns them college credit. The College Board decides upon standards for the national AP programs. For more information about the College Board, visit their website at www.collegeboard.com.

Although national debate exists about which students to allow into AP or honors courses, MSSD believes in encouraging average as well as above average-performing students to enroll in these classes. However, due to the required reading level of the course materials, students must be on grade level, one grade level below, or above grade level in their reading score in order to participate in honors or AP classes. In certain situations in which a student's eligibility for placement in AP or honors courses is under review, the MSSD Instructional Leadership Team, in collaboration with content area department teachers, will have final decision-making authority.

Promotion Policy

MSSD students are required to earn a minimum of five credit units per year, at least one of which must be for their current grade level in English, in order to enter the next class, as follows:

To be a sophomore: 5 credits (including one full credit of ninth grade English)

To be a junior: 10 credits (including one full credit of ninth and tenth grade English)

To be a senior: 15 credits (including one full credit of ninth, tenth, and eleventh grade English, and a demonstrated ability to complete MSSD graduation requirements within the coming year)

Students in the Project-Based Learning and/or Essential Elements program will be awarded English credits for earning passing grades.

Students interested in summer courses can take up to two credits towards their graduation requirements. Requests to take summer courses need to be made in advance and approved by the director of academic programs. These credits will be considered transfer credits. Please refer to the Transfer Credit section in this handbook.

Even if a student has not earned the required total credits in order to be promoted, they still will participate in all of their original class organization events (e.g., class meetings, spirit week competitions).

Community Service Requirement

All students planning to graduate from MSSD are required to complete a minimum of 40 community service hours.

Up to 10 hours of community service from other programs can be transferred with a proof of documentation. Students can start earning community service hours upon completion of eighth grade. Students can earn half of their community service hours on campus and the other half outside of MSSD and KDES. Students must complete the community service form and submit it to the manager of school operations for approval in order to get credit for their hours. Completed community service forms must be submitted to the manager of school operations within 60 days of the completed service in order to receive credit.

Community Service Guidelines containing more information are distributed to students; students are responsible for ensuring service hours are completed in accordance with these guidelines.

MSSD Internship Program

All students will participate in a work internship program for one semester during their senior year. Research has shown that high school work internships are key to successful employment following high school. The MSSD Internship Program is a structured learning experience that provides students with an opportunity to develop positive work habits, learn how to get along with supervisors and coworkers, gain knowledge about a variety of careers, and develop positive work attitudes and ethics. This type of career-based learning provides all students with knowledge, skills, and experiences that support their achievement during and beyond high school.

Senior students may conduct their internship virtually from MSSD or on campus at Gallaudet University or off campus in a variety of government, private, and nonprofit settings in the Washington, D.C., metropolitan area. Each student will work at their internship site during the internship semester, following their assigned schedule. Students participating in the internship program are responsible for checking with their teachers the day prior to their internship day in order to get work they will miss while out on internship.

60-Day Notice

A 60-day notice will be given to parents or legal guardians when a student fails to make academic or social/emotional gains at MSSD over time after documented attempts to intervene, support, and modify the student's program in an effort to meet that student's individual needs. The 60-day notice will be provided to the parents or legal guardians and to the LEA. MSSD educational planners and administrative staff members will work collaboratively with the parents or legal guardians and the LEA to assist with placement needs to ensure a smooth transition to another educational program. The student will be provided with appropriate educational programming until an alternative placement is identified during the 60-day period.

Visitors During the School Day

Family members and other individuals seeking to visit a student at school must contact the manager of school operations at least 24-48 hours in advance to arrange for a visit during school hours. If an interpreter is needed for any visiting parent or legal guardian, requests must be submitted as soon as possible so that arrangements can be made. With short notice, however, we cannot guarantee that interpreters will be available. All visitors must check in at the reception desk in the lobby to receive a visitor's badge. School office personnel will meet visitors in the school's front lobby and facilitate their visit. Students may not be called out of class without permission from the front office.

Parents or legal guardians wishing to observe their child's classes need to make arrangements with the manager of school operations at least 48 hours in advance of their requested observation. Once approved, the manager of school operations will make the necessary arrangements for the observation by reviewing the request with the MSSD Instructional Leadership Team. Parents or legal guardians should plan to arrive by their scheduled time on the day of their visit and sign in at the front desk. A visitor pass will be issued along with a

copy of their child's schedule. Parents or legal guardians need to bring their own lunch as lunch is not available for purchase in MSSD's cafeteria.

In order to reduce the number of distractions for our students and teachers during critical times throughout the year, school visits/observations will not be allowed during the following times:

- Weeks of state and standardized testing
- First three weeks of each semester
- Last three weeks of each semester
- Special event days as determined by the administration

School Field Trips

Given MSSD's location in the Washington, D.C., metropolitan area, field trips are an important aspect of students' educational program. Visits to the various museums, government offices, historic sites, and libraries are an integral part of MSSD's academic unit plans. Most trips are in the local D.C. metropolitan area. Trips not related to the curriculum will not be planned during the school day. Students are expected to follow the Code of Conduct and the dress code while on field trips. Buses will return to MSSD by 2 p.m. that day.

Lost or Damaged Books and School Materials

Students are responsible for all books and materials they receive that are issued by the school. If a student loses or damages a book or other type of material, they must pay the full replacement cost before a replacement will be issued. If unpaid, this will be considered a school debt. Textbooks are to be used for several years, and we expect students to utilize proper care to ensure future use by other students.

School Debts

The school will not release quarterly report cards, school records, or copies of transcripts until all outstanding fees have been paid and/or all school equipment returned (e.g., calculators, library books, hearing aids, cochlear implant parts).

Students who are on a payment plan (which must be requested at the beginning of the school year and is subject to approval) may participate in athletics, school performances, and events as long as the payments are being made on time each month. Students on a payment plan who miss two months of payments will be placed on default status, and they will be denied admittance to athletics, school, and Student Life events/activities.

Health insurance debt has to be paid off at the end of the academic year or the student cannot return in the following academic year.

School Supplies

All students are expected to come to school prepared. Teachers will communicate with students and their families regarding materials for individual classes. All students must bring any school-issued devices with them to classes. These school-issued devices include, but are not limited to:

- Scientific calculator (TI-83 or TI-84 graphing calculator is required for most science and math classes)
- iPad, Apple pen, keyboard, cover, and charger

Food and Drink

Food and drink (with the exception of water) are not permitted in the classrooms. Students will have an

opportunity to eat and drink during lunchtime or after school in the Eagle Zone. Food may not be taken out of the cafeteria, and no outside food should be brought into the cafeteria.

ATHLETICS

The MSSD Athletic Department proclaims eligibility rules governing the participation of MSSD's student-athletes and conduct of its programs. The following represent the general rationale addressed by the National Federation of State High Schools Association, the District of Columbia State Athletic Association, league eligibility rules, and the National Deaf Interscholastic Athletic Association.

All of MSSD's teams compete in the Potomac Valley Athletic Conference except for the wrestling and football teams. The wrestling team competes in the Metro Area Wrestling League, and the football team competes in the Keystone State Football League .

It is important to understand that participation on an athletic team at MSSD is a privilege. All student-athletes will sign a student-athlete contract at the beginning of each season that outlines responsibilities (see the "Responsibilities of Student-Athletes" section below for more details). Being on and maintaining one's membership on a team means accepting all responsibilities of a student-athlete. However, equal or guaranteed playing time does not exist. In an effort to win, the coaches will use players best suited to the conditions and demands of the contest at a given time.

All student-athletes are encouraged to stay on their teams until the season is finished. A student-athlete has a two-week period at the beginning of each season to decide not to participate without any consequences. This is to encourage student-athletes to try new sports. Two weeks after the beginning of a season, student-athletes who leave the team will be ineligible to rejoin any team in the following season. The fees paid after two weeks will be nonrefundable.

Athlete Eligibility

Age Eligibility

Students who turn 19 on or before August 1 are ineligible to participate in interscholastic competitions for the school year.

Playing Eligibility

- A student is eligible to participate in regular season, playoff, and/or championship athletic contests for a maximum of eight semesters in grades 9-12.
- Student-athletes must be enrolled students at MSSD.
- Student-athletes may not participate in the performing arts program during the season.

Academic Eligibility

Students placed on academic probation will be ineligible to participate in athletic contests but may be able to participate in practice at the coach/athletic director's discretion.

Parental Consent

Student-athletes must submit all forms (Sports Participation Parental Consent, Concussion, Physical Examination, and Authorization) completed and signed by their parent or legal guardian indicating permission for participation in a sport.

Physical Requirements

Student-athletes must be examined and certified as being physically fit to participate in any try-out or to be a member of a school team. A qualified physician must perform the physical examination every year. No

exceptions will be made.

Practice and School/Game Attendance

Practice

Safety is a priority for student-athletes. They are expected to stretch, undergo conditioning, and observe safety practices as directed by the coaching staff. Practice will take place daily after school Mondays to Fridays unless specified by the coach/athletic director. Attendance to practice is mandatory. Teams may not participate in games and/or practice seven days in a row.

In-Season Conditioning

During the course of the season, a team may have required in-season conditioning sessions after school. Attendance for conditioning sessions is mandatory.

School, Practice, and Game Attendance

- Student-athletes are required to attend their classes on the day of a game. Any student-athlete absent from three classes or more, or who has an internship scheduled on a game day, will not be permitted to participate in that game unless they are granted an excused absence. Students who are in SHS for more than half of the school day on any given day will not be allowed to participate in practice or games on that day.
- Student-athletes agree to be on time for all practices, meetings, and games. They realize that being late to practice without a reason is unexcused and will not be tolerated.
- Student-athletes agree to obtain prior permission from the coach if they know they will be late or will miss a team function.
- The MSSD athletics program is a member of the Washington, DC State Athletic Association (DCSAA). The DCSAA handbook outlines the following requirements that MSSD student-athletes are required to abide by:
 - A student-athlete shall maintain compliance with state attendance regulations and shall maintain 85% attendance per marking period in order to maintain eligibility to participate in a DCSAA sanctioned sport or activity.
 - A student-athlete must be present in school the day of to participate in any tryout, practice, game, or match unless they have an excused absence.
 - A student may not participate in a practice, scrimmage, or contest during a period of suspension or during the time the student is assigned to an alternative school for disciplinary reasons.
 - A student who is not legally in attendance at school due to illness or injury shall not be permitted to participate in a practice, scrimmage, or contest on that day.

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

On returning to practice from an absence or lateness, student-athletes/team members must present to the coaching staff an excuse slip from the doctor's office, faculty, staff, or parent indicating the reason for absence or lateness.

All team members are required to attend their scheduled classes on the day of a team competition. Any student-athlete absent from classes on the day of an activity will not be permitted to participate that day unless an excuse has been granted by the MILT. If a student-athlete is sick and misses three or more classes during the day of an athletic activity, the student-athlete will not be allowed to participate in that day's practice or competition. If a student-athlete misses more than two classes at school on a Friday, the individual will not be permitted to participate in the weekend's games.

Suspensions

A student-athlete may be suspended from their athletic team for disruptive behavior or repeated failure to comply with a coach's instructions.

Student-athletes receiving In-School Suspension, In-Dorm Suspension, or home suspension will not be allowed to participate in practice or compete in games for the duration of the suspension. Athletes may or may not return to the team, or lose the privilege to try out for a sports team for one season, two seasons, or the current academic year, depending on the seriousness of the violation of school rules.

Injury or Illness

- Student-athletes recognize that lack of practice due to any injury may limit their playing time.
- Student-athletes understand their responsibility to attend practices and games unless excused by their coach.
- Student-athletes agree to inform their coach or athletic trainer of any illness or injury that they feel may affect their playing ability.
- Student-athletes with a concussion will not be permitted to travel. As part of the concussion recovery plan, no travel will be permitted until student-athletes have full play clearance by the athletic trainer.

Responsibilities of a Student-Athlete

All students who are interested in participating in the MSSD athletics program will be required to sign a student-athlete contract at the beginning of each season. The student-athlete contract will outline the expectations and responsibilities of student-athletes. Violations of the student-athlete contract will result in disciplinary measures up to and including dismissal from teams. In these student-athlete contracts, it will be made clear that student-athletes are expected to adhere to the following guidelines:

- The team's goals, welfare, and success must come before any individual.
- An athlete needs to consistently attend practice sessions.
- Players must be receptive to coaching.
- Team members are responsible for all issued uniforms and equipment.
- As a member of a team, a student-athlete must agree to and follow the team rules. Student-athletes need to remember that they are ambassadors and represent not only themselves but also MSSD and its Athletic Department.
- If injured, a student-athlete must report all injuries to either the coach or the athletic trainer.
- Injured athletes may be exempt from participating in practice but must attend all daily treatments and rehabilitation.

Athletic Conduct

While under the supervision of the coaching staff at MSSD, and while engaging in any activity connected with a team, a student-athlete must at all times place the best interests of the team and the school above their own personal interests. This includes all practice sessions, games, traveling to and from events, and any other situation where the purpose of the activity is related to team membership.

In cases in which the conduct of a student-athlete becomes inappropriate as a representative of MSSD's interscholastic program, they may be subject to expulsion from the team. The coach/athletic director will take such measures only after consideration of the circumstances.

The following is a list of violations that would in all probability result in the forfeiture of team membership. This list should not be considered complete since there could be other infractions occurring with the same severity.

- Use of drugs
- Use of tobacco products
- Use of alcohol
- Stealing
- Flagrant misconduct
- Insubordination
- Failure to meet responsibilities to the team (family vacations other than during the times designated by the school calendar, hair appointments, and other nonessential appointments are examples of unacceptable substitutes for team practice sessions and contests)
- Poor sportsmanship
- Hazing

Student-athletes may be suspended from their teams for disruptive behavior or repeated failure to comply with coaches' instructions and/or expectations. Head coaches and/or the athletic director will describe expectations at the beginning of each season.

Rules Regarding Unsportsmanlike Conduct

- A student-athlete who is ejected from a game for unsportsmanlike conduct or fighting will not be allowed to participate in the next game.
- A substitute who leaves the team box or bench and enters the playing area during a fight will be ejected.
- Disqualification of a student-athlete for the second time in the same sport or any other sport during the school year will result in the penalty being doubled.
- Disqualification of a student-athlete for the third time in the same sport or any other sport during the school year will result in immediate dismissal from the team for the remainder of the season. The offending student-athlete will be prohibited from any further participation in the interscholastic program for the remainder of the school year.
- An ejection or disqualification prevents a player from attending the next regularly scheduled contest. This includes riding the bus; being in the locker room; standing on the sidelines; or sitting on the bench, in the stands, or anywhere else at the contest site.

Responsibilities of Spectators

Spectators are an important part of the game and shall conform to accepted standards of good sportsmanship and behavior. Spectators shall at all times respect officials, coaches and players, and extend all courtesies to

them. While wholesome cheering is encouraged, taunting, foul and abusive language, inflammatory remarks, and disrespectful signs and behavior are not acceptable.

The school expects our adults and parents to set the tone for all spectators and serve as appropriate role models for all of our student-athletes. Please assist the school officials and coaches in providing a healthy educational climate that our school can be proud of by maintaining an appropriate competitive perspective throughout the contest.

Spectators shall observe and obey the rules and regulations of the school concerning tobacco, smoking, food and soft drink consumption, use of lavatory facilities and the parking of their vehicles on school grounds. The Clerc Center prohibits smoking and alcoholic beverages of any kind on school property. The policy further prohibits any person under the influence of alcohol to be on school property. Spectators shall respect and obey all school officials, supervisors, and security and police at all athletic contests.

Spectators who fail to adhere to conduct expectations during any type of athletic event should be prepared to accept consequences for their inappropriate behavior. These consequences may include ejection from the contest site for the day or for an extended period of time.

Equipment and Uniforms

Student-athletes agree to take good care of their uniforms and equipment and will pay to repair or replace them if damaged or lost due to negligence. Failure to return a uniform or a piece of equipment, or to pay for its repair/replacement, will prevent the student-athlete from registering for camp, participating in other sports, and/or obtaining their diploma/certificate/transcript.

Out-of-State Trips

At times, MSSD's teams participate in regional/national tournaments or contests that may require team members to fly to the tournament or contest site. This is a costly expense for the athletic program to cover. Team members may do fundraising events and other activities as a means to help reduce the cost of student-athletes' airfare. Parents and legal guardians are expected to pay for the difference. If a student receives a suspension or is placed on academic probation and cannot go on the out-of-state trip, parents or legal guardians may be required to reimburse the full amount of airfare or bus fare.

Student-athletes shall abide by the Student-Athlete Code of Conduct. Violation of this code, as well as any violation of the MSSD Student Code of Conduct, may result in suspension or dismissal from the team as determined by the athletic director or other school administrators.

Sports Offered at MSSD

Fall Sports

Football
Volleyball
Cheerleading
Soccer-KIPP DC

Winter Sports

Boys Basketball
Girls Basketball
Wrestling
Cheerleading

Spring Sports

Baseball

Softball

Track & Field

Commitment to Athletic Participation

A student-athlete may participate in up to two sports per season with permission from both sport coaches and the athletic director. The student-athlete is expected to stay on the team(s) until the season is finished. No one shall change sports without the consent of each coach involved.

Student-athletes will have a two-week grace period at the beginning of each new sports season to decide whether or not to remain on the team or change sports. If a student-athlete quits a team after the two-week grace period, that individual becomes ineligible for all sports during that season and the next season as well. This rule also applies if a parent or guardian withdraws the student-athlete from the team after the two-week grace period due to academic or behavioral issues.

Early Departure from Class

Student-athletes/team members are responsible for making arrangements with teachers to make up class work and assignments. They are not to use athletic events as an excuse for not completing assignments or not doing quality work.

Personal Appearance

Members of an athletic team are expected to be well-groomed and dressed appropriately at all practices and games. Head decorations of any kind, jewelry, and poorly groomed facial hair (e.g., goatee, beard, sideburns) are not allowed at practices and games. Student-athletes/team members who do not dress appropriately for sport games will be required to change and return in more appropriate clothes. This applies to all athletic-related events, including pep rallies and awards programs.

Closed Practice Policy

Practices, which are considered valuable instructional time, are closed to all parties with the exception of coaches, players, the athletic director, administrators, and invited or previously approved guests. Guests must receive permission from the coach or athletic director well in advance (at least 24 hours before). Guests are expected to refrain from disrupting practice (instructional) sessions in any way, including conversing with the coach or players.

Transportation

When transportation to away competitions is coordinated by the school, student-athletes are expected to ride to and from the event on school-coordinated transportation. However, under special circumstances, exceptions may be made to allow student-athletes to be transported FROM the event by their parents or legal guardians or other specified adult. If a student-athlete/team member wants to ride with another adult/parent/legal guardian after the game, a written note or email from the student-athlete's parent or legal guardian is required and must be turned in to the coach. If a student-athlete/team member joins their parents or legal guardians right after the game, verbal communication between the coach and the parents or legal guardians is required prior to the student-athlete leaving the event.

