

MSD

(Frederick Campus)



Parent/ Student Handbook

2006 – 2007 School Year

STATEMENT OF NONDISCRIMINATION

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

Questions regarding this policy in terms of employment may be directed to Eva Staubitz, Director of Personnel 301.360.2008. Questions regarding the school program may be directed to Dr. Susanna Oliver, Director of Pupil Personnel Services 301.360.2025. Both may be reached at the Maryland School of the Deaf, 101 Clarke Place, P.O. Box 250, Frederick, Maryland 21705-0250.

EMERGENCY MESSAGE CENTER

COLUMBIA CAMPUS:

Message Board – 410.480.4600 (V)
410.480.4601 (TTY)

FREDERICK CAMPUS:

Message Board – 301.360.2017 (V)
301.360.2018 (TTY)

BOTH CAMPUSES:

<http://schools-out.com>

www.msd.edu

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

MSD Parent/Student Handbook 2006 - 2007 School Year approved by MSD Board of Trustees, May 19, 2006



FREDERICK CAMPUS

101 Clarke Place

P.O Box 250

Frederick, MD 21705-0250

301.620-2000

301.360.2001 TTY

301.360.1400 FAX



*Frederick Campus
Established 1868*

*Columbia Campus
Established 1973*



Maryland School for the Deaf does not discriminate on the basis of race, color, sex, age, national origin, religion, or disability in matters affecting programs, activities, or employment practices.

Dear MSD Parents/Guardians and Students:

On behalf of the Maryland School for the Deaf (MSD) community, I welcome each of you to the 2006-2007 School Year.

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

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

Have a productive and safe year.

Sincerely,

James E. Tucker
Superintendent

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GENERAL INFORMATION SECTION

BOARD OF TRUSTEES MARYLAND SCHOOL FOR THE DEAF OFFICERS

The following officers were elected at the May 20, 2005 meeting of the Board of Trustees:

PRESIDENT: Barbara Raimondo

VICE PRESIDENT: Benjamin Bahan, Ph.D.

SECRETARY: Anjali Desai-Margolin

TREASURER: William J. Bowman

EXECUTIVE COMMITTEE

Four Officers (See above)

John Ertel, Ph.D.

Charles E. Poyer, Jr.

Elliot Rosen

MEMBERS:

Benjamin Bahan, Ph.D.

Cynthia Neese-Bailes, Ph.D.

David S. Birnbaum

William J. Bowman

Connie Briscoe-Woodruff

Anjali Desai-Margolin

John Ertel, Ph.D.

H. Mitchell Goldberg

Sandra N. Harriman

Ernest Hairston, Ph.D.

Robin Kittleman

E. Bernard Palmer

Charles E. Poyer, Jr.

Barbara Raimondo

Elliot Rosen

David A. Severn

Carol Stevens

Laurie Yaffe

2006-2007 BOARD MEETING SCHEDULE

August 25, 2006 Columbia Campus

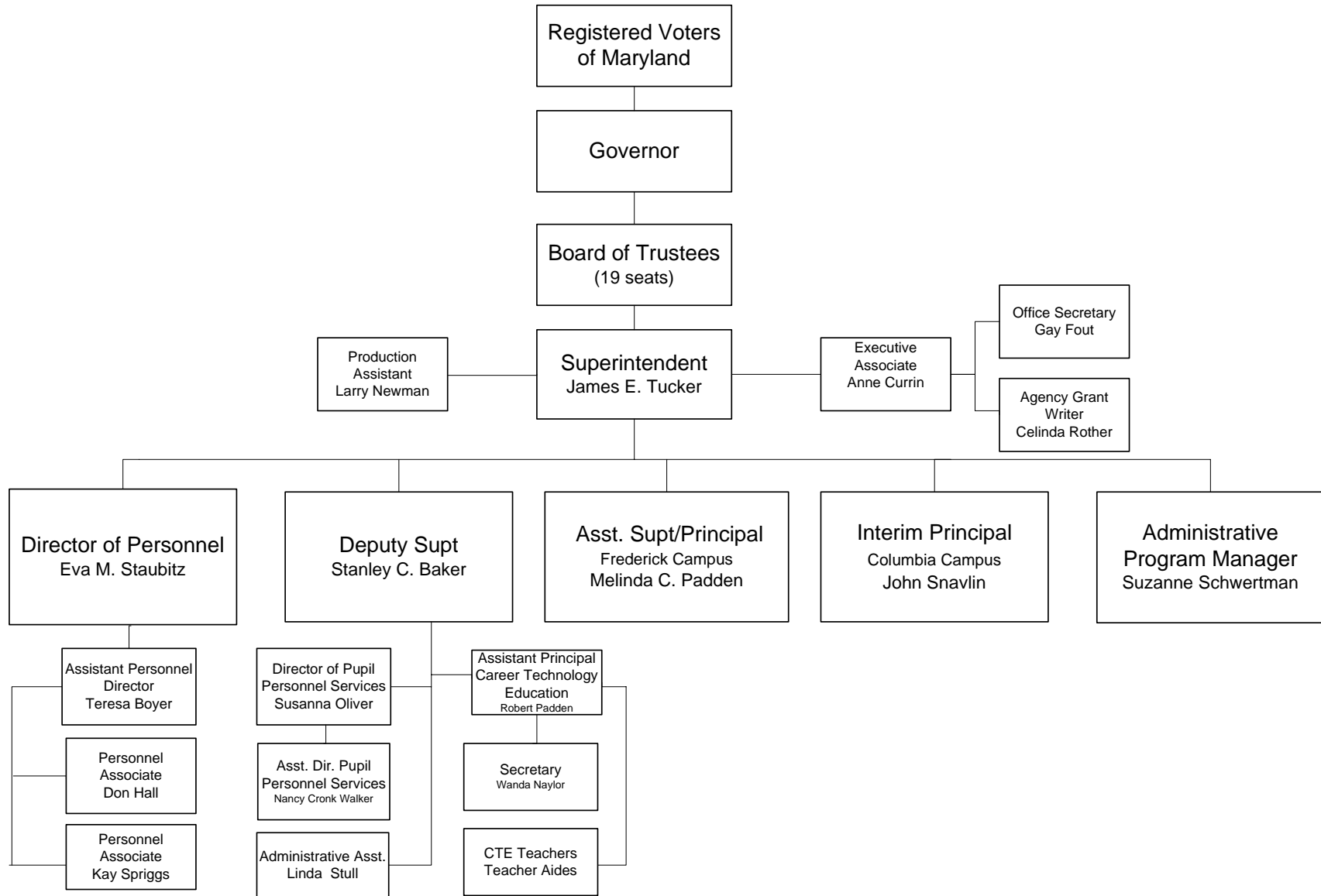
November 17, 2006 Frederick Campus

February 23, 2007 Columbia Campus

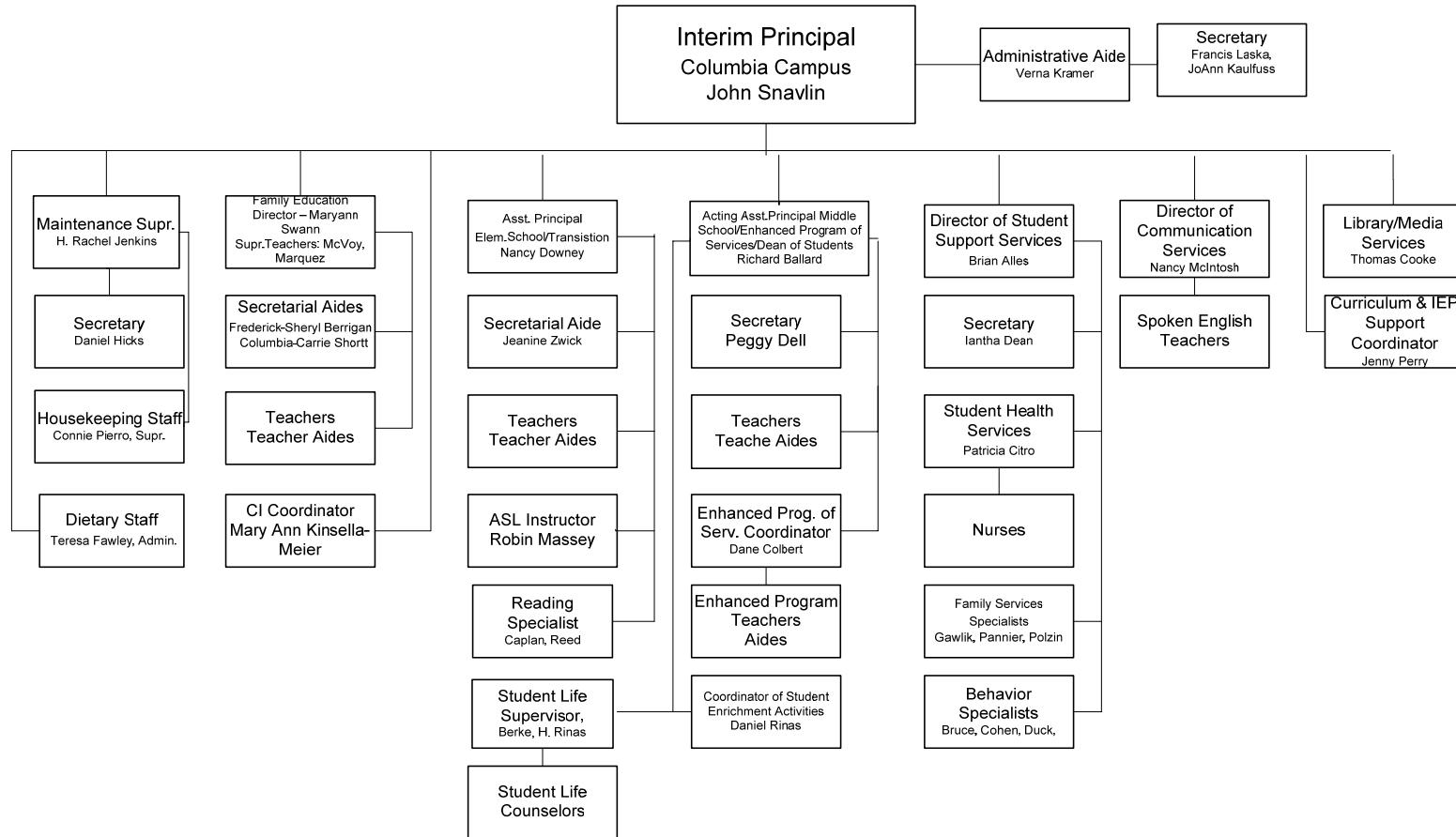
May 18, 2007 Frederick Campus

Schedules of Board of Trustees meetings and minutes may be found on the Internet at MSD's homepage (www.msd.edu).

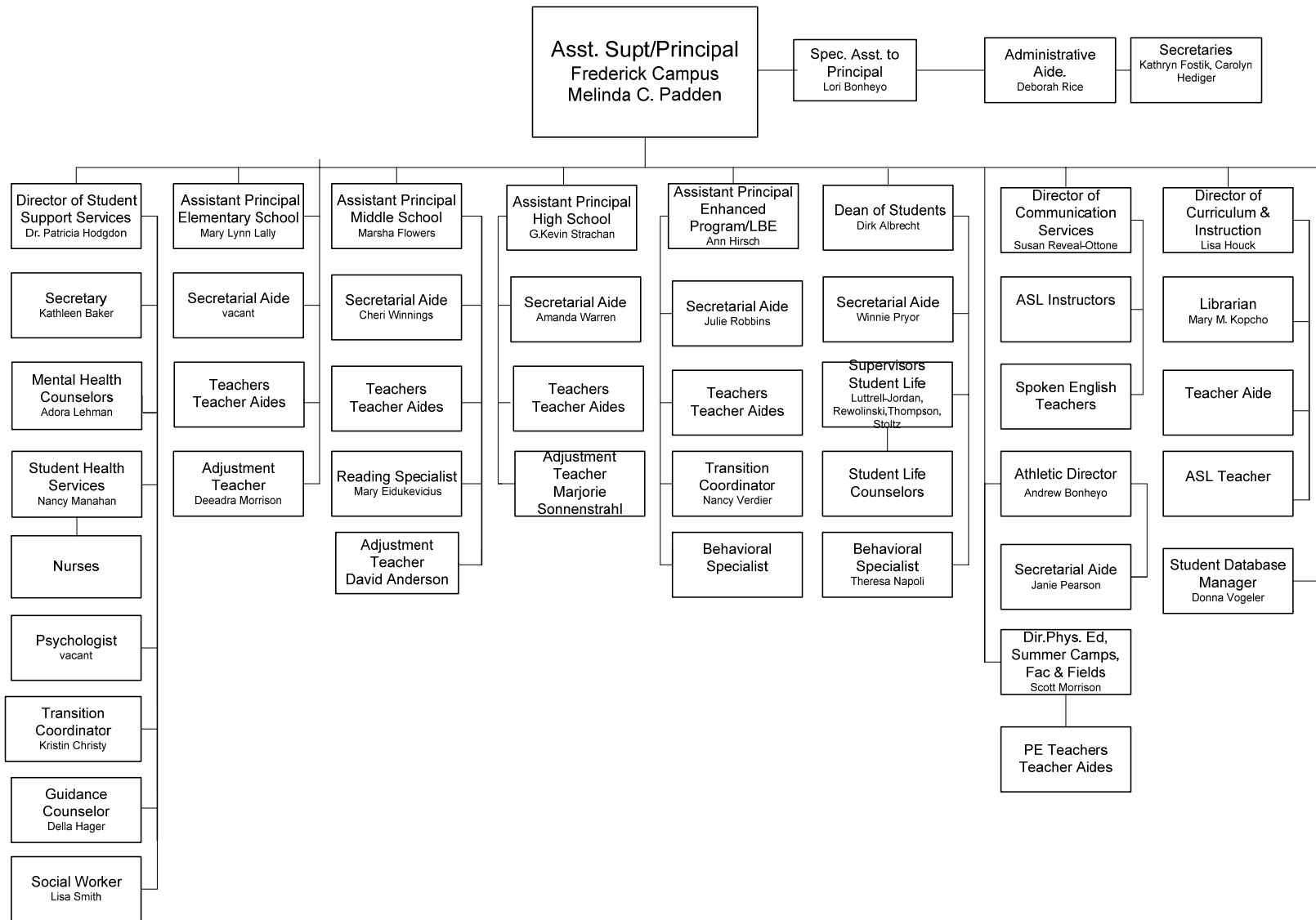
Maryland School for the Deaf



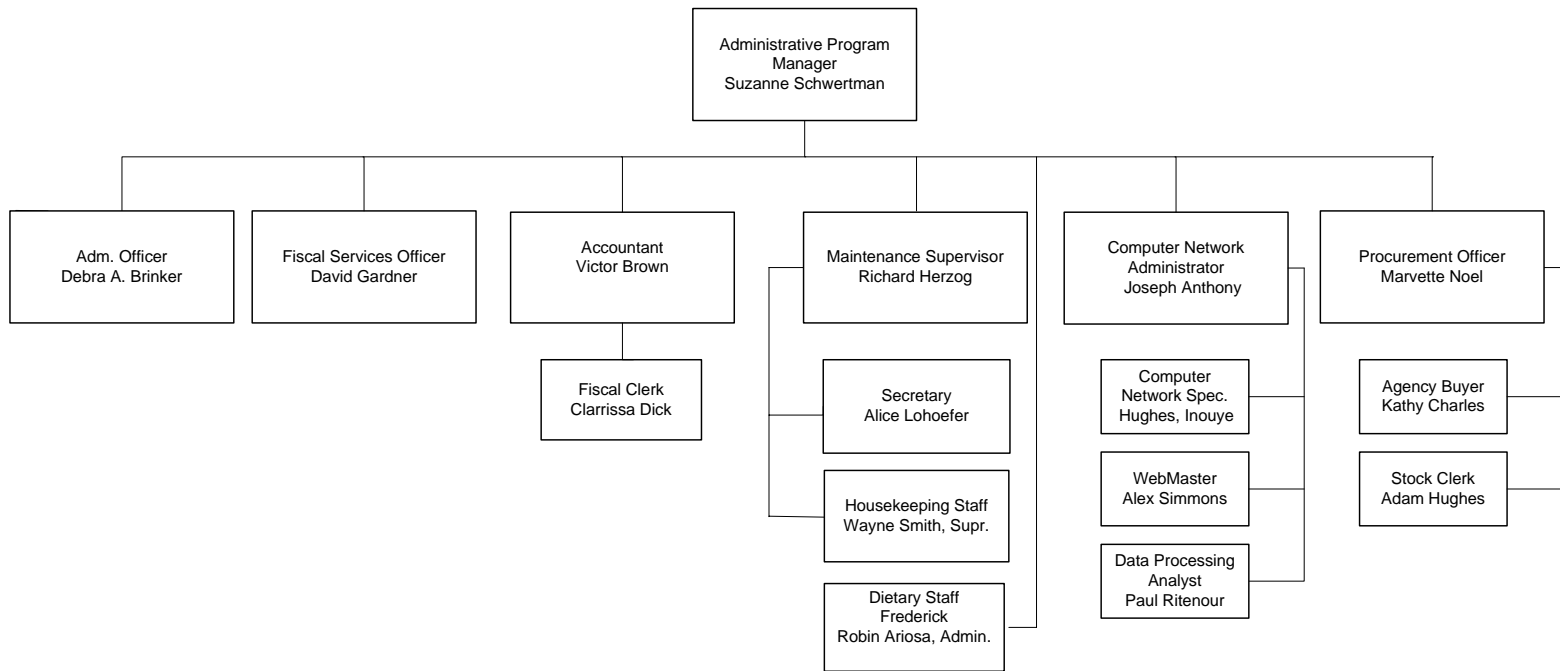
Maryland School for the Deaf



Maryland School for the Deaf



Maryland School for the Deaf



Maryland School for the Deaf—2006 - 2007 School Year

AUGUST						
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APRIL						
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JUNE						
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JULY						
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22	23	24	25	26	27	28
29	30	31				

Special Dates

8/21	School opens for staff
8/28	School opens for students
9/4	School closed
9/5	Staff Day; no classes
10/2	School closed
11/23-11/24	School closed
12/25-1/5	School closed
1/15	School closed
2/19	School closed
4/6-4/13	School closed
5/28	School closed
5/29	Staff Day; no classes

6/2	Graduation
6/8	Last day for Students and Staff





Quarters

1st ends Oct. 27
2nd ends Jan. 19
3rd ends March 23
4th ends June 8

Interim Dates:

9/27, 12/6, 2/21, 5/2

Legend

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

Snow Make-up Days (in order)

6/11, 6/12, 6/13, 6/14, 6/15

Maryland School for the Deaf

2006 – 2007
Weekend Transportation Dates

TO HOME

TO SCHOOL

TO HOME

TO SCHOOL

August 2006

Sun. Aug. 27

February 2007

September 2006

Fri. Sept. 1

Fri. Sept. 8

Fri. Sept. 15

Fri. Sept. 22

Fri. Sept. 29

Tues. Sept. 5

Sun. Sept. 10

Sun. Sept. 17

Sun. Sept. 24

Fri. Feb. 2

Fri. Feb. 9

Fri. Feb. 16

Fri. Feb. 23

Sun. Feb. 4

Sun. Feb. 11

Mon. Feb. 19

Sun. Feb. 25

October 2006

Fri. Oct. 6

Fri. Oct. 13

Fri. Oct. 20

Fri. Oct. 27

Mon. Oct. 2

Sun. Oct. 8

Sun. Oct. 15

Sun. Oct. 22

Sun. Oct. 29

March 2007

Fri. March 2

Fri. March 9

Fri. March 16

Fri. March 23

Fri. March 30

Sun. March 4

Sun. March 11

Sun. March 18

Sun. March 25

November 2006

Fri. Nov. 3

Fri. Nov. 10

Fri. Nov. 17

Wed. Nov. 22

Sun. Nov. 5

Sun. Nov. 12

Sun. Nov. 19

Sun. Nov. 26

April 2007

Thurs. April 5

Fri. April 20

Fri. April 27

Sun. April 1

Sun. April 15

Sun. April 22

Sun. April 29

December 2006

Fri. Dec. 1

Fri. Dec. 8

Fri. Dec. 15

Fri. Dec. 22

Sun. Dec. 3

Sun. Dec. 10

Sun. Dec. 17

May 2007

Fri. May 4

Fri. May 11

Fri. May 18

Fri. May 25

Sun. May 6

Sun. May 13

Sun. May 20

Tues. May 29

January 2007

Fri. Jan. 12

Fri. Jan. 19

Fri. Jan. 26

Sun. Jan. 7

Mon. Jan. 15

Sun. Jan. 21

Sun. Jan. 28

June 2007

Fri. June 1

Fri. June 8

Sun. June 3

MSD MISSION STATEMENT

The Maryland School for the Deaf provides excellence in education in a bilingual environment to prepare all students to be contributing citizens.

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

MSD BELIEF STATEMENTS

We believe that

- our students learn best in a bilingual environment in which American Sign Language and English are used.
- students learn in a variety of ways and should have access to services that support their learning.
- every student is unique and can contribute to the community.
- diversity should be respected.
- education is a shared responsibility of the entire school, its students and families, and the community.
- families should be supported by education, training, and partnerships.
- students should be challenged to achieve their highest academic potential.
- early language acquisition is vital.
- students have a right to a safe, caring learning environment.
- students should have access to current technology.
- extra-curricular activities facilitate personal growth

Maryland School for the Deaf Bilingual Education Policy Statement

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

MSD's bilingual education program is based on current research as well as beliefs about early language acquisition and first and second language learning.

1. MSD infants like all infants have innate ability to learn languages. MSD infants will acquire a natural language if that language (ASL) is made visually accessible to them during the critical years for language acquisition.
2. MSD infants learn English as a second language, parallel to the acquisition of ASL. Infants' emerging cognitive abilities and development of ASL have a direct correlation to their ability to learn English.
3. ASL is used as the language of instruction in and out of classroom. This provides MSD students full access to information, knowledge, and incidental learning. MSD administration, faculty and staff will be expected to achieve fluency in ASL.
4. MSD recognizes the importance of and is committed to providing families the opportunity and support necessary to develop fluency in ASL.
5. MSD students learn English through its written form. Readers' broad knowledge of the world is necessary to bring "meaning to the printed word." Students become mature readers and writers when they have extensive and meaningful interaction with printed English.
6. MSD students of all ages have an opportunity to receive Spoken English sessions, as appropriate for the student.
7. MSD students who have become Deaf after acquiring English will be taught ASL as a second language. Like all Deaf people, these students now need full visual access to information.
8. Some MSD students grow up in families who speak languages other than English. MSD will facilitate those students' development of ASL and English, capitalizing on their native linguistic strengths.
9. MSD students have the potential to achieve fluency in ASL and English. MSD administrators, faculty, and staff have the responsibility to ensure that all students realize their maximum potential as active participants of ASL and English communities.

Bilingual Education Policy Amendment

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

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

Services for children with cochlear implants, hearing aids or usable residual hearing:

Maryland School for the Deaf is committed to serving the needs of all children who are deaf or hard of hearing. The Board of Trustees approved the establishment of a program designed to meet the auditory needs of children who can access auditory information for language learning. This program is designed to expand annually – spiral from year-to-year, to incorporate children with auditory potential. Both campuses now have a cochlear implant component to their programming. For the 2006-2007 school year, the Columbia Campus will accelerate the spiral formula and will pilot classrooms 2nd through 5th, as well as an established program for Family Education up through 1st grade. For the Frederick Campus, there will be a pilot kindergarten classroom and an established program for Family Education and pre-kindergarten.

For the programs listed above, spoken English and auditory enhancement is integrated within the classroom curriculum. This is accomplished with a bilingual team of hearing and deaf professionals so that the children are afforded a solid foundation in both languages.

Major concepts and activities are presented in American Sign Language (ASL) and then reinforced in small groups or 1:1 with spoken English using Sign Supported English or speech alone, depending on the student's skill level.

Spoken language sessions are also available, providing 1:1 or small group session with a speech-language specialist. There are audiologists at both campuses, as well as a coordinator for the Cochlear Implant program available to support these student's needs.

For more information, Contact:
Mary Ann Kinsella-Meier, MS, CCC-A/FAAA
Cochlear Implant Program Coordinator,
410-480-4524

QUESTIONS AND ANSWERS - MSD Bilingual Education Policy Statement

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

1. Why is there a new bilingual education policy at MSD?

In the MSD Philosophy and Objectives, MSD strives to prepare all MSD students to become productive and literate members of our society. Deaf and Hard of Hearing Americans, by and large, are bilingual. They switch between American Sign Language (ASL) and written English. Some Deaf people also have spoken English skills and some have English listening abilities.

Deaf people use ASL, because they can see. ASL offers Deaf people full and clear access to information. An established ASL language base enables students to learn English as a second language through reading and writing. Parents and teachers sign stories from books to Deaf students by pointing to pictures and English words, and identifying them in ASL. Then, students learn that ASL signs have English word equivalents. This in turn encourages students to learn to spell and recognize words, and eventually become readers.

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

2. What about the previous policy, "Total Communication"?

"Total Communication" was a very important development in the history of educating American Deaf students. In late 1960's and early 1970's, the adoption of "Total Communication" at many schools restored the use of ASL in classrooms for the first time since late 1800's. However, much confusion reigned because many educators interpreted "Total Communication" as using English and ASL at the same time. This is also known as "Simultaneous

Communication". Recent research shows that using two languages at the same time compromises both languages, ASL and English. "Simultaneous Communication" or "contact language" occurs when Deaf people and hearing people (who do not have fluency in ASL) interact.

3. What will happen to English language instruction at MSD?

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

4. Will my son/daughter continue to receive speech and auditory training at MSD?

Yes! MSD has and will continue to provide speech (Spoken English) instruction to students, as well as speechreading and auditory training based on student assessments and/or at parents' request. Emphasis is on meaningful conversational English skills.

5. How will families of MSD students learn ASL?

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

6. How will MSD administrators, faculty, and staff learn ASL?

The majority of MSD administrators, faculty, and staff are already fluent ASL signers. MSD is committed to this goal that all administrators, faculty, and staff can effectively converse with MSD students in ASL.

MSD has hired a full-time ASL teacher at both Frederick and Columbia campuses. In addition to their ASL instructional responsibilities with MSD students, they will offer ASL instruction to MSD administrators, faculty, and staff in individual tutoring and small class formats.