No special transportation is allowed. If a student-athlete misses a road trip with the team and coaches, that individual is not allowed to play at all during that event. Parents or legal guardians are responsible for contacting the transportation department of their school district with any changes on pick-ups after practices, games, and after-school activities.

Parents or legal guardians need to pick up their child from practice or games on time.

Locker Room and Facilities

It is the student-athletes'/team members' responsibility to take good care of the locker room and facilities and to respect their own and other student-athletes'/team members' belongings. Graffiti or putting some kind of tape or sticker on the locker is not permitted. Horse playing and throwing towels or other objects is not allowed in the locker room. Glass containers are not permitted in locker rooms. Equipment, gear, and uniforms must be removed from the lockers at the conclusion of each sports season. Items left behind will be disposed of.

The Athletic Department is not responsible for any missing valuables, money, or personal items. It is strongly recommended that you put your valuables, money, or personal items in a locker with a combination lock.

Weight Room and Strength & Conditioning Program

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

Awards

Awards are given on the basis of coach and athletic staff recommendations. Student-athletes must successfully complete their sport seasons to be considered for an award. The coach of each sport reserves the right to recommend any student-athlete who, in their estimation, has contributed unselfishly to the team and to MSSD. All student-athletes must have returned all equipment loaned to them to the satisfaction of the coach and the athletic director.

- **For seasonal team-specific awards:** Student-athletes cannot be considered for team awards if they receive a home suspension during the season the sport is in sessions. For instance, if a student-athlete is suspended during the fall season, they would be ineligible to receive awards for fall sports.
- **For special awards:** Student-athletes cannot be considered for special awards such as Athlete-of-the-Year or Rookie-of-the-Year if they receive a home suspension during the school year.

Note: Any drug/alcohol violation(s), or Level 4 suspensions (by case), can affect *all* athletic awards.

EDUCATIONAL PLANNING AND SUPPORT

The Educational Planning and Support Office (EPS) has a broad range of services available guided by the needs of the MSSD student population. The EPS team works in conjunction with other programs at MSSD to promote self-directed, independent, and resourceful learners demonstrating the essential knowledge, literacy, and social/communication skills necessary to be effective, productive, and contributing members of society. Throughout the year, EPS staff members provide workshops, training, and one-on-one support to students, parents, legal guardians, and school personnel. At MSSD, we emphasize student enrichment through the teaching of five outcomes: academics, communication, critical thinking, emotional intelligence, and life

planning. The EPS team works closely with students to ensure these outcomes are not only learned but also applied on a daily basis. The EPS team comprises the following personnel:

- **School counselors**—Provide individual/group counseling services, implement school-wide prevention programs, and offer training and workshops for students and school personnel
- **School psychologist**—Provides psycho-educational assessments in the areas of cognitive, socio-emotional, academic, and behavior; provides aid in school-wide programs enhancing the well-being of students; and offers training or workshops for students and school personnel
- **Student support specialists**—Offer positive behavior intervention and support for students; provide guidance and assistance in disciplinary circumstances as well as everyday encouragement for positive student development
- **Social worker**—Provides student counseling, family support, community outreach and collaboration; liaises with school and families for coordination of comprehensive and wraparound services

The EPS team works with teachers, administrators, and school personnel to develop strategies to best accommodate the individual and group needs of students in and out of the classrooms. The team members participate in IEP meetings and other meetings to monitor students' development and well-being. The EPS team addresses a broad range of issues related to programming needs, positive student development, assessment, and many other services for deaf and hard of hearing students and their families.

STUDENT LIFE

Students Living in the Dormitories

Defining Residential, Local, and Commuter*

Residential students—These students reside in the dormitories and are not expected to go home until closed weekends. Residential students are those who live more than 60 miles from the campus.

Local students—These students reside in the dormitories Sunday through Thursday. Local students are those who live more than 5 (but less than 60) miles from the campus. They are encouraged, but not required, to go home each weekend. If they choose to go home on a regular weekend, they need to submit travel plans the day prior to their departure. If they are not released from the dorm for the weekend, they must adhere to all the same dorm rules as residential students for the entire weekend. Local students are also expected to submit closed weekend information.

The Student Life staff reserves the right to revoke weekend privileges for dorm residents who live within local (60 miles or less) or commuting distance (less than 5 miles).

Commuter students—These students do not reside in the dormitories. They are required to sign in at the front desk each morning upon arrival. They are not permitted to enter the school building or gym before 8:20 a.m. unless they have a pass from a teacher or are accompanied by a staff member. Students must wait in the designated waiting area near the MSSD front door if they arrive to school before 8:20 a.m. Commuter students are expected to sign out and go home after school each day at 3:15 p.m. unless they are meeting with their teachers until 3:45 p.m. or are involved in after school programs, sports, or events and have obtained approval from a Student Life administrator to stay.

Students who live within a 5-mile radius of MSSD who wish to live in a dormitory will need to fill out the residential placement application form. The applications are reviewed each semester based on current enrollment, student needs, and space limitations.

Regardless of whether a student is identified as a residential student or a local student, the student may continue to live in the residence hall only if the student regularly uses their assigned dorm room. “Regular use” means the student sleeps overnight in their assigned room at least four nights out of five between Sunday night and Thursday night during a regular full school week.

The MSSD front office requires proof of street address every time parents or legal guardians submit an address change for their child. Post office boxes are not accepted as proof of address

*May be adjusted due to COVID-19 requirements

Residence Hall and Student Rooms

The MSSD residence hall accommodates up to 160 students.

Each bedroom has a bed(s), a nightstand(s), a closet(s), a thermostat to control air conditioning and heating, a doorbell/light switch, and an emergency fire alarm strobe light.

Renters/Student Insurance

It is strongly recommended that students purchase renter’s or student insurance to protect their items against theft, fire, and/or damage as well as liability insurance to protect the student if they have caused damage to MSSD and/or other student’s property.

MSSD neither undertakes nor assumes any responsibility for protecting private personal property from any type of loss, including theft, fire, or damage. Therefore it is strongly recommended that students insure any personal property on campus through a family policy or through the purchase of separate renter’s or student insurance policy.

In addition, MSSD reserves the right to hold students responsible for any damage that they cause to MSSD property or other liability claims. Liability insurance coverage can protect students from this risk. If liability coverage in a family insurance policy does not extend coverage to a student’s campus activities, separate insurance for this exposure is advisable and available from any insurance agent.

Student ID and Room Key

Students are fully responsible for replacing lost student IDs and room keys. A student who loses an ID or room key must inform the dorm staff member assigned to the student’s wing of the loss within 24 hours of the discovery of the item missing.

- **Student ID**—Students will be required to pay \$10 for a replacement ID. See the Identification Card section of this handbook for more information about student ID cards.
- **Room key**—Each student will be required to pay a \$75 key/room deposit. The deposit is refundable when the key is returned if the room is not damaged. If the key is lost, the key/room deposit will cover the cost of changing the lock and the student will be required to pay the difference to keep the full \$75 deposit in their account.

If the student cannot pay for the key or ID replacement at the time of the loss, MSSD will go ahead and replace them and add the cost to the student’s balance.

Room Maintenance and Inspection

Students are required to keep their rooms neat and clean daily. There are vacuum cleaners on each floor for student use. Students must empty their wastebaskets regularly. Rooms are regularly inspected. Privileges may be revoked if a student does not keep their room clean.

Moving bedroom furniture causes damage to bedrooms. Students are not allowed to move furniture. Willful destruction of school property is a violation of the MSSD Student Code of Conduct and will be addressed accordingly. Costs incurred from damages to school property (furniture/room) will be billed to the student and their parents or legal guardians. Students must pay for damages to MSSD property first before they can participate in any events or receive a transcript.

At the beginning of the school year, before closed weekends/holidays, and at the end of the school year, each student is required to have their room inspected by a staff member using a checklist that will be signed once the inspection has been completed.

Dormitory Inspections

Dormitory rooms are school property and inspections can be implemented routinely or when there is reasonable concern about violations of D.C. laws and/or school regulations. The search must be conducted in the presence of another witness. This search may include student desks, bags, clothing, backpacks, closets, and suitcases. School personnel may confiscate student property if that property is likely to disrupt the school environment or if it is illegal.

If any material, contraband, or evidence of violation of laws, school policies, or rules is obtained in a search, it may be kept by the school, returned to the student's parents or legal guardians, provided to the police, or used in any disciplinary action against that student.

Roommate Selection

New students will not know who their roommates are until they arrive. Roommate changes will not be permitted for the first two weeks of school. Returning students will select their rooms and roommates in the spring.

Students are expected to stay with the same roommate(s) throughout the semester. They may fill out the roommate preference form at the end of school year for the upcoming school year.

Room Decorations

Personalizing a room so that it is a comfortable space to live in is a natural inclination of students. It is important to consider how to decorate a room so that damage to walls, doors, and windows does not result. Decorations are not permitted on the walls; however, students may decorate the bulletin boards located in each room. Nothing may be placed on the walls, windows, door, or any area outside of the bulletin board.

Students are not permitted to:

- Hang inappropriate pictures or statements advertising or advocating the use of drugs, alcohol, tobacco, or other illegal or harmful products; containing sexually suggestive messages, obscenities, or profanity; or advocating violence or the use of weapons
- Drill any holes
- Use adhesive-backed permanent hooks
- Use glue or paste
- Use double-stick foam
- Use contact paper
- Use nails or screws in the walls, ceiling, or doors
- Remove, relocate, or disassemble furniture, including moving furniture from one room to another
- Elevate, stack, or upturn furniture
- Hang objects from ceiling fixtures (e.g., light fixtures, sprinkler heads, smoke detector, strobe lights)
- Use any type of product to place decorations on the walls, including all removable adhesive products

Students may not paint walls, doors, furnishings, or any other fixtures in the rooms. Plants brighten up a room, but they should be placed in an area in which water will not cause any damage. Doors and/or doorframes or closures marked in any way are considered vandalized. The door bolt lock should not be used as a prop to keep the door open because it could cause significant damage to the door. Any defacement of a room will be billed to the student occupants of that room based on the Facilities Department's estimate for repair or replacement. Students should not make any repairs to damage in their rooms, in the hallways, or in school facilities.

Linens

Mattresses must be covered with a fitted sheet at all times for sanitary reasons. Student Life will supply new families with a dorm needs list for students.

Securing Personal Belongings

Students are fully responsible for protecting their property by keeping their rooms locked when they are not there. Valuables should be locked away for safekeeping. Students should mark their belongings prominently with their names.

Note: MSSD is not responsible for theft of, loss of, or damage to any student's personal property.

Clothes and Laundry

Students should bring clothing appropriate to the season of the year. Their wardrobe should include at least one dress-up outfit as well as clothing for the different activities offered at MSSD, such as swimming, social events (e.g., Homecoming dance, Prom, awards ceremony, graduation), outdoor events, exercising, etc.

Separate boys and girls laundry rooms are available. The laundry fee for both residential and local students is \$75 per year.

Students must bring their own detergent. Laundry detergent can be purchased at the MSSD Eagle Zone, the Gallaudet University bookstore, or a nearby supermarket. Mothballs are not permitted in the residence hall.

Electrical Equipment

Students may bring any of the following electrical equipment and will be expected to operate such equipment properly, safely, and in accordance with the handbook rules:

- personal computer/laptop
- radio
- video games
- hair dryer
- electric curlers or rollers
- iron that can be turned off automatically
- personal miniature refrigerator
- small television (32 inches or smaller)
- stereo with required headphones
- compact blender/mixer (e.g., Magic Bullet)
- K-cup coffee machine
- other small personal items

All other electrical equipment is forbidden and will be confiscated. This includes:

- hot pot

- microwave
- popcorn popper
- any other electrical equipment other than those items listed above

Note: Cooking is not permitted at any time in student rooms.

Alarm Clocks

An alarm clock with a flashing light/bed vibrator system is required. Students are expected to wake up on their own, get ready for school, and report to breakfast in preparation for class. However, as part of the transition to the dorm and planning for transition to post-high school life, MSSD staff will help wake up freshmen three times, sophomores two times, and juniors once every morning. Seniors are expected to wake up independently.

Toiletries

Students should bring all basic toiletries with them at the beginning of the school year. Thereafter, those items may be purchased at the Gallaudet University bookstore or during personal shopping days.

Medication Policy

Students are not permitted to keep medications of any kind in their dormitory rooms. All medications must be stored in the Student Health Service (SHS), including over-the-counter medications such as Tylenol, Advil, and vitamins. Supplies of medications are dispensed as directed by the SHS. Parents/legal guardians and students are responsible for bringing the medications to SHS. If students arrive at MSSD with medication and they are not able to bring them to SHS, they are responsible for immediately turning them in to floor staff upon their arrival at the dorm.

Medical Treatment

Students may need medical treatment to address illnesses, injuries, or other medical issues that may crop up during the school year.

When a residential student needs a medical procedure (including dental procedures), the student must go home for the procedure and remain until sufficiently recovered from the treatment so as not to need individual support or oversight of any part of the recovery process in their daily lives.

Parents or legal guardians of students living within 75 miles of campus are also required to come to campus to pick up their child and transport them for treatment of all illnesses and injuries. The only exception is for immediately life-threatening emergencies for which an ambulance is needed.

Students who receive medical treatment who do not require daily oversight or support may return to the dorm. However, parents or legal guardians must arrange for and physically transport students for all follow-up treatments (e.g., follow-up visits for broken bones to check on progress and remove casts). MSSD will not arrange for or physically transport students who need follow-up appointments.

However, if a student lives more than 75 miles from MSSD and there are no upcoming closed weekends that coincide with the need for a follow-up appointment, MSSD personnel may provide limited support within the following guidelines:

- The parent or legal guardian makes all appointment arrangements after consulting with SHS and MSSD personnel regarding logistics.
- The student is unable to get to and from the appointment due to a lack of public transportation or physical limitations, such as being in a wheelchair.

- In cases in which students are able to transport themselves physically for follow-up appointments but need support in finding the location of the office, MSSD personnel will escort them only to the first follow-up appointment using public transportation to show the student the route.

Transportation Options

Parents and legal guardians are fully responsible for providing their children with transportation to MSSD, including covering expenses to and from the school. Students may come by car, bus, train, subway, or plane. MSSD will not cover any travel expenses for commuter, local, or residential students. (See Transfer to Departure Destinations in this handbook for more information on specific modes of transportation.) Families should work with their child's dorm case manager to identify options for transportation. All Closed Weekend Transportation Plans need to be submitted two weeks in advance.

Contacting the Dorm

If a parent or legal guardian needs to call the dormitory office, they should call the dormitory's main line at (202) 250-2167 (videophone) between 12-10 p.m. After hours, the calls or texts should be made to:

Boys Dorm Contact Information:

- Videophone/VRS: (202) 559-5273 (2nd floor)
- Videophone/VRS: (202) 559-0420 (3rd floor)
- Text: (202) 905-6001

Girls Dorm Contact Information:

- Videophone/VRS: (202) 250-2368 (2nd floor)
- Videophone/VRS: (202) 559-0421 (3rd floor)
- Text: (202) 905-6001

Email: mssd.studentlife@gallaudet.edu

Mail

Mail is delivered to the dormitory staff offices daily after 5:30 p.m. FedEx and UPS packages are typically delivered directly to the MSSD front desk. Students can pick up delivered packages at the front desk at 3:15 p.m. during the week.

Please be advised that packages sent via the U.S. Post Office may be delivered first to the regional post office on Brentwood Road in Northeast D.C., and then delivered to the Gallaudet University post office on the next postal delivery day. They are then brought from the Gallaudet post office to the MSSD post office the next day.

If the tracking number on a package you sent says it has been delivered but your child has not received it, it may either be: 1) at the regional post office on Brentwood Road in Northeast D.C., and will be delivered to Gallaudet the next day, or 2) at the Gallaudet post office and will be delivered to MSSD the next day.

Note: It is highly recommended that parents and legal guardians use FedEx or UPS when sending time-sensitive mail to the student. They should keep the tracking information secure in case the mail does not arrive to the student.

The mailing address for students is:

Name of Student
 MSSD Dorm
 800 Florida Avenue, NE

Email

Gallaudet University email accounts are available free of charge to all students. It is strongly recommended that parents and legal guardians establish a personal email account at home so that they may easily reach their children while they are at MSSD.

Student Life General Rules

Dormitory Expectations

Students are expected to respect others, property, and the dormitory rules. Specific expectations include, but are not limited to:

- Respect for students and adults as demonstrated by civil and courteous behavior, including words and actions. Gossiping, rudeness, and the use of profanity, whether in common areas or in the privacy of a dormitory room, demonstrate disrespect for others.
- Respect for property as demonstrated by maintaining neat vestibules and hallways, picking up trash, and not defacing walls, furniture, or the property of others. Borrowing items without permission is the equivalent of stealing, demonstrates disrespect for others and for property, and is unacceptable.
- Respect for dormitory rules as demonstrated by abiding by the rules and accepting the consequences gracefully when mistakes are made.

After-School Activities

MSSD's Student Life provides after-school activities for all students to offer them continued growth after the regular school day. The activities are led by our residential educators. These activities and/or workshops will vary throughout the year and include opportunities to be involved with a variety of hands-on activities, such as cooking, do-it-yourself projects, robotics, video game competitions, and trips to various locations. Educational workshop topics include, but are not limited to: personal hygiene, dorm life, relationships, and monthly awareness topics. We also provide weekly shopping opportunities for students to purchase items for any personal needs. Students may also earn community service hours by coordinating or hosting events.

MSSD's performing arts program offers fall and spring student productions and an annual winter dance concert. Students have the opportunity to audition before they are selected for roles/characters.

Sign-In/Out Procedures

Students are required to sign in and sign out when they arrive at the dorm or to their after school activity. They must also sign out and sign in every time they go off campus and return.

Dormitory Curfew

The Student Life program has curfew rules that students must follow.

- **Sun-Thurs:** 9:20 p.m.
- **Fri-Sat:** 10:45 p.m.

Off-Campus Privileges

Parents or legal guardians must sign an off-campus permission form to permit their child to go off campus. Going off campus is a privilege that is extended depending on student behavior at MSSD. Students who follow

MSSD's rules and behave responsibly may be permitted to leave campus at scheduled times. (New students cannot go off campus until they complete travel training and pass the dry run test.)

Note: MSSD will not be held liable for any off-campus incidents involving MSSD students. Parents and legal guardians are fully accountable and responsible for their children while they are off campus.

The privilege of leaving campus may be withdrawn for disciplinary reasons. It will be revoked if students violate school policies and regulations or if they abuse the privilege.

A pass must be obtained from teachers or staff members when visiting authorized Gallaudet areas: the bookstore, the ATM machine, the Field House, the athletic fields, the post office, the Gallaudet library, or approved special events.

The following list clarifies some information pertaining to off-campus privileges:

- **New students:** New students will not be permitted to leave campus until they have completed the Travel Training Program.
- **MSSD student ID card and room key:** Students must each have an MSSD student ID card and a room key in order to go off campus. Their rooms must be cleaned prior to departure.
- **Groups of three or more:** Unless supervised by a teacher or staff member, or accompanied by a parent or legal guardian, students are permitted off campus only in groups of three or more.
- **Groups of two or more:** Special permission may be given for students to go to the Gallaudet bookstore, the ATM machine, or the library on the Gallaudet University campus.
- Seniors are allowed to go off campus alone with parental permission.
- **Sign in/out and pass:** Students must sign (both upon departure and return) the Off Campus Form in their respective dormitories and obtain an approved and a signed pass from their residential educator.
- **Visiting relatives and/or friends:** Students are not permitted to enter the Gallaudet University dormitories or the Kendall apartments to stay with their relatives and/or friends except when granted special permission by the Student Life manager.
- **Loitering:** Students are not permitted to loiter on the Gallaudet University campus at any time.
- **Off-campus hours:** Off-campus hours are posted in the dorm. Students must return to the dorm by 9 p.m.

Release Procedures

Students requesting an off-campus release during the week must fill out a release form 48 hours ahead of the scheduled release and receive approval for the release in advance. It is the responsibility of the student to communicate off-campus release plans with the manager of school operations, Student Life managers, and the Student Life front desk.

The date and time specified on the weekend plans must clearly reflect the departure and arrival times. Students are expected to arrive back to campus before 9 p.m. on the night they specify for return. Before students will be granted weekend release, however, a form must be filled out and returned to school:

- A parent or legal guardian must fill out the Release Permission Form.
- An approved member of the host family that the student is going to stay with must fill out the Release Permission Form.

This form may be submitted to MSSD in person. All blanks on the form must be filled in before a student will be considered for release. The Student Life manager must approve the form. General permission that covers the entire year, telephone/videophone permission, and email permission will not be accepted.

Parents or legal guardians are responsible for obtaining confirmation/approval from the Student Life manager before their child will be released. Releases have specific guidelines and are explained in depth on the release form.

Note: MSSD assumes no responsibility for a student's activities once they have signed out and left the campus. If the student returns to MSSD's campus, they are expected to sign back in and follow all policies and rules.

Visitors

Visitors need to notify and receive approval from the director of Student Life or the Student Life manager at least 48 hours in advance. All visitors to the MSSD residence hall will need to check in at the building's front desk, receive a visitor pass, and follow instructions of the staff on duty. Residential educators reserve the right to deny access to any visitors.

Haircuts, Hair Coloring, Tattooing, and Body Piercing

For safety and health reasons, hair coloring (including the use of food coloring dyes and sprays) and cutting hair in the dorm is forbidden at MSSD. Students who wish to get their hair cut or colored/dyed may do so only with parental permission while off campus.

Students may not receive tattoos or body piercings, including ear piercings, either on campus or during off campus excursions, as long as they are in the care of MSSD. Students who wish to get tattoos or piercings must wait until they are released completely from the dorm and are in the care of their parents or legal guardians.

Accountability for Behavior in the Dormitory

Student Life believes in dialogues first before proceeding with any consequences. We believe that high school students are still learning and developing, but at the same time, we do hold them accountable for their behavior.

Student Life has various types of restrictions that are imposed on students who violate dormitory rules and procedures. (See the Dormitory Consequences section and the MSSD Student Code of Conduct section for a full explanation of each restriction.) Students will be assigned consequences if they are not in compliance with Student Life rules.

Student Life General Information

Food Service

There is no charge for food service to students who are enrolled at MSSD. Students receive three meals on weekdays: breakfast, lunch, and dinner. On weekends, students receive brunch and dinner.

Students are not permitted to take food or drinks out of the MSSD cafeteria at any time.

Visitors are not allowed to enter the school cafeteria unless approved by an administrator. Food is not available for purchase at the MSSD cafeteria; therefore, the use of the cafeteria is restricted to enrolled students, assigned staff members on meal duty, and approved visitors. All other people wishing to purchase a meal will need to look for alternative options.

Breakfast Requirement

All residential students are required to attend breakfast in the cafeteria. Students should leave their dormitories at 7:30 a.m. to go to breakfast, arriving no later than 7:45 a.m., Monday through Friday, so that they have enough time to eat before classes. Students are to remain in the cafeteria until the school building opens at 8:18 a.m.

Eagle Zone

The Eagle Zone, located in the school building, is the cultural and social center for MSSD students. It has table games, board games, large screen televisions, music, and a snack bar. Movies are shown regularly for students' enjoyment. Weekend activities are posted on the communication board.

Weekend Activities

Weekends at MSSD are enriched through diverse activities created by both Student Life staff members and the students. All activities (e.g., museum, park, water park, amusement park, hiking) are advertised via weekly email messages and school social media channels.

Religious Life

Students' personal religious convictions are valued at MSSD, although as a secular school, MSSD does not promote the beliefs of any one denomination or offer religious services on its own campus.

Religious services of several denominations are held on the Gallaudet University campus. Students may attend religious services at Gallaudet University or they may go off the Gallaudet University campus with prior arrangements made by their parents or legal guardians.

The Student Life department does not provide transportation. It must be arranged by the student's parents or legal guardians and the church/synagogue with advance permission from the student's parents or legal guardians and the dormitory staff members.

Leadership Positions and Representing MSSD

Students have opportunities to apply for leadership roles in campus organizations or to apply for roles that will allow them to represent MSSD abroad through organization participation. Students holding leadership positions will receive a copy of what the expectations are in order to assist them with fulfilling their responsibilities.

Closed Weekends and Vacations

On closed weekends and other school breaks as marked on the school calendar, MSSD closes at 12:15 p.m. Each student must have approved travel arrangements with a scheduled departure of 12:15 p.m. The manager of school operations will work closely with Student Life staff members to ensure the students have a transportation plan in place by the due dates indicated on the Closed Weekend Transportation Plan Form. All arrangements should be made two weeks prior to the departure date on the Closed Weekend Transportation Plan Form and must be submitted to the assigned Student Life staff member.

Students must leave the MSSD campus no later than 12:30 p.m. on early dismissal days. MSSD is closed after 12:30 p.m. in order to allow teachers and staff members to participate in professional development activities in the afternoon.

Note: All requests for early dismissal on closed weekends must be pre-approved by the manager of school operations. Unapproved early dismissal will result in unexcused absences for classes missed.

Transportation to Departure Destinations

A bus will leave MSSD to transport students to the Amtrak train and Greyhound bus terminals located at Union Station, the Ronald Reagan Washington National Airport, and the Baltimore/Washington International Thurgood Marshall Airport at 12:15 p.m. on the day of the closed weekend or vacation (see the school academic calendar). If a student plans to leave before 12:15 p.m., they must arrange for their own transportation to the train station, bus station, or airport (taxi or other public transportation). MSSD does not provide transportation to any destination other than those indicated above; Parents or legal guardians should consider this when making travel arrangements. MSSD also does not provide any transportation for the return trip to school. No transportation will be provided on the last day of school

Gallaudet shuttle bus services: For more information about Gallaudet’s shuttle bus services, visit www.gallaudet.edu/transportation-department/shuttle-bus-services.

Bus, train, and subway: Union Station is an intermodal, mixed-use transportation and shopping center just 1.5 miles from the MSSD campus. Students may take long-distance buses, trains, or subway trains to Union Station. For information about transit through Union Station, please visit <https://www.unionstationdc.com/>.

Flights: There are three major airports within the Washington, D.C., metropolitan area:

- **Baltimore/Washington International Thurgood Marshall Airport (BWI):** This airport is approximately 29 miles from campus. Both Amtrak and the MARC Penn Line (Monday-Friday only) train service run between the airport and Union Station. The Metrobus runs between the airport and the Greenbelt Metrorail station, where students may catch the train to Union Station; this requires several bus/rail changes, and it may be a difficult trip for someone who is coming to MSSD for the first time. A lengthy cab ride may be the only option. For more information, visit www.bwiairport.com and click on “Ground Transportation.”
- **Dulles International Airport:** This airport is approximately 33 miles from campus.
- **Ronald Reagan Washington National Airport (DCA):** The closest airport to MSSD, DCA is located in Virginia, across the river from Washington, D.C. It has a Metrorail station attached to the airport. Arriving students may take the train to Union Station and catch the Gallaudet shuttle bus or a cab from there. For more information, visit www.metwashairports.com/reagan/reagan.htm.

Note: Parents are responsible for checking airline, train, and bus age/escort requirements.

Activity Fee

A nonrefundable activity fee of \$400 is required. The fee covers membership in the Student Body Government, entrance to events hosted by student organizations, drama and dance performances, athletic events, school field trips, the yearbook, weekend activities, the laundry fee, the snack fee, and other special activities.

Tutoring Center

The Student Life department offers a tutoring service to all students. Students having academic difficulties or wishing to improve their grades are strongly encouraged to utilize this service.

Study Hours

Study hours are required for all residential students. MSSD students are expected to focus on their studies.

Quiet Hours

All students must observe quiet hours from 10 p.m.-7 a.m., Sunday through Thursday. Music should be played with headphones, and students may not congregate in groups during this time.

Pets

Students are not permitted to have pets in the residence hall.

Student Banking

Students are encouraged to have a personal bank account and an ATM (debit) card.

MSSD STUDENT CODE OF CONDUCT

MSSD is committed to making sure every student is thriving and graduates ready for college, career, and community living. Maintaining a safe and supportive learning environment is a key part of that goal and a vital part of our daily work.

To help our students thrive, we take an approach to discipline that starts with setting clear and high expectations for students and matches that with high levels of support. We are committed to helping students learn and demonstrate positive behaviors, repair harm when inappropriate behavior occurs, and work in classrooms and other school settings that are ideal learning environments.

The four foundational behaviors all students are expected to exhibit are:

- **Model Excellence**
- **Show Respect**
- **Show Responsibility**
- **Demonstrate Kindness**

Through dialogue with all students in both school-wide and small-group settings, role playing, modeling, and other activities, we help students develop an understanding of what each of those four foundational behaviors looks like in various settings in the MSSD school and dorm environments.

The clear and high expectations we have of MSSD students are also outlined more specifically and precisely in the MSSD Code of Conduct Summary of Violations, Interventions, and Consequences (see Appendix 5), categorized by the type of behavior and the impact that violations of that type have on maintaining the safe and supportive environment that students need to thrive. There are a total of four categories. Descriptions of each category follow below, along with descriptions of how we help support students in understanding and internalizing those expectations, learning from their mistakes, and repairing harm that may have been done as a result of the behavior. Those descriptions also include consequences that may be imposed as a result of violations.

The goal of the supports built into the Code of Conduct is to help build student competencies, which in turn leads to greater productivity and success. Students learn in part by testing limits. Getting feedback about their behavioral choices, and making the needed changes, is an important part of becoming a contributing member of a community of learners.

Code of Conduct Summary of Violations and Consequences

Through discussion and other activities with students, MSSD personnel help them understand behavioral expectations in various settings throughout the school and the dorm. Rules are posted in classrooms that are regularly reviewed with students. There are also matrices posted in the dorm showing what each of those behaviors looks like in the dorm.

Students may need reminders, additional support, and further reinforcement in adhering to the Code of Conduct. The four levels of the Code of Conduct help categorize violations by the severity of the offense and provide increasing amounts of support, education, and consequences.

School personnel document all offenses and the support and consequences provided to monitor how students respond to interventions. This documentation helps school personnel determine whether a violation is a simple or first-time offense or a habitual violation that requires greater levels of support and intervention.

MSSD also provides positive reinforcement for students who consistently meet the high expectations of conduct set by the school. Students who adhere to all behavioral standards for a set period of time, as indicated by earning no documented incidents of offenses, are rewarded at the end of that set period of time.

Level 1 Offenses

Students who commit minor infractions that are insubordinate or cause minor disruptions, which may or may not involve minor damage to property, are considered to have committed Level 1 violations. Those students who commit such violations for the first time may initially receive reminders or warnings during discussions with the teacher or staff member who is addressing the situation. The goal is to ensure the student understands the expectations and the impact of not meeting those expectations and providing support and warnings through discussions for initial violations helps ensure that those expectations are clear.

However, while those violations may cause minor disruption initially, repeated violations become more disruptive and have greater impact. To reduce distractions and disruption to learning and the sense of safety in the school environment, students who commit violations beyond initial offenses receive consequences identified in the Summary of Violations, Interventions, and Consequences.

Additionally, when a student commits the same Level 1 offense multiple times, this indicates greater levels of support and intervention are needed. The behavior is considered a Level 2 offense upon the third documented act, and interventions under the Level 2 category are imposed at that point.

School Consequences

Each teacher will handle minor Level 1 infractions using their own classroom management system. Teachers will follow school procedures for documenting the incident. If the student commits repeated violations, the teacher may assign the student a student/teacher meeting as a strategy for conducting more reflective discussions with the student outside of class time so as not to disrupt the learning experience for other students. There are also additional options for consequences for students who commit Level 1 violations during the school day.

Student/Teacher Meeting: Teachers may assign students who commit violations during class time to a Student/Teacher Meeting. This means that immediately after school lets out (3:15 p.m.), the student must report to the teacher's classroom and remain there until dismissed by the teacher. Failure to appear for a student/teacher meeting will result in the completion of an Incident Report and the student receiving 7th Hour.

7th Hour: Students who commit certain violations may be assigned to 7th Hour as a consequence. Students will stay after school until dismissed by the student support specialist. This allows students an immediate opportunity to reflect on their conduct and helps serve as a deterrent.

After School Detention Hall: Students who receive an Incident Report may be assigned one or more days of after-school Detention Hall. These students must report to the designated area by 3:15 p.m. Students will remain in Detention Hall until 4 p.m.

Dormitory Consequences

Loss of Dorm Privileges: Students may lose specific dorm privileges for repeated violations of dorm expectations.

On-Floor Restriction (OFR): The student will need to remain on their floor and loses all other privileges.

In-Dorm Suspension (IDS): The student will need to attend a reflection session with an assigned staff member from 3:30-9:30 p.m. IDS includes working on projects and allows time for the student to do homework.

Electronics Restriction: Certain types of violations may result in the student losing their privilege to use electronic devices in the dorm for a set number of hours or days.

Off-Campus Restriction (OCR): Some types of dorm violations result in the student losing off-campus privileges. The student will still be able to participate in on-campus activities. While under this restriction, the student may be released for the weekend only to their parents or legal guardians. Releases to visit friends or other family members will not be considered.

Level 2 Offenses

When students commit violations of the Code of Conduct that cause more disruption to the academic/student life environment than Level 1 violations, that indicates they need more support and intervention to help understand the impact of their actions. This also applies to students who commit repeated violations of the same Level 1 violation, indicating that Level 1 interventions have not been effective enough to end the behavior.

To provide students who commit Level 2 violations with support and provide a proper educational experience, those students are temporarily placed in In-School Suspension (ISS) or In-Dorm Suspension (IDS). In those cases, the student's privilege to freely participate fully in all school or dorm activities and socialize with friends is temporarily suspended. That time in ISS or IDS is used to conduct discussions with the student, have the student review their actions and analyze the impact of those actions, and provide other forms of support that are appropriate to the violation.

Students who are placed in In-School Suspension also complete class assignments while in ISS and receive support as needed in completing these assignments. They are also expected to continue completing all class and homework assignments according to teacher-assigned timelines. If students need additional assistance upon completion of ISS, they need to make arrangements with their teachers to get this help after school hours once they have returned to class.

Note: MSSD reports certain Level 2 violations to the Gallaudet University Department of Public Safety (DPS) and/or the Washington, D.C., Metropolitan Police Department (MPD). The Summary of Violations, Interventions, and Consequences in Appendix 5 identifies which violations must be reported. Some reports must be made in order for the Clerc Center to remain in compliance with federal legislation for reporting crimes, discrimination or harassment.

There is no appeal process for an ISS/IDS consequence imposed by the school for student misbehavior.

MSSD reserves the right to use appropriate alternative discipline strategies for Level 2 offenses as determined appropriate by the administrators.

Note: See Appendix 5: Level 1, 2, 3, and 4 Summary of Violations, Interventions, and Consequences for more information about specific Level 2 violations.

Level 3 Offenses

When students commit repeated violations of the same Level 2 offense, they are considered to be in need of more interventions and consequences that serve as a greater deterrent than is provided for in the Level 2 category. Level 3 offenses also include offenses that cause disruption to the academic/student life operation, destroy MSSD property, or cause significant harm, and do not fit into the other three levels of the Code of Conduct.

Students whose offenses fall into the Level 3 category receive more prolonged support and interventions than are provided for Level 1 and Level 2 offenses. Due to the severity of the offense, Level 3 violations also result

in home suspension as well as additional consequences that may vary based on the specific offense.

At the time students are informed that their conduct has resulted in home suspension, they are provided with a reflection document and a research assignment that they are expected to complete while they are at home. These two items will be discussed thoroughly, including expected standards for completion, with the student and, if possible, the parents or legal guardians, either prior to suspension or at the first possible opportunity after the suspension notification.

We encourage the student's parents or legal guardians to discuss the questions on the reflection document with their child during the suspension, and to review the completed research assignment as well. MSSD personnel will be available to consult with the student via email or videophone during work hours if the student would like further discussion or help with either the reflection document or the research assignment.

Students and their parents or legal guardians are required to participate in a re-entry meeting upon return from suspension. At this re-entry meeting, the student turns in the reflection document and research assignment and explains to the re-entry team what they learned from the document and assignment. MSSD recognizes that student access to research resources, technological devices, and adult support while at home may vary, and if the completed work indicates the student continues to have some gaps in understanding the impact of the conduct or has not reflected as needed, additional opportunities for adult support in this area will be provided. Dorm students will remain in a setting similar to that of In-Dorm Suspension (IDS) to receive this support until the student's reflection document and research assignment indicates a thorough understanding. Commuters will receive this support during after-school hours and will be able to return to normal activities after the reflection document and research assignment show thorough understanding.

At the re-entry meeting, the team will also discuss additional ongoing supports for the student. Examples of such support may include:

- Regular check-ins
- Behavior contract with strategies for avoiding or preventing recurrences specified
- Discussions and/or role playing between the student and school personnel to allow the student to practice recommended strategies or behaviors

Note: MSSD reports certain Level 3 violations to the Gallaudet University DPS and/or the Washington, D.C., MPD. The Summary of Violations, Interventions, and Consequences in Appendix 5 identifies which violations must be reported. Some reports must be made in order for the Clerc Center to remain in compliance with federal legislation for reporting crimes, discrimination or harassment.

Note: See Appendix 5: Level 1, 2, 3, and 4 Summary of Violations, Interventions, and Consequences for more information about specific Level 3 violations.

Level 4 Offenses

Level 4 offenses are the most serious offenses in the Code of Conduct. Level 4 behaviors are those behaviors not specifically enumerated in any other level in this code of conduct that are illegal, cause significant disruption to the school/student life operation, or cause substantial harm to self or others.