7. Does ASL allow signing of English words?

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

8. Does ASL allow 'mouthing' of English words?

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

9. Does ASL allow the use of fingerspelling?

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

10. Does ASL allow `initialized' signs?

Initialized signs have been used by ASL signers for over one hundred years. A classic example of initialized ASL signs are ASL signs for colors. An ASL sign for sign-word BLUE has a `B' handshape, the sign-word GREEN has a `G' handshape, and so on. The key here is that ASL signers do not initialize an ASL sign-word if there is already an ASL sign-word.

11. Where do I go if I need to ask questions regarding ASL grammar or ASL sign-words?

Like beginning English users asking fluent English users questions regarding English usage, beginning ASL signers are encouraged to ask fluent ASL signers questions regarding ASL usage. ASL resource teachers at both Frederick and Columbia campuses stand ready to help!

ADMISSIONS POLICY - MARYLAND SCHOOL FOR THE DEAF

FREDERICK CAMPUS - COLUMBIA CAMPUS

I. ADMISSIONS POLICY:

A. GENERAL POLICY: Under the direction of the Maryland School for the Deaf (MSD) Board of Trustees, MSD at Frederick and Columbia Campuses provides free, appropriate, public education to Maryland's deaf and hard of hearing children/youth who meet MSD's criteria for admission. MSD also accepts, on a tuition basis, out-of-state deaf and hard of hearing students who meet the admission criteria.

Parents, guardians, and students 18 years of age or older can apply for admission directly to MSD. Local Educational Agency (LEA) referrals to MSD must follow the procedures outlined below.

B. RESIDENCY REQUIREMENTS:

1. Residence Status: In-State students are given admissions priority. Out-of-State students who are otherwise eligible may be admitted to MSD provided that all eligible In-State students are being served. The enrollment of each Out-of-State student will be approved on an annual basis to ensure priority for In-State students. Out-of-State students enrolled at MSD prior to October 1, 1992 may continue to be enrolled at MSD subject to conditions established for such students prior to October 1, 1992.

2. Tuition: In-State students attend MSD free of charge. Out-of-State students must pay tuition to cover the cost of services provided by MSD. Tuition for Out-of-State students is established annually by the Board of Trustees. Foreign students who are otherwise eligible and are sponsored by an approved school exchange program may be admitted free of charge.

Out-of-State parents, legal guardians, and independent students are encouraged to work with their LEA to obtain assistance with tuition payments.

3. Residence: The following residence requirements apply to admission and tuition for all programs at MSD including the Family Education/Early Intervention Program.

a. In-State Students: In-State students are those who have an established bona fide residence in Maryland. Bona fide residence means one's actual residence, maintained in good faith, and does not include a temporary or superficial residence established for the purpose of free attendance at MSD.

The determination of a student's residence status is a factual one and must be made on an individual basis. MSD shall apply the following criteria in determining whether a student is an In-State student:

- i. A student living with a parent who has an established bona fide residence in Maryland is an In-State student.
- ii. A student who is 18 to 21 years of age and lives independently is an In-State student if he or she is a bona fide resident of Maryland, without regard to the residence of the parents.
- iii. A student living with a court-appointed guardian who has an established bona fide residence in Maryland is an In-State student, provided that the guardianship was obtained for necessary reasons concerning the child and not for the primary purpose of free attendance at MSD.

In the cases of guardianship, the petition and court order for legal guardianship must be provided to MSD prior to admission. MSD will examine the reasons for obtaining guardianship on an individual basis, based on documentation provided by the parent, guardian or independent student. Such documentation includes: statements of health, social services or juvenile services personnel; court records; health records; written, notarized statements from parents, or other documentation which establishes necessary reasons for the guardianship other than free attendance at MSD.

b. Out-of-State Students: A student who does not meet the above criteria for In-State status will be considered an Out-of-State student. Out-of-State students enrolled at MSD prior to October 1, 1992 may continue to be enrolled at MSD subject to conditions established for such students prior to October 1, 1992.

4. Proof of Residence: The burden of demonstrating bona fide residence is on the parent, guardian or independent student aged eighteen (18) or over. Factors which will be considered and documentation reviewed by MSD in determining bona fide residence include, but are not necessarily limited to:

- Federal and/or State income tax forms giving Maryland as the home address;
- A valid Maryland driver's license;
- Registration of motor vehicles in Maryland;
- Documentation showing ownership or rental of real property in Maryland;
- Documentation showing military or diplomatic station in Maryland;
- Documentation verifying a Maryland payment address for various types of public benefit payments received;
- Bank account or utility bill statement showing name and Maryland address.

For residents new to the State of Maryland, proof of residence must be provided by the date of Admission, Review, Dismissal (ARD) meeting. Failure to provide proof of residence by this time may result in the assessment of tuition.

Students whose families provide appropriate documentation that they plan to establish residence in Maryland during the school year may be enrolled at the beginning of the school year. Out-of-State tuition shall be paid until Maryland residence is established.

The parent, guardian or independent student is required to notify MSD in writing immediately of any changes in residence, which would affect the student's residence status.

If inaccurate, false and/or misleading information is presented by the parent, guardian, or independent student, MSD may at its discretion revoke the student's In-State status. In such case, the parent, legal guardian, or independent student shall be required to pay tuition as an Out-of-State admission beginning with the semester for which In-State admission was granted.

5. Procedure for Determining Residence: MSD will review all documents substantiating residence as part of the admissions process. Any cases where residence is in question will be referred to the Residence Status Review Committee. The Superintendent of MSD shall appoint a Residence Status Review Committee of three MSD Administrators. All cases where guardianship have been established and all cases where students live independently will be referred to the Residence Status Review Committee. The Residence Status Review Committee will make a determination of residence status based upon its review of the documentation provided by the parent, legal guardian or independent student. The parent, legal guardian, or independent student shall be advised in writing of MSD's determination of residence status and of the right to appeal that determination as outlined in section 6 below.

6. Appeals: A parent, legal guardian, or independent student may appeal a determination of residence status by filing a written request for reconsideration with the Superintendent of MSD. The request for reconsideration must be filed with the Superintendent within 20 calendar days of notification of residence status. Upon the receipt of the written request, the Superintendent shall review all documentation and issue a written decision within 20 calendar days. The decision of the Superintendent will be final.

C. PROGRAMS: The Maryland School for the Deaf, as an educational agency, views as its fundamental responsibility the provision of long range sequential educational services leading to independence and self-sufficiency of deaf and hard of hearing students by the time of graduation. To fulfill this responsibility, MSD offers three distinct programs which are governed by separate eligibility criteria:

1. Family Education/Early Intervention (FE/EI) Program

Parents or guardians of young deaf or hard of hearing children, age from birth until their fifth birthday, may request services from FE/EI as soon as the child is diagnosed as deaf or hard of hearing. If parents, guardians or interested individuals suspect that a child in this age group may have a hearing loss, they may request consultative services. Services by the MSD FE/EI Program does not constitute admission to the Pre-Kindergarten - 12th Grade Program at MSD. Any child who will be four on or before August 31st may be evaluated for possible admission to the Pre-Kindergarten - 12th Grade MSD program upon request of the parents/guardians. Participation in FE/EI does not guarantee admission to MSD.

For information, interested families, professionals, and advocates should write to the Director of the Family Education/Early Education Program, Route #108 and Old Montgomery Road, P.O. Box 894, Columbia, Maryland 21044.

2. MSD Essential Curriculum Program

A public school curriculum is offered to Elementary students (Kindergarten to 5th Grade) at Frederick and Columbia Campuses; Middle School students (6th to 8th Grade) at Frederick Campus and High School students (9th to 12th Grade) at the Frederick Campus.

For admissions information, interested families, professionals, and advocates should write to the Principal of Columbia Campus, Route #108 and Old Montgomery Road, P.O. Box 894, Columbia, Maryland 21044 or the Principal of Frederick Campus, 101 Clarke Place, P.O. Box 250, Frederick, Maryland 21705-0250.

3. Life Based Education (LBE) Program

MSD also recognizes that there are deaf children/youth, who, because of the presence of additional mild disabilities, are unable to make academic progress in the Essential Curriculum Program. In recognition of this challenge, the Maryland School for the Deaf offers a program for deaf students with special needs to Elementary and Middle School students (Pre-Kindergarten to 8th Grade) at Columbia Campus and High School students (9th to 12th Grade) at Frederick Campus. The primary disability for these children/youth is being deaf or hard of hearing.

For admissions information, interested families, professionals, and advocates should write to the Principal of Columbia Campus, Route #108 and Old Montgomery Road, P.O. Box 894, Columbia, Maryland 21044 or the Principal of Frederick Campus, 101 Clarke Place, P.O. Box 250, Frederick, Maryland 21705-0250.

II. EVALUATION FOR MSD:

A. General Evaluation Procedures: Each applicant for admission to the MSD Essential Curriculum Program or LBE Program must visit MSD with a parent or legal guardian for a complete evaluation before admission. Any assessment may be waived, if a comparable assessment, in the opinion of the IEP Team, has been completed during the previous six months and both the parents and the IEP Team agree to the waiver. Applicants 18 years of age or older may apply independently. The evaluation may include a personal interview, case history, and audiological, educational, and psychological testing. The results of these assessments determine each applicant's educationally handicapping conditions, recommendations for special educational services, and possible admission to MSD. Each applicant applying for admission to the Maryland School for the Deaf must be evaluated by MSD prior to admission regardless if an evaluation may have been done elsewhere. Assessments will be completed in accordance with the MSD Procedural Safeguards, which include informed parental consent, access to assessment results with assessment explanation, and confidentiality.

MSD requires any existing educational files be provided from all the applicant's former and current placements. These evaluations will be used in conjunction with MSD's own evaluations in making a determination regarding admissions to MSD.

The results of all assessments will be shared with the MSD Evaluation Review Team, which will determine if the applicant meets the criteria for admission to MSD. If after the initial assessment at MSD, an applicant is determined

to have additional handicapping conditions and/or the MSD Evaluation Team is unable to complete all necessary testing, further assessment may be required before an admission decision is reached.

III. CRITERIA FOR ADMISSIONS:

A. Family Education/Early Intervention (FE/EI) Program

1. Factors to be considered for possible services by the FE/EI Program include:

- a. hearing loss (preference given to sensorineural loss)
- b. high risk factors due to prematurity/family history/potential progressive loss/etiologies
- c. developmental delays
- d. physical disabilities (i.e. CP/birth defects)
- e. age - from identification to fifth birthday

2. FE/EI Program will not serve:

- a. Children with unilateral hearing loss (hearing loss in one ear)
- b. Children who are deaf-blind
- c. Children who are autistic
- d. Children who are aphasic
- e. Children with speech and language delays who have hearing within normal limits
- f. Children whose multiple disabilities override deafness as the primary handicapping condition as defined by IDEA
- g. Moderate to severely retarded deaf children who cannot benefit from a visual language environment.

For applicants who do not meet the criteria, the FE/EI Program will work cooperatively with the local Infant and Toddler Programs, the LEAs or other service providers to help the parents to locate appropriate services and resources for their child. Each child's strengths and needs will be monitored on an individual basis.

B. MSD Essential Curriculum Program:

1. Age: Applicants between four years of age and twenty years of age on or before August 31 of a given school year are eligible for an admissions evaluation. Students may stay at MSD through the school year in which they become 21. In addition to age, applicants must demonstrate physical maturity with age appropriate school readiness skills (i.e., independent dressing, feeding, mobility, self-help and hygiene skills, and ability to communicate basic needs) to be eligible for consideration for admission to MSD.

2. Hearing Status: Applicants for admission must have valid audiological testing by a qualified examiner. Documentation should indicate significant hearing loss, sufficient to significantly compromise the understanding of spoken information and require learning primarily through the visual modality. Factors such as familial deafness, progressive hearing loss, failure to thrive in an auditory learning environment will be taken into consideration.

Applicants not eligible for enrollment include:

- a. Those who are aphasic.
- b. Those who have Central Auditory Processing Disorders.
- c. Those who are hearing/auditory learners.
- d. Those who are mute only.
- e. Those who have diminished hearing level in one ear only.

3. Intellectual Functioning: To be eligible for admission to the Essential Curriculum Program, deaf and hard of hearing applicants must have a performance IQ of 70 or better and have the potential to learn in an educational setting, to acquire American Sign Language, and to acquire the English language primarily through reading and writing. In determining intellectual functioning, other factors may be considered in addition to the applicant's performance on non-verbal measures of cognition and adaptive behavior scales. These may include: the applicant's

developmental history, educational history, achievement to date, motor skills, communication ability, and social and emotional maturity.

4. Emotional Handicaps: Deaf and hard of hearing applicants with emotional disturbance as defined by the Maryland State Department of Education in Code of Maryland Regulations (COMAR) 13A.05.01.03B(20)¹ are not eligible for admission to MSD. According to this definition, a child has emotional disturbance if he or she exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

- a. an inability to learn that cannot be explained by intellectual, sensory, or health factors;
- b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- c. inappropriate types of behavior or feelings under normal circumstances;
- d. a general pervasive mood of unhappiness or depression; or
- e. a tendency to develop physical symptoms or fears associated with personal or school problems.”

Deaf applicants who, after an evaluation by the MSD admissions team, are found to also carry DSM-IV-TR diagnosis of “autistic disorder 299.00” are not eligible for admission to MSD. We note, that the criteria for autistic disorder are subject to change with revision of the DSM and the school will address those changes, when available.

While it is not unusual for a deaf child with special needs to have an overlay of emotional problems, to be eligible for admission the child’s emotional difficulties cannot adversely impact the child’s ability to learn and cannot be the child’s primary or major handicapping condition.

5. Orthopedic Problems: Applicants with orthopedic problems may be accepted into MSD providing they are ambulatory or able to move freely about the school in braces or in a self-propelled wheelchair. Orthopedic problems must be a secondary handicap to the child’s deafness.

6. Vision: Visually handicapped deaf and hard of hearing children/youth can be served by MSD provided that their visual limitations do not preclude the use of normal visual media found in classrooms for deaf children/youth. Partially sighted individuals who wear corrective glasses that permit them to function visually within normal limits would qualify for admission. Deaf and hard of hearing applicants who need special provisions such as braille or tactile manual communication would be referred to the Deaf-Blind Unit of the Maryland School for the Blind in Overlea, Maryland, and their LEA.

7. Neurological Disorders: Deaf and hard of hearing applicants who are diagnosed as having aphasia (receptively, expressively or mixed), brain injury, central processing disorders, or an auditory processing disorder are not eligible for admission to MSD. While it is understood that deaf children/youth with supplemental neurological problems may evidence aphasic-like language deficiencies and characteristics, to meet admission criteria they should have the ability to progress linguistically and academically through the visual modality.

8. Medical Conditions: Applicants who have special medical conditions can be served by MSD provided that their medical conditions do not preclude participation in the programs at MSD. Applicants who need special provisions for their medical conditions would be referred to their LEA.

C. MSD Deaf Students With Special Needs (LBE) Program:

1. Age: Applicants between four years of age and twenty years of age on or before August 31 of a given school year are eligible for an admissions evaluation. Students may stay at MSD through the school year in which they become 21. In addition to age, applicants must demonstrate physical maturity with age appropriate school readiness skills (i.e., independent dressing, feeding, mobility, self-help and hygiene skills, and ability to communicate basic needs) to be eligible for consideration for admission to the MSD LBE Program.

The age range of children/youth in the LBE program is 4-16 years of age at the Columbia Campus and 16-21 years of age at the Frederick Campus. The basic goal of the LBE Program is that through the provision of additional services and therapies, the child/youth will be able to transfer into MSD’s Essential Curriculum Program. It is expected that most children/youth will experience at least two years in this program before enrollment into the Essential Curriculum Program is considered.

2. Hearing Status: Applicants for admission must have valid audiological testing by a qualified examiner. Documentation should indicate significant hearing loss, sufficient to significantly compromise the understanding of spoken information and require learning primarily through the visual modality. Factors such as familial deafness, progressive hearing loss, failure to thrive in an auditory learning environment will be taken into consideration.

Applicants not eligible for enrollment include:

- a. Those who are aphasic.
- b. Those who have Central Auditory Processing Disorders.
- c. Those who are hearing/auditory learners.
- d. Those who are mute only.
- e. Those who have diminished hearing level in one ear only.

3. Intellectual Functioning: Deaf and hard of hearing applicants must have a performance IQ of at least 50-55 (Mild Mental Retardation)². Applicants beyond the age of 14 years must have an performance IQ of 70 or better. Applicants should appear to have the potential to learn in an educational setting, to acquire American Sign Language, and to acquire the English language primarily through reading and writing. In determining intellectual functioning, other factors may be considered in addition to the applicant's performance on nonverbal measures of cognition and adaptive behavior scales. Other adaptive and life skills factors which may be considered in determining the applicant's intellectual abilities include: the applicant's developmental history, educational history, achievement to date, motor skills, communication ability, and social and emotional maturity.

4. Emotional Handicaps: Deaf and hard of hearing applicants with emotional disturbance as defined by the Maryland State Department of Education in Code of Maryland Regulations (COMAR) 13A.05.01.03B(20)¹ are not eligible for admission to MSD. According to this definition, a child has emotional disturbance if he or she exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

- a. an inability to learn that cannot be explained by intellectual, sensory, or health factors;
- b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- c. inappropriate types of behavior or feelings under normal circumstances;
- d. a general pervasive mood of unhappiness or depression; or
- e. a tendency to develop physical symptoms or fears associated with personal or school problems.”

Emotional disturbance includes schizophrenia, but does not include social impairment, unless it is determined that the student has emotional disturbance. Deaf applicants who, after an evaluation by the MSD admissions team, are found to also carry a DSM-IV-TR diagnosis of “autistic disorder 299.00” are not eligible for admission to MSD. We note, that the criteria for autistic disorder are subject to change with revisions of the DSM. The school will address those changes, when available.

While it is not unusual for a deaf child with special needs to have an overlay of emotional problems, to be eligible for admission the child's emotional difficulties cannot adversely impact the child's ability to learn and cannot be the child's primary or major handicapping condition.

5. Orthopedic Problems: Applicants with orthopedic problems may be accepted into MSD providing they are ambulatory or able to move freely about the school in braces or in a self-propelled wheelchair. Orthopedic problems must be a secondary handicap to the child's deafness.

6. Vision: Visually handicapped deaf and hard of hearing children/youth can be served by MSD provided that their visual limitations do not preclude the use of normal visual media found in classrooms for deaf children/youth. Partially sighted individuals who wear corrective glasses that permit them to function visually within normal limits would qualify for admission. Deaf and hard of hearing applicants who need special provisions such as braille or tactile manual communication would be referred to the Deaf-Blind Unit of the Maryland School for the Blind in Overlea, Maryland, and their LEA.

7. Neurological Disorders: Deaf and hard of hearing applicants who are diagnosed as having aphasia (receptively, expressively or mixed), brain injury, central processing disorders, or an auditory processing disorder are not eligible for admission to MSD. While it is understood that deaf children/youth with supplemental neurological problems may evidence aphasic-like language deficiencies and characteristics, to meet admission criteria they should have the ability to progress linguistically and academically through the visual modality.

8. Medical Conditions: Applicants who have special medical conditions can be served by MSD provided that their medical conditions do not preclude participation in the programs at MSD. Applicants who need special provisions for their medical conditions would be referred to their LEA.

IV. MSD DOES NOT SERVE DEAF AND HARD OF HEARING STUDENTS WHO:

1. are in need of 24-hour medical care
2. need a 24 hour psychiatric treatment program, including those who:
 - a. exhibit arson tendencies
 - b. are psychotic or sociopathic
 - c. are chronic substance abusers
 - d. are a danger to themselves or others, or
 - e. need one-to-one supervision
3. need a custodial program, including those who exhibit the following:
 - a. moderate, severe, and profound retardation²
 - b. the need of one-to-one supervision and/or care
 - c. lack of self-help skills including the inability to:
 - i. learn simple mobility patterns around campus
 - ii. communicate basic needs to staff members
 - iii. respond appropriately to life-threatening situations
 - iv. function in a group setting
 - v. demonstrate the potential to eat and dress without assistance
 - vi. function on a general developmental age of four years old or above, or
 - vii. otherwise attend to personal care/hygiene needs, i.e. one to one care is required
4. exhibit severe acting out/aggressive behaviors, conduct disorders (including sexual behaviors) including, but not limited to the following characteristics:
 - a. demonstrating a danger to self or others
 - b. assaultive behavior
 - c. behavior requiring repeated contacts with law enforcement agencies, or
 - d. behavior requiring one-to-one supervision
5. have diminished hearing level in one ear only

V. APPEALS:

A parent, legal guardian, or independent student may appeal the admission decision made by the MSD Evaluation Review Team, by filing a written appeal with the Superintendent of MSD. The appeal must be filed with the Superintendent within 20 calendar days of notification of decision by the MSD Evaluation Review Team. Upon receipt of the written appeal, the Superintendent shall review all documentation and render a decision within 20 calendar days.

A parent, legal guardian, or independent student may also appeal the Evaluation Review Team decision or may appeal the Superintendent's final decision by filing a written Request for Mediation/Due Process Hearing. Mediation and/or a Due Process Hearing will be conducted according to the requirements of applicable federal and state laws.³ Information on mediation and due process hearings as well as request forms may be obtained by contacting:

Director of Pupil Personnel Services
Maryland School for the Deaf
101 Clarke Place, P.O. Box 250
Frederick, Maryland 21705-0250
Telephone: 301.360.2025
Fax: 301.360.1408

REFERENCES:

1. Code of Maryland Regulations (COMAR), Maryland State Board of Education, 13A.05.01.03B(20), Provision of a Free Appropriate Public Education, Revised July 1999.
2. Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV), American Psychiatric Association, Washington, D.C., 1994
3. Public Agency Requirements Document, Maryland School for the Deaf Special Education Handbook, Draft, 1994.

ENHANCED PROGRAM OF SERVICES ADMISSIONS POLICY

MARYLAND SCHOOL FOR THE DEAF

FREDERICK CAMPUS - COLUMBIA CAMPUS

The Maryland School for the Deaf, as an educational agency, views as its fundamental responsibility the provision of long-range sequential educational services for students whose primary disability is deafness. To fulfill this responsibility, MSD offers four distinct programs each of which is governed by separate eligibility criteria.

RESIDENCY REQUIREMENTS

1. **Residence Status:** The Enhanced Program of Services is only available to In-State students. Out-of-State students are not eligible for this program.

2. **Residence:** The following residence requirements apply to admission.

a. **In-State Students:** In-State students are those who have an established bona fide residence in Maryland. Bona fide residence means one's actual residence, maintained in good faith, and does not include a temporary or superficial residence established for the purpose of free attendance at MSD.

The determination of a student's residence status is a factual one and must be made on an individual basis. MSD shall apply the following criteria in determining whether a student is an In-State student:

- i. A student living with a parent who has an established bona fide residence in Maryland is an In-State student.
- ii. A student who is 18 to 21 years of age and lives independently is an In-State student if he or she is a bona fide resident of Maryland, without regard to the residence of the parents.
- iii. A student living with a court-appointed guardian who has an established bona fide residence in Maryland is an In-State student, provided that the guardianship was obtained for necessary reasons concerning the child and not for the primary purpose of free attendance at MSD.

In the cases of guardianship, the petition and court order for legal guardianship must be provided to MSD prior to admission. MSD will examine the reasons for obtaining guardianship on an individual basis, based on documentation provided by the parent, guardian or independent student. Such documentation includes: statements of health, social services or juvenile services personnel; court records; health records; written, notarized statements from parents, or other documentation which establishes necessary reasons for the guardianship other than free attendance at MSD.

b. **Out-of-State Students:** A student who does not meet the above criteria for In-State status will be considered an Out-of-State student. Out-of-State students are not eligible for the Enhanced Program of Services.

3. **Proof of Residence:** The burden of demonstrating bona fide residence is on the parent, guardian or independent student. Factors which will be considered and documentation reviewed by MSD in determining bona fide residence include, but are not necessarily limited to:

- Federal and/or State income tax forms giving Maryland as the home address;
- A valid Maryland driver's license;
- Registration of motor vehicles in Maryland;
- Documentation showing ownership or rental of real property in Maryland;
- Documentation showing military or diplomatic station in Maryland;
- Documentation verifying a Maryland payment address for various types of public benefit payments received;
- Bank account or utility bill statement showing name and Maryland address.

For residents new to the State of Maryland, proof of residence must be provided by the date of the IEP meeting.

The parent, guardian or independent student is required to notify MSD in writing immediately of any changes in residence which would affect the student's residence status.

If inaccurate, false and/or misleading information is presented by the parent, guardian, or independent student, MSD may at its discretion revoke the student's In-State status.

4. Procedure for Determining Residence: MSD will review all documents substantiating residence as part of the admissions process. Any cases where residence is in question will be referred to the Residence Status Review Committee. The Superintendent of MSD shall appoint a Residence Status Review Committee of three MSD Administrators. All cases where guardianship have been established and all cases where students live independently will be referred to the Residence Status Review Committee. The Residence Status Review Committee will make a determination of residence status based upon its review of the documentation provided by the parent, legal guardian or independent student. The parent, legal guardian, or independent student shall be advised in writing of MSD's determination of residence status and of the right to appeal that determination as outlined in section 5 below.

5. Appeals: A parent, legal guardian, or independent student may appeal a determination of residence status by filing a written request for reconsideration with the Superintendent of MSD. The request for reconsideration must be filed with the Superintendent within 20 calendar days of notification of residence status. Upon the receipt of the written request, the Superintendent shall review all documentation and issue a written decision within 20 calendar days. The decision of the Superintendent will be final.

ENHANCED PROGRAM OF SERVICES

MSD provides educational programming and services to deaf school age students who have other moderate to severe disabilities and whose IEPs can be implemented at MSD. The primary disability for these students must be deafness. Enrollment in the Enhanced Program of Services may occur only when all of the following conditions have been met:

- the student has met the Enhanced Program of Services' admissions criteria;
- placement in the Enhanced Program of Services has been determined to be appropriate for the student by the combined MSD/LSS IEP Team;
- funding, staff, and related services are in place, provided to MSD from MSDE and the LSS through the non-public funding process.

For admissions information, interested families, professionals, and advocates should write to the Principal of the Columbia Campus, Route 108 and Old Montgomery Road, P.O. Box 894, Columbia, Maryland 21044-0894 or the Principal of the Frederick Campus, 101 Clarke Place, P.O. Box 250, Frederick, Maryland 21705-0250.