Since the offenses are serious and have a significant impact, those violations result in a 10-day home suspension and may also result in a recommendation for expulsion. The same supports and interventions that apply to Level 3 offenses also apply to Level 4 offenses.

Note: MSSD reports certain Level 4 violations to the Gallaudet University DPS and/or the Washington, D.C., MPD. The Summary of Violations, Interventions, and Consequences in Appendix 5 identifies which violations must be reported. Some reports must be made in order for the Clerc Center to remain in compliance with federal legislation for reporting crimes, discrimination or harassment.

Note: See Appendix 5: Level 1, 2, 3, and 4 Summary of Violations, Interventions, and Consequences for more information about specific Level 4 violations.

Investigations, Evidence, and Interventions

To ensure MSSD is well equipped to support student learning in the area of behavior and conduct, incidents are investigated thoroughly when a report is received. The goal of the investigation is to develop as full a picture of the incident as possible so staff can follow up with support and interventions with all involved students.

Investigation Procedures

When an incident occurs or a report is received, the responding staff member gathers as much information as is available at the time of the report. A key part of this information is the names of all individuals who could possibly be involved as well as all witnesses.

All individuals involved in the incident will be given the opportunity to share their statements as documented narratives. See the Interviews with Students section below for more information on how such interviews may be conducted with MSSD students.

Once all statements and all other evidence have been gathered, a final investigation summary and recommendation for action is prepared.

Interviews with Students

When situations arise, MSSD personnel may need to interview students who are potential victims, offenders, and/or witnesses to decide whether there needs to be an investigation and as part of investigations. Examples of such situations include potential Code of Conduct violations or emergency situations that require immediate response.

When MSSD students are interviewed, the goal is to empower them to share their stories fully, feeling it is safe to do so, and in their preferred mode of communication. To this end, the following guidelines apply to student interviews:

- Staff members will ensure the student has the communication support they need in order to understand and answer the interview questions.
- Except in emergency or other special circumstances, the student will be called to the location of the interview in such a way that other students do not see what is happening. The goal is to minimize embarrassment to the student and provide confidentiality.
- Parents and legal guardians do not have the right to request to be notified in advance of interviews or to be present during interviews.
 - In cases where the investigation is to identify whether there has been a violation of anti-discrimination rules (Title IX), parents and legal guardians of both the complainant(s) and the respondent(s) will be notified of the investigation and that their children will be interviewed

When there is an investigation that includes interviews with MSSD students, an investigator trained to interview students will be assigned. There may be two staff members present during an interview: one to conduct the interview and one to ensure the student's statement has been recorded correctly.

Students may ask to sign their answers/statements and have them scribed. This can happen via either a recorded statement that is then scribed or via a conversation with the investigating staff member. If a student

writes a statement independently, they will sign it to indicate that it is the student's own statement. If a student requests scribe support, the scribe will prepare a written copy and then review it with the student. The student may request revisions and edits until they feel the written statement adequately represents their statement. The student will then sign the final scribed statement.

Interviews with Students by External Agencies

MSSD personnel follow the above interview procedures for incident investigations.

However, in some cases, officers from agencies outside of the Clerc Center, such as local police departments, Child and Family Services Agencies (CFSA), and other public agencies may come to MSSD to interview students. Students may be interviewed because they are considered potential witnesses, victims, or offenders. Examples of situations where officials interview students could include:

- Ongoing investigations of a crime, whether committed on school property or not
- Child abuse investigations
- Responses to an emergency or crime being committed on school property

These procedures apply when officers need to conduct an interview with students:

1. **Initial Contact:** The officer properly identifies him- or herself to the designated administrator and states the purpose of the visit.
2. **Preliminary Discussion:** The officer and the MSSD administrator discuss the following:
 - a. *Where to conduct the interview*—It may be on the MSSD campus, in the Gallaudet University DPS office, or off campus in the building of the public agency. The officer makes the final decision about the location of the interview.
 - b. *Type of accommodations the student needs during the interview*—Students may have differing communication and interpreting support needs, and the MSSD administrator will ensure the officer understands and is prepared to meet those needs.
3. **Privacy:** Except in emergency or other special circumstances, the student will be called to the location of the interview in such a way that other students do not see what is happening. The goal is to minimize embarrassment to the student and provide confidentiality.
4. **Interviews:** The officer is responsible for meeting legal requirements related to students' constitutional or statutory rights. The officer is also responsible for making decisions about notifying parents about interviews.
 - a. If the parent or legal guardian is present and asks to witness the interview, the school administrator will notify the officer.
 - b. If the parent or legal guardian is not present, the school administrator will offer to remain in the room with the police officer and the student to witness the questioning.

The officer will make the final decision about who may witness the interview. In Washington, D.C., parents, legal guardians, and school administrators do not have the right to be present during interviews. Parents and legal guardians also do not have the right to refuse to allow their child to be questioned.

School personnel may also be unable to notify parents or legal guardians of interviews prior to the interview taking place. In some cases, school personnel may also be unable to notify parents or legal guardians after the interview takes place. The officer is responsible for adhering to agency guidelines for parental notification.

5. **Arrests/Custody in Cases Not Involving Child Abuse/Neglect:** When a minor student is released to the custody of a law enforcement officer, the officer is responsible for notifying the student's parents or legal guardians; school staff will also contact the parents or legal guardians.

In the case of students who are over age 18, the officer does not legally need to contact the parent or legal guardian; however, MSSD will contact the parent or legal guardian within one hour of the student being removed from campus.

6. **Custody Involving Child Abuse:** If a public agency official decides to take a child into custody, the MSSD administrator will not contact the parent or legal guardian. Instead, the administrator will provide the officer with the parent or legal guardian's contact information. The officer is responsible for following legal notice requirements in this type of situation.

Preponderance of the Evidence

The burden of proof and evidence standard used to investigate or adjudicate all MSSD Code of Conduct cases is the preponderance of the evidence standard. Preponderance of the evidence means a greater weight of evidence or information, or "more likely than not" that the violation of policy, procedure, or Code of Conduct occurred.

Assignment of Interventions and Consequences

The goal of every response to incidents that may include violations of the Code of Conduct is to ensure an educational experience for the student(s) involved and to deter repeats of such offenses. The action plan that incident investigators recommend after reviewing all statements and evidence is largely based on the interventions and consequences outlined in the Summary of Violations, Interventions, and Consequences in Appendix 5.

Additional interventions and consequences may be assigned depending on the offense. As an example, such additional interventions may include a requirement to apologize or to provide restitution (financial or otherwise).

Loss of Privileges

MSSD students who participate in special opportunities such as school athletic teams, theater arts productions, elected and special positions such as Student Body Government offices and Peer Advisor roles, among others, are privileged to do so. The chance to take part in those opportunities comes with the responsibility of adhering to specific expectations. Students who violate those expectations when committing Code of Conduct offenses may also lose the privilege of participating in those activities or offices.

Consideration of Previous Year(s) Behavior

Each student generally begins a new school year with a clean slate. In some cases, students may have received multiple interventions and/or forms of support in previous years for certain Code of Conduct violations. In those cases where there are repeat offenses, the student's behavior in previous year(s) may be considered in determining an appropriate finding and/or in dispensing consequences. This allows MSSD staff to develop a more individualized approach to the student's repeated violations rather than repeating the same interventions from prior years when they have not proven to be sufficient in educating the student or serving as a deterrent.

Off-Campus Violations While School Is in Session

As part of the process of preparing MSSD students to become productive members of society, MSSD personnel help educate them about the impact of committing Code of Conduct violations as well as the impact

of breaking local, state, and federal laws. This is part of the MSSD obligation to clarify those standards of behavior that it considers essential to its educational mission and its community.

MSSD students are subject to all District of Columbia and federal laws and are accountable to the District of Columbia and federal courts for any violations of such laws. Likewise, students are subject to the laws of the surrounding jurisdictions (Maryland and Virginia) as well as to the laws of any other states the students may be in while participating in a school-sponsored activity, such as an athletics event.

Disruptive behavior or violations of a criminal law by an MSSD student that brings the University or school into disrepute, adversely affects the interests of the University or MSSD community, or seriously affects the ability of the school to continue its normal activities, will be considered of legitimate interest to MSSD and the University. MSSD reserves the right to review and impose consequences for any occurrence of off-campus student behavior in violation of the Code of Conduct that may have a significant impact upon the school and/or the University. Investigations, therefore, may be conducted in response to reports received about behavior that occurs while students are away from the MSSD campus.

In the event that a student becomes involved in off-campus disruptive behavior or illegal activities, judicial authorities will be advised to contact the student's parents or legal guardians directly. If the student is in residence at MSSD and they are arrested, staff members will contact the student's parents or legal guardians immediately. The parents or legal guardians will be expected to attend court proceedings. Parents or legal guardians will be responsible for advocating for the release of their child, following through with any resulting legal consequences, and arranging conferences directly with the administration to discuss the incident, the outcome, and the continuation of the student at MSSD.

Suspensions and Expulsions

Part of the learning experience for MSSD students is learning about the impact of their behavioral choices. This feedback includes both an educational component and, especially for more serious offenses, consequences designed to deter students from committing such offenses. Those offenses in the Code of Conduct are known as Level 3 and Level 4 offenses. Students can also be suspended if they violate the same Level 2 offense three or more times. At that point, that violation becomes a Level 3 offense.

Suspensions and recommendations to expel a student are among the most serious consequences a student can be given by MSSD for Code of Conduct violations. The decision to suspend or expel a student is made only after intensive review of all the information available about the incident and ensuring the violation is a Level 3 or Level 4 violation.

This section addresses what parents and legal guardians need to know if their child is suspended or expelled.

Suspensions

Manifestation Determination

The IEP team may need to convene for a Manifestation Determination meeting for students who have been suspended for 10 or more days for the same type of offense in an academic year. The purpose of the meeting is to determine whether the student's behavior was related to their disability and, if so, whether the student's IEP was implemented properly.

Due Process Related to IDEA

Should the parent or legal guardian disagree with the outcome of the Manifestation Determination meeting, they may file a Due Process complaint as outlined in the Procedural Safeguards Notice document.

Appeal Process for Level 3 and Level 4 Violations

If a parent or legal guardian disagrees with a suspension, they have the right to appeal the decision before the suspension begins. Appeals may be made based on either or both of the following two reasons:

- Presentation of new evidence
- Presentation of an alternative interpretation of existing evidence

After the suspension has begun, appeals will not be considered. The procedures for filing an appeal are as follows:

- The parent or legal guardian must file a written request with the director of academic programs within 24 hours of notification of the suspension and before the student leaves MSSD to return home. This request should include an explanation of the reasons for the appeal.
- The director of academics, upon reviewing the appeal and conducting an investigation, will notify the parent or legal guardian of the final decision regarding the appeal within three school days of receipt.

The final decision of the director of academic programs is binding and may not be appealed.

Travel Costs

Parents and legal guardians are responsible for any transportation costs for students who receive home suspension or expulsion.

Access to Campus During Suspension

Residential and local students who are suspended may not return to campus until after 3 p.m. the day prior to the day they may resume classes. Commuters may not return until the morning of the day they are to resume classes. The date students may return to campus will be identified on the letter sent to parents and legal guardians as notification of suspension.

Additionally, a re-entry meeting is required prior to the student returning to school. The school administration schedules the re-entry meeting, which is described further below. This meeting can be conducted via phone or in person. There are circumstances in which the administrator may deem it necessary for an "in person" meeting which will be determined on a case-by-case basis.

Students returning from suspension will not be allowed on the MSSD campus prior to the re-entry meeting unless it has been approved by school administrators.

Class Work/Homework During Suspension

Class and homework assignments will be sent home to students who are suspended from school for more than five days. The administration will collect the work from teachers and send it to the student's home within one week of the beginning of the home suspension. Students who are suspended for one week or less are expected to request class work and homework assignments from their teachers upon return to school from a home suspension.

Re-Entry Procedures After Suspension

For students who are suspended, a re-entry meeting is required prior to returning to school. The purpose of the meeting is to determine what additional services, if any, will be required by the student to experience success at MSSD. This meeting can be conducted via phone or in person. At least one of the student's parents or legal guardians must participate in the meeting regardless of the age of the student. There are circumstances in which the administrator may deem it necessary for an "in person" meeting which will be determined on a case-by-case basis.

Class Work/Homework After Suspension

During the student's re-entry meeting, the student support specialist will develop and monitor a plan for ensuring the student receives support for completing assignments and it will be reviewed. This plan may include the expectation that the student will use various supports, such as making appointments to see teachers after school for support in making up work, even if that means missing extracurricular activities. Make-up work should be completed and turned in to the teacher based on timelines established during the re-entry meeting. If the class work or homework is not made up within the allotted time period, the student will receive a zero (0) for all missed assignments.

Expulsion

Manifestation Determination

The IEP team may need to convene for students who have been suspended for 10 or more days for the same type of offense in an academic year for a Manifestation Determination meeting. The purpose of the meeting is to determine whether the student's behavior was related to their disability, and if so, whether the student's IEP was implemented properly.

Due Process Related to IDEA

Should the parent or legal guardian disagree with the outcome of the Manifestation Determination meeting, they may file a Due Process complaint as outlined in the Procedural Safeguards Notice document.

Procedure for Expulsion

When it is alleged that a student has committed a violation of the Student Code of Conduct and may be subject to a recommendation for expulsion, the following procedures will be followed:

Step I—School-Level Conference for Expulsion

An administrator will conduct a preliminary investigation to determine if there is a reasonable cause to pursue disciplinary action. The administrator will inform the student of the charges. The student will be given an opportunity to tell their side of the story. If it is decided to proceed with an expulsion, the procedures below will be instituted. The individual school and the Clerc Center will make a good faith effort to abide by all expulsion procedure timelines. However, all students and parents or legal guardians are on notice that timelines may change based on reasonable circumstances as determined by the Clerc Center.

- A. The student will be suspended according to the Code of Conduct.
- B. The student will be given written notice of the charges.
- C. The student and parent or legal guardian will participate in a school-level conference to review the case within five (5) school days of the Manifestation Determination meeting. If agreement cannot be reached within the five-day limit, the administrator will set the date and time. Notification of the scheduled conference will be sent to the parent or legal guardian. Telephone contact will also be attempted.
- D. At the conclusion of the conference, the administrator will inform the parent or legal guardian of the recommendation.
- E. All back-up materials must be submitted to the Clerc Center administrator designee within two (2) days of the conference or seven (7) days of the incident, whichever is sooner.
- F. "Days" will mean school days unless it is the end of the school year; then a date and time for the meeting will be agreed upon by the participants that takes into consideration the distance of the family and the schedule of the school. The conference date will not exceed 14 calendar days.

Step II—Clerc Center-Level Expulsion Hearing

Upon receipt of a recommendation from the school-level conference, the following will be implemented:

- A. The Clerc Center administrator designee will review documentation to affirm that appropriate discipline procedures were followed and will notify the student and the parent or legal guardian by letter that a Clerc Center-level expulsion hearing will be held to consider the recommendation.
- B. Notice will be sent by certified mail and will give the date, time, and location of the hearing.
- C. The hearing will be held not less than two (2) school days or more than 10 school days after receipt of notice. The notice will be deemed to be received on the third calendar day following the day of mailing. This time period may be waived by agreement of the parties. A copy of the documentation will be made available upon request to the student and parent or legal guardian at the Clerc Center prior to mailing.
- D. The student and parent or legal guardian will also be given the following:
 - a. The reason(s) for the recommendation
 - b. The names of the witnesses who may appear
 - c. Copies of statements and information that will be submitted as evidence
- E. Prior to the Clerc Center-level hearing, the parent or legal guardian must submit the following information to the Clerc Center:
 - a. Name of the student advocate or legal counsel (if the student will be represented by one)
 - b. Names of any witnesses who may appear at the Clerc Center-level hearing (Note: If any of the witnesses are minors, a copy of the parent or legal guardian's permission for the minor to attend must also be included.)
- F. The hearing will be conducted by an officer selected by the vice president or designee. The officer may be an employee of the Clerc Center but must not have been involved in the process at the school-level conference.
- G. The officer will have full authority to admit or exclude evidence. Evidence presented at the expulsion hearing may include, but is not limited to, witness statements, DPS/MPD reports, and photocopies of evidence. The officer is not bound by common law or statutory rules of evidence or by technical or formal rules of procedure. The officer will exclude plainly irrelevant evidence. Unduly repetitive proof, rebuttal, and cross-examination will be excluded.
- H. In conducting the hearing, the Clerc Center will submit evidence first followed by the response of the student, if any. Further rebuttal evidence by either party may be presented at the hearing if the officer determines such evidence is necessary.
- I. The student will have the following rights:
 - a. To be represented by counsel at their expense
 - b. To cross-examine school representatives
 - c. To testify and produce witnesses on their behalf
 - d. To obtain, at their expense, a copy of the transcript of the hearing
- J. In lieu of a formal expulsion hearing, a student or their representative may elect to waive the hearing and admit to the violation charges. In these circumstances, the student must provide a written hearing waiver request letter at least 24 hours prior to the date of the hearing or be given the opportunity to waive on the day of the hearing. This waiver does not absolve the student from required consequences for the violation under state law and the Student Code of Conduct. A withdrawal prior to the completion of the hearing process will be considered a waiver of the

right to a hearing.

Step III—Clerc Center CAO Review

- A. Within five (5) school days following the conclusion of the Clerc Center-level expulsion hearing, a written report will be prepared for the CAO. The report will frame the issues, summarize the evidence, state conclusions of fact, and make a recommendation as to whether the Clerc Center administrator recommends to the CAO that the student be expelled or recommends the implementation of some alternative disciplinary action or program.
- B. The review will be based solely upon the report from the Clerc Center administrator/ officer, the record of the Clerc Center-level expulsion hearing, and the written responses, if any, by the student and parent or legal guardian. The CAO may accept, reject, or modify the recommendation of the Clerc Center administrator.
- C. The CAO will accept or modify the recommendation of the officer within five (5) school days of receiving the report. The decision of the CAO will be communicated to the student and parent or legal guardian by telephone, videophone, and/or mail.

Related Issues: Removing Items from the Dorm

If the student is expelled and will not be back to MSSD, the parents or legal guardians will be responsible for prepaying/paying for all luggage shipped home through other means, including but not limited to UPS, the U.S. Postal Service, and FedEx.

Digital Citizenship

MSSD students are digital natives. They are growing up in a digital world where they may go online to find a job, meet new people who become part of their social circle, and seek information and opportunities that help them achieve their dreams. Just as actions committed in the non-digital world affect how others perceive our students, their reputations may also be affected by what they share through electronic means and in interactive online communities. One critical difference is that information shared online can be shared with mass audiences almost instantaneously and can linger or be found long after it might be forgotten or lost in the non-digital world.

At MSSD, our commitment to making sure students thrive and graduate ready for college, career, and community living means that we serve as mentors to our students as they learn how to navigate the digital world safely, appropriately, and with kindness and integrity. It is our responsibility to help our students understand the impact that they can have on others, and themselves, when they share things digitally. As our students' role models, we strive to help them understand proper use of technology inside and out of the classroom to better prepare them for their future classrooms, workplaces, and living communities.