EVALUATION FOR MSD

Prior to consideration of a student for admissions and placement in the Enhanced Program of Services, the LSS shall provide all available screening and assessment data for consideration by the joint IEP Team, which includes MSD, the LSS, and the parent. Screening and assessment data from other sources shall also be provided prior to consideration by the committee. Each applicant for admissions to any MSD program must visit MSD with a parent or legal guardian. Applicants 18 years old or older may apply independently.

The following evaluation information is required of all applicants seeking admissions to the Enhanced Program of Services: personal interview with MSD personnel, case history, and audiological, educational and psychological assessments. The case history and assessments may be conducted by MSD, the LSS, independent evaluators or any combination of the three.

Upon review of all available screening and assessment data, the joint IEP Team shall determine if any additional assessments are necessary for admissions purposes. As a member of the committee and as the provider of the Enhanced Program of Services, MSD has the right to request additional assessments where it

deems necessary. If the committee is unable to reach consensus regarding additional assessments or the results of assessments are not provided, the admissions process shall end. Written informed consent shall be obtained prior to any assessments or evaluation in accordance with the Procedural Safeguards of MSD and the LSS.

The screening and assessment data are used to assist the joint IEP Team in determining each applicant's educationally disabling condition(s), developing and approving an IEP, making recommendations for special education and related services, and reaching a decision as to whether the applicant meets admissions criteria for the Enhanced Program of Services, and whether the IEP can be effectively implemented in that program. If, upon review of all data, the committee determines that the applicant does not meet admissions criteria or that the IEP cannot be effectively implemented in the Enhanced Program of Services, the admissions and placement process shall end. MSD shall provide any assistance and consultation as requested by the LSS and/or the parent in determining an alternative educational program for the child.

If the committee determines that the applicant meets admissions criteria, and that the IEP can be effectively implemented in the Enhanced Program of Services and that funding, staff, and related services are in place, the student is enrolled and services begin within 30 calendar days. MSD is not required to admit to the Enhanced Program of Services an applicant who MSD as a member of the committee and the provider of the program determines does not meet the admissions criteria or whose IEP cannot be effectively implemented in the program. If the committee is unable to reach consensus regarding the applicant's eligibility or the implementation of the IEP, the admissions and placement process shall end.

For some students, it may be valuable for personnel from MSD to observe and/or assess the applicant in his/her current educational setting. Arrangements for observations will be mutually agreed upon by representatives of MSD, the LSS, and the parents.

Admissions to the Enhanced Program of Services does not constitute admission to any of MSD's other educational programs.

CRITERIA FOR ADMISSIONS

Enhanced Program of Services

1. Age: Applicants between the ages of four years of age and twenty years of age on or before August 31 of a given school year may be evaluated for admission to the Enhanced Program of Services. Students may stay at MSD through the school year in which they become 21.

2. Hearing Status: Applicants for admission must have valid audiological testing by a qualified examiner. Documentation should indicate significant hearing loss, sufficient to significantly compromise the understanding of spoken information and require learning primarily through the visual modality. Factors such as familial deafness, progressive hearing loss, failure to thrive in an auditory learning environment will be taken into consideration.

- a. those who are aphasic.
- b. those who have central auditory processing disorders.
- c. those who are hearing/auditory learners.
- d. those who are mute only.
- e. those who have diminished hearing in one ear only.

3. Intellectual Functioning: Deaf applicants must have a performance I.Q. of no lower than 35 (moderate mental retardation as per the Diagnostic and Statistical Manual of Mental Disorders, 4th Edition / Text Revision/DSM-IV-TR, 2000 Applicants beyond the age of 14 must have a performance I.Q. no lower than 50 (mild mental retardation as per DSM-IV.) Applicants must be able to acquire communication skills during early childhood years and be able to attend to personal care with moderate supervision. They should be able to learn to travel independently, or with the assistance of a one-to-one aide, in familiar places around campus.

In determining intellectual functioning, other factors must be considered in addition to the applicant's performance on non-verbal measures of cognition and adaptive behavior scales. Other adaptive and life skill factors which

may be considered in determining the applicant's intellectual abilities include: the applicant's developmental history, educational history, achievement to date, motor skills, communication ability, and social emotional maturity. No student may be excluded from consideration for admission on the basis of any single assessment result.

4. Emotional Disabilities: Deaf applicants who are autistic or with emotional disturbance, as defined by the Maryland State Department of Education in Code of Maryland Regulations (COMAR) 13A.05.01.03B(20)¹ are not eligible for admission to MSD, if they require:

- a. 24 hour medical care;
- b. 24 hour psychiatric treatment (including but not limited to treatment for arson tendencies, psychosis, sociopathy, chronic substance abuse, danger to self or others);
- c. aggression control programs (including but not limited to treatment for dangerous behavior to self or others, severe inappropriate sexual behavior, severe acting out, conduct disorder).

According to this definition, a child is emotionally disturbed if he or she exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

- a. an inability to learn which cannot be explained by intellectual, sensory, or health factors;
- b. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- c. inappropriate types of behavior or feelings under normal circumstances;
- d. a general pervasive mood of unhappiness or depression and;
- e. a tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia, but does not include social impairment, unless it is determined that the student has emotional disturbance. Deaf applicants who, after an evaluation by the MSD admission team, are found to also carry a DSM-IV-TR diagnosis of "autistic disorder 299.00" are not eligible for admission to MSD. We note that the criteria for autistic disorders are subject to change with revision of the DSM. The school will address those changes when available.

While it is not unusual for a deaf child with special needs to have an overlay of emotional problems; to be eligible for admission the child's emotional difficulties cannot adversely impact the child's ability to learn and cannot be the child's primary or major disability.

5. Orthopedic Impairments: Deaf applicants with orthopedic impairments may be accepted into MSD provided they are ambulatory and are able to move about the school using braces, a wheelchair, or a mobility aide.

6. Vision: Deaf children with visual impairments can be admitted to the Enhanced Program of Services provided that their visual impairment does not preclude the use of visual media ordinarily used in instruction. As the primary mode of communication and learning for deaf children is visual, applicants must be able to benefit from this form of instruction.

Partially sighted individuals who wear glasses that permit them to function visually within normal limits would qualify for admission. Deaf applicants who need special provisions such as braille or tactile manual communication would be referred to the Deaf-Blind unit of the Maryland School for the Blind in Overlea, Maryland and their Local School System.

¹ Code of Maryland Regulations (COMAR), Maryland State Board of Education, 13A.05.01.03B(20), Provision of a Free Appropriate Public Education, Revised December 2002.

7. Neurological Impairments: Deaf applicants who are diagnosed as having aphasia (receptively, expressively, or mixed), brain injury, central processing disorders, or an auditory processing disorder are not eligible for admission to MSD. While it is understood that deaf children/youth with supplemental neurological problems may evidence aphasic-like language deficiencies and characteristics, to meet admissions criteria they should have the ability to progress linguistically and academically through the visual modality.

8. Other Health Impairments: Applicants with other health impairments who, with the use of supplemental aides and services and/or assistance will be able to participate in the educational programs at MSD may be eligible for admission to the Enhanced Program of Services.

STUDENTS MSD DOES NOT SERVE

1. MSD does not serve students who are in need of 24-hour medical care.

2. MSD does not serve students who need a 24-hour psychiatric treatment program, including but not limited to students who exhibit arson tendencies, are psychotic or sociopathic, are chronic substance abusers or are a danger to themselves or others.

3. MSD does not serve students who need a custodial program, including but not limited to students who are severely to profoundly retarded², are autistic, or lack self-help skills. Students who lack self-help skills include those who are unable to learn simple mobility patterns around campus, are unable to communicate basic needs to staff members, are unable to respond appropriately to life-threatening situations, do not demonstrate the potential to eat and dress, or do not demonstrate the potential to attend to personal care/hygiene needs.

4. MSD does not serve students who exhibit severe acting out/aggressive behaviors, conduct disorders (including sexual behaviors), including but not limited to students who constitute a danger to themselves or others, students who demonstrate assaultive behavior, or students who demonstrate behavior requiring repeated contacts with law enforcement agencies.

2 Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition Revision/DSM-IV-TR, 2000 American Psychiatric Association, Washington, D.C.

FREE AND APPROPRIATE PUBLIC EDUCATION

The Maryland School for the Deaf (MSD) is committed to providing free, appropriate, educational programs and related services for Deaf and Hard of Hearing children residing in the State of Maryland, from birth to twenty-one years of age. Admission to MSD is governed by the procedures specified in the school's manual. The Maryland School for the Deaf does not discriminate on the basis of age, ancestry, color, creed, marital status, mental or physical disability, national origin, race, religious affiliation, belief or opinion, sex, or sexual orientation in matters affecting program, activities or employment practices.

PROCEDURAL SAFEGUARDS AND PARENTAL RIGHTS

PART I – PROCEDURAL SAFEGUARDS

The protections included in this document are established by the Individuals with Disabilities Education Act. The Act requires public agencies to establish, maintain, and implement procedural safeguards that meet the requirements of the IDEA 2004. A copy of the procedural safeguards shall be given to the parents³ only one time a year, except that a copy also shall be given to the parents:

- Upon initial referral or parental request for evaluation;
- Upon the first occurrence of the filing of a complaint under Section 615(b)(6); and
- Upon request by a parent.

A public agency may place a current copy of the procedural safeguards notice on its internet web site if such web site exists.

The procedural safeguards notice shall include a full explanation of the procedural safeguards, written in the native language of the parents, unless it clearly is not feasible to do so, and written in an easily understandable manner. If the native language or other mode of communication of the parents is not a written language, the public agency shall take steps to ensure that the procedural safeguards are translated orally or by other means in the parent's native language or other mode of communication. There is written evidence that documents that the notice was translated and the parents understood the content of the procedural safeguards.

The parents of a student with a disability must be afforded an opportunity inspect and review all education records with respect to the identification, evaluation, educational placement of the child, and the provision of a free appropriate public education (FAPE). Please refer to Part IX - Procedures Regarding Educational Records for more specific information. The parents of a student with a disability must also be afforded an opportunity to participate in meetings with respect to the identification, evaluation, educational placement of the child, and the provision of FAPE to the child. Please refer to Part VII - Individualized Education Program (IEP) for more specific information. For additional copies of this document, please contact the child's school.

³ Parent means a natural adoptive, or foster parent of a child (unless a foster parent is prohibited by State law from serving as a parent); a guardian (but not the State if the child is a ward of the State); an individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or an individual assigned to be a surrogate parent. Although the statute includes a foster parent in the definition of "parent," the definition of parent in Education Article §8-412, Annotated Code of Maryland does not include a foster parent, unless the foster parent is a relative or stepparent. Therefore, individuals serving as foster parents who are not relatives or stepparents, must be appointed the student's parent surrogate in order to represent the child in the educational decision making process. Please refer to Part XII - Parent Surrogate for more specific information.

PART II – PRIOR NOTICE

A public agency must give parents written notice each time it proposes or refuses to initiate or change the identification, evaluation, educational program, or educational placement of a child, or the provision of FAPE to a child. If the written notice relates to an action proposed by the public agency that also requires parental consent, the public agency may give written notice at the same time it requests parental consent. Written notice must include a:

- Description of the action(s) proposed or refused by the public agency;
- An explanation of why the public agency proposes or refuses to take the action(s);
- A description of any other options that the public agency considered and the reasons why those options were rejected;
- A description of each evaluation procedure, test, record, or report the public agency used as a basis for the proposed or refused action(s);
- A description of any other factors that are relevant to the public agency's proposal or refusal;
- A statement that the parents of a student with a disability have protections under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained; and
- Sources for parents to contact to obtain assistance in understanding the provisions of the IDEA.

The notice must be written in a language understandable to the general public and provided in the native language of the parents or other mode of communication used by the parents, unless it is clearly not feasible to do so. If the native language or other mode of communication of the parents is not a written language, the public agency shall take steps to ensure that:

- The notice is translated orally or by other means to the parents in his or her native language or other mode of communication;
- The parents understand the content of the notice; and
- There is written evidence that documents that the notice was translated and the parents understood the content of the notice.

A parent of a child with a disability may elect to receive notices required under this section by an electronic mail (e-mail) communication, if the public agency makes such option available.

PART III – CONSENT

Consent means that the parents:

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

If parents revoke consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

General

A public agency must obtain parental consent before conducting an initial evaluation or reevaluation and before the initial provision of special education and related services to a student with a disability. Consent for initial evaluation may not be construed as consent for initial placement for the initial provision of special education and related services to a student with a disability. Parental consent is not required before reviewing existing data, as part of an evaluation or reevaluation, or administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

Parental Refusal

If parents refuse to give consent for the initial assessments or reassessments, the public agency has the right to request mediation or a due process hearing and is required to notify the parents of the public agency's request for a due process hearing and the availability of mediation. Please refer to Part XIV – Resolving Disagreements for more specific information.

If parents refuse consent to the initial provision of services under IDEA or fails to respond to the request for the initial provision of services, the public agency **shall not** provide special education and related services to the child.

The public agency **shall not**:

- Use mediation or due process hearing procedures to provide special education and related services to a child;
- Be considered to be in violation of the requirement to make available FAPE for the failure to provide special education and related services; and
- Be required to convene an IEP meeting or develop an IEP.

Consent for Wards of the State

If the child is a ward of the State and is not residing with the child's parent, the agency shall make reasonable efforts to obtain the informed consent from the parent of the child for an initial evaluation to determine whether the child is a child with a disability.

The agency shall not be required to obtain informed consent from the parent of a child for an initial evaluation to determine whether the child is a child with a disability if:

- Despite reasonable efforts to do so, the agency cannot discover the whereabouts of the parent of the child;
- The rights of the parents of the child have been terminated in accordance with State law; or
- The rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

Failure to Respond to Request for Reevaluation

The public agency must attempt to obtain informed parental consent before reassessing the child. Informed parental consent need not be obtained for reassessment if the public agency can demonstrate that it has taken reasonable measures to obtain parental consent, and the child's parents have failed to respond. If parents fail to respond to the public agency's written notice of their proposal to reassess the child, and the public agency can demonstrate that they have taken reasonable measures to obtain parental consent, the public agency may proceed with the reassessment without parental consent. To demonstrate reasonable measures, the public agency must maintain a record of the agency's attempts to obtain parental consent, such as:

- Detailed records of telephone calls made or attempted and the results of those calls;
- Copies of correspondence sent to parents and any response received; and
- Detailed records of visits made to the parent's home or place of employment and the results of those visits.

Limitation

Except for the requirements relative to initial evaluation, reevaluation, or initial provision of special education and related services, a public agency may not use the parent's refusal to consent to one service or activity to deny the parents or the child of any other service, benefit, or activity of the public agency except as required by the IDEA.

PART IV – EDUCATIONAL EVALUATION PROCESS

Assessments

Assessments are procedures that are individualized for each student. A public agency may use a variety of assessment tools and strategies to gather sufficient relevant functional, developmental, and academic information about the child that may assist in determining if the child is a student with a disability and the content of the child's IEP, including information related to progress in the general curriculum, or for a preschool child, to participate in appropriate activities. Assessments include printed tests, observations, information from parents, and other sources of information that are:

- Selected and administered in a way that is not racially or culturally discriminatory;
- Administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to do so, provide, or administer;
- Used for the purposes for which the assessments or measures are valid and reliable;
- Are administered by trained and knowledgeable personnel according to the instructions provided by the producer of the test;
- Tailored to identify specific areas of educational need, not merely to provide a single general intelligence quotient; and
- Selected to reflect a child's aptitude or achievement accurately, rather than reflect the impaired sensory, manual, or speaking skills, except where these skills are the factors that the test is to measure.

Each report of assessment procedures shall include:

- A description of the child's performance in each area of suspected disability;
- Relevant functional, cognitive, developmental, behavioral, and physical information;
- Instructional implications for the child's participation in the general curriculum or, for a preschool child, participation in appropriate activities; and
- For any assessments not administered under standard conditions, a description of how it varied from standard administration procedures.

Evaluation

Evaluation means procedures used in accordance with federal and State regulations concerning procedures for evaluation and determination of eligibility, to determine whether a child has a disability and the educational needs of the child. A full and individualized evaluation is conducted before the initial provision of special education and related services to a student with a disability under the IDEA. An evaluation occurs at a meeting of the IEP team and other qualified professionals, as appropriate, to review:

- Existing data and assessment results;
- Evaluations and information provided by parents;
- Current classroom-based assessments, including State and district-wide assessments and observations, and
- Observations by teachers and related services personnel to determine:
 - Whether the child is a student with a disability;
 - The child's educational needs;
 - Present levels of academic achievement and developmental needs;
 - The child's special education and related service needs whether or not commonly linked to the disability category in which the child has been classified; and
 - Any additions or modifications needed for the child to meet the goals of the IEP and to participate, if appropriate, in the general curriculum.

The initial evaluation shall be comprehensive enough to ensure a child is assessed in all areas related to the suspected disability, including, if appropriate:

- Academic performance;
- Communication;
- General intelligence;
- Health, including hearing and vision;
- Motor abilities; and
- Social, emotional, and behavioral status.
- No single procedure is used to determine if a child is a student with a disability and to determine an appropriate educational program for the child.

- A child may not be identified as a student with a disability in need of special education and related services if the determinant factor is a lack of appropriate instruction in reading, including the essential components of reading instruction:
 - phonemic awareness;
 - phonics;
 - vocabulary development;
 - reading fluency, including oral reading skills; and
 - reading comprehension strategies.

- lack of instruction in math, or because the child has limited English proficiency.

Timeframe for Completion of Initial Evaluation

A child's parents or the public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability. The initial evaluation must be completed no later than 60 days from the date of receiving parental consent to assess the child. The 60-day timeframe shall not apply to a local educational agency if:

- a child enrolls in a school served by the public agency after the parents provided consent for the initial assessment in another public agency and the child moved to the current public agency prior to a determination as to whether the child is a child with a disability, but only if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agree to a specific time when the evaluation will be completed; or
- the parent of a child repeatedly fails or refuses to produce the child for the evaluation.

If at the initial evaluation, the IEP team determines that the child has a disability and needs special education and related services, the IEP team must meet within 30 days of the initial evaluation to develop the child's IEP. The public agency will provide parents with a copy of the IEP team evaluation decision.

Reevaluation

A public agency must ensure that a reevaluation for each child with a disability is completed if:

- The public agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
- If the child's parent or teacher requests a reevaluation.

A reevaluation shall not occur more frequently than once a year, unless the parent and public agency agree otherwise; and at least once every three years, unless the parent and the public agency agree that a reevaluation is unnecessary. To the extent possible, the public agency must encourage the consolidation of reevaluation meetings for the child and other IEP team meetings for the child.

The IEP team will review existing evaluation data, including information from parents, classroom-based assessments, State and district-wide assessments, and observations to decide if any additional data are needed to determine:

- Whether the child continues to have a disability that requires the provision of special education and related services;
- The child's present levels of academic achievement and related developmental needs; and
- Whether there are any additions or modifications needed for the child to meet the measurable annual goals of the child's IEP and to participate, if appropriate, in the general curriculum.

If the IEP team determines that additional data are needed, those assessments will be conducted after parents are notified and parental consent has been requested. The IEP team will review the results of assessments within 90 days of the IEP team meeting. If the IEP team determines that no additional data is needed, the public agency will notify the parents of that fact, and the reasons for that determination. The public agency is not required to conduct assessments, unless requested to do so by the child's parents.

Termination of Services

A public agency must reevaluate a student with a disability in accordance with federal and State regulations before determining that the child is no longer a student with a disability. This reevaluation is not required before the termination of a child's eligibility under Part B of the IDEA due to graduation with a regular high school diploma, or exceeding the age eligibility for FAPE under State law.

PART V – INDEPENDENT EDUCATIONAL EVALUATION

Definitions

- Independent Educational Evaluation means tests and assessment procedures conducted by appropriately qualified personnel not employed by the public agency responsible for the education of the child.
- Public expense means that the public agency either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parents.

Parents of a student with a disability have the right to obtain an independent educational evaluation of the child under the IDEA subject to the procedures provided below. The public agency shall provide parents, upon their request for an independent educational evaluation, information about where an independent educational evaluation may be obtained and the agency criteria applicable for an independent educational evaluation.

Public Agency Criteria

When an independent educational evaluation is at public expense, the criteria under which the independent educational evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that a public agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation. Except for the criteria described above, a public agency may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

A Parent's Right to Evaluation at Public Expense

Parents have the right to an independent educational evaluation at public expense if the parents disagree with an evaluation obtained by the public agency. If parents request an independent educational evaluation at public expense, the public agency must, without unnecessary delay, either:

- Initiate a due process hearing to show that its evaluation is appropriate; or
- Ensure an independent educational evaluation is provided at public expense, unless the public agency demonstrates in a due process hearing that the evaluation obtained by the parents did not meet the public agency criteria.

If the public agency initiates a hearing and the final decision is that the agency evaluation is appropriate, parents still have the right to an independent educational evaluation, but not at public expense. If parents request an independent educational evaluation, a public agency may ask parents for the reason why the parents object to the public evaluation. However, the parent's explanation is not required and the public agency may not unreasonably delay either providing the independent educational evaluation at public expense or initiating the due process hearing to defend the public agency's evaluation.

Parent-Initiated Evaluation

Parents always have the right to obtain an independent educational evaluation from qualified professionals of their choice, at their own expense. The IEP team must consider the information from parent-initiated evaluation at private expense, if it meets public agency criteria, when making any decisions with respect to the provision of FAPE to the child. The results of parent-initiated private evaluation may also be presented as evidence at a due process hearing regarding the child.

Request for an Evaluation by a Hearing Officer

If an Administrative Law Judge (ALJ) with the Office of Administrative Hearings (OAH) requests an independent educational evaluation as a part of a due process hearing, the cost of the evaluation must be at public expense.

PART VI – INDIVIDUALIZED EDUCATION PROGRAM (IEP)

IEP Team Meetings

The public agency uses a team approach to decide whether a child is a student with a disability as defined by the IDEA and the educational needs of the child. Each public agency is responsible for initiating and conducting meetings for the purposes of developing, reviewing, and revising the IEP of a student with a disability, and determining the child's educational placement. The parents of each student with a disability must be notified and afforded the opportunity to participate in any IEP team meeting conducted for their child. Parents are members of the IEP team that makes decisions regarding their child's educational placement. The public agency shall make reasonable efforts to ensure that the parents understand, and are able to participate in any group discussions relating to the educational placement of their child, including arranging for an interpreter for parents with deafness, or whose native language is not English.

Once the IEP team determines the child requires special education and related services, the IEP team must meet within 30 days to develop the child's IEP. As a member of the IEP team, parents have the right to request a review of their child's IEP at any time.

Parent Participation in Meetings

Each public agency shall take steps to ensure that one or both of the parents of a student with a disability are present at each IEP team meeting, or are afforded the opportunity to participate. Parents are to be notified of meetings early enough to ensure that they will have an opportunity to attend, and scheduling the meeting at a mutually agreed on time and place. The notice must indicate the purpose, time, location of the meeting, and who will be in attendance. The notice must also inform parents that at the discretion of the parents or the public agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate, may participate on the IEP team. The determination of the knowledge or special expertise of any individual shall be made by the party (parents or public agency) who invited the individual to be a member of the IEP team.

For a student with a disability beginning at age 14, or younger, if appropriate, the notice must also indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student and that the agency will invite the student. For a student with a disability beginning at age 16, or younger, if appropriate, the notice must indicate that a purpose of the meeting is the consideration of needed transition services for the student, that the agency will invite the student, and identify any other agency that will be invited to send a representative.

Notice of any IEP team meeting to develop, review, or revise a child's IEP, including the determination of a child's educational placement must be given at least ten (10) calendar days before the meeting unless an expedited meeting is held to:

- Address disciplinary issues;

- Determine the placement of the child, if the child is a student with a disability and is not currently receiving educational services; or
- Meet other urgent needs of the child to ensure the provision of FAPE.

If neither parent can attend, the public agency shall use other methods to ensure parent participation, including individual or conference telephone calls. A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. The IEP team may make a placement decision without the involvement of the parents, if the public agency is unable to obtain the parental participation in the decision. In this case, the public agency must have a record of its attempts to arrange a mutually agreed on time and place, such as detailed records of telephone calls made or attempted and the results of those calls, copies of correspondence sent to the parents and any responses received, and detailed records of visits made to the parent's home or place of employment and the results of those visits.

A meeting does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision if those issues are not addressed in the child's IEP. A meeting also does not include preparatory activities that public agency personnel engage in to develop a proposal or response to a parent's proposal that will be discussed at a later meeting.

The IEP Team

The IEP team includes:

- The child's parents, guardian, or parent surrogate;
- Not less than one of the child's general education teachers, if the child is or may be participating in the general education environment. If the child does not have a general education teacher or is younger than school age, an individual qualified to teach a child of that age;
- Not less than one of the child's special education teacher, or if appropriate, a service provider of the child;
- A representative of the public agency who is qualified to provide, or supervise the provision of specially designed instruction to meet the needs of students with disabilities and who knows the general curriculum and public agency resources available;
- An individual who can interpret the instructional implications of evaluations. This person can be one of the public agency team members listed above;
- If parents or the public agency choose, other individuals who have knowledge or special expertise regarding the child;
- To the extent appropriate, with the consent of the parents, the public agency must invite a representative of any participating public agency that may be responsible for providing or paying for transition services; and
- If appropriate, the child. The child shall be invited to, and is expected to attend and participate in the IEP team meeting if the purpose of the meeting is to consider postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.

IEP Team Attendance

A member of the IEP team is not required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the public agency agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if—

- The parent, in writing, and the public agency consent to the excusal; and
- The member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

IEP Content

The IEP is developed by the IEP team and includes:

- A statement of the child's present levels of academic achievement and functional performance, including—
 - How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for non-disabled children); or
 - For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- A statement of measurable annual goals, including academic and functional goals designed to—
 - Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
 - Meet each of the child's other educational needs that result from the child's disability;
- A description of benchmarks or short-term objectives;
- A description of how the child's progress toward meeting the annual goals will be measured, and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
- A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—
 - To advance appropriately toward attaining the annual goals;
 - To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and
 - To be educated and participate with other children with disabilities and non-disabled children;
- An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular education environment and in activities;
- A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments; and
- If the IEP team determines that the child must take an alternate assessment instead of a particular regular State or District wide assessment of student achievement, a statement of why—
 - The child cannot participate in the regular assessment, and
 - The particular alternate assessment selected is appropriate for the child; and
- The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications.

A public agency shall provide special education and related services to a child in accordance with the child's IEP and make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. A public agency, teacher, or another individual shall not be held accountable if a child does not achieve the growth projected in the annual goals and benchmarks or objectives.

Nothing in IDEA 2004 requires additional information be included in a child's IEP beyond what is explicitly required in section 614 of the Act; or the IEP team to include information under one component of a child's IEP that is already contained under another component of the child's IEP.

If a child requires extended school year services, the IEP must include the specific special education and related services to be provided beyond the regular school year. Please refer to Part VII - Extended School Year Services for more specific information.

Transition Services

Transition services are a coordinated set of activities that will promote movement from school to post-school activities, including post-secondary education, career and technology education, integrated employment, adult services, independent living, or community participation. This set of activities is based on a child's needs taking into consideration the child's preferences and interests and includes the course of study, related services, and community activities.

- Beginning when a child is 14, or younger, if appropriate, and updated annually, the IEP must include a statement of the child's transition service needs that focuses on the child's course of study.
- Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include—
 - Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - The transition services (including courses of study) needed to assist the child in reaching those goals.
- The requirement to provide transition services does not apply to a student with a disability who is convicted as an adult under State law and incarcerated in an adult correctional facility and whose eligibility for special education and related services will end before the student is eligible for release.

Summary of Performance

For a child whose eligibility terminates, a public agency shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

IEP Development, Review, and Revision

In developing, reviewing, or revising a child's IEP, the IEP team will consider and document:

- The child's strengths and parental concerns for enhancing their child's education;
- Results of the initial or most recent evaluation of the child;
- The academic, developmental, and functional needs of the child;
- Results of the child's performance on State or district-wide assessment programs, as appropriate;
- Communication needs; and
- Assistive technology devices and services needs of the child.
- Consideration of special factors, specific to the child, such as:
 - As in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavior interventions and supports and other strategies to address that behavior;
 - As in the case of a child with limited English proficiency, consider the language needs of the child as they relate to the child's IEP;
 - In the case of a child who is blind or visually impaired, provide for instruction in Braille, including textbooks in Braille, and the use of Braille unless the IEP team determines after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child, including textbooks in Braille; and
 - In the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

If in considering the special factors above, an IEP team determines the child needs a particular device, service, intervention, accommodation, or program modification in order for the child to receive FAPE, the IEP team must include a statement to that effect in the child's IEP.

As a member of the IEP team, a general education teacher of the child shall, to the extent appropriate, participate in the development of the child's IEP. Participation includes assisting in the determination of appropriate positive behavioral interventions and supports and other strategies for the child, and supplementary aids and services, program modifications, and supports for school personnel.

The IEP team reviews the child's IEP periodically, but not less than annually, to:

- Determine whether the annual goals for the child are being achieved; and
- Revise the IEP, as appropriate, to address—
 - Any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate;
 - The results of any reevaluation;
 - Information about the child provided to, or by, the parents;
 - The child's anticipated needs; or
 - Other matters relevant matters to the child's program.

Amendments

The child's parents and the public agency may agree not to convene an IEP team meeting to make changes to the IEP. In making changes to a child's IEP after the annual IEP meeting for a school year, the parent of a child with a disability and the public agency may agree to develop a written document to amend or modify the child's current IEP. Upon request, a parent shall be provided a revised copy of the IEP with the amendments incorporated.

Placement

As a member of the IEP team, parents are included in decisions regarding placement of their child. To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled.

- The educational placement for the child is determined annually, based on the child's IEP.
- Unless the child's IEP requires some other arrangement, the child is educated in the school the child would attend if not disabled.
- The IEP team may modify the child's IEP or placement if the child, convicted as an adult under State law, is incarcerated in an adult correctional facility, and the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

IEP Implementation

- The IEP must be implemented as soon as possible after it is developed, except if the meeting is held over the summer or a vacation period, or when there are circumstances that require a short delay, such as arranging transportation.
- The public agency must have an IEP in effect for the child at the beginning of the school year.
- The IEP must be accessible to every teacher, related services provider, and other service provider who is responsible for implementing the child's IEP. Each individual identified above must be informed of their responsibilities related to implementing the child's IEP and the accommodations, modifications, and supports that must be provided.
- The public agency shall give parents a copy of their child's IEP at no cost to the parents.

Children Who Transfer to Another Public Agency

Transfer within the same state

In the case of a child with a disability who transfers public agencies within the same academic year, who enrolls in a new public agency with an IEP that was in effect in the same state, the public agency shall:

- Provide the child with a free appropriate public education that includes services comparable to those described in the previously held IEP, in consultation with the parents until the public agency adopts the previously held IEP; or
- Develops, adopts, and implements a new IEP that is consistent with federal and state law.

To facilitate the transition for a child who transfers within the same state, the new public agency in which the student enrolls shall take reasonable steps to promptly obtain the student's records from the previous public agency including:

- The IEP and supporting documents; and
- Any other records relating to the provision of special education or related services to the child

Transfer outside the state:

In the case of child with a disability who transfers public agencies within the same academic year, who enrolls in a new public agency with an IEP that was in effect in another state, the public agency shall:

- provide the child with a free appropriate public education that includes services comparable to those described in the previously held IEP, in consultation with the parents until the public agency conducts an evaluation, if determined necessary by the public agency; and
- develop a new IEP if appropriate, that is consistent with federal and state law.

To facilitate the transition for a child who transfers outside the state, the previous public agency in which the child was enrolled shall take reasonable steps to promptly respond to such requests from the new public agency.

Graduation Requirements

The public agency shall inform parents of the State and local graduation requirements and their child's progress toward meeting those requirements. When a student with a disability graduates from high school with a regular high school diploma, the public agency is to provide the parents notification of their child's pending graduation. Graduation with a regular high school diploma constitutes a change in placement and terminates the child's right to FAPE.

PART VII – EXTENDED SCHOOL YEAR SERVICES

Extended school year services (ESY) means the individualized extension of specific special education and related services that are provided to a student with a disability beyond the normal school year of the public agency, in accordance with the IEP, at no cost to the parents, and that meets the standards of the Maryland State Department of Education (MSDE). ESY services are only necessary to a FAPE when the benefits a disabled child gains during a regular school year will be significantly jeopardized if he is not provided with an educational program during the summer months. A public agency may not limit extended school year services to particular categories of disability or unilaterally limit the type, amount, or duration of those services.

ESY services are provided if the child's IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE. Parents are to be notified of the availability of extended school year services that may be necessary to meet the unique needs of a student with a disability. At least annually, the IEP team shall determine whether the student requires ESY services. This determination should be made early enough in the school year to allow the parent sufficient time to exercise their procedural safeguard rights if they disagree with the proposal made by the public agency. However, it should not be made so early as to not have sufficient information in order to make an informed decision.

The IEP team shall consider the following factors to determine whether the benefits a disabled child gains during a regular school year will be significantly jeopardized if he/she is not provided with an educational program during the summer months.

- Whether the child's IEP includes annual goals related to critical life skills;
- Whether it is likely that the child would suffer a substantial regression of critical life skills caused by the normal school break and would fail to recover those lost skills in a reasonable time;
- The child's progress toward mastery of IEP goals and objectives;

- The presence of emerging skills or breakthrough opportunities;
- Interfering behaviors;
- The nature and/or severity of the disability; and
- Special circumstances.

The IEP team is to consider each factor independently to determine the impact on the student's ability to receive educational benefit from the program. In the consideration of the need for extended school year services, this standard must be individually applied for each student. The IEP team is to document the consideration of factors and the outcome of those considerations in determining whether or not the benefits and gains made during the regular school year will be significantly jeopardized if the student is not provided extended school year services.

PART VIII – TRANSITION FROM AN INFANTS & TODDLERS PROGRAM

A public agency shall convene an IEP team meeting to determine if a child in transition from a local infants and toddlers program has a disability that requires the provision of special education and related services. If the child was previously served under Part C, an invitation to the initial IEP meeting shall, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services. If the IEP team determines the child is a student with a disability or developmental delay, the IEP Team shall develop an IEP for the child. The child's IEP must be in effect on the child's third birthday.

PART IX – PROCEDURES REGARDING EDUCATIONAL RECORDS

Definitions

Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Education records means the type of records covered under the definition of "education records" in 34 CFR part 99 (the regulations implementing the Family Educational Rights and Privacy Act [FERPA] of 1974).

Participating agency means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.

Personally identifiable information includes:

- Name of the child, child's parents, or other family member;
- Address of the child;
- A personal identifier, such as the child's social security number; or
- A list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

Safeguards

Each participating agency shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official of a public agency is responsible for protecting the confidentiality of personally identifiable information. In addition to the requirements of these procedural safeguards, federal and State laws and regulations also govern the protection of educational records. All public agency personnel who collect or use personally identifiable information must receive training regarding the State's policies and procedures on the confidentiality of personally identifiable information. Each participating agency shall maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

Consent

Parental consent must be obtained before personally identifiable information is disclosed to anyone other than officials of participating agencies collecting or using the information under the IDEA, or for any purpose other than meeting the requirements of providing a student with a disability FAPE under the IDEA.

Disclosures addressed in referral to and action by law enforcement and judicial authorities regarding reporting a crime committed by a student with a disability does not require parental consent to the extent that the transmission is permitted by FERPA.

An educational agency or institution may not release information from education records to participating agencies without parental consent unless authorized to do so under FERPA. MSDE has developed policies and procedures for public agencies, including sanctions, which the State uses to ensure that its policies and procedures are followed, and that the requirements for confidentiality, in accordance with IDEA and FERPA are met.

Each public agency is required to have procedures in place for how adequate notice is provided to fully inform parents about the requirements of confidentiality of personally identifiable information including a:

- Description of the extent that the notice is given in the native languages of the various population groups in the State;
- Description of the children on whom personally identifiable information is maintained, and the types of information sought;
- Summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information;
- Description of policies and procedures used in the event that a parent refuses to provide consent; and
- Description of all of the rights of parents and children regarding this information, including the rights under FERPA and implementing regulations in 34 CFR §99.

Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the jurisdiction of the activity.

Access Rights

Each public agency shall permit parents of a student with a disability to inspect and review any education records relating to the child that are collected, maintained, or used by the agency with respect to the identification, evaluation, and educational placement of the child, and the provision of FAPE to the child under the IDEA. The agency shall comply with a request without unnecessary delay and before any meeting regarding an IEP, or any due process hearing, and in no case more than 45 days after the request has been made.

The right to inspect and review educational records under this section includes the right to:

- A response from the participating agency to reasonable requests for explanations and interpretations of the records;
- Request that the agency provide copies of the records containing the information if failure to provide those copies would effectively prevent the parents from exercising the right to inspect and review the records; and
- Have a representative of the parents inspect and review the records.

A public agency may presume that parents have the authority to inspect and review records relating to their child unless the public agency has been advised that parents do not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

Record of Access

Each public agency shall keep a record of individuals, other than parents and authorized employees of the public agency, obtaining access to education records collected, maintained, or used under Part B of the IDEA, including the name of the individual, the date access was given, and the purpose for which the individual is authorized to use the records. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information. Each public agency shall provide parents, on request, a list of the types and locations of education records collected, maintained, or used by the agency. Each public agency may charge a fee for copies of education records that are made for parents if the fee does not

effectively prevent the parents from exercising their right to inspect and review those records. A public agency may not charge a fee to search for or retrieve information from education records.

Amendment of Records at Parent's Request

Parents who believe that information in the education records collected, maintained, or used under the IDEA is inaccurate or misleading or violates the privacy or other rights of the child may request the public agency that maintains the information, to amend the information. The agency shall decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the agency decides to refuse to amend the information in accordance with the request, it shall inform the parents of the refusal and advise the parents of the right to a hearing to challenge the information in educational records. A hearing conducted to challenge information in educational records must be conducted in accordance with FERPA procedures as found in 34 CFR §99.22.

The agency shall, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. If, as a result of the hearing, the public agency decides that the information is inaccurate or misleading or otherwise in violation of the privacy or other rights of the child, it shall amend the information accordingly and so inform the parents in writing. If, as a result of the hearing, the public agency decides that the information is not inaccurate or misleading or otherwise in violation of the privacy or other rights of the child, it shall inform the parents of the right to place in the records it maintains on the child, a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the public agency. Any explanation placed in the records of the child must:

- Be maintained by the public agency as part of the records of the child as long as the record or contested portion is maintained by the public agency; and
- If the records of the child or the contested portion are disclosed by the public agency to any party, the explanation must also be disclosed to the party.

Procedures for the Destruction of Information

The public agency is required to inform parents when personally identifiable information collected, maintained, or used under the IDEA is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, the student's grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Children's Rights

MSDE has policies and procedures that afford students a right to privacy similar to that which is given to their parents and suitable to the students ages and disabilities. Under the regulations for FERPA, the parent's rights regarding their child's education records are transferred to the child once the child reaches the age of 18, unless the child's disability makes the child incompetent under State law. If the rights accorded to parents under Part B of IDEA are transferred to a student who reaches the age of majority, consistent with §300.517, the rights regarding educational records in §§300.562-300.573 must also be transferred to the student. However, the public agency must provide any notice required under section 615 of IDEA to the student and the parents. Please refer to Part XIII - Transfer of Parental Rights at Age of Majority for more specific information.

Disciplinary Information

A public agency may include in the records of a student with a disability a statement of any current or previous disciplinary action that has been taken against the child and transmit the statement, to the same extent that disciplinary information is included in, and transmitted with the records of non-disabled students. The statement may include a description of any behavior engaged in by the child that required disciplinary action, a description of the disciplinary action taken, and any other information that is relevant to the safety of the child and other individuals involved with the child. If a child transfers from one school to another, the transmission of any of the child's records must include both the child's current IEP and any statement of current or previous disciplinary action that has been taken against the child.

PART X – DISCIPLINE OF STUDENTS WITH DISABILITIES

Definitions

For purposes of this part, the following definitions apply:

- Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).
- Illegal drug means a controlled substance, but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the IDEA or under any other provision of federal law.
- Weapon has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.
- Serious bodily injury means a bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss of impairment of the function of a bodily member, organ, or mental faculty. (18 USC 13645(h)(3))

School personnel may remove a student with a disability who violates the code of conduct from the current educational placement to an interim alternative educational setting, another setting or suspension, for not more than 10 school days at a time for a violation of school rules in accordance with the discipline policy used for all students, unless it is determined that the removal constitutes a change of placement. When these removals (10 days or less at one time) accumulate to more than 10 days in a school year, school personnel, including the student’s special education teacher, determine the extent of services needed to enable the student to progress in the general curriculum and toward the IEP goals.

School personnel may consider unique circumstances on a case-by-case basis whether a change in placement is appropriate for a student with a disability who violates the code of conduct. Change of placement includes removal for more than 10 consecutive days or a series of removals that constitute a pattern. When disciplinary action results in a change of placement, notice is provided the day the decision is made and must include procedural safeguards.

Within 10 school days of any decision to change the placement because of a violation of the code of conduct, the public agency, the parent and relevant members of the IEP team (as determined by the parent and the public agency) must review all relevant information in the student’s file, including the IEP, any teacher observations and any relevant information provided by the parents to determine:

- if the conduct in question was caused by or had a direct and substantial relationship to the student’s disability; or
- if the conduct in question was the direct result of the public agency’s failure to implement the IEP.

If the public agency, the parent and relevant members of the IEP team determine that either of the above statements is applicable for the student, the conduct shall be determined to be a manifestation of the student’s disability.

If the conduct was a manifestation of the student’s disability, the IEP team must:

- conduct a functional behavioral assessment and implement a behavioral intervention plan for the student, if the public agency had not previously done so;
- in the situation where a behavioral intervention plan has been developed, review the behavior intervention plan if the student already has such a behavioral intervention plan and modify it, as necessary to address the behavior; and
- return the student to the placement from which the student was removed, unless the parent and the public agency agree to a change of placement as part of the modification of the behavioral intervention plan, except when the student has been removed to an interim alternative educational setting for drugs, weapons or serious bodily injury.

If the behavior is not a manifestation of the student's disability, relevant disciplinary procedures applicable to students without disabilities may be applied in the same manner as they would be applied to other students, except that appropriate educational services must continue.

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

School personnel may remove a student to an IAES up to 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, in cases where the student:

- carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local public agency;
- knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or local public agency; or
- has inflicted serious bodily injury upon another person while at a school, on school premises, or at school function under the jurisdiction of a State or local public agency.

Disciplinary Appeal

The parent of a student with a disability who disagrees with a decision regarding a manifestation determination or with any decision regarding placement for disciplinary reasons or the public agency believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may request a hearing by filing a due process hearing notice with the Office of Administrative Hearings (OAH). The due process hearing will be conducted by an Administrative Law Judge (ALJ) following the procedures described in Part XIV, Resolving Disagreements, with the following exception. The hearing shall occur within 20 school days of the date the hearing is requested and shall result in a determination in 10 school days after the hearing.

In making a determination in a disciplinary appeal, the ALJ may:

- return the student to the placement from which the student was removed; or
- order a change in placement of a student with a disability to an appropriate IAES setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such student is substantially likely to result in injury to the student or others.

When an appeal is requested by either the parent or the public agency, the student remains in the IAES pending the decision of the ALJ or until the expiration of the time period provided (no more than 45 days), whichever comes first, unless the parents and school personnel agree otherwise.

Students Not Yet Determined Eligible

Students who have not been determined eligible for special education who have engaged in behavior that violated any rule or code of conduct may assert any of the protections provided, if the public agency had knowledge that the student had a disability before the behavior occurred. The public agency has knowledge if, before the behavior resulting in the disciplinary action occurred:

- the parent has expressed concern in writing to supervisory or administrative personnel of the district, or a teacher of the student, that the student needs special education and related services;
- the parent has requested an evaluation; or

- the student's teacher or other school personnel have expressed specific concern about a pattern of behavior demonstrated by the student, directly to the director of special education or other supervisory personnel of the public agency.

The public agency does not have knowledge if the parent of the child with a disability:

- has not allowed an evaluation of the student;
- has refused special education services;
- or the student has been evaluated and it was determined that the student was not a student with a disability.

If the public agency does not have knowledge that a student has a disability prior to taking disciplinary action, the student may be subjected to the same disciplinary measures as a student without disabilities who engages in comparable behaviors.

If a request for evaluation is made during the time period in which the student is subjected to disciplinary measures, the evaluation must be expedited. Pending the results, the student remains in the educational placement determined by school authorities. If, based on the public agency's evaluation and information provided by parents, the student is determined eligible for special education, special education and related services will be provided and all procedural safeguards regarding discipline will be followed.

Referral to and Action by Law Enforcement and Judicial Authorities

Public agencies are not prohibited from reporting a crime to appropriate authorities, and law enforcement and judicial authorities may exercise their responsibilities in applying federal and State law to crimes committed by a student. Any agency reporting a crime shall supply copies of the special education and disciplinary records to the appropriate authorities to the extent allowed by COMAR 13A.08.02 Student Records, with parent consent, or in accordance with exceptions to parent consent specified in the policy.

PART XI – PLACEMENT OF STUDENTS IN PRIVATE SCHOOLS BY THEIR PARENTS

Placement of Children by Parents when FAPE is at Issue

The IDEA does not require a public agency to pay for the cost of education, including special education and related services, of a student with a disability at a private school or facility if that public agency made FAPE available to the child and the parents elected to place the child in a private school or facility. However, the public agency shall include the child in the population whose needs are addressed with regards to services provided to students with disabilities placed in private schools by their parents, in accordance with the federal regulations. Disagreements between parents and public agencies regarding the availability of FAPE and financial responsibility are subject to due process hearing procedures under the IDEA. Please refer to Part XIV – Resolving Disagreements for more specific information.

If the parents of a student with a disability, who previously received special education and related services under the authority of a public agency, enroll the child in a private preschool, elementary, or secondary school without the consent or referral of the public agency, an ALJ or a court, may require the public agency to reimburse parents for the cost of that enrollment if an ALJ or a court finds that the public agency had not made FAPE available to the child in a timely manner prior to that enrollment, and that the private placement is appropriate. A parental placement may be found to be appropriate by an ALJ or a court even if it does not meet the State standards that apply to education provided by public agencies.

Limitation on Reimbursement

Reimbursement may be reduced or denied by an ALJ or a court if:

- At the most recent IEP team meeting that the parents attended prior to removal of the child from the public school, the parents did not inform the IEP team that they were rejecting the placement proposed by the public agency to provide FAPE, including stating their concerns and their intent to enroll their child in a private school at public expense; or

- Ten (10) business days (including any business days that occur on a holiday) prior to the removal of the child from the public school, the parents did not give the public agency written notice of their intent to remove the child, including their concerns regarding their child's public placement; or
- If prior to the parent's removal of the child from the public school, the public agency informed the parents, through the prior notice requirements of its intent to evaluate the child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the child available for the evaluation; or
- Upon a judicial finding of unreasonableness with respect to actions taken by the parents.

Notwithstanding the notice requirements described above, the cost of reimbursement:

- Shall not be reduced or denied for failure of the parents to provide such notice, if:
 - The school prevented the parent from providing the notice,
 - The parents had not received notice, under the IDEA notice requirements described above,
 - Compliance with the notice as described above would likely result in physical harm to the child, and
- May, at the discretion of a court or a hearing officer, not be reduced or denied for failure to provide such notice if:
 - The parent is illiterate and cannot write in English, or
 - Compliance with the notice as described above would likely result in serious emotional harm to the child.

Parentally Placed Private School Students with Disabilities

A local school system shall make special education and related services available to a child in accordance with the federal regulations for children with disabilities enrolled by their parents in private elementary and secondary schools located within the jurisdiction of a local school system. Each local school system is responsible for child find for any eligible student who attends a private school located within the jurisdiction of the local school system. No private school student with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school. Child find is the procedure that public agencies use to identify, locate, and evaluate all students with disabilities, residing within the jurisdiction of the public agency, including children attending private and religiously affiliated schools.

Decisions regarding which students receive services, what services are provided, how and where services will be provided, and how services will be evaluated are made by the local school system after consultation with appropriate representatives of private school children. If a student with a disability attending a private elementary or private secondary school will receive special education and related services, the local school system responsible for education in the jurisdiction in which the private school is located will initiate and conduct meetings to develop, review, and revise a service plan for the child

If the parents that enroll their child in a private elementary or secondary school, the parents' rights to file for a due process hearing applies only to child find issues. An individual may file a written complaint with MSDE concerning students with disabilities enrolled by their parents in private schools when the individual believes a public agency has failed to meet the federal regulations for child find under IDEA. A private school official shall have the right to submit a complaint with MSDE that a local school system did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

PART XII – PARENT SURROGATE

The public agency shall ensure an individual is assigned to act as a surrogate for the parents of a child when:

- No parent can be identified;
- The whereabouts of the parents cannot be located, after reasonable efforts;
- The child is a Ward of the State; or
- The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act.

The public agency has a procedure for determining whether a child needs a parent surrogate and for assigning a parent surrogate to the child. A parent surrogate is a person appointed by the local school superintendent to represent the child as parents would in the educational decision making process. The parent surrogate may represent the child in all matters relating to the identification, evaluation, and the educational placement of the child, and the provision of FAPE, including the appeal process.

For a child who is a ward of the State, the parent surrogate alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements below. For unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogates until a surrogate can be appointed that meets all of the requirements listed below.

A person selected as a surrogate:

- Cannot be an employee of any public agency that is involved in the education or care of the child;
- Must have no interest that conflicts with the interest of the child that the individual represents; and
- Is to have knowledge and skills that ensure adequate representation of the child.

A public agency may select as a surrogate an individual who is an employee of a nonpublic agency that only provides non-educational care for the child, and who has no interest that conflicts with the interest of the child the individual represents, and who has knowledge and skills that ensure adequate representation of the child. An individual is not considered an agency employee solely because that individual may be paid by an agency to serve as a foster parent or a parent surrogate.

MSDE must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after a public agency determines that the child needs a surrogate.

PART XIII – TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY

Under IDEA, the parents of a student with a disability have certain rights in the special education decision making process. Under Maryland law, in certain limited circumstances, all rights accorded to the parents under IDEA shall transfer to a student with a disability. This transfer occurs when the student reaches the age of 18 years, if the student has not been adjudged incompetent under State law and there is documentation that:

- The parents are unavailable or unknown, and the child requests that the parental rights be transferred to the child rather than have a parent surrogate appointed;
- The parents have not participated in the special education decision making process for the child after repeated attempts by the public agency to involve the parents over the previous year;
- The parents have affirmatively rejected participation in the special education decision making process;
- The parents cannot participate in the special education decision making process due to prolonged hospitalization, institutionalization, or serious illness or infirmity of one or both of the parents and the parents have consented to the transfer of rights to the child;
- The parents cannot participate in the special education decision making process due to extraordinary circumstances beyond their control, and the parents have consented to the transfer of rights to the child; or
- The child is living outside of the parents' home and is not in the care or custody of another public agency.

If the parents of a student with a disability, with whom the child resides, do not consent to the transfer of rights to the child at the age of 18, and the student has not been adjudged incompetent under State law, either party may file for due process to determine whether the rights should be transferred.

If a student with a disability has been represented by a parent surrogate in accordance with federal and State laws and regulations, the public agency shall provide any written notice required under federal and State laws and regulations to both the student and parent surrogate. All other rights afforded the parent surrogate under IDEA shall transfer to the student if the student has not been adjudged incompetent under State law and the student requests that the rights transfer to the student.

PART XIV – RESOLVING DISAGREEMENTS

Written Complaint Procedures

The MSDE has adopted written complaint procedures for resolving complaints filed by an individual or organization. MSDE disseminates the State's procedures for resolving complaints to parents and other interested individuals including Parents' Place of Maryland, advocacy agencies, independent living centers, and other appropriate entities. Individuals may obtain a copy of the State complaint procedures by sending a written request addressed to the Division of Special Education/Early Intervention Services, MSDE, 200 West Baltimore Street, Baltimore, Maryland 21201. The procedures are also available on the MSDE web-site: www.msde.state.md.us.

Filing a Written Complaint with MSDE

If an individual or an organization believes that a federal or State law or regulation concerning the identification, evaluation, the educational placement of the child, and the provision of FAPE, including the appeal process is not being followed, an individual or organization has the right to file a written and signed complaint with the Assistant State Superintendent, Division of Special Education/Early Intervention Services, MSDE, 200 West Baltimore Street, Baltimore, Maryland 21201.