Similarly, we are responsible for ensuring all our community members, including members of the larger community outside of MSSD, are safe and supported as long as our students are in our care. We work to ensure that the well-being, dignity, and privacy of all community members are protected. This means we take incidents of cyberbullying, violations of privacy, and other inappropriate uses of electronic communications seriously.

Our approach to supporting our students' ongoing development in the area of technological access includes four primary areas:

- Provision of iPads and accessories for educational use
- Use of cell phones/personal electronic devices
- Use of recording devices in school
- Acceptable computer/email use procedures

iPad Ownership and Distribution

The Clerc Center is providing technology to students in order to maximize opportunities for student learning. Technology includes both a device (iPad) and peripheral accessories, such as a keyboard and stylus. For the purpose of this document, “iPads” will be used to refer to both the device and its peripherals. Possession of an iPad is a privilege, but we recognize that iPads are an integral part of student work.

Ownership/Rights

All Clerc Center-owned technology is the property of the Clerc Center. Ownership of the iPad transfers to students upon graduation from their respective schools (e.g., KDES students who graduate keep their devices and a new one is issued upon arrival at MSSD as new students). Students should have no expectation of privacy in regards to materials found on any Clerc Center devices, and, as a result, should expect that any Clerc Center-owned device may be taken at any time for review. If a student withdraws from the Clerc Center or an employee departs, the device provided to that individual must be returned in good working condition.

Technology Fees

All students from grades K-12 at the Clerc Center will be required to pay an annual technology fee of \$50. This fee must be paid before students are allowed to use school-owned iPads. The fee provides a revolving fund at the Clerc Center that goes towards technology maintenance, updates, and insurance. Said insurance policy will cover eventualities such as repairs, cracked screens, liquid spills, and hardware defects that may occur during the school year. The fee may be paid in cash, by cashier's check, by personal check, or via online payment systems maintained by the Clerc Center.

In some instances, socioeconomic factors may allow for distribution at no cost to students. Factors such as income, illness, or life-impacting crisis will be considered. Families may email mssdoffice@gallaudet.edu for more information.

The following procedures document has been designed to recognize the importance of technology access by maximizing student access to devices and minimizing separation from technology as a punishment. This policy reflects and is designed to align with the MSSD Code of Conduct.

Use of Pagers/Cell Phones/Personal Electronic Devices

Personal electronic devices are an important technological advancement of our age. Smartphones, for instance, allow our students to seek information online from wherever they are. They allow our students, who may be far from home, to contact their families instantaneously. They allow us to record important events of our lives and share them with loved ones.

The variety of uses of personal electronic devices is so broad, and the potential for diversions from daily routine so great, that MSSD has developed expectations for the use of those devices that allow students to benefit from their use while minimizing the potential for distractions and misuse.

During school hours, students are not allowed to use headphone devices, radios, cameras, camcorders, or any personal electronic devices except while in the cafeteria at lunchtime. They may bring these devices to school; however, the devices must be turned off (not on silent or vibrate mode) and kept out of sight. This rule applies during all meetings, school-wide assemblies, workshops, computer lab time, special events, and/or library time that might occur during school hours.

Students are permitted to use their personal cell phones in the hallways during class transition times. No filming or photos of others may be taken without consent. Students must put their personal cell phones away when they arrive to class.

Students are permitted to use their personal laptops or cell phones during class at teacher/staff discretion or if identified as a need in their IEP. If personal devices are used during class, the device screen must be viewable/accessible to teachers and staff for supervision purposes. Students must comply with the Acceptable Computer/Email Use Procedures at all times. After school, students are permitted to use personal devices during designated hours and in areas determined by the Student Life managers.

Research has shown that the use of personal electronic devices can have a sizable effect on student focus on and participation in learning activities. To ensure students remain engaged and receive as much educational benefit as possible during school hours, our rules regarding their use are made very clear. To support our high expectations for the proper use of these devices, we maintain visible reminders during all MSSD class sessions and remind students of those expectations. Students who use any personal devices in the classroom or during meetings, school assemblies, workshops, computer lab time, or library time in violation of this policy will receive administrative consequences. Teachers and staff members will inform the front office of violations of this policy. Students will receive the following consequences for violations during school hours:

- A. Students who are cooperative and immediately put away their device when approached by a teacher or staff member will receive one 7th Hour as a consequence. This is because they are already aware of the rules and chose to violate them.
- B. Students who are not cooperative and do not immediately put away their device when approached by a teacher or staff member will receive one day of after-school detention hall (3:15-4 p.m.). This is an opportunity for the teacher or staff member to discuss with the student the impact of personal device use during school hours.
- C. Receiving after-school detention hall a third time for violating this policy will result in the device being temporarily placed in an assigned space for the entire duration of the school day. It will be returned to the student at the end of the day.

The use of pagers, cell phones, and personal electronic devices is also not permitted at after-school meetings or workshops, during study hours, or after curfew. As with violations during school hours, violations after school hours will result in consequences.

Additionally, the use of personal electronic devices to commit acts of cyberbullying, invasions of privacy (e.g., taking inappropriate photos of others and sharing them), sexting, and other violations of the Code of Conduct may also result in further restrictions related to the possession and use of those devices.

The use of pagers, cell phones, and personal electronic devices is also not permitted in any MSSD bathroom in either the school or the dorm. This is both to protect the privacy of all other community members, both due to the ability of many devices to record images and audio, and to ensure students return to their designated activities in a timely manner without being distracted by the reason they are using the device.

An important part of ownership of personal devices is their safekeeping. With their small size, personal electronic devices may be misplaced or left behind. Parents and legal guardians need to be aware that if they allow a student to bring any such device to MSSD, it is at their own risk. MSSD is not responsible for lost, damaged, or stolen devices.

We would like to ask for your support in helping students understand when and where it is appropriate to use personal electronic devices. If you wish to communicate with your child through their personal device, doing so during their lunch period will allow them to respond when you initiate that contact; similarly, students should initiate contact with you via personal electronic device during their lunch period. If there is an emergency for which you need to contact a student immediately and it is not during a time when use of personal devices is

allowed, please call the MSSD front office at (202) 250-2152 (videophone) or (202) 250-2167 for Student Life after school hours.

Use of Recording Devices in School

As stated earlier, MSSD strives to protect the privacy and well-being of all community members, and the educational process, through rules for the use of technological devices. To that end, students are reminded that this rule is enforced for everyone's protection:

No individual may use any type of camera or other video, audio, or computer recording device in any manner that interferes with or is disruptive to the educational process, invades the privacy of any individual, or violates the academic integrity of any school activity.

Students may not possess or use any cameras or video or audio equipment on school property or at school-sponsored events except under the following conditions:

- A student may possess and use a camera or video or audio equipment at the direction of and with direct supervision by a classroom teacher as part of classroom activities.
- A student may possess and use a camera or video or audio equipment if they receive prior written permission from the manager of school operations for a specific purpose. At no time will permission be granted for camera or video or audio equipment use for the purpose of socializing, other non-essential uses, or if the use will violate another individual's privacy.
- A student may possess and use a camera or video or audio equipment while attending and not participating in an event held on school grounds after school hours and open to the general public as long as the possession and use are neither disruptive nor in any way unlawful. This privilege may be revoked on a case-by-case basis at any time for any reason by a member of the MSSD leadership team.

Acceptable Computer/Internet/Email Use Procedures

The internet has become an integral part of society for obtaining information and facilitating communication. To support students' ability to use the internet, the Clerc Center provides students and educators at KDES and MSSD with computers and online access. Our goal in providing this service to educators and students is to promote educational excellence in our schools by facilitating resource sharing, innovation, and communication.

The internet and email offer students access to thousands of libraries, databases, and other resources while exchanging messages with people around the world. Despite the overwhelming benefits provided by the internet, students may find ways to access other materials that may not be considered educationally valuable. The Clerc Center expects teachers and staff members will integrate use of the internet throughout the curriculum and provide guidance and instruction to students in its use. We believe access to the internet, in the form of information resources and opportunities for collaboration, is an important tool to prepare students for the 21st century.

Access to the internet is a privilege, not a right, and inappropriate use will result in the cancellation or restriction of those privileges and/or disciplinary action by school administrators.

The following procedures apply to all students and cover all Clerc Center and personal technology equipment (e.g., laptops, digital cameras, cell phones, pagers).

Acceptable use includes, but is not limited to:

- Use of technology at the Clerc Center to support education and research and in agreement with the educational objectives of the Clerc Center

- Each student using only their account and password and accepting responsibility for all activities under their account

Unacceptable use includes, but is not limited to students:

- Communicating with strangers and sharing personal information that is not under the supervision of a teacher, staff member, or administrator
- Using the network for commercial purposes, financial gain, or fraud
- Using profanity or offensive language, messages, or pictures
- Sending or retrieving pornographic materials, inappropriate files, or files dangerous to the network
- Making personal attacks on other people, organizations, religions, or ethnic groups
- Harassing another person (e.g., using the internet in a manner that bothers another person and not stopping when asked to do so by that person)
- Posting information that:
 - violates U.S. copyright laws
 - violates the privacy of others
 - jeopardizes the health and safety of students
 - is obscene or libelous
 - causes disruption of school activities
 - plagiarizes the work of others
 - is a commercial advertisement
 - is not approved by the administration

Respect for property is expected. Students may not:

- Damage equipment, computer systems, or computer networks
- Disrupt the system (e.g., downloading software and files)
- Modify, reorganize, or remove equipment
- Move computers or peripherals from their designated places

Respect for others is expected. Students may not interfere with private information or communications by:

- Forwarding personal communication without the author's prior consent
- Reading, modifying, or removing files owned by other users unless they have permission to do so
- Posting personal contact information or other sensitive information about another person without their permission
- Posting on the internet or in an email any information about another person that would be hurtful or insulting, regardless of if the information is true, without the person's consent
- Posting a picture of a person without their permission

Network administrators may review files and communications to maintain system integrity and ensure users are using the system responsibly.

Students must be considerate of others by:

- Refraining from excessive printing
- Limiting their time on the computer when others are waiting

- Keeping the computer area clean and free of debris
- Refraining from sending spam or excessive group emails
- Logging off the computer after finishing work

Respect for self:

- Students may not share their personal information in weblogs or web pages or with strangers in chat rooms, Instant Messages, or email.
- Students may not transmit explicit images of themselves.
- Students should remember that anything posted on the internet is available for public viewing. Similarly, anything sent through email may be shared with others.

Other Legal Issues

As part of the MSSD program, during class and extracurricular activities, MSSD teachers and staff educate students about legal issues related to the use of content from other places, both online and paper. This is to help students prepare for postsecondary settings, including continuing education. These are the rules students are expected to follow:

Plagiarism:

- Students must not claim credit for another person's work.
- Students must not use network resources to commit plagiarism.

Copyright Infringement:

- Students must not use text, including names, graphics, sound, or animation, in messages or the creation of web pages without displaying a notice, crediting the original owner of the material, and stating how permission to use the material was obtained.
- Students must not download, copy, or forward copyrighted materials (e.g., software, music) without proper authorization.

Trademark Infringement:

- Students must not use a person's or company's name or logo without permission from both the owner and the creator.

Students must sign the Acceptable Use Procedures Agreement Form before they will be given access to the school computers. Consequences for students violating the agreement are outlined below.

Consequences for Violations

First Offense—Warning: The student's technology privileges/network access will be suspended for one week.

Second Offense—Pattern of Abuse or Flagrant Violations: Any student who continues to engage in serious or persistent misbehavior by violating the school's policy will have their technology privileges/network access suspended for one month and may receive Level 2 Consequences.

Third Offense—Repeated Pattern of Abuse or Flagrant Violations: The student's technology privileges/network access will be suspended for one year. Administrators reserve the right to impose more serious consequences, including suspension of internet access and/or expulsion, for repeated flagrant violations that do not reflect the

educational value of computers and/or the internet. The student may also receive Level 2 or Level 3 consequences.

Criminal Offense: A student may be expelled from school if they engage in conduct on the internet that contains elements of the offense of criminal mischief as defined by the District of Columbia, state, or federal law.

Safety and Well-Being

The top priority at the Clerc Center is always the physical and emotional safety and well-being of our students and all other community members. Some types of conduct have either a clear and negative impact or a clear potential for negative effects on the students who participate and/or on community members affected by those actions. The Clerc Center has developed procedures to help protect all individuals when students participate in potentially unsafe behavior, educate students who commit unsafe acts, and protect victims of such behavior.

Self-Destructive Statements and Gestures

Self-destructive statements and gestures may include verbal or written statements as well as body language and other indicators that a student is thinking about ways to harm themselves. This includes statements about, or references to, suicide. The Clerc Center takes such statements, explicit or implicit, seriously. Emergency procedures are implemented immediately when staff members learn of such statements or references. Both the school and the dormitory have multiple personnel trained to perform risk assessments. A risk assessment is also conducted if a student demonstrates self-injurious behavior (i.e., cutting). If the risk assessment shows an emergency, the student will be referred to a nearby hospital for a psychiatric evaluation based on the assessment information. Parents or legal guardians will be notified by MSSD personnel immediately and will need to arrange for the student's voluntary admission to the hospital if it is certified by the hospital psychiatrist that inpatient hospitalization is necessary.

In those cases, parents and guardians are responsible for obtaining hospital/agency reports and providing written consents for agency staff members to share reports with MSSD personnel. Parents or legal guardians are responsible for contacting school administrators after discussing student status with the agency/hospital physician regarding student service needs or discharge recommendations (e.g., whether the student needs to return for additional treatment or to discuss reentry with an administrator).

Prior to re-entry to the school program, it is critical that the school and the treating mental health unit staff members determine whether the student is a danger to themselves or others. As is the case with all MSSD students, those who wish to maintain dormitory residency must be able to live independently without individualized support for safety or living needs. Students who are identified by the hospital or treating physician as requiring additional supervision may not return to the dormitory until they are cleared. They may, however, continue participating in the academic program during this time.

The parents or legal guardians are responsible for providing a medical summary and discharge report to school administrators prior to scheduling a re-entry meeting. The administration will review the student's discharge report and schedule a re-entry meeting at the family and school's earliest convenience. At the re-entry meeting, follow-up services at home and/or school will be discussed as appropriate. The family is responsible for arranging for follow-up services from external agencies that the treating physician recommends. School personnel will assist in helping identify appropriate resources to the extent possible.

If the risk assessment indicates hospitalization is not needed, school personnel will inform the student's parents or guardians of the situation and develop a plan to support the student. Examples of such support may include, as appropriate:

- Counseling

- Check-ins
- Practice in using strategies to express and manage frustration
- Role playing and practice in asking for help
- Education about the impact of the act the student committed (including statements the student made)

Self-destructive statements and gestures that include threats to others and/or disruption to school operations may result in Code of Conduct consequences. Those consequences will be determined by the appropriate Code of Conduct section and include an educational component to help the student understand the impact of such threats.

Threats to Harm Others

Threats to harm others have been growing in today's world, and many people have followed through on threats they've made. The frequency and severity of incidents, in and out of schools, show that threats cannot be minimized or ignored. The top priority of the Clerc Center is always the safety of all community members.

The approach MSSD takes to manage threats is two-pronged.

Education and Support

Our students need to understand that making threats anywhere may result in an immediate and strong response. Students are educated on what threats are, on what may be perceived as a threat. They need to know that threats may include verbal, written, or electronic messages, gestures, or menacing body language.

Our work in preparing students to be productive members of society also includes ensuring they understand the consequences of making threats, both while they are in school and off campus. Making a joke about a bomb while in an airport, for example, will result in an immediate, severe response. Similarly, students will understand that at MSSD, making threats will result in immediate intervention up to and including suspension or expulsion.

In addition to educating students about types of threats and the consequences of making them, MSSD prioritizes supporting students in managing frustrating situations. Each student is assigned a school counselor, a school case manager, and a dormitory case manager (if a dormitory resident). Each of those individuals provides check-ins and support. The emphasis is on communicating when students are frustrated or angry, and asking for support from staff and teachers in managing their emotions.

Additionally, all students are educated on the importance of immediately asking for help from adults by reporting threats they see or learn about. Threats require a team approach to intervention; no one person should be trying to manage a threat alone.

Interventions

Threats to harm either oneself or others result in immediate intervention. Staff members will use all appropriate, safe interventions to calm the student and to reduce anger and aggressive actions. If the student does not respond appropriately to staff interventions and/or a risk assessment indicates an emergency, the student may be referred to a hospital for evaluation. In such cases, the goal is to ensure the student arrives at the hospital safely and without harm to anyone. Gallaudet University's Department of Public Safety will be contacted to assist with restraint if necessary prior to a transport to the hospital.

As with the procedures outlined in this handbook for students hospitalized for self-destructive gestures above, parents or legal guardians will be notified by MSSD personnel immediately and will arrange for the student's voluntary admission to the hospital if it is certified by the hospital psychiatrist that inpatient hospitalization is necessary.

In these cases, parents and legal guardians are responsible for obtaining hospital/agency reports and providing written consents for agency staff members to share reports with MSSD personnel. All other

procedures outlined for students who are admitted for inpatient hospitalization will apply to students hospitalized for threats to harm others, including all re-entry procedures.

In the case of students who threaten to harm others out of anger and/or aggression and do not respond appropriately to staff interventions, the need for transport to a hospital for further evaluation will be determined by MSSD administrators.

Students who threaten to harm others are committing a Code of Conduct violation. They will receive the consequences indicated for the appropriate level of the violation and any other associated violations. These consequences will include an educational component, and school personnel will provide follow-up support. Examples of educational activities and follow-up support may include:

- A reflection activity that helps the student see their actions clearly, identify the factors that led up to these actions, and identify alternate ways of responding
- An educational research activity that helps the student understand the impact that making such threats, as well as actual actions to back up such threats, have on themselves and others
- Check-ins for a specified period of time
- Role playing and practice in using appropriate language when frustrated

In certain cases, threats to harm others may result in immediate removal from MSSD to ensure the safety of all community members. For instance, threats to harm others accompanied by a display of a dangerous weapon, defined in the Individuals with Disabilities Education Act (IDEA) as "... a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury," will result in an immediate removal from MSSD and a recommendation for expulsion. Threats to harm unaccompanied by a weapon may result in suspension.

Tobacco, Drug, and Alcohol Possession, Distribution, and/or Use

The use of tobacco, drugs, and alcohol has the potential to have current or future effects on our students. MSSD is committed to helping students understand the potential impact of alcohol and drug use and how it can adversely affect educational and social behavior, health, and decision making. Educational opportunities and activities to help support student learning in this area are built into the school year.

Students who request help for their use of drugs and/or alcohol may receive personal counseling, assistance in identifying community resources, and ongoing educational intervention. These forms of support are available to all students as part of the educational program.

MSSD also ensures students are educated about and understand laws regarding drug possession, distribution, and use as well as alcohol consumption, including underage drinking and driving while intoxicated (DWI), as part of preparing students for their transition to postsecondary settings. Gallaudet University and MSSD follow the laws of the District of Columbia concerning drugs on campus. The illicit and improper use, transfer, possession, or sale of illegal drugs is a crime. Possession of drug paraphernalia, drug remnants (e.g., marijuana seeds, stems, resin), or even the confirmed aroma of marijuana will be considered a violation of the drug policy. The District of Columbia has legalized the possession of marijuana in amounts below two ounces only by adults 21 and older; however, buying and selling marijuana remains illegal. MSSD students, regardless of age, are not allowed to possess marijuana on campus or come to campus while under the effect of marijuana. MSSD has the legal right to take whatever disciplinary actions are necessary to uphold DC laws and Clerc Center rules concerning drugs.

Use of drugs and alcohol is defined as follows:

- Possession or consumption of intoxicants, including possession or use of alcoholic beverages, such as liquor, beer, and wine, or coming to school under the influence of alcohol.
- Use of prescription and/or over-the-counter drugs for purposes other than their medicinal intent (all prescriptions must be registered with the Student Health Service).
- Use or possession of illegal drugs, including possession or use of drug-related paraphernalia, including, but not limited to: edibles, vapes/cartridges, pipes, roach clips, and papers, and coming to or being at school (Gallaudet University, MSSD, and KDES campuses) while under the influence of drugs.
- Use of any tobacco product on the Gallaudet University, MSSD, and KDES campuses and off campus during the time school is in session, including smoking, snuffing, vaping, and chewing tobacco. Note that no smoking is allowed in any part of the Clerc Center campus by any individual, including visitors. Students are expected to adhere to the nonsmoking policy. Every effort is made to assist students who were smokers prior to enrollment and who want help with breaking the habit.

Drug, alcohol, and tobacco abuse violations will include an educational component.

Students who reside in the dormitory may also face campus or dormitory restrictions for a set period of time upon their return. Additionally, students who are privileged to be involved in MSSD athletics, the performing arts program, special student roles, and/or student organizations and are found to be responsible for drug and alcohol violations will also receive consequences specific to their roles. Standard interventions related to alcohol and marijuana use are under the umbrella of Level 3 offenses. All other drug violations are Level 4 offenses.

Sexual Activity

While school is in session or while students are under the care of MSSD, all types of sexual activity, on or off campus, are prohibited. Students who engage in sexual activity receive consequences outlined in the Summary of Violations, Interventions, and Consequences (see Appendix 5). Consequences differ for sexual activity determined to be consensual than for sexual activity determined to be nonconsensual. A student who engages in sexual activity that violates the District of Columbia age of consent law and/or without the effective consent of the other individual is committing a crime and may be prosecuted.

Age of Consent

Gallaudet University and MSSD follow the laws of the District of Columbia concerning sexual activity, including regulations regarding age of consent and the age differences between participants in consensual sexual activities.

Specifically, in the District of Columbia, the age of consent for sex is 16 years old. The exception to the age of consent law is if the individuals involved in sexual activity are both minors (younger than 18 years old) and close in age (fewer than four years apart).

Effective Consent

Effective consent are words or actions that show a knowing and voluntary agreement to engage in mutually understandable sexual activity or contact. Effective consent cannot be gained by force, by ignoring or acting in spite of the objections of another, or by taking advantage of the incapacitation of another, where the accused student knows or reasonably should have known of such incapacitation. Effective consent is not the absence of resistance. Silence, in and of itself, cannot be interpreted as effective consent. Consent to one form of sexual contact or activity does not imply consent to another form of sexual activity. Effective consent also has time boundaries; consent given at one time does not imply future consent or consent at any other time.

Student Guidelines for Reporting Harassment, Discrimination, or Other Serious Incidents

The top priority at MSSD is ensuring students feel safe and secure in the MSSD environment. The Clerc Center has established procedures for reporting harassment discrimination, and other students, and procedures for protecting students who make such reports.

Reporting

An MSSD student that believes they have been harassed, or who has witnessed harassment, should see an MSSD school or Student Life administrator. The administrator will help the student write a statement. Alternatively, the student may make a report to their school counselor and request support in sharing the report with an administrator.

Students are expected to report, in a timely fashion, any incidents they have witnessed involving harm to other students. They may make their report to any MSSD administrator or to the deputy Title IX coordinator, Rosalyn Prickett.

MSSD Leadership Team:

- Stephen Farias, Director of Academic Programs
- Deb Skjeveland, Student Life Director
- Baranda Johnson, Student Life Assistant Director
- Paul Wood, Athletic Director

An administrator will investigate the complaint and either resolve the situation or begin a formal investigation. The student may be interviewed for more information.

All complaints, formal or informal, verbal or written, will be promptly and fully investigated. MSSD will take appropriate action promptly to protect individuals from further harassment. If it is determined that unlawful harassment has occurred, appropriate discipline will be implemented for students or school personnel who are found to have violated the policy. Measures will be taken to prevent future harassment.

When the investigation is finished, the administrator will communicate to the student the facts of the investigation within the boundaries of confidentiality.

Confidentiality

All records and information related to the reporting of any incident of harassment or discrimination are confidential with access only to individuals with a legitimate need to know.

Note: See Appendices 1, 2, and 3 for the full text of the Clerc Center's policies on harassment and nondiscrimination.

APPENDIX 1: Protection Against Harassment

(See also Gallaudet Policy 3.02: Protection Against Sexual Harassment)

The Clerc Center is committed to providing an environment that is free of harassment. The Clerc Center prohibits harassment based upon an individual's race, hearing status, disability, religion, color, national origin, age, sex, covered veteran status, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, source of income, place of business or residence, pregnancy, childbirth, or any other unlawful basis. Complaints of harassment are investigated thoroughly, promptly, and objectively.

Harassment occurs when an individual's or a group's conduct creates a hostile environment that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of another individual or group from participating in or benefiting from the services, activities, or privileges afforded to all members of the Clerc Center community. All forms of harassment undermine the Clerc Center's mission, diminish the dignity of both the alleged perpetrator and victim, and threaten permanent damage to the careers, educational experience, and well-being of our students, teachers, and staff members.

Individuals and groups who engage in harassment will be subject to corrective action, up to and including termination of employment (for employees) or dismissal from the Clerc Center (for students).

Sexual Harassment

For the purposes of this policy, sexual harassment is defined as any unwelcome sexual advance, request for sexual favors, or other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic advancement; or
2. submission to or rejection of such conduct is used as a basis for making an employment or academic decision affecting an individual; or
3. such conduct unreasonably interferes with an individual's work or educational performance or creates an intimidating, hostile, or offensive environment for work or learning.

Sexual harassment may occur between people of the same or opposite gender. It is especially serious when it occurs between teachers and students or supervisors and subordinates. In such situations, sexual harassment unfairly exploits the power inherent in a teacher's or supervisor's position. Although sexual harassment often occurs when one person takes advantage of a position of authority over another, the Clerc Center recognizes that sexual harassment may also occur between people of equivalent status. This includes peer sexual harassment. Regardless of the form it may take, the Clerc Center will not tolerate conduct of a sexual nature that creates an unacceptable working or educational environment.

See Gallaudet Policy 1.13: Code of Conduct with Clerc Center Students, in Gallaudet University's *Administration and Operations Manual* at www.gallaudet.edu/administration-and-finance/administration-and-operations-manual/113-code-of-conduct-with-clerc-center-student, for more policy statements prohibiting acts of misconduct, neglect, exploitation, or inappropriate fraternization and reporting procedures applicable to employees, volunteers, interns, practicum students, and University students who may come in contact with Clerc Center students.

For additional information about sexual harassment, please refer to Policy 3.02 Title IX/Sexual Misconduct Policy in Gallaudet University's *Administration & Operations Manual*, which is available online at www.gallaudet.edu/title-ix/title-ix-sexual-harassment-policy-and-procedures.

Harassment Other Than Sexual Harassment

Harassment, other than sexual harassment, is verbal or physical conduct that denigrates or shows hostility or aversion to an individual because of gender, race, color, religion, age, pregnancy, national origin, disability, covered veteran status, sexual orientation, marital status, family responsibilities, political affiliation, personal appearance, source of income or any basis prohibited by law, when such conduct unreasonably interferes with an individual's academic or work performance; creating an intimidating, hostile, or offensive educational or work environment; or otherwise adversely affecting an individual's academic or employment opportunities. Harassment may include, but is not limited to, verbal abuse or ridicule, including slurs, epithets, and stereotyping; offensive jokes and comments; threatening, intimidating, or hostile acts; and displaying or distributing offensive materials, writings, graffiti, or pictures.

Reporting an Incident

The CAO or administrative designee is responsible for ensuring compliance with this policy. MSSD students should contact the director of academic programs with any questions about the application of this policy. Employees should contact the deputy Title IX coordinator at (202) 250-2960 (VP) or 202-651-5788 (voice) with any questions. Complaints of alleged violations of this policy can be filed using Clerc Center's grievance procedures, which can be found in this handbook (see Appendix 3).

APPENDIX 2: Nondiscrimination/EEO Policy

(See also Gallaudet Policy 3.01: EEO/Affirmative Action)

The Clerc Center is an equal opportunity employer/educational institution and does not discriminate on the basis of race, hearing status, disability, religion, color, national origin, age, sex, covered veteran status, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, source of income, place of business or residence, pregnancy, childbirth, or any other unlawful basis. This policy is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act, the Americans with Disabilities Act, the Rehabilitation Act, the Age Discrimination in Employment Act, the District of Columbia Human Rights Act, and other applicable laws. This nondiscrimination and equal opportunity policy also applies to all students (residential, local, or commuter), staff members, and teachers.

The Clerc Center's policy of nondiscrimination and equal opportunity applies to every aspect of its operations and activities. For instance, for students, this nondiscrimination policy applies to admissions, its educational programs and activities, and its residence education programs and activities. For staff members and teachers, this nondiscrimination policy applies to applicants and current employees with respect to, but not necessarily limited to, recruitment, hiring, placement, promotion, transfer, reassignment, reappointment, tenure, demotion, selection for training, layoff, furlough, termination, compensation, and all other conditions or privileges of employment. Notices of nondiscrimination are posted in conspicuous places to be viewed by all students, staff members, and teachers.

Unless there is a legitimate, nondiscriminatory reason, an individual cannot be treated differently so as to interfere with or limit the ability of that party from participating in or benefiting from the services, activities, or privileges afforded to all members of the Clerc Center community. Individuals or groups who engage in discrimination will be subject to corrective action, up to and including termination from employment (for employees) or dismissal from the Clerc Center (for students).

To further demonstrate its commitment to equal employment opportunities, the University has established a completely voluntary affirmative action plan to promote the employment and advancement of deaf and hard of hearing people, disabled individuals, and members of traditionally underrepresented groups, women, disabled veterans, and veterans of the Vietnam era.

Applicants are requested to voluntarily provide information relative to ethnicity, sex, hearing status, disability, and veteran status. This information is maintained confidentially and is used for affirmative action purposes only.

Reporting Discrimination

The CAO or administrative designee is responsible for ensuring compliance with this policy. Students should contact their senior instructional support coordinator with any questions about the application of this policy. Employees should contact the deputy Title IX coordinator at (202) 250-2960 (VP) or (202) 651-5788 (voice) with any questions. Complaints of alleged violations of this policy can be filed using the Clerc Center's grievance procedures on page 82 of this handbook.

APPENDIX 3: Grievance Procedures for Complaints of Discrimination and/or Harassment

Note: The U.S. Department of Education issued new Title IX regulations to be effective August 14, 2020. Gallaudet and the Clerc Center will be reviewing and updating relevant policies and procedures to ensure compliance with reports of sexual harassment and will post revisions online. Refer to the Title IX website at www.gallaudet.edu/title-ix for more information.

The Clerc Center Title IX coordinator may be reached at clerc-report@gallaudet.edu for any questions, concerns, reports, or grievances. The physical location of the Title IX coordinator's office is room 3202 in the KDES building.

For Clerc Center Students	For Clerc Center Employees
<p><u>Initiating the Complaint Process:</u></p> <p>MSSD students who wish to make a complaint of discrimination or harassment should contact the director of academic programs or administrative designee as soon as possible but not more than 45 days after the alleged incident. The complaint of alleged discrimination or harassment may be in writing or given verbally and should state the nature of the alleged harassment, the individual(s) accused, and the relief requested. A Clerc Center student may make a verbal complaint, which must then be placed in writing prior to the start of the investigation. Clerc Center students should also consult with appropriate student support personnel for advice and counseling. An administrator will complete a Preliminary Report and decide if the allegations are serious enough to warrant further action.</p> <p>The director of academic programs will send the Preliminary Report Form to the deputy Title IX coordinator, as appropriate, within 24 hours of receiving the report of the grievance or incident.</p>	<p><u>Initiating the Informal Complaint Process:</u></p> <p>Employees who wish to make a complaint of alleged discrimination or harassment should contact the deputy Title IX coordinator if the accused is an employee or visitor, or the director of academic programs if the accused is a student, as soon as possible but not more than 45 days after the alleged incident. The complaint of alleged discrimination or harassment may be in writing or given verbally. A complaint will not be pursued without the authorization of the person making the complaint unless the Clerc Center is legally obligated to do so, or in its judgment, the allegations are serious enough to warrant further action.</p> <p>The director of academic programs will send the Preliminary Report to the deputy Title IX coordinator, as appropriate, within 24 hours of receiving the report of the grievance or incident.</p>

Student Complaint–Initial Contacts

<i>If the person who allegedly discriminated against another or the alleged harasser is:</i>	<i>Contact:</i>
1. Student or student group	KDES: Senior Instructional Support Coordinator MSSD: Student Support Specialist
2. Teacher(s)/staff/coordinator(s)	KDES: Director of Academic Programs KDES Front Office; (202) 250-2761 (VP/Voice)

	MSSD: Director of Academic Programs MSSD Front Office; (202) 509-9699 (VP/Voice)
3. Manager(s) or director(s)	Chief Academic Officer or Chief Administrative Officer KDES 3203, (202) 618-6828 (VP/Voice) OR Deputy Title IX Coordinator KS3202 @KDES, (202) 250-2960 (VP), (202) 651-5788 (Voice)
4. Deputy Title IX Coordinator	CAO, Clerc Center KS3203 @KDES, (202) 618-6828 (VP/Voice)
5. A. Chief Administrative Officer OR B. Chief Academic Officer	A. Chief Administrative Officer KDES 3203, (202) 618-6828 (VP/Voice), OR Gallaudet University Chief of Staff College Hall 208, (202) 846-8114 (VP/Voice) B. Chief Academic Officer KDES 3203, (202) 618-6828 (VP/Voice), OR Gallaudet University Chief of Staff College Hall 208, (202) 846-8114 (VP/Voice)
6. Other Clerc Center or University officials, faculty, staff members and employees; visitors and guests	KDES: Director of Academic Programs KDES Front Office; (202) 250-2761 (VP/Voice) MSSD: Director of Academic Programs MSSD Front Office; (202) 509-9699 (VP/Voice)

Staff Complaint–Initial Contacts

<i>If the person who allegedly discriminated against another or the alleged harasser is:</i>	<i>Contact:</i>
1. Clerc Center student or student group	KDES: Director of Academic Programs KDES Front Office; (202) 250-2761 (VP/Voice) MSSD: Director of Academic Programs MSSD Front Office, (202) 250-9699 (VP/Voice)
2. Clerc Center employee	Deputy Title IX Coordinator KS3202 @KDES, (202) 250-2960 (VP), (202) 651-5788 (Voice)
4. Deputy Title IX Coordinator	CAO, Clerc Center KS3203 @KDES, (202) 618-6828 (VP/Voice)
5. A. Chief Administrative Officer OR	A. Chief Administrative Officer KDES 3203, (202) 618-6828 (Voice/VP), OR Gallaudet University Chief of Staff, College Hall 208, (202) 846-8114 (VP/Voice)

B. Chief Academic Officer	B. Chief Academic Officer KDES 3203, (202) 618-6828 (VP/Voice), OR Gallaudet University Chief of Staff, College Hall 208, (202) 846-8114 (VP/Voice)
6. Other (e.g., visitors, guests, vendors)	Deputy Title IX Coordinator KS3202 @KDES, (202) 250-2960 (VP), (202) 651-5788 (Voice)
For Clerc Center Students	For Clerc Center Employees
The person to whom the complaint is brought will, within 10 calendar days (unless there are extenuating circumstances, in which case the complainant will be notified) and without directly accusing, counsel the accused student and caution them about the alleged offensive and/or inappropriate behaviors and actions or will take other appropriate action to resolve the complaint informally without a formal investigation. The complainant will be notified of the outcome at the same time.	The person to whom the complaint is brought will, within 10 calendar days (unless there are extenuating circumstances, in which case the complainant will be notified) and without directly accusing and without divulging the name of the accuser (unless authorized by the complainant), counsel the accused employee or student and caution them about the alleged offensive and/or inappropriate behaviors and actions or will take other appropriate action to resolve the complaint informally (e.g., remove offensive pictures). The complainant will be notified of the outcome at the same time.