The written complaint shall include:

- A statement that the public agency has violated a requirement of federal or State law or regulation; and
- The facts upon which the statement is based.

This must include any documentation supporting the allegation(s). Complaints must be filed within one (1) year of the date that the alleged violation occurred, unless a longer period is reasonable because the violation is continuing. If the complainant is requesting compensatory services, the complaint must be received within three (3) years of the date of the alleged violation. The MSDE is to investigate and issue their findings within 60 calendar days of receipt of the written complaint. MSDE may permit an extension of the 60-day timeline only if exceptional circumstances exist regarding a particular complaint.

At a minimum, MSDE shall:

- Conduct an independent on-site investigation if MSDE determines an investigation is necessary;
- Provide the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
- Review all relevant information and make an independent determination as to whether a public agency has violated requirements of federal and State laws or regulations concerning the identification, evaluation, the educational placement of the child, and the provision of FAPE; and
- Issue a written decision to the complainant that addresses all allegations in the complaint and contains findings of fact and conclusions, and the reasons for the final decision of MSDE. The final decision shall include procedures for the effective implementation of the final decision, if needed, including technical assistance activities, negotiations, and corrective actions to achieve compliance.

Resolving a Complaint

In accordance with MSDE's general supervisory authority under the IDEA, if MSDE determines a public agency has failed to provide appropriate services, the final written decision shall include how a public agency is to remediate the denial of those services, appropriate to the needs of the child and provide appropriate future services for all students with disabilities.

Complaints and Due Process Hearings

If MSDE receives a written complaint that is also part of a due process hearing, or if a written complaint contains multiple issues of which one or more are part of a hearing, MSDE must set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of that due process hearing. However, any issue in the complaint that is not part of the due process hearing must be resolved using the timeline and procedures described above. If an issue is raised in a complaint that has previously been decided in a due process hearing, involving the same parties, the hearing decision is binding, and MSDE shall inform the complainant to that effect.

Mediation Procedures

Each public agency must ensure that procedures are established and implemented to allow parties (parents or public agencies) to appropriately resolve disputes involving any matter concerning the proposal, refusal, or consent for identification, evaluation, educational placement, the provision of a FAPE, or disciplinary procedures through a mediation process. At a minimum, mediation must be available whenever a due process hearing is requested. The procedures must ensure that the mediation process is a voluntary process available to either parents or the public agency. The request for mediation may not be used to deny or delay either party's rights under federal or State laws or regulations.

An employee of the Office of Administrative Hearings (OAH), selected on a rotating basis, who is qualified, impartial, and trained in effective mediation techniques, conducts mediation. An individual who serves as a mediator is not an employee of a public agency or State agency responsible for the provision of services to students with disabilities, or MSDE. A mediator must not have a personal or professional conflict of interest. A person who otherwise qualifies as a mediator is not an employee of a public agency or State agency responsible for the provision of services to students with disabilities, or MSDE, solely because that individual is paid by the State to serve as a mediator.

- MSDE pays for the costs of the mediation process, including the cost of a meeting with parents to encourage mediation.
- MSDE maintains a list of qualified mediators who are knowledgeable of the laws and regulations related to the provision of special education and related services.
- A request for mediation is made in writing to the public agency responsible for the education of the child. The Mediation/Due Process Request Form, developed by MSDE and OAH, is available from the public agency where the child attends school. For assistance contact the public agency's special education office.
- Within three (3) days of receipt of the written request for mediation it is the responsibility of the public agency to send a facsimile (fax) of the written request to the OAH.
- Parents or the public agency may be accompanied and advised by counsel during mediation.
- A mediation session will be scheduled to occur within 20 days of the receipt of a written request at a location convenient to parents and the public agency.
- Mediation sessions are closed proceedings. Discussions that occur during mediation must be confidential and cannot be used as evidence in any subsequent due process hearing or civil action. Parents or the public agency may be asked to sign a confidentiality pledge before the start of the mediation.
- An agreement reached by the parties to the dispute in the mediation process must be set forth in a written mediation agreement.

Meeting to Encourage Mediation

A public agency may establish procedures to require parents who elect not to use the mediation process to meet at a time and location convenient to the parents, with a disinterested party, who is under contract with the Parents' Place of Maryland, Inc., Families Involved Together, Inc., or an appropriate alternative dispute resolution entity who would explain the benefits of the mediation process and encourage parents to use the process. A public agency may not deny or delay the parents' right to a due process hearing if parents fail to participate in the meeting to encourage the use of mediation.

Requesting a Due Process Hearing

The parent or a public agency may request a due process hearing regarding the public agency's proposal or refusal to initiate or change the identification, evaluation or educational placement of the student or the provision of FAPE by submitting a written due process hearing request notice to the public agency and OAH. The due process hearing request notice, which must remain confidential, is submitted by the parent, public agency or the party's attorney. The due process request form must include:

- the name of the student;
- address of the student's residence (or, for a homeless student, available contact information);
- name of the school
- name of the public agency responsible for the education of the student (i.e. local school system);
- a description of the problem of the student relating to the proposed or refused initiation or change, including facts relating to the problem; and
- A proposed resolution of the problem to the extent known and available to the party at the time of the notice.

A party may not have a due process hearing until the party, or the attorney representing the party, files a due process hearing request notice that meets the content requirements. A model form to assist parents that includes the required information may be obtained from the public agency or accessed on the MSDE website. The party requesting the due process hearing shall not be allowed to raise issues at the due process hearing that were not raised in the due process hearing request notice, unless the other party agrees otherwise.

Sufficiency of Notice

The due process hearing request notice is deemed to be sufficient unless the party receiving the notice notifies the OAH and the other party in writing within 15 days of receiving it that the receiving party believes the notice does not meet the content requirements. Within 5 days of receiving notice of the deficiency, the OAH will determine whether the due process hearing request notice meets the content requirements and immediately notify the parties in writing,

A party may amend its due process hearing request notice only if the other party consents in writing and is given the opportunity to resolve the issues through a resolution meeting as noted below; or the OAH grants permission not later than 5 days before a due process hearing occurs. The timeline for the resolution meeting and the due process hearing begin again with the filing of the amended due process hearing request notice.

Response to Due Process Hearing Request

If the public agency has not sent a prior written notice to the parents regarding the issues raised by the parent in the due process hearing request notice, the public agency shall, within 10 days of receiving the notice, send the parent a response containing:

- An explanation of why the public agency proposes or refuses to take the action(s);
- A description of any other options that the public agency considered and the reasons why those options were rejected;
- A statement that the parents of a student with a disability have protections under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained; and
- Sources for parents to contact to obtain assistance in understanding the provisions of the IDEA.

This response does not preclude the public agency from asserting that the parent's due process hearing request notice was insufficient, where appropriate.

When the non-complaining party receives the due process hearing request notice, that party (e.g., parent, advocate, parent attorney, student, public agency, public agency attorney) must, within 10 days of receiving the notice, send to the complaining party a response that specifically addresses the issues raised in the due process hearing request notice.

Resolution Session

Within 15 days of receiving the parent's due process hearing request notice and prior to initiation of a hearing the public agency must convene a meeting with the parents and the relevant IEP team member(s) who have specific knowledge of the facts identified in the notice as determined by the parents and the district. The parents and the school district may agree in writing to waive the resolution meeting, or agree to use the mediation process.

The resolution meeting must include a representative of the public agency who has decision-making authority on behalf of the public agency and may not include a public agency attorney, unless the parent is accompanied by an attorney. The purpose of the meeting is for parent(s) of the student to discuss the issues in their due process hearing request notice, so the public agency has the opportunity to resolve the issues. If the issues are not resolved to the satisfaction of the parties within 30 days of the receipt of the notice, the due process hearing may occur. The timeline for the due process hearing begins at the expiration of the 30-day period.

If resolution is reached, the parties must execute a legally binding agreement that is signed by both the parent and a representative of the public agency who has the authority to bind the public agency and is enforceable in any State court of competent jurisdiction or in a district court of the United States. If the parties execute an agreement, a party may void such agreement within three business days of the agreement's execution.

If a party requests both mediation and a due process hearing within the same request, and the non-complaining party agrees to mediate, the issue will proceed directly to mediation.

Due Process Hearing Rights

Any party to a due process hearing has the right to:

- Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of students with disabilities;
- Present evidence and confront, cross-examine, and compel the attendance of witnesses;
- Prohibit the introduction of any evidence at the hearing, that has not been disclosed to that party at least five (5) business days before the hearing;
- Obtain a written, or at the option of the parents, an electronic verbatim record of the hearing; and
- Obtain a written, or at the option of the parents, an electronic findings of fact and decisions.

At least five (5) business days prior to the hearing, each party shall disclose to all other parties all evaluations completed by that date, and recommendations based on the party's evaluations that the party intends to use at the hearing. A hearing officer may bar any party that fails to comply with this requirement from introducing the relevant evaluation or recommendations at the due process hearing without the consent of the other party.

The parent has the right to have the student present and to open the hearing to the public. Each hearing must be conducted at a time and place that is reasonably convenient to the parent and student. The verbatim record of the hearing, when requested, and the written decision are provided to the parent at no cost.

An ALJ must make a decision on substantive grounds based on a determination of whether the student received FAPE. In matters alleging a procedural violation, an ALJ may find that a student did not receive FAPE:

- Only if the procedural inadequacies impeded the student's right to FAPE;
- If the public agency significantly impeded the parents' opportunity to participate in the decision-making process regarding the provision of a FAPE to the parents' child; or
- The public agency caused a deprivation of education benefits.

Nothing in these requirements precludes an ALJ from ordering the public agency to comply with procedural requirements under the law and regulations governing special education.

Student's Status During Proceedings

During the pendency of any administrative or judicial proceeding (except as provided under the discipline section), unless the parent and public agency agree otherwise, the student must remain in his or her current educational placement. If the proceeding involves an initial application for initial admission to public school, the student, with parent consent, must be placed in the public program until the completion of all proceedings. If the decision of a hearing officer in a due process hearing agrees with the parents that a change of placement is appropriate, that placement becomes the student's current placement during the pendency of subsequent appeals.

Timelines

A parent or public agency shall request an impartial due process hearing within two years of the date the parents or public agency knew or should have known about the alleged action that is the reason for the due process hearing request. The timeline does not apply if the parent was prevented from requesting the hearing because of specific misrepresentations by the public agency that it had resolved the problem forming the basis of the complaint or the public agency's withholding of information from the parent that was required to be provided to the parent.

The OAH must ensure that a final hearing decision is reached and mailed to the parties within forty-five days of the parties' agreement to waive the resolution process or within forty-five days of the expiration of the resolution period timelines.

Expedited Timelines

Student Not Currently Enrolled and Attending School

If a hearing is requested on behalf of a student with a disability who is not currently enrolled and attending school, the hearing must be held within twenty calendar days of receipt of the request and a written decision must be issued no later than fifteen calendar days after the hearing.

Disciplinary Actions

If a hearing is requested on behalf of a student with a disability regarding placement in an interim alternative educational setting or regarding a manifestation determination, the hearing must be conducted within 20 school days of the date the hearing is requested and a written decision must be issued within 10 school days after the hearing.

Civil Action

An ALJ decision is final unless appealed by either the parents or the public agency. Any party aggrieved by the findings and decisions has the right to bring a civil action with respect to the complaint presented in the due process hearing. Parents may file for civil action in any State court of competent jurisdiction or in a district court of the United States without regard to the amount in controversy within 180 days of the issuance of the final decision pursuant to Maryland law. Nothing in this part restricts or limits the rights, procedures, and remedies available under the Constitution, The Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973, or other federal laws protecting the rights of students with disabilities. Except, that

before filing for civil action under these laws the parents or a public agency must have exhausted the procedures for a due process hearing with OAH.

In any action, the court will:

- Receive the record of the due process hearing;
- Hear additional evidence at the request of either the parents or the public agency;
- Base its decision on the preponderance of evidence; and
- Grant the relief it determines to be appropriate.

PART XV – ATTORNEYS’ FEES

In any action or proceeding brought under IDEA 2004, the court may award reasonable attorneys’ fees to:

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

Fees awarded must be based on rates prevailing in the community in which the action arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.

Fees may not be awarded under the following circumstances:

- For any Individualized Education Program (IEP) Team meeting unless it is convened as a result of a due process hearing or judicial action;
- For mediation conducted prior to filing for a due process hearing;
- For resolution meetings; and
- For services following a written settlement offer to the parent if:
 - The offer is made within the timelines under Rule 68, Federal Rules of Civil Procedure, or in an administrative proceeding, more than ten days before the proceeding begins;
 - The offer is not accepted within ten days; and
 - The court finds the relief obtained by the parent in the hearing is not more favorable to the parent than the offer of settlement. Fees and costs may be awarded if the parent was substantially justified in rejecting the settlement offer.

Fees may be reduced under the following circumstances:

- The parent or the parent’s attorney unreasonably prolonged resolving the dispute;
- The amount of fees unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably comparable skill, reputation and experience;
- The time and services were excessive considering the nature of the proceeding; or

- The attorney did not provide the appropriate information in filing the due process hearing request notice.

Fees will not be reduced if:

- The public agency prolonged the resolution; or
- There was a violation of the procedural safeguard requirements.

Because the parent's right to recover attorneys' fees depends upon meeting certain conditions set out in the IDEA, parents should discuss this matter with their attorneys.

FREE OR LOW COST ORGANIZATIONS AND SOURCES TO HELP IN UNDERSTANDING THE SPECIAL EDUCATION PROCESS

MSD is committed to ensuring parents understand the special education process, and their rights throughout this process. Parents are encouraged to ask questions of the personnel at their child's school. This would include the teachers, assistant principals, and other administrative staff.

Additional information and resources can be provided by:

Office of the Pupil Personnel Services

Director of Pupil Personnel Services
Maryland School for the Deaf
101 Clarke Place, P. O. Box 250
Frederick, MD 21705-0250
301.360.2025 (V/TTY)

Partners for Success

Parent or Education Coordinator
Maryland School for the Deaf
Room 207, Steiner Building
8169 Old Montgomery Road
P. O. Box 894
Columbia, MD 21044
410.480.4597 (V/TTY)

FREE OR LOW COST ASSISTANCE FOR SPECIAL EDUCATION DISPUTES

Following is a list of attorneys and advocacy organizations that may provide legal and other services to individuals in special education disputes.

Legal Aid Bureau, Inc.

229 Hanover Street
P.O. Box 943
Annapolis, MD 21404
(410) 263-8330
800-666-8330

500 East Lexington Street
Baltimore, MD 21202
(410) 951-7777
866-534-2524

5 North Main Street
Suite 200
Bel Air, MD 21014
(410) 879-3755
(410) 836-8202
800-444-9529

110 Greene Street
Cumberland, MD 21502
(301) 777-7474

Tred Avon Square
210 Marlboro Road
Suite 3
Easton, MD 21601

22 South Market Street
Suite 11
Frederick, MD 21701
(301) 694-7414
800-679-8813

P.O. Box 249
Route 231
Hughesville, MD 20637
(301) 932-6661
(410) 535-3278

6811 Kenilworth Ave
Calvert Building, Suite 500
Riverdale, MD 20737
(301) 927-6800
888-215-5316

111 High Street
P.O. Box 4116
Salisbury, MD 21801
(410) 546-5511
800-444-4099

29 West Susquehanna Ave.
Suite 305
Towson, MD 21204
(410) 296-6705
www.mdlab.org

Maryland Coalition For Inclusive Education

7484 Candelwood Road
Suite R
Hanover, MD 21076
(410) 859-5400 Ext 105
1-800-899-8837
www.mcie.org

Maryland Disability Law Center (MDLC)

1800 North Charles St
Suite 400
Baltimore, MD 21201
(410) 727-6352
(410) 727-6387 (TDD)
800-233-7201
www.mdldbaltimore.org

Parents' Place of MD

801 Cromwell Park Dr.
Suite 103
Glen Burnie, MD 21061
(410) 768-9100
www.ppmmd.org

University of Maryland Clinical Law Office

500 West Baltimore St.
Baltimore, MD 21201
(410) 706-3295
www.law.umaryland.edu

Partners for Success

Maryland School for the
Deaf
Room 207 Steiner Bldg
8169 Old Montgomery Rd
P.O. Box 894
Columbia, MD 21044
(410) 480-4597 (V/TTY)

MSD'S POLICY AND PROCEDURES REGARDING CONFIDENTIALITY OF STUDENT RECORDS

All school records are confidential. It is the responsibility of the Principal to ensure that only authorized persons are permitted access to student files. Student's files are kept in file cabinets and rooms which have locks and only may be accessed and/or released upon receipt of appropriate written requests.

Professional staff providing direct services to students may have access to information in the files by making a request to the appropriate department head. Professional personnel may gain access to the main file (Principal's file), through the following procedure:

- (1) Fill out request form for information desired from student's file;
- (2) Present request form to the Principal's secretary (request form becomes documented record of who had access to student's file);
- (3) Principal's secretary will provide only the specific information requested - not the entire file;
- (4) Certain information, designated "sensitive information" by Principal, will not be provided by the Principal's secretary except with written authorization by Principal;
- (5) Information borrowed from the files is not to be xeroxed or duplicated and is to be returned on the day it is borrowed.

Professional personnel may gain access to the departmental files i.e., Family Education/Early Intervention, Elementary, Middle School, High School, through the following procedure:

- (1) Fill out a request form for information desired from student's file;
- (2) Present request form to the Assistant Principal or his/her designee; (request form becomes documented record of who has had access to the student's file);
- (3) The Assistant Principal/designee will provide only the specific information requested;
- (4) Information borrowed from the files is not to be xeroxed or duplicated and is to be returned on the day it is borrowed.

Parents and eligible students (18 years old and older) may have access to data according to the following guidelines:

- (1) A written request to the Principal to review the school records must be made;
- (2) The Principal will arrange to make the records available without unnecessary delay and no later than 45 days of the date of the request;
- (3) The parents and/or eligible student shall review the student's school records with an appropriate qualified staff member present;
- (4) Copies of records will be made for a fee of ten cents (10¢) per page to cover duplicating costs, unless there is a demonstrated financial hardship or this would prevent a parent or eligible student from exercising the right to review and inspect records;
- (5) Amendment of records, the parents' request:
 - (a) A parent who believes that information in education records collected, maintained or used is inaccurate or misleading or violates the privacy of other rights of the child, may request MSD to amend the information;
 - (b) The Maryland School of the Deaf shall decide whether to amend the information in accordance with the request within fifteen (15) school days of the receipt of the request;
 - (c) If the Maryland School of the Deaf decides to refuse to amend the information in accordance of the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing.
- (6) Destruction of information:
 - (a) MSD shall inform parents when personally identifiable information collected, maintained or used, is no longer needed to provide educational services to the child;
 - (b) The following identifiable educational information must be retained for five (5) years to provide information required by state and federal officials:
 - (1) All Individualized Education Programs (IEPs); and
 - (2) IEP Team summary sheets and notes containing

- (a) identification of assessments and evaluations performed (but not the detailed assessments themselves); and
- (b) formal decisions of the IEP Team documenting:
 - i. the student's disability;
 - ii. the multidisciplinary nature of the Committee; and
 - iii. parental involvement.
- (c) The following personally identifiable information collected, maintained or used by the School for medical assistance purposes must be retained for six (6) years to provide information required by State and federal officials:
 - (1) All Individualized Education Programs (IEPs) documenting services which are eligible for medical assistance reimbursement;
 - (2) IEP Team summary sheets and notes containing documentation of the need for services which are eligible for medical assistance reimbursement;
 - (3) All documentation of services provided (logs, etc.);
 - (4) On-going service coordination notes demonstrating eligibility for medical assistance reimbursements; and
 - (5) All applications for medical assistance reimbursement.
- (d) The information must be destroyed at the written request of the parents. However, a permanent record of the student's name, address, and phone number, his/her grades, attendance record, classes attended, and grade level completed may be maintained without time limitation.

For all other people, data in files will only be released upon receipt of a signed release from the parents and/or eligible student (18 years old or older).

As permitted by law, the School may release 'Directory Information' about students without prior consent. 'Directory Information' includes:

- name
- address
- name of parent(s) or guardian(s)
- telephone number
- local school system
- The most recent previous school system or educational institution attended by the student
- dates of attendance at MSD
- major field of study
- participation in officially recognized activities and sports
- height and weight of members of athletic teams
- honors and awards received, and
- grade level

Any parent or eligible student who does not want the school to release directory information without their prior written consent must notify the Principal by September 30 and identify the category or categories of information which the school should not disclose. If the student enrolls after the beginning of the school year, the parent(s) or eligible student must submit this notification within 30 days of enrollment. This notification must be submitted annually.

Personally identifiable information may also be disclosed to another school system, school or postsecondary institution without parental consent. However, as a matter of school policy, no information will be released without prior written consent from the parent or eligible student.

In addition, MSD cooperates with the Maryland State Department of Education by transmitting to them personally identifiable information, as required by law, to meet state and federal requirements.

Questions or requests regarding student records should be directed to the appropriate Campus Principal: Melinda Padden, Frederick Campus, or Acting Principal, Mr. John Snavlin, Columbia Campus. Copies of this and other policies complying with state and federal laws are kept in the Office of the Director of the Pupil Personnel Services.

FREE AND APPROPRIATE PUBLIC EDUCATION

The Maryland School for the Deaf (MSD) is committed to providing free, appropriate, educational programs and related services for Deaf and Hard of Hearing children residing in the State of Maryland, from birth through twenty-one years of age. Admission to MSD is governed by the procedures specified in this handbook. The Maryland School for the Deaf does not discriminate on the basis of national origin, race, sex, linguistic, religious or cultural background when placing students into its educational programs or services.

MSD'S POLICY ON EXTENDED SCHOOL YEAR (ESY) SERVICES

The Maryland School for the Deaf is an independent State agency, which provides educational services to its students during the school year only. As such, it does not provide ESY. If an MSD student is found to need ESY, he/she would be referred to the appropriate Local School System (LSS) for provision of services. The following discussion outlines: 1) how MSD would identify a student's need for ESY; 2) the procedures for referring the student to the LSS; and 3) how MSD would work with the LSS to develop appropriate ESY goals.

Extended School Year (ESY) services are provided as part of a free, appropriate, public education (FAPE) to all students with disabilities who demonstrate a need for such services. The ESY concept refers to the continuation of special education and/or related services beyond the 180-day school year. Such services are provided to a student with a disability for the purpose of preventing a loss during the school break of critical life skills targeted by the student's Individualized Educational Plan (IEP), and a failure to regain these skills in a reasonable amount of time.

All students may experience a loss (regression) of skills from time to time; however, a student with disabilities may experience such significant regression, depending upon the nature and severity of the disability, that it would prevent the student from receiving some educational benefit from his/her educational program during the regular school year with the provision of ESY services.

While there is no requirement that extended school year services be made a part of every disabled student's IEP, even if there would be some educational benefit, there is an obligation for the IEP Team to determine whether or not each student needs ESY services at least annually.

ARD decisions on ESY are made on an individual basis, after a thorough review of IEP objectives targeting critical life skills, and a review of documentation gathered by school personnel directly involved in the student's education and/or related services program, along with the student's parents, guardian or parent surrogate.

The IEP Team needs to consider whether, without extended school year services, the student will be prevented from receiving some benefit from his/her educational program during the regular school year in critical life skill objectives on his/her IEP. The following criteria are to be considered in making this decision:

"WITHOUT ESY..."

- is there a likelihood of substantial regression (loss) of critical life skills caused by the school break and a failure to recoup (regain) those lost skills in a reasonable amount of time following the school break?
- will the degree of progress towards IEP objectives on critical life skills prevent the student from receiving some benefit from his/her educational program during the regular school year?
- are any IEP objectives targeting emerging critical life skills at the breakthrough point? If so, the IEP Team must determine if interruption of instruction on these objectives caused by the school break is likely to prevent the student from receiving some benefit from her/her educational program during the regular school year without extended school year services.
- have any interfering behavior(s) such a stereotypic, ritualistic, aggressive or self-injurious behavior(s) targeted by IEP objectives prevent the student from receiving some benefit from his educational program during the previous school year? OR is the interruption of programming which addresses the interfering behavior(s) likely to prevent the student from receiving some benefit from his educational program during the next school year?

- is the nature and/or severity of the student's disability likely to prevent him/her from receiving some benefit from his/her educational program during the regular school year?
- are there any special circumstances that will prevent the student from receiving some benefit from his/her educational program during the regular school year?

Because extended school year service is uniquely designed to meet the individual needs of a student with disabilities, it is necessary to emphasize that extended school year is:

- NOT a mandated twelve (12) month service for all students with disabilities;
- NOT a child care service;
- NOT necessarily a continuation of the total individualized program provided during the regular school year;
- NOT required to be provided all day, every day or each day of the year;
- NOT an automatic program provision from year to year;
- NOT intended to teach new skills, or to increase progress on instructional objectives;
- NOT a service available by broad categories of students. Service must be based on individual need; and
- NOT a service to be provided to maximize each student's potential.

Once the IEP Team has discussed and determined whether there are IEP objectives targeting critical life skills on the student's IEP which would require the provision of extended school year in order for the student to receive a FAPE, the Committee's decision regarding the provision of extended school year service and the basis for that decision should be documented.

If the IEP Team determines ESY is necessary to ensure FAPE, the IEP Team:

- a. identifies the IEP objectives, targeting critical life skills, to be addressed through the extended school year service and delivered through a properly developed IEP. Decisions regarding service must be based on the student's individual need and not be dependent on existing programs.
- b. immediately refers each child needing ESY to his/her Local School System (LSS) for ESY services. The LSS is always invited to the IEP meeting but if for some reason they are not present, they would be contacted immediately regarding the need for ESY and provided any information needed to facilitate ESY through the LSS.
- c. participates cooperatively with the LSS to design an ESY program for each eligible student, considering the unique needs of that student, and with the LSS makes individualized decisions about the number of weeks, days per week, hours per day and types of services that each student receiving ESY requires.
- d. documents the determination of least restrictive environment as it pertains to extended school year.

If the IEP Team determines that ESY is not necessary to ensure FAPE the IEP Team documents the review and does not refer the student for ESY.

The IEP Team reminds parents that all due process rights are applicable to the provision of ESY. (This includes the IEP Team's responsibility to schedule IEP Team meetings, when ESY is to be considered, early enough in the school year to ensure that parents can meaningfully exercise their due process rights if they wish to challenge an ESY decision.)

INTERPRETER POLICY

The Maryland School for the Deaf will provide sign language and foreign language interpreters upon request. Because these services are provided by private companies, requests must be made to the school Principal at least two weeks in advance. MSD needs 48 hours notice if parents need to cancel their meeting.

MSD Campus Security Policy

The MSD Campus Security Policy will be activated when there is an emergency, a crisis, or a dangerous situation happening at or near Columbia Campus and/or Frederick Campus. Safety and security of MSD students is given highest priority at all times.

There are three levels of "alert": Low, Medium, and High. Below outlines a school response plan to the three different levels of alert at Columbia Campus and Frederick Campus. When the School Administration determines a level of alert for one or both campuses, an announcement will be put on MSD's Message Boards. Parents/guardians and employees should call these message boards for continuous updates.

Columbia Campus' Message Board numbers are:
410.480.4600 (Voice) and 410.480.4601 (TTY)

Frederick Campus' Message Board numbers are:
301.360.2017 (Voice) and 301.360.2018 (TTY)

Columbia Campus:

Low Level Alert:

This is precautionary status, which is a response to a situation that is not close to the Campus but is done out of an abundance of caution for the well-being of MSD students and employees.

1. In general, students must remain in the building in which they are located.
2. One door is unlocked in each building.
3. Students eat in the school cafeteria.
4. Students are accompanied by staff members at all times when outside.
5. Outdoor activities are permitted under strict supervision.
6. Family Education home visits are reviewed on an individual merit/risk basis.
7. Field trips are reviewed on an individual merit/risk basis.
8. Students go to site location for specials.
9. The After School Program (ASP) will be held in the Baker Building. ASP day students should go home on the bus at 3:00.
10. Evening ASL classes will be held.
11. All staff members should be alert when walking between buildings.

Medium Level Alert:

This is a heightened level of alert, responding to a situation that poses more immediate danger to the Campus.

1. All buildings will be locked down.
2. In general, all students must remain in the building in which they are located.
3. All outdoor activities and field trips are cancelled.
4. Lunch will be served in the Middle School for Middle School students.
5. Students walking between buildings for medications, etc. must be accompanied by staff members.
6. All special service providers (Speech, ASL, PE, Art, etc) will be provided where the students are located.
7. Use of school vehicles by the Instructional Department is suspended. Instructional Department drivers already off-campus are required to return to MSD immediately.
8. The After School Program (ASP) will be held in the Baker Building. ASP day students should go home on the bus at 3:00.
9. Evening ASL classes will be held.
10. All staff members should be on the alert when walking between buildings.
10. Police presence will be requested.

High Level Alert:

This is a campus-wide response to imminent or nearby danger. This is known as a “total lockdown” status.

1. Under this status, no one, adults included, may leave the building in which they happen to be located.
2. All buildings are locked and no one without valid ID may enter.
3. A staff member will be posted at each exterior door.
4. All school vehicles are grounded. All drivers already off-campus will be contacted for further instructions before being allowed to return to MSD.
5. All off-campus field trips are cancelled.
6. All after-school activities on-campus and off-campus are cancelled.
7. Evening ASL classes are cancelled.
8. Police presence will be requested.

Frederick Campus:

Low Level Alert:

This is precautionary status, which is a response to a situation that is not close to the Campus but is done out of an abundance of caution for the well-being of MSD students and employees.

1. In general, students must remain in the building in which they are located.
2. Students will not be permitted to be “along the streets” around the campus either for recess or for going between buildings.
3. Students are allowed to go between buildings unescorted as long as the trip is between buildings on the same block of campus and does not include walking along a street.
4. If students have to go along or go across streets when going between buildings they must:
 - a. do so only at regularly scheduled change of instructional periods;
 - b. go as a group;
 - c. be escorted by staff members and;
 - d. go along a route which has the least amount of time walking adjacent to a street.
5. Family Education home visits are reviewed on an individual merit/risk basis.
6. Field trips are reviewed on an individual merit/risk basis.
7. Career Technology Education and Physical Education classes may be taught in the students’ main academic building to the extent possible.
8. All after-school activities off-campus including athletic competitions are reviewed on an individual merit/risk basis.
9. All afternoon and evening activities on campus, including athletic team practices, may be held away from the streets, or on the inside of the main block of campus and inside the Benson Gymnasium, or on the athletic fields behind Veditz Building and Benson Gymnasium.
10. Evening ASL classes will be held.
11. All staff members should be alert when walking between buildings.

Medium Level Alert:

This is a heightened level of alert, responding to a situation that poses more immediate danger to the Campus.

1. All buildings will be locked down.
2. In general, all students must remain in the building in which they are located.
3. Lunch may be brought to students at Veditz Building and Benson Gymnasium.
4. Students will not be permitted to be “along the streets” around the campus either for recess or for going between buildings.
5. Students are escorted all the time between buildings.

6. If students have to go along or go across streets when going between buildings they must:
 - a. do so only at regularly scheduled change of instructional periods;
 - b. go as a group;
 - c. be escorted by staff members;
 - d. go along a route which has the least amount of time walking adjacent to a street.
 7. use of school vehicles by the Instructional Department is suspended. Instructional Department drivers already off- campus are required to return to MSD immediately.
 8. Career Technology Education and Physical Education classes will be taught in the students' main academic building to the extent possible.
 9. All after-school off-campus activities such as athletic competitions and field trips are cancelled.
 10. All outdoor athletic team practices and other outdoor activities are cancelled.
- Evening ASL classes will be held.
 All staff members should be on the alert when walking between buildings.
 Police presence will be requested.

High Level Alert:

This is a campus-wide response to imminent or nearby danger. This is known as a "total lockdown" status.

1. Under this status, no one, adults included, may leave the building in which they happen to be located.
2. All buildings are locked and no one without valid ID may enter.
3. A staff member will be posted at each exterior door.
4. All school vehicles are grounded. All drivers already off-campus will be contacted for further instructions before being allowed to return to MSD.
5. All off-campus fieldtrips including Work Study are cancelled.
6. All after-school activities on-campus and off-campus are cancelled.
7. Evening ASL classes are cancelled.
8. Police presence will be requested.

Interpretations of this policy will be determined and exceptions to this policy will be granted by the Superintendent, the Campus Principals, or their designees.

Asbestos Management Plan

In October 1986, the U.S. Congress enacted the Asbestos Hazard Emergency Response Act, (AHERA). Under this law, comprehensive regulations were developed to address asbestos problems in public and private elementary and secondary schools. These regulations require most schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings and implement response actions in a timely manner.

These regulations assign schools many new responsibilities. Our program for fulfilling these responsibilities is outlined in our asbestos management plan. This plan contains information on our inspections, re-inspections, response actions and post-response action activities, including periodic surveillance activities that are planned or are in progress.

You can review this plan during normal business hours without cost or restriction. If you have any questions about reviewing our management plan please contact the Facilities Maintenance Supervisor at 301-360-2092 (Frederick Campus) or 410-480-4528 (Columbia Campus).

PORTABLE PAGER/CELL PHONE USAGE POLICY

Students may use portable pagers/cell phones before school and after school. Portable pagers/cell phones are to have the student's name on it for identification purposes. Students must fill out the school's portable pager/cell phone form for security reasons.

For residential students, Student Life Counselors will collect the portable pagers one half hour before the scheduled bedtime and put it in a secure place for safekeeping. Night Student Life Counselors will return the

portable pager when the student wakes up in the morning at which time the student can use the portable pager prior to start of the school day.

Students must leave portable pagers in their school lockers from 8:00 a.m. to 3:00 p.m. when classes are in session; during class time, meetings, workshops, mealtimes, study hour, and for residential students, after bedtime.

Consequences for violation of this policy are:

- 1st offense – Loss of portable pager privilege for one week. For residential students, Student Life staff will take the portable pager from the student until student goes home.
- 2nd offense – Loss of portable pager privilege for two weeks. Parents will be required to come in for a meeting to pick up the portable pager from the student.
- 3rd offense – Loss of portable pager privilege for the entire semester. Parent meeting required prior to privilege being reinstated.

The school is not responsible for damage to, or for loss of, the portable pagers (including theft).

“Portable Pager” means any Personal communication device carried, worn, or transported by an individual to receive or communicate electronic messages. This includes, but is not limited to beepers, pagers and cell phones.

PHONE CALLS BY STUDENTS (DURING THE SCHOOL DAY)

Students are not permitted to make any personal phone calls from school during the school day unless authorized to do so and observed by an Assistant Principal.

FEDERAL FUNDS

In past years the Maryland School for the Deaf, on both the Frederick and Columbia Campuses, has been able to provide additional services and materials through the use of federal funds. These funds are made available to the school through the cooperation of the Maryland State Department of Education.

The school also receives federal money through Part B of the Individuals with Disabilities Education Act (IDEA). In the past, the Maryland School for the Deaf used these monies to assist in the support of the Family Education/Early Intervention program.

The Family Education/Early Intervention Department also receives grant money from the Maryland Infants and Toddlers Program (MITP), which is part of IDEA, Part C, Grants to Infants and Families Program. This grant as mandated by PL 102-119, and provides funding for children ages birth to 36 months. In the past the grant has allowed the Department to replace and upgrade teaching materials and equipment, as well as to purchase new equipment. In addition, it has provided funding to send mailings and newsletters to parents and to provide workshops and in-services to staff and families. It has also provided interpreters for parent meetings and a contractual aide for the classroom.

Further, MSD receives monies through Title V “Innovative Educational Programs” of the Elementary and Secondary Education Act (ESEA), as amended and approved specifically to carry out programs and activities in the No Child Left Behind Act of 2001. These funds provide supplemental funding for appropriate staff to further their training in CPR to better assist our medically fragile and “at risk” students in accessing the educational program.

Through the years, these funds have had an important impact on the program that the Maryland School for the Deaf has been able to offer. Some services which are now a regular part of the MSD program came into being through initial use of these funds.

Copies for review of the application for all of the above grants are on file in the business office of the Ambrosen Building.

FAMILY EDUCATION/EARLY INTERVENTION DEPARTMENT

The Family Education/Early Intervention Department (FE/EI) serves Deaf and Hard of Hearing children from birth until their fifth birthday. This department has been recognized by the Maryland Infants and Toddlers Program as a major service provider for young Deaf and Hard of Hearing children and their families.

Services are provided to hearing parents and to Deaf parents of Deaf and Hard of Hearing infants and toddlers by trained family educators who have the expertise and communication skills necessary to deal effectively with the linguistic, social-emotional, and academic needs of this population. Services may also be offered to deaf and hard of hearing children who have additional disabilities.

The FE/EI department has offices and provides services at both Frederick and Columbia campuses. Family educators are based at both campuses and leave from either campus on a daily basis throughout the school year to work with families from Oakland to Ocean City. Generally, two family educators are sent on a regular basis to provide instruction to the children and their families. Home visits are provided during the summer months around the state to children less than 36 months of age through a grant provided by the Maryland Infants and Toddlers Program.

In order to meet the needs of hard of hearing children and the needs of children who use cochlear implants, MSD's Board of Trustees approved a cochlear implant pilot in FE/EI at the Columbia campus in January 2004. A similar cochlear implant pilot was established at the Frederick campus in 2005. These pilot programs are now a regular part of the FE/EI program design. Additional resources and innovative programming assists students who use this technology to maximize their listening potential. Support is also offered to children and families during home visits as well. MSD hired a Cochlear Implant Coordinator in August 2005. The Cochlear Implant Coordinator's role includes providing support for the children and families, providing support to the MSD faculty, and facilitating communication with cochlear implant centers, MSD, cochlear implant manufacturers, and the families.

FE/EI is administered by a FE/EI Director, whose main office is at the Columbia campus, and by a Supervising Teacher at each campus. The staff includes both deaf and hearing professionals. By including both deaf and hearing professionals in the department, the families have multiple opportunities to see a deaf/hearing team working in partnership to offer appropriate services for their children and families.

Emphasis is placed on establishing communication between the children and their parents using a bilingual education approach. The use of American Sign Language (ASL) allows the children to build concepts and develop their language as early as possible since the prime time for language acquisition is between birth and three years of age. Children and their families are also encouraged to consider the use of amplification as appropriate as well as spoken English training as appropriate in order to develop all communication opportunities for the children.

In addition to providing individual home visits on a regular basis throughout the state, the department sponsors regional parents meeting and weekly parent meeting on both campuses. While the parent meetings occur, the youngest children (ages birth to 24 months) participate in infant/toddler play groups with FE/EI staff.

Toddler and Pre-school classes are offered at both campuses. The spoken English teachers (speech therapists) provide individual and small group instruction to students whose parents request it.

The families can also receive services upon request from the audiologist, psychologist or other MSD staff members who may assess or follow up on the child's progress and to answer questions which the parents may have. The services of a behavior management specialist may also be requested.

Each child's progress is monitored through progress reports, teacher/parent observation, and appropriate checklists and evaluations. The MSD Essential Curriculum serves as the guide for development of educational goals for each child. For families whose children, between birth and 36 months of age, have an Individual Family Service Plan (IFSP) which identifies their specific strengths and needs, the IFSP is used. Children who enter the program after three years of age have an Individualized Educational Program

(IEP) as appropriate. Each family receives information on transition to an IEP when the child reaches the appropriate age.

It is important to note that all of these services are available at NO COST to any family with a Deaf or Hard of Hearing child residing in Maryland. FE/IE works closely with other agencies to facilitate acquiring adequate services for each of the children and his or her families. The department is administrated by the Director, whose main office is at Columbia campus and by the Supervising Teacher, Frederick campus. The staff includes both Deaf and hearing professionals. By pairing Deaf and hearing staff members in the classroom and on home visits, families have many opportunities to see the bilingual education philosophy of the school modeled.

ENHANCED PROGRAM OF SERVICES

The Enhanced Program of Services will serve Deaf students who have other moderate and severe disabilities. Funding for this program comes from the Maryland State Department of Education and the Local School Systems. The Enhanced Program of Services Admissions Policy is located on page 21.

AMERICAN SIGN LANGUAGE (ASL) PROGRAMS

Each campus is responsible for providing American Sign Language (ASL) instruction to families. ASL classes may be offered every Fall and Spring semester depending on enrollment.

These classes are available to all family members of students enrolled at MSD. Classes are provided in the evenings on both campuses. The only charge for these classes is for materials. The classes are offered throughout the fall and spring semesters or for the school year.

Please contact the Director of Communication for further information.

TUTORING POLICY

Tutoring at MSD can occur in one of three different ways. The first is commonly referred to as “before or after school help” and is only related to current course content that a student may have some difficulty mastering. This can be initiated by the middle school/high school student, teacher or parent. This type of tutoring occurs only during the regular course of a school day as student and teacher are available (8:00 a.m. – 4p.m.), and may be provided only by the teacher of that specific course.

The second type of tutoring is paid or unpaid volunteer private tutoring which is arranged outside of the Maryland School for the Deaf. This type of tutoring may only be done by persons not associated with nor employed by the Maryland School for the Deaf. MSD has no role in this process.

The final type of tutoring is the one in which the parent request the school's assistance in locating a private tutor who also is an employee of MSD. This tutoring occurs after school hours and is outside of MSD.

To comply with the proposal developed by the Maryland School for the Deaf and the Office of the Attorney General, and approved by the Maryland State Ethics Commission in 1990, the following procedures are implemented:

A pool of after school tutors will be developed from both campuses by the appropriate Campus Principal, who will be that campus' Tutoring Coordinator. Interested staff on the Columbia Campus and Frederick Campus will fill out the appropriate form available in each campus Principal's office.

Any changes in the information on the form, or in the availability to tutor, will be made to the Tutoring Coordinator.

All requests for after school or summer tutoring from the students, parents, or teachers will be sent directly to the Tutoring Coordinator.

The Tutoring Coordinator will compile the names of tutors qualified and eligible to work with a particular student. Qualification would be based on matching the student's educational needs with the tutor's ability and expertise. Eligibility is based on the avoidance of any possible conflict of interest created by a current relationship between tutor and student. No tutor would be eligible who was teaching or evaluating the student during the current academic year, and the following summer.

After the student and/or parents have selected a tutor from the names provided by the Tutoring Coordinator, all further arrangements, such as goals, fees, frequency, location of tutoring, will be handled privately between the two parties. Only phone/TTY numbers and/or email addresses will be given to the parents; no addresses will be given out by the Tutoring Coordinator. As this is intended to be a private, paid arrangement between the parent and the tutor after school hours, tutoring may not take place on the MSD campuses nor use MSD materials or equipment. For additional information contact the appropriate Campus Pupil Principal at 301.360.2021 (Frederick) or 401.480.4505 (Columbia).

When the tutoring is completed or stopped, the tutor will notify the Tutoring Coordinator so that information can be kept current.

DRUG-FREE SCHOOL ZONE

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

USE OF DRUGS, ALCOHOL AND TOBACCO BY SCHOOL EMPLOYEES AND STUDENTS

There are additional consequences for student leaders and athletes who possess or use controlled dangerous substances, alcohol or tobacco. Please see Sections 16-21 of the Student Code of Conduct (Frederick Campus Parent/Student Handbook).

Student athletes who possess drug paraphernalia, drugs, alcohol or tobacco – on or off school property, under school supervision or not, will be removed from extracurricular programs for the remainder of the season or twenty (20) school days which ever is greater. If less than twenty (20) days remain in the season, the remainder will be served beginning the first day of the next athletic season in which the student participates. When returning to the team, an athlete must participate in ten (10) team practices before playing in a game situation. Weekend practices may count (game days do not) if a majority of team members also attend the practice.

ZERO TOLERANCE POLICY FOR VIOLENCE OR THREATS OF VIOLENCE

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

Any student who has been a victim of any violent act or of any threat of violence or any student who knows of any such act or threat should report the incident immediately to one of the following MSD personnel: a student life counselor; student life counselor, supervisor; a teacher; a therapist; the dean of students; an assistant principal; the principal or the superintendent. Any MSD personnel to whom such acts or threats have been reported must promptly notify the principal for investigation and the principal will notify appropriate law enforcement personnel, when appropriate.

BULLYING

Bullying is one of the most significant threats to creating and maintaining a physically and emotionally safe school environment. Bullying is defined as when a student or group of students attempt to intimidate or harm another student or group of students by use of threats or physical force; or when they verbally abuse them by cursing, taunting or teasing them or exclude them from an activity. Bullying is a dynamic event that involves a bully (the student who attempts to intimidate or harm a peer), bystanders (students who observe bullying and actively encourage it or simply fail to report it) and targets (students who are the recipients of the bullies' behavior)

BULLYING, HARASSMENT AND DISCRIMINATION INVOLVING STUDENTS

MSD is committed to providing all students with a safe and supportive school environment. Members of the school community are expected to treat each other with mutual respect and to accept the rich diversity that makes up the community.

MSD prohibits bullying or harassment of any kind (including sexual harassment or harassment based on race, national origin, disability, or religion) and is committed to maintaining a learning environment that is free from such bullying or harassment. It shall be a violation of MSD policy for any student, teacher, administrator, or other school personnel of MSD to bully or harass a student, teacher, administrator, or other school personnel. Any student who believes that he or she has been the victim of bullying or harassment, including sexual harassment or harassment based on race at school, including in the residence halls, or at any activity under the auspices of MSD, i.e., sporting events and other extra curricular activities, should report the incident immediately to one of the following MSD personnel: a student life counselor; student life counselor, supervisor; a teacher; a therapist; the dean of students; an assistant principal; the principal or the superintendent. Any MSD personnel to whom such bullying or harassment has been reported must promptly notify the principal in writing for investigation. It is the expectation that all school personnel who observe, overhear or otherwise witness unlawful harassment will take prompt and appropriate action to stop the harassment and to report its occurrence to the principal in writing for investigation.

MSD will not retaliate against any individual making, in good faith, a complaint of bullying or harassment. MSD will promptly notify the parents of any student making a complaint of bullying or harassment and of any student accused of bullying or harassment. MSD will act to promptly investigate all complaints, either formal or informal, verbal or written, of bullying or harassment and promptly take appropriate action to protect individuals from further bullying or harassment. If it is determined that unlawful bullying or harassment occurred, prompt and appropriate action will result.

Sexual Harassment

For purposes of this policy, sexual harassment of a student consists of unwelcome and unsolicited sexual advances, requests for sexual favors, sexually motivated physical conduct or communication of a sexual nature when:

- a. The harassing conduct causes a student to believe that he or she must submit to unwelcome sexual conduct in order to participate in a school program or activity, or when an employee or third party agent of MSD causes a student to believe that the employee will make an educational decision based on whether or not the student submits to unwelcome sexual conduct; or
- b. The unwelcome sexual conduct is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening or abusive educational environment.

c. Examples of conduct which may constitute sexual harassment include but are not limited to:

- sexual advances
- touching, patting, grabbing, or pinching another person's intimate body parts, whether that person is of the same sex or the opposite sex
- coercing, forcing or attempting to coerce or force the touching of anyone's intimate body parts
- coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another
- graffiti of a sexual nature
- sexual gestures
- sexual or dirty jokes
- touching oneself sexually or talking about one's sexual activity in front of others
- spreading rumors about or rating students as to sexual activity or performance
- unwelcome, sexually motivated or inappropriate patting, pinching or physical contact
- other unwelcome sexual behavior or words, including demands for sexual favors, when accompanied by implied or overt threats concerning an individual's educational status or implied or overt promises of preferential treatment
- making fun of another person because of perceived or actual sexual orientation

Discrimination/harassment based on race, national origin, disability, or religion.

For purposes of this policy, discrimination, bullying or harassment based on race, national origin, disability or religion means one of the following types of harassment that is sufficiently severe, persistent or pervasive that it substantially or unreasonably interferes with a student's academic performance or a student's ability to participate in or benefit from an educational program, or creates an intimidating or threatening or abusive educational environment:

- a. Harassment based on race or national origin can include an individual's ancestry, country of origin, or country or origin of the student's parents, family members, or ancestors. In addition, harassment can occur because a person is an immigrant, speaks another language or has a foreign accent.
- b. Harassment based on disability refers to an individual having a physical or mental impairment which substantially limits one or more major life activities.
- c. Harassment based on religion includes reference to an individual's commitment or devotion to religious faith or observance.

WEAPONS AND LOOK-ALIKE WEAPONS

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

Any student who suspects that another student is in possession of a firearm, weapon, or "look-alike" weapon on school property should report such information immediately to one of the following MSD personnel: a student life counselor; student life counselor, supervisor; a teacher; a therapist; the dean of students; an assistant principal; the principal or the superintendent. Any MSD personnel to whom such information has been reported must promptly notify the principal for investigation and the principal will notify appropriate law enforcement personnel, when appropriate.

POLICE QUESTIONING ON SCHOOL PREMISES

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

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

SEARCHES ON SCHOOL PROPERTY

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

REPORTING OF ABUSE AND NEGLECT

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

Annotated Code of Maryland, Family Law Article, Section 5-701 defines "Abuse", "Mental Injury", "Sexual Abuse", and "Neglect":

1) "Abuse" means the physical or mental injury of a child by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member, under circumstances that indicate that the child's health or welfare is harmed or at substantial risk of being harmed; or sexual abuse of a child, whether physical injuries are sustained or not.

2) "Mental Injury" means the observable, identifiable, and substantial impairment of a child's mental or psychological ability to function.

3) "Sexual Abuse" means any act that involves sexual molestation or exploitation of a child by a parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member. Sexual abuse includes: incest, rape, or sexual offense in any degree; sodomy; and unnatural or perverted sexual practices.

4) "Neglect" means the leaving of a child unattended or other failure to give proper care and attention to a child by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of the child under circumstances that indicate that the child's health or welfare is harmed or placed at substantial risk of harm; or mental injury to the child or a substantial risk of mental injury.

SCHOOL VOLUNTEER PROGRAMS

Volunteers are an integral part of the Maryland School for the Deaf. We continue to seek the help of MSD parents and citizens. They work in many areas throughout the school providing direct and indirect services to students and staff. American Sign Language skills may be essential for certain services.

If you have skills which can help in making materials for instruction, helping with field trips, special projects, or tutoring, please contact the Frederick Campus Volunteer Coordinator by calling 301.360.1422 or Columbia Campus Volunteer Coordinator at 410.480.4560. All requests for volunteering must be approved by the Campus Principal. Volunteer services of a long-term nature are preferred. Volunteers must adhere to all the policies and procedures of the Maryland School for the Deaf and must be fingerprinted (fee to be paid by the volunteer). Parents are encouraged to sign up as volunteers.

SCHOOL VISITORS

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

Parents seeking enrollment for their children may make an appointment for a visit any time during the school year. All other visitations are limited between the period of September 15th through April 1st of the school year.

Parents/visitors, who visit the classrooms, are expected to respect the confidentiality of all students. Parents may visit and focus solely on their own child in the class and must request to visit one week in advance of the actual observation. Professional post-secondary training programs for the field of deafness are given priority for visitation and must be arranged through the Office of the Campus Principal. Requests from elementary and secondary school systems will be arranged on an individual basis depending on the purpose of the visitation. Generally speaking, these visitations must occur at 3:00 p.m. and will be handled by the Dean of Students. However, an exception will be made if a class from another school is working on a curriculum activity with a specific class at MSD. In this case the visitation may occur for that class period only in order to work on or share the curriculum project, and must have the prior approval of both the Department Head and Campus Principal. If the same group wishes a general school tour, this then must occur at 3:00 p.m. as interruptions of other classes will not be permitted.

General public, visitors or organization visits will be handled individually through the Office of the Campus Principal.

From time to time, people come to visit without an appointment. Any staff member who becomes aware of this should immediately direct the visitors to the office of the Principal. In most cases, visitors to MSD will be accompanied by a staff member as they make their visitation. Visitors including parents are not permitted to interrupt or interfere with the daily operation of the school and/or classes.

Persons who enter school grounds or buildings without reporting to the appropriate offices, cause a disturbance, or interfere with the school program, are unauthorized and will be dealt with as trespassers under the law.

FREDERICK CAMPUS

All visitors to the Frederick Campus are required to register in the office of the Principal (Ely Building), 301.360.2021, or the office of Dean of Students (Klipp-Redmond), 301.360.1420, upon arrival.