Formal Investigation

For Clerc Center Students	For Clerc Center Employees
<p><u>Formal Investigation:</u></p> <p>A. If the student wishes the matter to receive a formal investigation, the student must notify their senior instructional support coordinator (SISC) or the director of academic programs for MSSD students within 45 days of being notified of the outcome of the first step of the process. The administrator may also determine during that time period that a formal investigation is warranted, regardless of whether the student requests an investigation. In either case, the student’s statement will be reviewed and additional information will be collected through an investigation.</p>	<p><u>Formal Investigation:</u></p> <p>A. An employee who wishes the matter to receive a formal investigation and review must submit a written complaint stating the nature of the alleged harassment, the individual(s) accused and the relief requested. Fairness to all parties involved (accused and the accuser) requires that the person bringing the complaint be identified before the initiation of any investigation. Formal complaints should be filed with the Clerc Center designee (as identified in the chart above) as soon as possible but not later than 90 calendar days of the alleged incident. Additional time to file a complaint will be provided when the individual can show that they were unable to meet the timeframe due to circumstances beyond their control.</p>
<p>B. The SISC for KDES students or the director of academic programs for MSSD students in consultation with the deputy Title IX coordinator, will determine the method by which the investigation will be conducted. The purpose of the investigation is to establish whether there is a reasonable basis for believing that an alleged violation of the Protection Against Harassment or Nondiscrimination policies has occurred. In conducting the investigation, the SISC for KDES students or the director of academic programs for MSSD students or the deputy Title IX coordinator may interview the complainant, the accused, and other persons believed to have pertinent factual knowledge; the complainant will have the opportunity to identify witnesses and evidence. The Clerc Center shall protect the confidentiality of all parties involved in a discrimination or harassment complaint to the extent reasonably possible.</p>	<p>B. The deputy Title IX coordinator or SISC for KDES students or the director of academic programs for MSSD students will determine the method by which the investigation will be conducted. The purpose of the investigation is to establish whether there is a reasonable basis for believing that an alleged violation of the Protection Against Harassment or Nondiscrimination policies has occurred. In conducting the investigation, the deputy Title IX coordinator may interview the complainant, the accused, and other persons believed to have pertinent factual knowledge; the complainant will have the opportunity to identify witnesses and evidence. The Clerc Center shall protect the confidentiality of all parties involved in a discrimination or harassment complaint to the extent reasonably possible.</p>
<p>C. Upon receipt of a complaint, the SISC for KDES students or the director of academic programs for MSSD students, or where the SISC for KDES students or the director of academic programs for MSSD students is accused of harassment and/or discrimination, the deputy Title IX coordinator, will provide the complainant (person filing the complaint) and the respondent (the person accused of discrimination or harassment) with a copy of the Student Guidelines for Reporting Harassment, Discrimination and Other Serious Incidents outlined in the student handbook; the respondent will also be provided with a copy of the complaint.</p>	<p>C. Upon receipt of a formal complaint, the SISC for KDES students or the director of academic programs for MSSD students, or where the SISC for KDES students or the director of academic programs for MSSD students is accused of harassment and/or discrimination, the deputy Title IX coordinator will:</p> <ol style="list-style-type: none"> 1. provide the complainant (person filing the complaint) with a copy of the guidelines outlined in the Administration and Operations Manual (Policy 4.41-staff and 5/31 Clerc Center teachers) and advise the complainant to present in writing, within 10 working days of the deputy Title IX coordinator or the SISC for KDES students or the director of academic programs for MSSD students’ request, all the facts that bear on the allegation of harassment or discrimination, including specific details of all

	<p>aspects of the accusations in the complaint, the names of possible witnesses, and the nature and description of possible evidence. The complainant is to forward promptly to the deputy Title IX coordinator, the SISC for KDES students, or the director of academic programs for MSSD students, in writing or otherwise, any supplemental information that subsequently becomes available.</p> <ol style="list-style-type: none"> 2. present to the respondent (the person who allegedly discriminated against or harassed the complainant or other individual) a copy of the complaint along with a copy of the policy outlined in the Student Guidelines for Reporting Harassment, Discrimination, and Other Serious Incidents (if the accused is a student) or the Clerc Center handbook (if the accused is an employee). The deputy Title IX coordinator or the SISC for KDES students or the director of academic programs for MSSD students will request the respondent to present in writing, within 10 working days of the deputy Title IX coordinator or SISC for KDES students or the director of academic programs for MSSD students' request, a written statement in response to the complaint, including the names of possible witnesses and the nature and description of possible evidence to rebut the accusation. If the respondent is a Clerc Center student, the response may be made verbally, which is then transcribed by the investigating official and signed by the respondent.
<p>D. Unless there are extenuating circumstances, the investigation will be concluded and a Summary report written within 60 calendar days of the receipt of the formal complaint. The parties will be notified of the outcome of the complaint at that time.</p>	<p>D. Unless there are extenuating circumstances, the investigation will be concluded and a Summary report written within 60 calendar days of the receipt of the formal complaint. The parties will be notified of the outcome of the complaint at that time.</p>
<p>E. Possible outcomes of the investigation are: (a) a judgment that the allegations are not warranted; (b) a negotiated settlement of the complaint; or (c) formal corrective action.</p>	<p>E. Possible outcomes of the investigation are: (a) a judgment that the allegations are not warranted; (b) a negotiated settlement of the complaint; or (c) formal corrective action.</p>
<p>F. Protection of Complainant and Others</p> <ol style="list-style-type: none"> 1. The complainant will be informed of the process of the investigation. 2. All reasonable action will be taken to ensure the complainant and those testifying on behalf of the complainant or supporting the complainant in other ways will suffer no retaliation as a result of their activities regarding the process. Steps to avoid retaliation may include arrangements that academic and/or employment evaluations concerning the complainant or others be made by an appropriate individual other than the accused. 	<p>F. Protection of Complainant and Others</p> <ol style="list-style-type: none"> 1. Formal investigations of complaints will generally be initiated only with the complainant's consent. The complainant will be informed fully of steps taken during the investigation. 2. All reasonable action will be taken to ensure the complainant and those testifying on behalf of the complainant or supporting the complainant in other ways will suffer no retaliation as a result of their activities regarding the process. Steps to avoid retaliation may include lateral transfers of one or more of the parties in an employment setting and a comparable move if a classroom setting is involved.

<p>The deputy Title IX coordinator or administrative designee may take interim measures such as separating the parties or, in extraordinary circumstances, suspending the employee or student accused of discrimination and/or harassment until the matter is resolved.</p>	<p>In extraordinary circumstances, the deputy Title IX coordinator or administrative designee may suspend an employee or the student accused of discrimination and/or harassment until the matter is resolved.</p>
<p>G. Protection of the Accused</p> <ol style="list-style-type: none"> 1. At the time a formal complaint is issued, the accused will be provided a summary of the facts surrounding the allegations. 2. In the event the allegations are not substantiated, all reasonable steps will be taken to restore the reputation of the accused if it was damaged by the proceeding. 3. A complainant found to have been intentionally dishonest in making the allegations or to have made them maliciously is subject to disciplinary action. 	<p>G. Protection of the Accused</p> <ol style="list-style-type: none"> 1. At the time a formal complaint is issued, the accused will be informed of the allegations, the identity of the complainant, and the facts surrounding the allegations. 2. In the event the allegations are not substantiated, all reasonable steps will be taken to restore the reputation of the accused if it was damaged by the proceeding. 3. A complainant found to have been intentionally dishonest in making the allegations or to have made them maliciously is subject to disciplinary action.
<p>H. Protecting Both Parties</p> <ol style="list-style-type: none"> 1. To the extent possible, formal proceedings will be conducted in a way to protect the confidentiality interests of both parties. 2. After the investigation, the parties will be informed of the facts developed in the course of the investigation. 3. The parties will be informed promptly of any delays in the investigation (including the reasons) and the outcome of the proceedings. 	<p>H. Protecting Both Parties</p> <ol style="list-style-type: none"> 1. To the extent possible, formal proceedings will be conducted in a way to protect the interests of both parties. 2. After the investigation, the parties will be informed of the facts developed in the course of the investigation. 3. The parties will be informed promptly of any delays in the investigation (including the reasons) and the outcome of the proceedings.
<p>I. Process of Taking Formal Corrective Action</p> <ol style="list-style-type: none"> 1. If, after the investigation, there is a reasonable basis for believing that an alleged violation of this policy has occurred and a negotiated settlement cannot be reached, formal corrective action may be taken. 2. The decision to take formal corrective action will be made by the appropriate administrative officer. 3. Students are subject to all District of Columbia and federal laws and statutes. 	<p>I. Process of Taking Formal Corrective Action</p> <ol style="list-style-type: none"> 1. If, after the investigation, there is a reasonable basis for believing that an alleged violation of this policy has occurred and a negotiated settlement cannot be reached, formal corrective action may be taken. 2. The decision to take formal corrective action will be made by the appropriate administrative officer. 3. Employees are subject to all District of Columbia and federal laws and statutes.
<p>J. Formal Corrective Action</p> <p>Formal corrective action may range from counseling to any Code of Conduct consequence, including expulsion. It will also include any measures necessary to address the harm suffered by the complainant as a result of the discrimination or the harassment.</p> <p>Violations of this policy by KDES/MSSD students will be governed by the Code of Conduct and disciplinary processes</p>	<p>J. Formal Corrective Action</p> <p>Formal corrective action may range from a reprimand to termination of employment or dismissal from the Clerc Center. It will also include any measures necessary to address the harm suffered by the complainant as a result of the discrimination or the harassment.</p> <ol style="list-style-type: none"> 1. Violations of this policy and any appeals by Gallaudet University faculty members (not including staff members who teach) will be governed by the University Faculty Guidelines and By-Laws. Upon motion from one of the parties made before the start of the hearing process, the hearing panel will close all or part of any hearing held under this policy. Upon motion

	<p>from one of the parties after the hearing has started or from some other interested party, the hearing panel may close all or part of a hearing held under this procedure.</p> <ol style="list-style-type: none"> 2. Violations of this policy by Clerc Center teachers will be processed by the appropriate administrative officer or their designee and may be appealed through the teacher grievance procedure. 3. Violations of this policy by staff members will be processed by the appropriate administrative officer or his/her designee and may be appealed through the dispute resolution procedure. 4. Violations of this policy by University students will be governed by the student judicial program.
<p>K. Preparation and Dissemination of Information</p> <p>The deputy Title IX coordinator will ensure that this policy is available to all members of the campus community and to all those who join the community in the future. Copies of this policy will be available in appropriate offices and on the University's web site. Additionally, the director of Equal Opportunity Programs will offer training sessions for the purpose of educating the community about the harassment and nondiscrimination policies.</p>	<p>K. Preparation and Dissemination of Information</p> <p>The deputy Title IX coordinator will ensure that this policy is available to all members of the campus community and to all those who join the community in the future. Copies of this policy will be available in appropriate offices and on the University's web site. Additionally, the director of Equal Opportunity Programs will offer training sessions for the purpose of educating the community about the harassment and nondiscrimination policies.</p>
<p>L. Retaliation</p> <p>Filing a complaint of discrimination or harassment is a protected activity under the law. Retaliation against anyone who files a complaint, who supports or assists an individual in pursuing a complaint, or who participates in the resolution of a complaint is prohibited. Any retaliatory action may be the basis for another complaint under this policy.</p>	<p>L. Retaliation</p> <p>Filing a complaint of discrimination or harassment is a protected activity under the law. Retaliation against anyone who files a complaint, who supports or assists an individual in pursuing a complaint, or who participates in the resolution of a complaint is prohibited. Any retaliatory action may be the basis for another complaint under this policy.</p>
<p>M. Frivolous or False Complaints</p> <p>This policy shall not be used to bring frivolous or knowingly false complaints against students, teachers, or other staff members. Those bringing frivolous or knowingly false complaints may be subject to disciplinary action.</p>	<p>M. Frivolous or False Complaints</p> <p>This policy shall not be used to bring frivolous or knowingly false complaints against students, teachers, or other staff members. Those bringing frivolous or knowingly false complaints may be subject to disciplinary action.</p>
<p>N. Records</p> <p>All records are confidential with access only to individuals with a legitimate need to know.</p> <p>Records of discrimination and harassment complaints are maintained as follows:</p> <ol style="list-style-type: none"> 1. Information in Preliminary Reports of complaints will be maintained by the deputy Title IX coordinator or administrative designee for two school years. 2. Information on formal investigations will be maintained in accordance with the hearing/grievance process under which the complaint was heard. In addition, the Clerc Center official who handled the complaint will 	<p>N. Records</p> <p>All records are confidential with access only to individuals with a legitimate need to know.</p> <p>Records of discrimination and harassment complaints are maintained as follows:</p> <ol style="list-style-type: none"> 1. Information in Preliminary Reports of complaints will be maintained by the deputy Title IX coordinator or administrative designee for two school years. 2. Information on formal investigations will be maintained in accordance with the hearing/grievance process under which the complaint was heard. In addition, the Clerc Center official who handled the complaint will

documentation concerning the complaint to deputy Title IX coordinator or administrative designee. Complaints against staff or teachers which result in a personnel action will also be part of the personnel file. Complaints against students which result in a disciplinary record will be part of the student's disciplinary record. This information will be maintained for seven years.

send all documentation concerning the complaint to deputy Title IX coordinator or administrative designee. Complaints against staff or teachers which result in a personnel action will also be part of the personnel file. Complaints against students which result in a disciplinary record will be part of the student's disciplinary record. This information will be maintained for seven years.

APPENDIX 4: Age Affidavit Guidelines

Permission requirements are established by MSSD for students who have reached the age of majority (18 years old). Parental or legal guardian permission is required for students under the age of majority.

Issue	Both	Student
Administrative		
Application/Admittance/Withdrawal	X	
IEP Assessment (unless transfer of rights has occurred)	X	
Release of Private Data	X	
Financial Responsibility	X	
All School Correspondence	X	
Report Cards	X	
Deficient Work	X	
Conferences	X	
Review of School Records	X	
Religious Education	X	
Emergency Loans (for ticket home)	X	
Social Security Number		X
Health		
OT/PT Services	X	
Health Agreement Form	X	
Student Accident Insurance	X	
Doctor's appointments may be made by the student (however, the student must inform the clinic, dormitory, school, and their parents or legal guardians prior to the appointment)		X
Outside Therapy	X	
Admission to a Hospital	X	

Issue	Both	Student
Mental Health		
Psychiatric and Psychological Evaluation	X	
Drug Counseling (outside agency)	X	
Rape Crisis Therapy	X	
School and Residence Living		
Excused Absences	X	
Disciplinary Action	X	
Leave Campus	X	
Off-Campus Permission (list of individuals student may leave with)	X	
Leaving Campus by Vehicle	X	
Leaving Campus During the School Day (or week)	X	
Weekends (only with invitation from destination parents or guardians)	X	
Off-Campus Work and On-Campus Work		X
School Organized Field Trips		X
Activity Permission (On-Campus), e.g., sports including intramurals, Academic Bowl, Peer Advisor, etc.		X
Activity Permission (Off-Campus), e.g., camping trip		X
Sex Education Classes	X	
School Sponsored Publicity Photos		X
Transition Option		X
Senior Research Project		X
High School League Sports		X

APPENDIX 5: MSSD Code of Conduct—Level 1, 2, 3, and 4 Summary of Violations, Interventions, and Consequences

Level 1

Level 1 behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic/student life environment, may involve minor damage to MSSD property or harm to self or others. Level 1 behaviors result in disciplinary responses that may be elevated to administrative response if they are not successfully abated by the teacher or staff member.

Level 1 Behavior	Disciplinary Response(s)
1.1 Refusal to present school-issued identification upon request	<p>ACADEMICS Required:</p> <ul style="list-style-type: none"> ● Warning: <ul style="list-style-type: none"> ○ Teacher/student meeting ○ Documentation (log entry) ● First offense: <ul style="list-style-type: none"> ○ 7th Hour ○ Documentation (log entry) ○ Parent/legal guardian notification ● Second offense: <ul style="list-style-type: none"> ○ Detention Hall ○ Documentation (log entry) ○ Parent/legal guardian notification ○ Behavior intervention ● Third offense: <ul style="list-style-type: none"> ○ Refer to Level 2 <p>Note: Second and third offenses apply to same behavior.</p> <hr/> <p>STUDENT LIFE Required:</p> <ul style="list-style-type: none"> ● Warning: <ul style="list-style-type: none"> ○ Staff/student meeting ○ Documentation (log entry) ● First offense: <ul style="list-style-type: none"> ○ Loss of privilege ○ Documentation (log entry) ● Second offense: <ul style="list-style-type: none"> ○ Loss of privilege ○ Documentation (log entry) ○ Parent/legal guardian notification if needed ○ Behavior intervention ● Third offense: <ul style="list-style-type: none"> ○ Refer to Level 2 <p>Note: Second and third offenses apply to same behavior.</p>
1.2 Attending class without required class materials or assigned work	
1.3 Off-task behaviors that demonstrate disengagement from classroom learning and dorm activities	
1.4 Behaviors that disrupt or interfere with classroom teaching and learning, Student Life activities, and meetings	
1.5 Inappropriate displays of affection	
1.6 Excessive noise in the classroom, hall, or school/residential building	
1.7 Running in the classroom, hall, or building	
1.8 Communication with staff and peers that is not polite, courteous, or respectful	
1.9 Directing profanity or obscene/offensive gestures toward peers	
1.10 Refusal to comply with staff instructions, or classroom, cafeteria, school, or Student Life rules	
1.11 Using computer/office equipment without permission	
1.12 Intentional misuse of school/Student Life equipment/supplies/facilities	
1.13 Unauthorized use of electronic devices such as, but not limited to, mp3 players and videophones.	
1.14 Noncompliance with an approved dress code	
1.15 Leaving/cutting class/activity without permission	
1.16 Unauthorized presence in hallway during class time	
1.17 Inappropriate or disruptive physical contact between students	
1.18 Throwing objects that may cause injury or damage property	
1.19 Off-campus violations (e.g., curfew, not in a group of 2/3 students)	
1.20 Academic dishonesty (first offense)	
1.21 Any behavior or other conduct not specifically enumerated in any other level in this Code of Conduct that causes disruption to the academic/residential environment, involves damage to school/Student Life property, or may cause minor harm to self or others	

	Optional/Recommended: <ul style="list-style-type: none"> ● Mentoring ● Conflict resolution/mediation ● Community service ● Loss of privileges/membership ● Reparations within 30 days
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Level 2

Level 2 behaviors are those behaviors not specifically enumerated in any other level in this Code of Conduct that cause significant disruption to the academic/student life environment or cause harm to self or others. In addition to lesser consequences, Level 2 behaviors may result in In-School/Dorm Suspension.

Level 2 Behavior	Disciplinary Response(s)
2.1 Inappropriate use of Clerc Center/GU computer or network (e.g., restricted websites, offensive emails)	Required: <ul style="list-style-type: none"> ● First offense: <ul style="list-style-type: none"> ○ 1 day of ISS/IDS ○ Documentation (Incident Report) ○ Parent/legal guardian notification ● Second offense: <ul style="list-style-type: none"> ○ 2 days of ISS/IDS ○ Documentation (Incident Report) ○ Parent/legal guardian notification ○ Behavior intervention ● Third offense: <ul style="list-style-type: none"> ○ 4 days of ISS/IDS ○ Documentation (Incident Report) ○ Parent/legal guardian notification ○ Behavior intervention ● Fourth offense: <ul style="list-style-type: none"> ○ Refer to Level 3 <p>Note: All offenses apply to same behavior</p> Optional/Recommended: <ul style="list-style-type: none"> ● Report to DPS/MPD (If * is next to the behavior, then reporting to DPS/MPD is required.) ● Mentoring ● Conflict resolution/ mediation ● Loss of privileges/membership ● Community service ● Reparations within 30 days
2.2 Sale or distribution of any item without authorization	
*2.3 Unauthorized possession, use of over-the-counter medication or prescribed medication	
2.4 Verbal, written, or physical threat (including intimidating postures) to property that does not seem to indicate intent to do serious harm	
2.5 Obscene, seriously offensive, or abusive language or gestures	
2.6 Insubordination, defined as repeated offenses of 1.10	
2.7 Causing disruption on school/residential properties or at any MSSD-sponsored or supervised activity	
2.8 Gambling	
*2.9 Discrimination or communicating slurs based on actual or perceived race, hearing status, personal appearance, color, sex, pregnancy, political affiliation, source of income, place of business, residence, religion, creed, ethnicity, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, family responsibilities, sexual orientation, gender, gender identity, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable D.C. or federal law	
2.10 Engaging in sexual acts on school/residential premises or at MSSD-related functions	
*2.11 Leaving school without permission	
2.12 Academic dishonesty (repeat offense)	
2.13 Forgery/falsification of documentation	
2.14 Lying to or giving misleading information to teacher/staff	
2.15 Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on the internet or sending material electronically (via social networking, email, pager, or cell phone)	
2.16 Engaging in behavior that demonstrates gang/neighborhood crew affiliation (e.g., displaying clothing or	

gestures associated with gangs)	
2.17 Bullying, or using humiliating or intimidating language or behavior including cyber bullying, including instigating bullying, behavior that is likely to encourage bullying	
2.18 Engaging in reckless behavior that may cause harm to self or others	
2.19 Extortion	
2.20 Fighting where there is no injury and no weapon	
*2.21 Trespassing	
2.22 Petty theft (value under \$50)	
2.23 Cutting and/or dyeing hair on campus; cutting or dyeing hair off campus without parental permission; body piercing or tattooing	
2.24 Accessory to Level 3 behavior (e.g., withholding information, helping with planning)	
2.25 Unauthorized area on GU/Clerc Center campus	
2.26 Directing profanity or obscene/offensive gestures toward staff	
2.27 Possession or use of tobacco/E-cigarettes	
2.28 Any behavior or other conduct not specifically enumerated in any other level in this Code of Conduct that causes significant disruption to the academic environment, damage to property that is not major and is not malicious vandalism, or causes harm to self or others	
2.29 Documented pattern of persistent Level 1 behavior	

Level 3

Level 3 behaviors are those behaviors not specifically enumerated in any other level in this Code of Conduct that cause disruption to the school/student life operation, destroy MSSD property, or cause significant harm to self or others. Level 3 behaviors result in home suspension.