If individuals wish to visit a specific building, they must go directly to the office of the building manager for reporting purposes:

<u>Building</u>	<u>Building Manager</u>
Ambrosen Building	Receptionist's Office
Barry Hall	SLC,S Office
Benson Gym	Athletic Director's Office
Cafeteria	Food Services Office
Ely Building	Principal's Office
Bjorlee Library	Librarian's Office
Faupel Hall	SLC,S Office in Klipp-Redmond Hall
Foxwell-Moylan Hall	SLC,S Office
Kent-McCanner Hall	SLC,S Office
Kent-McCanner Academic	Assistant Principal's Office
Klipp-Redmond Hall	Dean of Student's Office or SLC,S Office
State House	Assistant Principal's Office
Support Services Building	Director of Support Services Office
Veditz Vocational Building	Assistant Principal's Office

COLUMBIA CAMPUS

All visitors to the Columbia Campus are required to register through the Visitor's Center (Steiner "A" Building), 410.480.4560, or the office of the Principal (Main Building) 410.480.4505, upon arrival. Visitors are encouraged to come on Tuesdays and Thursdays during the school year.

MSD GEOGRAPHICAL DISTRICT POLICY FOR ELEMENTARY STUDENTS IN THE ESSENTIAL CURRICULUM PROGRAM

Both the Frederick and Columbia Campuses have programs offered to Elementary students (Pre-Kindergarten to 5th Grade) enrolled in the Essential Curriculum Program. The MSD Geographical District Policy is to ensure effective use of school facilities, to provide sufficient capacity and staff within each campus, and to avoid crowding at one campus while under utilizing the other.

Any student applying for admission to the elementary (Pre-Kindergarten to 5th Grade) Essential Curriculum Program shall attend the campus to which he or she is assigned as designated by the Board of Trustees based upon the student's bona fide residence, unless approval is granted to transfer to the other campus in accordance with the procedures adopted by the Board of Trustees.

Students enrolled prior to May 19, 2000 may continue to attend the campus in which they are currently attending regardless of their place of residence. In addition, effective May 19, 2000, all student requests for a transfer from one campus to the other shall be governed by the procedures adopted by the Board of Trustees.

Geographical District Areas

Students are assigned to the Columbia Campus if their bona fide residence is in one of the following areas:

- Anne Arundel County
- Baltimore City
- Baltimore County
- Calvert County
- Caroline County
- Carroll County: Students living East of Route 97 in Carroll County
- Cecil County
- Charles County

Dorchester County
Harford County
Howard County: Students living East of Route 97 in Howard County
Kent County
Montgomery County: Students living East of Route 97 in Montgomery County
Prince George's County
Queen Anne's County
St. Mary's County
Somerset County
Talbot County
Wicomico County
Worcester County

Students are assigned to the Frederick Campus if their bona fide residence is in one of the following areas:

Allegany County

Carroll County: Students living West of Route 97 in Carroll County

Frederick County

Garrett County

Howard County: Students living West of Route 97 in Howard County

Montgomery County: Students living West of Route 97 in Montgomery County

Washington County

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

Transfers

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

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

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

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

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

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

Transfers usually will not be permitted if: the transfer is from a campus that is underutilized or to a campus which is overutilized; the transfer will result in overcrowding of the residence hall; or the transfer will have a

negative impact on staffing or equipment availability.

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

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

Appeals.

A parent, guardian, or independent student may appeal a denial of a request for a transfer by filing a written request for reconsideration with the Superintendent, Maryland School for the Deaf, 101 Clarke Place, P.O. Box 250, Frederick, Maryland 21705-0250. Students must enroll in and attend their assigned campus while a request for reconsideration is being considered.

The request for reconsideration must be filed with the Superintendent within 20 calendar days of notification of the decision on the transfer request. Upon receipt of the written request, the Superintendent shall review all documentation and issue a written decision within 30 calendar days. The decision of the Superintendent is final.

Nutrition Policy

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

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

All employees of the school will support the implementation of the Nutrition Policy and Parents/guardians will be encouraged to support the school's nutrition policy efforts.

Healthy food choices (fresh fruits and vegetables, whole grains, dairy products) will be promoted in school activities involving staff, students and community.

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

Maintenance of a Healthy Environment

The school will promote, model and reinforce healthy eating habits.

Adequate space in a pleasant surrounding will be provided to eat meals as well as appropriate time to eat, relax and socialize.

Teacher in-service training will become part of the annual training to make teachers aware of the behavioral messages they give as role models. Teachers will be trained not to use food as a reward.

MSD will encourage students to take responsibility for making the best choices for their individual lifestyles and activity levels.

FIELD TRIPS

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

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

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

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

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

MSD will provide car seats and booster seats for students who meet the age/weight restrictions, under State COMAR effective October 1, 2003, when they ride in MSD vehicles.

TRANSPORTATION POLICY

Employees are prohibited from transporting students in their personal vehicles from school to school functions.

PARENTAL MEDIA CONSENT FORM

From time to time the Maryland School for the Deaf has opportunities to promote its programs, events and the accomplishments of its students through a variety of publications. These include, but are not limited to, local newspapers, magazines, television, and official school publications such as the videotape regarding the school's program, the Maryland Bulletin magazine, the MSD brochure, the MSD Cornerstone Yearbook, and the MSD homepage on the Internet.

MSD would like to obtain your permission as a parent or guardian to use pictures or videotape footage of your child for these publications. This may occur periodically during your child's enrollment at the Maryland School for the deaf as different publications are developed and coverage of different events occur. Sometimes these are done individually and sometimes they are taken in group photos. In all cases, any images used area always presented with the school, its students, and staff in a positive and beneficial manner.

Parents are asked to complete a permission form upon admission to MSD. This is considered giving permission for the duration of the student's enrollment. Thereafter, any changes to the permission form should be directed to the Campus Principal.

COMPUTER NETWORK AND INTERNET USE POLICY

All computers on both campuses are linked through central file servers and they are also wired to Internet and E-mail. It is our belief that the network and Internet offer vast, diverse, and unique resources to all users, also promote educational excellence in the school by facilitating excellence in writing, thinking skills, distant learning activities, consulting with experts, resource sharing and communication consistent with the instructional objectives of MSD. Using a computer network and internet is a privilege, not a right.

Policies are designed to provide for:

- Implementation of the procedures are required to adhere to the State Policy issued by the State Data Security Committee
- Prevention of software copyright infringement
- Prevention and detection of computer viruses
- Hardware security
- Computer software and records security
- Password, logon and access security
- Computer facility security

The policy protects the integrity of the State agency and institution computerized record systems in the best interest of the State, as well as MSD. Further, the policy protects users from intrusions by other users.

With access to network systems and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. The MSD will make every effort possible to monitor and prevent offensive material from being accessed by our computer users. However, on a global network, it is impossible to control all materials and an industrious user may discover controversial information. MSD firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may access material that is not consistent with the educational goals of MSD.

In addition, smooth network and computer systems rely on the proper conduct of the end users who must adhere to strict procedures. These procedures are provided here so that the users are aware of their responsibilities. In general this requires efficient, ethical and legal utilization of the network resources.

If a Maryland School for the Deaf user violates any of these rules, his/her account will be revoked and future access may be denied. Depending on the nature of the violation, it may be a felony for committing computer crime (without authorization, altering, damaging or destroying any computer, computer system, computer network, any software of any data). MSD may seek prosecution and/or monetary restitution in such cases.

Acceptable Computer and Telecommunication Procedures

The use of computers and Internet is a privilege, not a right and inappropriate use or abuse will result in cancellation or suspension of those privileges.

- Telecommunications will be used at the Maryland School for the Deaf for school-related academic activities during school time.
- Students will access only those network resources to which they have been guided by a staff member.
- Students are responsible for their behavior on school computer networks just as they are in a classroom or a school hallway.
- Students will use appropriate language and follow the same code of conduct as required by the Maryland School for the Deaf.
- Access to network services is given to students who agree to act in a considerate and responsible manner.
- Using or importing offensive, obscene, libelous, materially disruptive, or inflammatory language, pictures or other material on any computer or network is prohibited.
- Attempting to penetrate or alter computer security mechanisms or gain access to restricted information.
- Using another person's account without the explicit permission of another user.
- Engaging in any activity that deprives others of their privileges on the computer systems.

- Students will use the Internet and computer for legal activities only. Illegal activities include, but are not limited to: Knowingly spreading viruses, violating copyright laws, using unauthorized software, impersonating another user, unauthorized entry, altering computer security mechanism, gaining access to restricted information and/or destruction of computer systems and files.
- For safety reasons, students shall not reveal home phone numbers, addresses or other personal information.
- Students will respect the privacy of e-mail and will not re-post communications without consent of the sending party.
- Students will use the network in such a way that use of the network of other users is not disrupted.
- Within reason, freedom of speech and access to information will be honored. During school, teachers will guide students toward appropriate materials. Outside of school or during night Residential Hall, Student Life Counselors are responsible for managing the use of telecommunications resources, as they do other information sources such as television, telephones, movies and other potentially offensive media.
- MSD reserves the right to review the content of all accounts. Network administrators may review files to keep the network working properly and to ensure that users are using the system responsibly. Users should not expect that files will be private.

Student Discipline for Violation of the Computer Network and Internet Use Policy

A Staff member (Teacher or Student Life Counselor) should discipline his/her student when the student violates these provisions as stated in the Regulations. The staff can take a disciplinary action such as Alternative Classroom Center (ACC) and Detention Hall for any violation or abuse.

The staff member is required to make a report and provide evidence of abuse, such as printouts or a witness. The staff can obtain a Computer Abuse Report form from the Office of Instructional Computer Support.

1. First offense: A student will lose computer privileges for a period of time, one to four weeks depending on severity.
2. Second offense: A student will lose computer privileges until a parent conference is held. His/her account may be suspended for 4-6 weeks, depending on severity.
3. Third offense: A student who has a pattern of abuse with flagrant violations may lose all computer privileges for the remainder of the school year.

A student who has lost computer privileges under this policy will use an assigned computer with a specific node address and/or time restriction to work on his/her required school work.

Students may be suspended or expelled from school if he/she engages in conduct on the computer network that could be considered criminal, as defined by federal and/or state law. Students committing criminal acts may be prosecuted. Expulsion may be considered for flagrant violations of the policy.

Each student is responsible for any damage he/she may cause to MSD's computers or the computer network. The student will pay all costs incurred in restoring the computer or the network to its previous working order. All extra curricular activities privileges are suspended until complete restitution have been made.

AFTER HOURS USE OF SCHOOL FACILITIES

Outside groups may request use of MSD facilities after hours. In order to receive approval for the use of facilities from the campus principal, the group must identify an MSD employee who is willing to volunteer to be at the group's activity, who will stay throughout the activity, and be fully responsible for supervising, opening, cleaning and unlocking and locking up the facilities.

For use of facilities during the summer, the activity can begin no earlier than 8:30 a.m. and must end by 3:30 p.m. On the Frederick Campus, summer requests are limited to the Ely Building. On the Columbia Campus, summer requests are limited to the Main Building. The Principal of both campuses have the discretion to consider and authorize special requests.

POLICY ON STUDENTS VISITING HOMES OF STAFF MEMBERS OR VOLUNTEERS

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

CAMPUS SECURITY

MSD has appropriate personnel at all times when students are on campus. In addition, MSD maintains periodic security surveillance of buildings and grounds during night hours (11:00 P.M. - 7:00 A.M.) when school is in session.

PETS

Students are not permitted to keep pets of any kind in their rooms or anywhere on campus with the exception of Hearing Ear Dogs as approved by the Principal. Proof of insurance coverage needs to be shown for medical and hospitalization expenses in the event the dog injures someone on campus. Parents may not bring pets of any kind to campus without prior written approval of the Principal.

On occasion, staff may request that small animals and fish be kept in the dormitory recreation areas and classrooms. Such requests must have the approval of the Department Head.

MSD ESSENTIAL CURRICULUM

MSD adopted the Frederick County Public Schools' Essential Curriculum and its assessments in 1993. The essential discipline areas of the Essential Curriculum are: Language Arts (reading, writing and communication); Mathematics; Science; Social Studies; Career and Technology Education; Health and Physical Education for students from Pre-Kindergarten through grade 12. The Family Education/Early Intervention Department developed its own Essential Curriculum for Early Learning in 1995 for children from birth through four years old. This is based on components of the Pre-Kindergarten Essential Curriculum and the MSD Bilingual Education policy which promotes ASL and English-in-print Literacy. MSD offers programs for students with special needs (Transitional, Life Based Education/Enhanced Services). The Transitional and Life Based Education programs have their own Essential Curriculum. The Enhanced Services program is IEP driven.

MSD TESTING PROGRAMS

Classroom Testing

MSD uses a variety of assessment tools to determine student achievement. Students, who are in kindergarten, are assessed using the Maryland Model for School Readiness (MMSR) checklist. Students, who are in Pre-Kindergarten, 1st and 2nd grades, are assessed using the Work Sampling System. In Elementary, Middle and High School, teachers administer tests and quizzes depending on the essential curriculum objectives. High school students take final examinations. Additional information concerning testing is available under each department's Grading Policy and from the Assistant Principals.

Criterion-Referenced Evaluation System (CRES)

MSD uses Frederick County Public School's Criterion-Referenced Evaluation System (CRES) testing program to determine how well students have mastered the 1st through 12th grade essential curriculum through daily instruction. The assessments generally consist of a variety of formats, and include both selected response (multiple choice) and constructed response (essay and short answer) items. Essential Curriculum developed by MSD have their own CRES. CRES results are used to ascertain students' and teachers' progress toward meeting accepted standards for student performance and to establish the steps necessary to improve instruction and performance.

Standardized Testing

MSD uses Stanford Achievement Test – 10 and Gates MacGinites Reading Test to measure student's performance and academic achievement. The Stanford Achievement Test and the Gates-MacGinites test are administered at the student's grade level placement except for students who are more than 2 years delayed. These students take test at their instruction level.

State Mandated Assessments

All MSD students are required to participate in one of the state mandated test programs as documented in their IEP. Programs include MMSR, MSA, ALT-MSA, HSA, or Mod-HSA.

1. Maryland Model for School Readiness (MMSR)

- Work Sampling System and Benchmark/Intervention Checklists
- Pre-Kindergarten – 2nd grade
- MMSR: an assessment/instructional system designed to provide parents, teachers and early childhood providers with a common understanding of what children know and are able to do upon entering school
- Includes thirty school-readiness skills from seven different domains for entering Kindergarten students.

2. **Maryland School Assessment (MSA)**

- Testing in grades 3-8 (currently Math and Reading) with accommodations as documented on the student's IEP.
- Science and Social Studies Testing will be added to this program in the upcoming years.

3. **Modified MSA or HSA Assessments (Mod-MSA-HSA)**

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

4. **High School Assessments (HSA)**

- These are MSDE, end-of-course tests in English 2, Biology, Algebra/Data Analysis and Government that students will need to pass in order to obtain an MSDE high school diploma beginning with the class of 2009. Prior to 2009 students must take the test but are not required to pass it in order to receive their MSDE diploma.

5. **Alternative Maryland School Assessment (ALT-MSA)**

- This testing is for students with significant cognitive delays who are unable to take and complete the MSA/MOD-MSA even when provided accommodations. These students should meet all of the ALT-MSA specified criterion listed on the MSDE IEP Decision-Making Rubric.

Criterion-Referenced Evaluation System (CRES)

- CRES is a classroom-based assessment of a student's achievement/mastery of the MSD Essential Curriculum in grades 1 – 12
- Testing includes a variety of formats which includes both selected responses (multiple choice) and brief constructed responses (essay and short answers)

Standardized Tests

- Standardized tests are administered annually to assess student achievement
- Standardized tests are administered at student's grade level except for those in the Transitional Life Based Education (LBE) and Enhanced Services (ES) Program.
- Standardized assessments for students in the Transitional, LBE and ES programs may be administered at the student's instructional level
- Standardized assessments currently used:

On-grade Level Assessments

1. Gates MacGinitie Reading Tests (Gates)

[students who are more than 2 years delayed may take the test at their instructional level]

2. Stanford Achievement Test 10th Edition (SAT 10)

[The SAT 10 is administered on grade level for Math and Reading. At the discretion of the Assistant Principal and classroom teacher, a student who is more than 2 years delayed in academic achievement may be given the SAT 10 at his/her instructional level]

- Other Tests/Additional Assessments: As approved by the Administrative Team of each campus [Frederick Campus Administrative Team (FCAT) and Columbia Campus Advisory Team (CCAT)]

TESTING ACCOMMODATIONS

MSD allows specific permitted testing accommodations for all students who have Individualized Educational Plans. The testing accommodations outlined on the IEP must be commonly in use during classroom instructional time.

TEST/ASSESSMENT	TO BE ADMINISTERED TO:
MMSR	Pre-Kindergarten – 2 nd grade
CRES (district)	1 st grade – 12 th grade
MSA (state)	3 rd – 8 th grade
Alt MSA (state)	See above explanation
HSA (state)	9 th – 12 th grade depending on course

Age-Grade/Instructional Level Policy

Applicants must be at least four years old as of August 31 for admission to our Pre-Kindergarten program. Some students may be placed out of their age-grade level due to various reasons (i.e. need for more time to be academically ready or an accelerated placement).

Instructional Level Placement

MSD does not use the “one size fits all” approach to student learning.

Elementary Department

Instructional Level Placement for the Elementary Department

PRE-KINDERGARTEN and KINDERGARTEN	GRADES 1-2	GRADES 3-5
<ul style="list-style-type: none"> • Students are placed heterogeneously for homeroom and all academic and special areas of instruction. • Co-teaching/team teaching is expected but re-grouping may occur as learning activities justify. 	<ul style="list-style-type: none"> • Students are placed heterogeneously for homeroom and special areas. • The students are regrouped homogeneously according to instructional level for Language Arts and Mathematics. • For Science and Social Studies, the students remain in their heterogeneous groups. • Every effort will be made to keep an even number of members of the heterogeneous group within one and one-and-half years in functioning level of each other as determined by the school. 	<ul style="list-style-type: none"> • Students are grouped homogeneously according to instructional level for Language Arts and Mathematics. • To better prepare students for Middle School, students with no more than a difference of one (1) year in their Language Arts instructional levels will be grouped together for homeroom.

Graduation Requirements

	Certificate of Program Completion	Maryland School for the Deaf Diploma	Maryland School for the Deaf Honors Diploma	Maryland High School Diploma *(must pass HSA –Class 2009) Minimum of 4 credits must be taken after completion of Junior year)
English	6 credits	8.5 credits (.5 must be Learning Strategies)	8.5 credits (.5 must be Learning Strategies)	4 credits
Science	1 credit	3 credits	4 credits	3 credits
Mathematics	6 credits	3 credits (if include Algebra 1 and Geometry) 6 credits (if other than above)	4 credits	3 credits Algebra I & Geometry and one math elective
Social Studies	1 credit	3.5 credits (.5 must be Deaf Studies)	4.5 credits (.5 must be Deaf Studies)	3 credits
Fine Arts	1 credit	1 credit	1 credit	1 credit
Communication	1 credit	.5 credit	0	0
Tech. Ed.	1 credit	1 credit (CAT/CT)	1 credit	1 credit
Phys. Ed.	1 credit	.5 credit	1 credit	.5 credit
Health	1 credit	.5 credit	1 credit	.5 credit
Adv. Tech or Foreign Lang.	0	2 credits (Advanced Technology)	2 credits- Advanced Technology OR 2 credits- same Foreign Language	2 credits – Advanced Technology OR 2 credits – same Foreign Language
Service Learning	75 hours- no credit	75 hours- no credit	100 hours- no credit	75 hours- no credit
Apt. Living	1 credit	0	0	0
Work Study	6 credits	0	0	0
Career & Technology/Trades	8 credits	2.5 credit	2.5 credits	0
Electives	2 credits	0 or 3 credits (depends on math)	.5 credit	3 credits
Total Credits Required	36	29	32 (17 must= Honors or AP; GPA 3.0 or higher)	21

*Applies to Class of 2009 and thereafter.

HIGH SCHOOL PROMOTION POLICY

Minimum number of credits for promotion:

Promotion to Grade 9- Promotion from Eighth Grade

Promotion to Grade 10- Six credits earned

Promotion to Grade 11- Twelve credits earned

Promotion to Grade 12- Eighteen credits earned

Graduation – Four credits beyond Grade 11

TRANSFER CREDIT POLICY

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

FREDERICK CAMPUS

FREDERICK CAMPUS TELEPHONE LISTING

Central Voice	301.360.2000	(TTY/V)	
Central TTY	301.360.2001	(TTY)	
Superintendent	301.360.2005	(TTY/V)	
Principal	301.360.2020	(TTY/V)	FAX 301.360.1401
Student Achievement and Results Director	301.360.2011	(TTY/V)	FAX 301.360.2044
Elementary School	301.360.2060	(TTY/V)	FAX 301.360.1406
Middle School	301.360.2055	(TTY/V)	FAX 301.360.1405
High School	301.360.2050	(TTY/V)	FAX 301.360.1404
Life Based Education/ Enhanced Program of Services	301.360.2054	(TTY)	FAX 301.360.1418
Career and Technology	301.360.2080	(TTY/V)	FAX 301.360.1412
Bjorlee Library	301.360.2047	(TTY/V)	FAX 301.360.1413
Student Health Center*	301.360.2040	(TTY/V)	FAX 301.360.1410
Student Support Services	301.360.2030	(TTY/V)	FAX 301.360.1403
Dean of Students	301.360.1419	(TTY)	FAX 301.360.1423
Athletic Director	301.360.2073	(TTY)	FAX 301.360.1411
Physical Education Director	301.360.2074	(TTY)	FAX 301.360.1411
Transportation	301.360.2021	(TTY/V)	FAX 301.360.1401
~Barry Hall	301.360.1440	(TTY)	FAX 301.360.1439
~Foxwell-Moylan Hall	301.360.1446	(TTY)	FAX 301.360.1449
~Klipp-Redmond Hall	301.360.1435	(TTY)	FAX 301.360.1436
~Faupe! Hall	301.360.1435	(TTY)	FAX 301.360.1430
~Kent McCanner Hall	301.360.1427	(TTY)	FAX 301.360.1428
FE/EI	301.360.2070	(TTY)	FAX 301.360.1407
FAX – GENERAL			301.360.1400
Message Board	301.360.2017	(V) (TTY)	301.360.2018
Maryland Relay Service	711 or 1.800.735.2258		

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

~These numbers are monitored from 4 p.m. to 7:30 a.m. Sunday - Friday

Individuals who do not have a TTY and wish to contact an individual using a TTY can call the Maryland Relay Service (MRS). Directions: Give the Relay Operator the telephone number you would like to reach. The Relay Operator will make the connection between the person on the voice phone and the person on a TTY. The Relay Operator will type the conversation on the TTY to one person and talk to the other person on the voice phone. MRS is available to all Maryland residents at no cost 24 hours a day.

E-mail: frederick@msd.edu

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

Go to <http://schools-out.com>, scroll down to **Private Schools**, click on **Maryland**, click on **Help**, follow directions on how to subscribe. This will carry the same message as the school's Message Board.

Homepage: www.msd.edu

Check homepage for current schedules, etc. **GENERAL INFORMATION SECTION**

FREDERICK CAMPUS DEPARTMENTS AND PROGRAMS

The Frederick Campus provides a comprehensive educational program for students aged four through twenty-one. The Elementary Department is self-contained and offers all of the specials found in Maryland Elementary Schools. The Middle School also presents a variety of typical course selections and specials, and features rotating classes. The High School program is geared to meeting the needs and preferences of students in terms of course selection and targeted degree goals. The academic levels for Middle School and High School are Directed, Merit or Honors as prescribed by the school's Essential Curriculum. The Career and Technology program serves all three departments and offers introductory to advanced skill level courses in many areas. Contact the Department Head to obtain detailed information including course selection guides.

ELEMENTARY SCHOOL

Elementary School spans grades pre-kindergarten through five. The classroom teacher is responsible for most student instruction, supplemented by specialists in art, library, drama, computer literacy, physical education, and communication.

MIDDLE SCHOOL

The Middle School, grades six, seven, and eight, is designed for students in transition from childhood to adolescence. The curriculum includes emphasis on basic skills in language arts, mathematics, social studies, and science, and incorporates exploratory experiences in a variety of areas, including fine arts, careers, physical education, home economics, technology education, and health.

HIGH SCHOOL

Students in grades nine through twelve attend High School. Graduation requirements from MSD and Maryland State Department of Education are listed elsewhere in this handbook.

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

In addition to a wide variety of courses, High School students have available work-study programs, the services of counselors, and a variety of extracurricular activities.

BJORLEE LIBRARY

The BJORLEE Library is open to students and staff during regular school hours. Students are expected to follow general school rules and remain quiet as other students are working on class assignments. All students and staff will be held accountable for late, lost or damaged books signed out in their name. Some days may be exempted due to circumstances beyond the borrower's control. When a book is damaged beyond repair or is lost, the responsible individual will be billed the replacement cost. The library will purchase the replacement.

SPECIAL NEEDS PROGRAMS

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

The criteria for the Life Based Education (LBE) Program includes the following:

- Students have a functional academic achievement level of 2nd grade or less in the areas of language arts, reading, and math.
- Students are 5 years or more behind grade level.
- Students are socially immature and in need of social skill training.
- Students have limited language proficiency skills.
- Students need specific communication training.
- Students are in need of a special curriculum.

The criteria for the Enhanced Program of Services (ES) may be found on page 17.

The staff members in this program work as a “team” under the direction of the Assistant Principal for the Life Based Education/Enhanced Program of Services Department. Additional staff is used for transportation to work sites, job coaching, etc. when necessary. Placements can be coordinated between the classroom and the Student Life Program.

CAREER AND TECHNOLOGY EDUCATION DEPARTMENT

The Career and Technology Education Department provides many of the specials to our young students in the Elementary Department. The Middle School years explore a wide range of possibilities. At the High School level, introductory courses are offered in addition to providing the state High School diploma requirements in the areas of Health, Fine Arts, Technology Education, Trades Education, Family and Consumer Sciences. Many course offerings are used as electives for graduation requirements as well. Students may obtain introductory level understanding or may continue a course of study to more advanced levels.

Three introductory training levels are offered through the Career and Technology Department: Elementary, Middle and High School Levels.

Elementary School Level- students have an opportunity to explore three Career and Technology courses during the school year: Arts and Crafts, Computer Literacy, and Drama.

Middle School Level- This program provides an exploration of career possibilities in Career and Technology. Middle School students will gain greater understanding of different career expectations.