Level 3 Behavior	Intervention(s)
*3.1 Acts of vandalism, destruction of property, or graffiti (tagging)	<p>Required:</p> <ul style="list-style-type: none"> ● First offense: <ul style="list-style-type: none"> ○ 5 Days Home Suspension ○ Documentation (Incident Report) ○ Parent/legal guardian notification ○ Reflection Support Document during suspension ○ Research assignment (related to reasons for suspension) during suspension ○ Re-entry meeting ● Second offense: <ul style="list-style-type: none"> ○ Refer to Level 4 <p>Note: Second offense applies to same behavior</p>
*3.2 Documented theft (larceny or burglary) of school/Student Life/personal property without force	
3.3 Unauthorized solicitation on or off-campus (i.e., panhandling)	
3.4 Interfering with authorities or participating in a major disruption of the school/Student Life's operation	
3.5 Tampering with, changing, or altering an official record or document of a school	
*3.6 Persistent harassment based on actual or perceived race, hearing status, personal appearance, color, sex, pregnancy, political affiliation, source of income, place of business, residence, religion, creed, ethnicity, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, family responsibilities, sexual orientation, gender, gender identity, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), predisposing genetic characteristics, domestic violence victim status, or any other	

protected category under applicable D.C. or federal law	Optional: <ul style="list-style-type: none"> ● Mentoring ● Conflict resolution/mediation ● Reparations ● Loss of privileges/membership ● Community service ● Report to DPS/MPD (If * is next to the behavior, then reporting to DPS/MPD is required.) ● Report to other agencies as appropriate (i.e., CFSA)
*3.7 Lewd or indecent public behavior or non-consensual sexual contact or sexual exploitation	
*3.8 Sexual harassment	
*3.9 Retaliation for reporting harassment and sexual harassment	
*3.10 Fighting or excessive horseplaying that creates substantial risk of or results in minor injury; or assault to any part of the body other than the head or the groin	
3.11 Inciting others to violence or disruption	
*3.12 Activating false alarm or tampering with fire safety equipment/security equipment	
*3.13 Contaminating food, drink, or a personal item	
*3.14 Possession of a weapon or replica or imitation of a weapon (including water guns) other than weapons subject to the requirements of the Gun-Free School Zones Act	
3.15 Gesturing directly or making direct use of an article that is not normally considered a weapon to intimidate or threaten another individual; using threatening or intimidating language that may include handshapes, mouthing, or any type of gesture that alludes to weapons; and/or using body language or gestures to menace others	
3.16 Accomplice to Level 4 behavior (e.g., participating/assisting)	
3.17 Possession or distribution of obscene or pornographic material on school premises	
*3.18 Possession or use of alcohol or marijuana	
*3.19 Unauthorized distribution of over-the-counter medication	
3.20 Hazing with no physical/mental harm	
3.21 Possession of tools or instruments that administrators deem could be used as weapons	
3.22 Any behavior or other conduct not specifically enumerated in any other level in this Code of Conduct that causes disruption to the school/residential operation, destroys school/residential property, or causes significant harm to self or others	
3.23 Documented pattern of persistent Level 2 behavior	
3.24 Intentionally causing any bodily fluids to touch another person without their consent; intentionally or mock coughing or sneezing on another person; threatening to cause or implying the power to cause transmission of any type of infectious or contagious illness in others	

Level 4

Level 4 behaviors are those behaviors not specifically enumerated in any other level in this Code of Conduct that are illegal, cause significant disruption to the school/student life operation, or cause substantial harm to self or others. Level 4 behaviors result in home suspension and recommendation for expulsion.

Level 4 Behavior	Disciplinary Response(s)
*4.1 Acts of exceptional misconduct at other schools	Required: <ul style="list-style-type: none"> ● 10 Days Home Suspension
*4.2 Vandalism/destruction of property over \$500	

*4.3 Selling or distribution of marijuana, drug paraphernalia, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, or other intoxicants irrespective of the amount or type	<ul style="list-style-type: none"> ● Documentation (Incident Report) ● Parent/legal guardian notification ● Loss of privileges/membership ● Reflection Support Document during suspension ● Research assignment (related to reasons for suspension) during suspension ● Re-entry meeting ● Report to DPS/MPD <p>Possible: Recommendation for expulsion</p> <p>Optional/Recommended</p> <ul style="list-style-type: none"> ● Mentoring ● Conflict resolution/mediation ● Reparations within 30 days
*4.4 Theft/causing serious disruption or damage to school's computer systems, technology equipment, electronic files, or network	
*4.5 Possession of fireworks or explosives	
*4.6 Theft or attempted theft using force, coercion, intimidation or threat of violence (robbery)	
*4.7 Assault/physical attack on a student or staff member	
*4.8 Fighting that results in serious physical injury and/or requires significant intervention to stop; and/or hitting the head or the groin area, with or without serious physical injury	
*4.9 Participating in a group fight that has been planned, causes major disruption to school day, or results in substantial bodily injury	
4.10 Using an item/article that is not normally considered a weapon to injure another individual	
*4.11 Use, threatened use, or transfer of any weapon	
*4.12 Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns	
*4.13 Any behavior that violates the Gun-Free School Zones Act	
*4.14 Deliberate acts that cause severe physical injury to another person	
*4.15 Assault with a weapon	
*4.16 Commission or attempted commission of any act of sexual assault, sexual aggression, or non-consensual sexual intercourse	
*4.17 Arson	
*4.18 Biohazard	
*4.19 Bomb threat	
*4.20 Any other intentional use of violence, force, coercion, threats, intimidation, or other comparable conduct that causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of MSSD	
*4.21 Any behavior or other conduct not specifically enumerated in any other level in this Code of Conduct that is illegal, causes significant disruption to the school/residential operation, or causes substantial harm to self or others	
4.22 Documented pattern of persistent Level 3 behavior	

APPENDIX 6: Technology Use Agreement Form

Instructional Technology Device Agreement

The use of technology at the Clerc Center is a privilege that requires student responsibilities. Please review the responsibilities outlined in the Instructional Technology Agreement, then sign the agreement to indicate that you understand your obligations when using Clerc Center provided technology.

STUDENT

I understand and will abide by the above Student & Parent Technology Agreement and standards outlined in Clerc Center's Parent/Student Handbook (Computer & Internet Use Policy). I further understand that if I commit any violation of the regulations above, my access privileges may be revoked, and school disciplinary and appropriate legal action may be taken. I understand I am responsible for the replacement cost of damaged or destroyed equipment that results from my misuse, abuse, or negligence. I understand that I must renew this agreement annually.

Student printed full name: _____

Student grade: _____

Student signature: _____

Date: _____

PARENT/LEGAL GUARDIAN

As the parent or legal guardian of this account user (student), I have read and agree to the Student & Parent Technology Agreement and the standards outlined in the Clerc Center Handbook. I understand this access is designed for educational purposes. I recognize that it is impossible for the Clerc Center to restrict access to all controversial materials and I will not hold them responsible for material acquired on the Clerc Center network. I understand that I am responsible for the replacement costs (including legal costs, if necessary) for equipment damaged or destroyed through negligence by this account user (student). I understand that I must renew this agreement annually.

Parent/legal guardian printed name: _____

Parent/legal guardian signature: _____ Date: _____

I will pay the school's \$50 technology fee by:

- Payment plan (request form from MILT)
- Check attached to this form
- Online payment
- Will request consideration from the school administration to waive the fee (request form from MILT)

APPENDIX 7: Graduation Requirements

Requirements	Merit Diploma	Standard Diploma	Certificate of Completion
Grade Point Average (GPA)	3.0 or above	2.0 or above	2.0 or above
English credits	4 credits (English 9, 10, 11, 12)	4 credits (English 9, 10, 11, 12)	4 credits (English 9, 10, 11, 12)
Math credits	4 credits (Algebra I, Geometry or Algebra II, plus 2 other math courses)	3 credits (Algebra I, plus 2 other math courses)	3 credits
Science credits	4 credits	3 credits	No minimum
Social Studies credits	4 credits	3 credits	No minimum
Physical Education and Health credits	1 credit, including: ½ PE and ½ Health	1 credit, including: ½ PE and ½ Health	½ credit of Health
Elective credits	3 credits, including: ½ Arts ½ Technology (skills/knowledge aligned with standards IR complete computer course) ½ Deaf Studies	3 credits, including: ½ Arts ½ Technology (skills/knowledge aligned with standards IR complete computer course) ½ Deaf Studies	No minimum
Competencies	Reading: 10 th grade	Reading: 5 th grade	No minimum
Additional requirements	<ul style="list-style-type: none"> ● Community service ● Internship ● Senior Portfolio 	<ul style="list-style-type: none"> ● Community service ● Internship ● Senior Portfolio 	<ul style="list-style-type: none"> ● Additional academic coursework ● Community service ● Internship ● Senior Portfolio

APPENDIX 8: MSSD Directory

School Contact Information

8 a.m.-4 p.m.

Videophone/Video Relay Service:	(202) 250-2152
Phone:	(202) 651-5031
VP/VRS (for Student Life):	(202) 250-2433
Fax:	(202) 651-5109

Student Life Contact Information

Videophone/Video Relay Service:	(202) 250-2167 (12-10 p.m.)
Fax:	(202) 651-5403

Weekends and after 3 p.m. on week days

Dorm Text:	(202) 905-6001
Girls Dorm Videophone/Video Relay Service:	(202) 250-2368 (2 nd floor)
Girls Dorm Videophone/Video Relay Service:	(202) 559-0421 (3 rd floor)
Boys Dorm Videophone/Video Relay Service:	(202) 559-5273 (2 nd floor)
Boys Dorm Videophone/Video Relay Service:	(202) 559-0420 (3 rd floor)

If you need to contact MSSD teachers or staff members, you may do so by emailing them. Clerc Center email addresses are in this format: **firstname.lastname@gallaudet.edu**.

The *MSSD Parent-Student Handbook* summarizes essential information for families and students and can be obtained online on the MSSD website. A printed copy will be made available upon request. The Clerc Center reserves the right to modify the *MSSD Parent-Student Handbook* at any time. Parents and legal guardians will be notified when changes occur

APPENDIX 9

This appendix covers issues that may arise as a result of students, families, and school personnel learning and working from home. The following topics are addressed:

Online learning:

- Attendance expectations
- Privacy expectations and FERPA
- Copy of Consent to Video/Audio Recording of online sessions
- Tech support

Parent-school conferences:

- Planning ahead for IEP/IFSP meetings
- Maintaining neutral backgrounds

Code of Conduct during periods of online learning

Reporting harassment and other types of grievances

Virtual Classes and Online Learning

Attendance Expectations

In the event that instruction at MSSD needs to shift to an online approach (e.g., due to a pandemic like the one in 2020 with COVID), all courses will be held on a synchronous basis with required attendance. Teachers will continue to use PowerSchool to record and track attendance.

Families need to communicate about their child's absence with the front office at kdesoffice@gallaudet.edu or mssdoffice@gallaudet.edu. Students will not be penalized for technology or connection issues. If needed, teachers will work with the families on an extension to turn in missed/late assignments.

Support Services

Families need to notify the school if their child is learning online from a location outside of Washington, D.C. Support services (i.e., SLP, Aud, OT, PT) may need to be suspended due to state licensing laws and regulations.

Privacy Expectations and FERPA

An important area for us is making sure the privacy of all our students and community members is protected. Since our students will be receiving group lessons through video conferencing, parents and legal guardians may see, hear, or be exposed to confidential and personally identifiable information about students other than their own child. Please note that these privacy issues apply to both recorded and unrecorded sessions due to the nature of video instruction.

As we want to make every effort to maintain student privacy, we ask that all families and students agree to and implement the following:

- Provide a private space, to the extent possible, in which your child can participate in Zoom sessions where no one other than a parent or legal guardian can see the screen or hear anything that is going on. Parents and legal guardians are responsible for ensuring no one else can see the screen or overhear any possible exchanges. We recognize that this can be challenging and ask that each family do its best to minimize visibility of online learning activities by other family members.
- Parents and legal guardians who may be present during video instruction should distance themselves from the lesson to avoid unnecessary access to confidential or personally identifiable information regarding other students (and their families).
- Parents, legal guardians, and students should not share any information concerning other students or their families that may have been noticed or discovered during any video conference sessions.
- Parents, legal guardians, and students are not allowed to electronically record, take screenshots, or take photos of lessons during video conference sessions. As with school visits, electronic recording or video/audio taping by parents/legal guardians or students of students or teachers in our schools, in the classroom, or during remote instruction is not permitted.
- All video conference sessions may be recorded by school personnel in two ways:
 - Full-class recordings—Live, online sessions may be recorded by the teacher or staff member leading the activity. These recordings will be used for only two purposes: teacher reference and administrator oversight. Recordings will be protected as educational records and kept confidential; they will not be released or shared with anyone, including students who may have missed the lesson, other than for the above-stated purposes.
 - Teacher-only recordings—Teacher- or staff-led lessons may be recorded and shared with students and/or posted on the ClercCenter@Home learning portal. These recordings will include only the teacher or staff member. No student video or audio will be included in these recordings.

Any such recording, release, or disclosure of confidential information concerning other students or their families and any disruption to the delivery of instruction to any student may result in the suspension of virtual/remote learning privileges.

Please help support us as we protect student privacy during this pandemic. Following the above procedures will support student confidentiality and ensure we can continue providing online learning to all students.

Clerc Center Consent to Video/Audio Recording

Note: *This document was shared with parents and legal guardians prior to the online learning period. It is reproduced here for reference purposes.*

I understand that the Clerc Center has moved to online classroom instruction. To facilitate learning for its students, the Clerc Center will be utilizing a number of web-based services and applications, including video conferencing platforms.

I understand that the Clerc Center may be recording its video/audio classroom sessions for the purpose of teacher reference and administrator oversight. The video/audio recordings may contain students' first names, images, and voices. The recordings will be viewed only by Clerc Center teachers and officials. The recordings will be used only for the purposes stated and will not be used for any other purpose. Should any information revealed in the audio/video recording be the subject of a court order or lawful subpoena, the Clerc Center may be required to comply with it. As required by law, any information concerning suicide, homicide, or child abuse and neglect that is captured on a video/audio recording shall be reported to the proper authorities. Such recordings that are directly related to the student and that the Clerc Center maintains become an education record as defined under the Family Educational Rights and Privacy Act of 1974 as amended (20 U.S.C. 1232g(a)(4)(A); 34 CFR § 99.3) and by applicable state laws regarding the protection of education records.

I agree not to electronically record, take screenshots, or take photos of lessons during the video/audio classroom sessions.

If parents or legal guardians do not return the signed consent, then the student will not be able to participate in any video/audio classroom sessions and an alternate learning experience will be arranged for the student.

If you have any questions, please email mssdoffice@gallaudet.edu.

Tech Support

We are committed to providing our families, teachers, and staff with the best possible technological learning and working environments possible. Technology is never flawless. We know how disruptive and frustrating it is when something is not working. Our GTS Service support specialists and IT Service desk specialists provide tech support five days a week. Help Desk requests can be submitted 24/7. You will receive an email confirmation via your Gallaudet email regarding your ticket. A Help Desk technician will contact you once the ticket is processed. A safe and seamless digital experience for all is a top priority for us at the Clerc Center.

Parent-School Conferences

This section covers every type of video or phone meeting between students and/or their parents/legal guardians and school personnel, including IEP meetings and parent-teacher conferences. School personnel will protect confidential student information by ensuring there is no one in the room or nearby who might see or hear the conversation. Students and their parents or legal guardians are encouraged to do the same when participating in any type of meeting or discussion via video or phone. If there are people in the parent or legal guardian's home who might be able to overhear or see any part of the conversation, the Clerc Center cannot be responsible for the private information those individuals might see or overhear.

Planning Ahead for IEP Meetings

IEP meetings may be held via Zoom and may be scheduled between the hours of 8:30 a.m.-5 p.m. (ET). Please keep in mind that all MSSD students must participate in their own IEP meetings along with their parents or legal guardians.

We will continue checking with families about interpretation and translation needs. Please help us plan ahead by telling us what support you need for your child's meeting to go smoothly.

Maintaining Neutral Backgrounds

When students or parents/legal guardians are participating in any type of online class or virtual video activity with other people, it is a good idea to use a dedicated area in your home with a blank, neutral background for this purpose. This helps both with helping the people on the other end(s) see you clearly without clutter and with keeping the rest of your home private.

If at all possible, sit in front of a plain wall or in an area with a sheet or similar plain backdrop hung up behind you. The lighting should be low down (not ceiling), just behind the camera. This way, there aren't strange shadows or bright lights shining from behind or above you or your child.

Code of Conduct

All expectations in the Code of Conduct continue to apply during periods of online learning:

- As with classes that take place on campus, if a student's conduct becomes disruptive during a class or an activity, the student may be removed from the session for intervention and support. The school will ensure any students removed from a class have the support they need to continue making progress in the class.
- Code of Conduct expectations regarding bullying and harassment apply 24 hours a day every day. Students who engage in bullying or harassment of other students, either virtually or in person in their home sites, may be removed from all class and group sessions and receive instruction on a 1:1 basis.

Reporting Harassment and/or Other Types of Grievances

The Clerc Center remains committed to taking immediate action on all allegations of all types of bullying and harassment during periods of online learning. Please refer to Appendix 3 of the KDES or MSSD Parent-Student Handbook for reporting procedures.