DRIVER EDUCATION

The Maryland School for the Deaf offers a Driver Education course to qualified students. Qualified students are those who are 15-0 years of age.

Students must complete two portions of the Driver Education course. The first portion is classroom instruction, which is the only portion MSD currently provides. The second portion is six hours of on-the-road training with a qualified instructor. This training takes place in an area near the student’s home. This information will be provided to the individual student by the MSD instructor. Through an ITP/IEP team decision, a student may be referred to the Department of Rehabilitative Services (DORS) for an

assessment to determine their suitability for the course. While the student may obtain a learner's permit from the Motor Vehicle Administration (MVA) prior to taking the course, it is not a requirement.

Upon completion of the classroom portion, MSD will issue a letter verifying the student's successful completion. A separate letter will be issued from the on-the-road instructor verifying successful completion of that component. When a student applies for a learner's permit, both of these letters must be presented to the MVA. The State of Maryland requires an additional 60 hours of on-the-road experience beyond the formal driver education instruction before a student may be issued a driver's license. Students must obtain a learner's permit in order to meet this 60 hour requirement.

Before a student may be issued a learner's permit or driver's license, the State also asks if the student has been diagnosed with any physical and mental conditions, listed on the application, which may impair the student's ability to drive. It is the responsibility of the parent/guardian and student to disclose these medical conditions on the MVA application. The MVA will forward those applications that need further review to its Medical Advisory Board (MAB). Information on how to contact the MAB is available from the Driver Education Instructor.

Parents/guardians must sign a form indicating that they have been made aware of these medical reporting requirements before a student will be permitted to participate in MSD's Driver Education course.

PHYSICAL EDUCATION DEPARTMENT

The Physical Education program serves all academic departments: Elementary, Middle, High and Life Based/Enhanced Program of Services. The goals of the department are to: Develop an acceptable level of fitness, an understanding of the components of fitness, and an appreciation for the lifelong value of fitness through personalized physical education activities. To develop physical skills and acquire knowledge of efficient and creative movement through participation in a sequential program of varied activities and develop an appreciation for the value of this type of movement. To develop an awareness of safety practices and procedures. Through the Elementary, Middle and High School levels of Physical Education, our mission is to help students recognize the importance of lifelong fitness.

At the Middle School Level, students also take a Health unit which touches on various topics. Health Class assists students in development of healthy behaviors that are based on accurate, factual information, healthy attitudes and practical skills. It further develops a plan for the prevention of health problems and the development of behaviors that lead to a quality lifestyle. Students develop skills, attitudes and behaviors that enable one to make responsible decisions about health and avoid health related crises.

High School students find that Physical Education is that part of the curriculum which concentrates on the development of an individual's maximal physical potential and the related social, emotional and intellectual growth. The primary purposes is to assist each student in appreciation for physical fitness and its lifelong value. They are exposed to this through their Fitness for Life class as 9th graders.

While the main focus continues to be fitness, the curriculum covers a wide variety of activities in order to develop an appreciation for lifelong health activities. Students develop individual fitness, basic skill development, safety practices and social interaction.

High School students also have the choice of taking Strength Training. This course provides an opportunity to further engage in activities designed to develop strength, muscular endurance, cardiovascular efficiency, flexibility and agility. Students will be exposed to more advanced training programs which will include competitive aspects of strength training.

Each student taking:

Middle School Physical Education or 9th Grade Fitness for Life (a graduation requirement) is required to purchase two sets of gym uniforms (t-shirt and shorts). Students wearing uniforms in Physical Education classes will be assisted in their understanding of the link between personal hygiene and physical activity. Each article of clothing must be marked with the student's name to prevent theft or loss. Nothing else is to be written or drawn on the uniforms. Uniforms are to be taken home and laundered after the last day of Physical Education class each week. You will be advised by the Director of Physical Education as to the cost of the gym uniforms.

WORK-STUDY PROGRAM

The Work-Study Program at the Maryland School for the Deaf, which is open to all students, consists of off campus job placement and on campus work experience. Students working off campus attend classes in the morning and go to their job in the afternoon. They earn a salary by working in businesses and government agencies in Frederick. Students are expected to remain in work-study for the entire school year. Other students have volunteer jobs on campus.

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

HEALTH EDUCATION

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

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

DEPARTMENT OF COMMUNICATIONS

Communication is the cornerstone for learning in the purest sense. Communication however takes on a variety of formats. At MSD, the Department of Communications has staff with expertise in a variety of specialized areas enabling students to access appropriate skill levels to optimize their individualized style of communication. This is initiated beginning at the pre-school level and continues to be offered throughout a student's enrollment at the school.

American Sign Language (ASL) is acknowledged as the natural language of the Deaf community. American Sign language is offered on both an instructional level for those students desiring an academic study of the language and also at an intervention level for those students who have not attained a sufficient functional command of the language. Serving a diverse population, some students in the latter category arrive at the school with delays in their natural language which may impede their learning. Knowledge of one's self is also firmly connected to language.

A variety of audiological services are provided to ensure that all students are provided with complete diagnostic and supportive services, including technology for daily living which may not be hearing level related.

Practical application of communication is also an important segment, especially in our Middle and High Schools. A variety of course work is offered in this area focusing on functional communication or how to

better follow the rules of the road to effect better communication. Because of the diverse styles of communication employed for interaction within the Deaf community and also the community at large, it is important to develop communication skills supported by strategies for success tailored to each student's need. Additionally, communicative technology is an evolving subject that is taught providing a hands on approach using different media formats. Public speaking courses encourage the development of material organization and presentation for communication and leadership development.

The development of auditory skills and spoken expression are highly complex and individualistic entities. These are often unrelated to hearing levels and evolve to different levels for a variety of reasons. Like individuals, these skills are subject to development variations and do not reflect language or learning competencies. Because of their complex nature, students are provided an opportunity to set reasonable goals for success in these areas in conjunction with the instructor. Content areas such as speech pronunciation, speechreading, and subtleties of spoken expression are offered in both individual and group settings, as appropriate.

STUDENT SUPPORT SERVICES

Psychological and counseling services are provided to students through the Student Support Services Department. School counselors, psychologists, and mental health professionals meet with students individually, in small groups, and with families to address issues and concerns of the student that effect their learning or functioning in school. Mental health team members help students and their families with a range of needs pertaining to the student's education. Included are issues such as educational and career planning, emotional, behavioral, and learning concerns, and family crises.

Student Support Services staff interact with community services, assisting families to obtain outside medical and mental health assistance, consulting with juvenile justice and social service agencies pertaining to Deafness, and advocating for the development of appropriate psychological and social services for Deaf children in the community at large. An Individualized Transitional Plan (ITP) is coordinated through this department, including guidance services. This document outlines the student's preparation for the outside world upon graduation and what services will be needed after graduation.

TRANSITION SERVICES

The MSD transition staff works with students and their families to plan and prepare for the student's transition from school to life. Every MSD student, beginning at age 14, receives transition services. An MSD transition coordinator meets with each high school student every year to discuss the student's plans, and to determine what services or activities are needed to assist the student in meeting his or her goals for the future. During these meetings the student and the transitioning coordinator talk about the student's interests; academic classes and electives needed to complete high school; jobs and past or desired work experience; and school and community activities that will help prepare the student for life after he or she leaves MSD.

Transition planning includes...

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

Who can participate on the team to develop the annual Individual Transition Plan (ITP) for meeting the student's goals?

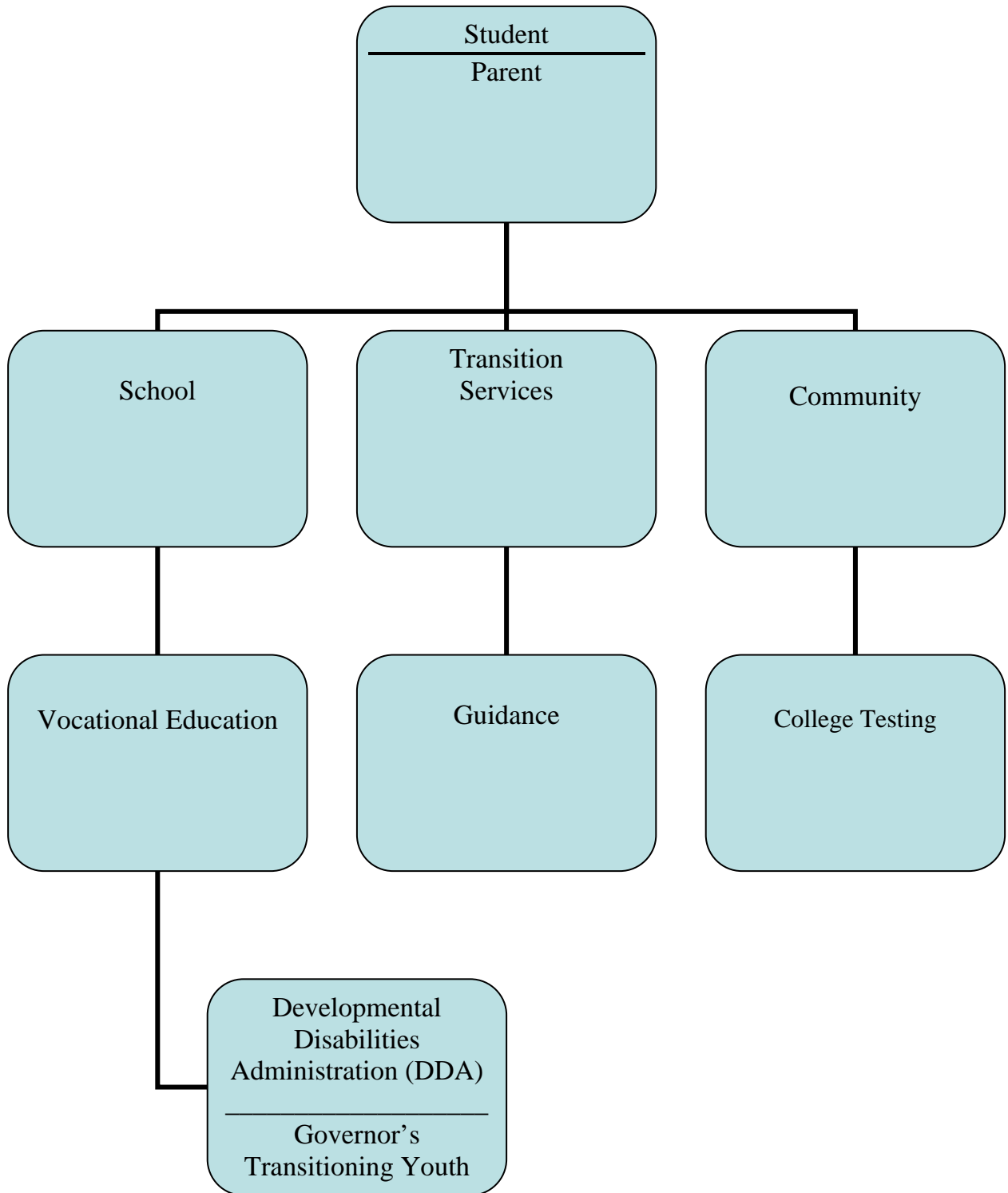
- The student
- Parents/guardians
- Teachers, transition coordinator, counselor, residential life staff
- Related service personnel (speech, physical or occupational therapists, audiologist, social worker)
- Principal/assistant principal
- Adult service agency representatives

All MSD students receive transition services, beginning at the IEP meeting in which the child turns age fourteen. These transition services, mandated by law, are defined as “a coordinated set of activities for a student designed within an outcome-oriented process which promotes movement from school to post-school activities.” After a student finishes school at MSD, these activities may include: “post-secondary education, vocational training, community employment, supported employment, continuing and adult education, adult services, independent living, and community participation” (Public law 105-17, IDEA)

Guidance counseling is available for each student during his/her senior year. A Senior Exit Interview (SEI) is held in the spring prior to graduation to review the previous ITP and to finalize post-school plans with the student, his /her family, and with any agencies that are included.

MSD students may or may not be eligible for adult services after graduation. Apply for DORS and DDA services early. See you Transition Coordinator for details.

School to Life Transition



SCHOOL HEALTH SERVICES

The Student Health Center provides comprehensive health service on a 24-hour basis, throughout the school week. Registered nurses administer medications and provide treatment to students following standing doctor's orders developed by the school physician. Students are assessed, evaluated, and treated by the school nurses according to their symptoms and are either admitted to the Health Center for further care or dismissed to the school or residence hall. The nurses always attempt to contact the parents/guardians to inform them of significant health concerns affecting their child. If a parent/guardian wishes to be contacted regarding specific health situations involving their child, they should contact the health center to make these wishes known. In this way the staff will be better equipped to meet the individual needs of the child and his/her family. If a student requires medical treatment by the school nurses or physician, the parent or guardian will be contacted regarding any follow up medical care required by the student. It is the responsibility of the parent/guardian to provide for the ongoing medical and dental care of their child.

Weekend coverage is provided only during tournaments or major school events such as Homecoming. When students stay on campus and the Health Center is closed, coaches and Student Life Counselors are trained in first aid and will call 911 in case of an emergency. In case of illness, parents will be contacted.

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

COMMUNICATIONS – Parents will be called if it is deemed that the child cannot remain in school for the remainder of the day. Parents will be notified of a child's illness in the following ways under the following conditions:

A. Parents will be notified by telephone or TTY:

1. When the student has an injury requiring a physician's immediate attention or transportation to a hospital emergency room or similar treatment center.
2. When a student has an acute contagious illness, [i.e. conjunctivitis (pink eye)].
3. To inform parents of positive diagnostic test results or culture, (i.e., strep throat).
4. When the student is admitted to the Student Health Center.
5. To inform the parents of an illness or injury requiring referral to the student's own physician.
6. When parent pick-up is required.
7. When reporting on-going medical conditions or problems.
8. When the nurse believes that the parents should be made aware of any medical situation involving their child.
9. When there is a disciplinary problem in the Student Health Center which involves their child.
10. Upon specific request of any parent who wishes to be notified if their child is seen in the Student Health Center for any reason. (Please make this request in writing to the Student Health Center at the beginning of the school year or as the need arises, so that the appropriate documentation may be entered into the child's chart, to fully meet this need.)

B. Parents will be notified in writing by a note sent home with the child: (Under circumstances where it is felt that this will not be reliable, correspondence shall be mailed home via the U.S. Postal Service).

1. To request medication and/or refills.
2. To inform parents of chronic minor problems such as: chronic colds, persistent cough, malaise, etc.
3. When a student has been seen by the School physician, but does not present an acute problem.
4. To forward billing for prescriptions obtained from local pharmacies, which are not covered by the student's prescription plan.
5. To inform parents of treatment given to students for certain minor injuries or illnesses.

6. To forward copies of outpatient discharge instructions and/or diagnostic test results.
7. To report results of screening tests conducted by the Student Health Center, (i.e., scoliosis, vision).
8. As follow-up to a telephone/TTY call, if necessary.
9. If a parent is unable to be reached by telephone/TTY.
10. Miscellaneous circumstances for which the nurse feels the parents should be made aware.
11. Upon specific request of parents for each Student Health Center visit. (Please make this request in writing to the Health Center so that the appropriate documentation may be entered into the child's chart, to fully meet this need.)

MEDICATIONS - If it is necessary for a student to receive medication while at school this must be done through the Student Health Center. All medications sent to school must be brought to the Student Health Center in the original bottle, correctly labeled with the physicians' order for administration. Any unlabeled medications or medications without proper instructions for administration will not be given, and the parent/guardian will be notified. Parent's signature and physician's signature must be on the medication authorization form in order for the school nurse to administer medications.

PROTOCOL FOR HANDLING SUICIDAL, PSYCHOTIC AND MANIC-DEPRESSIVE CASES - Each employee must first make certain that the environment around such a student is as safe as possible, making every attempt to assist in the intervention and to prevent or stop any self-injurious behavior. Word should be sent immediately to the Student Health Center for emergency help. The staff nurse will then initiate a medical intervention program which will include consultation with the Student Support Services Department. Any student exhibiting such behavior will not be left unsupervised by an adult unless so directed by the school psychologist or physician. Parents will be contacted by medical staff personnel.

PHYSICAL EXAMINATION REQUIREMENTS – An annual physical exam is required for students attending MSD. A physical exam completed within the previous 12 months must be on file in the Student Health Center in order for students to stay in the dorm. Students with no physical exam on file will not be permitted to participate in physical education or recess. September 30th is the deadline for submitting these forms. The physical exam form is available on the MSD [website –www.msd.edu](http://www.msd.edu).

A physical exam is required in order for a student to participate in sports. The student must be examined and certified as being physically fit to participate in any tryout or practice. The exam must be performed by a qualified physician and renewed annually.

IMMUNIZATIONS - MSD adheres to Maryland state requirements for immunization. Updated immunization forms must be on file in the Student Health Center. For the school year 2006-2007 a new law requires students going into grades six through nine to provide physician documentation of immunizations against Hepatitis B and chickenpox. Forms must be submitted by September 30th. Forms should be submitted when they are obtained from the physician in order to allow time for the school nurse to check the records.

REGISTRATION – HEALTH FORMS - Health forms are mailed to parents in May. This includes a physical exam form, Emergency Medical Information form, and Consent to Treat form. These forms and a copy of Insurance card are due prior to the first day of school. New students are required to submit an immunization Record. State regulations for immunizations change every year. Contact your physician for requirements. Updated immunizations must be on file in the Student Health Center by September 30th.

Students attending Summer Camps should submit all above forms at least one week prior to the beginning of camp in order for the forms to be processed.

SCREENING PROGRAMS - Vision screenings for all students are conducted by the school nurses every three years. Scoliosis screening is conducted for students in the sixth grade. Usher Screening is done yearly. Parents and guardians are contacted in writing regarding the results of these screenings. It is the responsibility of the parent/guardian(s) to provide follow-up care for those students who fail these screenings.

PHYSICAL AND OCCUPATIONAL THERAPY - Physical therapy and occupational therapy services are provided at MSD by licensed therapists. For students who are not currently receiving these services, an evaluation must first be conducted by the therapist before deciding if direct treatment is needed. A physician's order is required for therapeutic evaluations and services to be conducted.

SPEECH – Speech is also a related service provided at the Maryland School for the Deaf. Spoken English and speechreading services are offered during the school day. These sessions, however, are not graded. For students not currently receiving these services an evaluation must be conducted.

STUDENT DEVELOPMENT PROGRAM

The Student Development Program has created a number of exciting student development programs for all ages during school time. The program topics will focus on social, physical, intellectual, cultural and emotional development.

Overview of Peer Mediation Program

The Peer Mediation program provides an opportunity to add a human dimension to young peoples' education about the dispute resolution process. This human dimension – the interaction among lawyers, students and teachers – is something that even the best textbook cannot offer. The interaction between students and persons working in the dispute resolution systems can create vivid links between the issues studied in class and the outside world. The emphasis is on providing students with “hands on” experiences in which they learn through participation and interaction.

- Peer Mediators serve their school by helping other students resolve conflicts.
- Mediate other students' disputes.
- Are well trained by professionals.
- Student Mediators work in pairs and are scheduled for duty by the Coordinator.
- Disputants may be referred to Peer Mediation by teachers, guidance staff, the principal and assistant principals, as well as students themselves.
- The process is voluntary; no one is forced to see Peer Mediators to resolve a dispute.
- Peer Mediators may either be called in to handle the problem immediately, or students may be referred to Peer Mediators during their Mediation Center hours.
- Peer Mediators are facilitators – not administrators, judges or disciplinarians. They help students express their conflicts and find their own solutions.

STUDENT LIFE DEPARTMENT

- DEAN OF STUDENTS is responsible for all after school activities. The Dean of Students oversees all Student Life programming through the following staff:
- STUDENT LIFE COUNSELOR, SUPERVISORS (SLC,S) are professional staff members with overall administrative responsibilities for the Residence Hall management, discipline of students, and supervision of Student Life Counselors and Night Student Life Counselors. They report directly to the Dean of Students.
- STUDENT LIFE COUNSELORS (SLC) Assist the SLC,S in managing the Residence Halls.
- NIGHT STUDENT LIFE COUNSERLOR (NSLC) supervise the Residence Halls from midnight (12 A.M..) until 8 A.M., Monday through Friday
- BEHAVIOR SPECIALIST is responsible to establish and monitor behavior programs for students with additional moderate to severe disabilities.
- STUDENT DEVELOPMENT COORDINATOR is responsible for maintaining all records for the Department of Health and Human Resources license for the Student Life Department.

MSD RESIDENCE HALLS

MSD residence halls offer a residential program to students who cannot go home every night. A student's residence hall is his/her home on campus. Educational programs for personal and social growth take place in the residence halls.

Each student is expected to keep his/her room and residence hall neat and clean at all times. Students are expected to share in residence hall duties and to take care of their residence halls as they would their homes. Willful destruction of the residence hall and its contents will be dealt with (see Student Code of Conduct). **STUDENTS AND/OR PARENTS MUST PAY FOR THE COST OF PROPERTY DAMAGE.**

Students are expected to know and obey the rules of the residence halls and should read notices on the bulletin boards daily.

Students may go off-campus as long as proper permission and guidelines are followed. Elementary and Middle School students only go off-campus in groups when accompanied by Student Life Counselors. High School students are allowed to go off-campus with parental permission and with proper notification to staff on designated days and times.

Day students may not be on campus until 7:45 A.M. and must report directly to specified areas by department. They will report to their homerooms at 8:00 A.M.

FREDERICK CAMPUS RESIDENCE HALLS POLICY

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

Any policy developed must be a reflection of these goals. In other words, a new Residence Hall Policy must reflect that the extra-curricular privileges, including the dormitory, are provided while at the same time facilitating the best that is offered by the family environment. Finally, any policy must help the school achieve a greater ability to know when the responsibility for a student belongs to the school and when it belongs to a parent on a predictable schedule, ultimately striking a balance between developing a positive extra-curricular program, dormitory environment, and maximizing human, facility and financial resources.

A day student is defined as a student who has access to daily transportation provided by their local school system. A residential student is defined as a student who arrives on local school system-provided transportation on Sunday evening or Monday morning and sleeps in a residence hall for the school week, returning to home on Friday afternoon on their local school system-provided transportation. A residential student does not have access to their local school system-provided daily transportation.

Times listed are those which are naturally occurring breaks in the Student Life activities schedule and are the best times for parents to pick up their son or daughter in the residence halls, however, when necessary parents may pick up their child at any time prior to those listed. Parents or guardians who arrive to pick up their child during mealtime must wait in the lobby area until the end of the meal to leave with their child.

Occasionally there may be scheduled after dinner athletic contests, activities or special events that run beyond their expected completion time. When this occurs, students who are not staying overnight in the dormitory and are participants in the activity, must be picked up at the completion of the activity unless granted a waiver as outlined below or in the case of a High School student, have met the 48 hour written

request deadline. Consideration will be given waiver requests based upon parent(s) work schedule(s) and distance of commute to MSD when this prohibits picking up their child(ren) by the designated time(s).

For any student, the failure to be picked up at the required time may result in the school revoking after school activities and/or residential hall privilege, and requiring the student to ride home on their daily bus. Such notification will be given in writing prior to its being implemented. A parent conference may be required before any restoration of privileges.

Once a student goes home and is under the supervision of parents, the student remains the responsibility of the parent if the student returns to campus for a school sponsored activity. Parents of High School students may drop their son or daughter off at the activity and must pick them up at the end of the activity wherever it is located. Parents of Elementary and Middle School aged students are expected to remain with their son(s) or daughter(s) throughout the activity. MSD staff members will not assume responsibility for those students by taking them back to the residence halls.

When parents pick up their child at or before the required pick up time, they are required to sign out their child. Forms will be placed in each lobby of each residence hall for parents to sign out their child upon picking them up. Failure to do so will result in a warning and repeated incidents will result in loss of residence hall privilege. Notification will be given in writing prior to implementation. For parents with student athletes, arrangements have been made to have a sign out form posted in between doors at Benson Gymnasium. Same consequences will follow if their parents do not sign out their children.

Appeals of any decisions covered under this policy may be made to the Superintendent, whose decision is final.

Policies and Procedures

In the Elementary and Middle School Departments day students may not stay overnight and must be picked up by their parents no later than 4:45 pm.

In the High School Department day students may stay overnight with 48 hours advance written notice given to the appropriate Student Life Counselor, Supervisor. If a High School student does not stay overnight, he/she must be picked up no later than 9:00 p.m. Parents who pick up their child must enter the first floor of their child's residence hall and sign the Sign Out Form to sign out their child. The Student Life Counselor will not release the child until the parent is present and signs the form.

Upon written parental request, exceptions to stay later or overnight may be granted by either the Dean of Students or the Principal. There are three categories under which such exemptions will be considered: Type 1: full year waiver; Type 2: seasonal or reoccurring activity waiver; and Type 3: emergency waiver.

TYPE 1: Full Year

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

TYPE 2: Seasonal or Reoccurring

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

A Type 2 waiver may be granted to a High School student rather than requiring a series of 48 hour requests to stay overnight in the dormitory. For example, a High School girl on the volleyball team may

request to be residential for the entire season rather than to submit a continuous series of requests to stay in the dormitory overnight or to be picked up later than 9:00 p.m. on a daily basis. If a student needs to stay past regular pick up time for a practice, or game or organization meeting, a type 2 waiver may be requested for a late pick up time, including dinner.

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

TYPE 3: Emergency

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

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

Elementary School

3:00 pm Routine after-school bus time for day students.
4:30 pm End of after-school activity period for Elementary School.
4:45 pm Last pick up time for day students

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

Middle School

3:00 pm Routine after-school bus time for day students.
4:30 pm End of after-school activity period for Middle School.
4:45 pm Last pick up time for day students
5:00 pm Students go to the cafeteria for dinner.
5:30 pm End of Middle School dinnertime.

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

High School

3:00 pm Routine after-school bus time for day students.
5:45 pm End of after-school activity period for High School.
 Students go to the cafeteria for dinner.
6:30 pm End of High School dinnertime.
9:00 pm Last pick-up time for day students who will be returning home.
 Students who are not staying overnight must be picked up at this time or before.

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

STUDENT LIFE - HONORS PROGRAM

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

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

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

Privileges by Department:

High School Honors Program Privileges May Include:

- Selecting their own roommate(s) from among other honor students
- Going off campus between 3:30 pm-5:30 pm. or 6:30 P.M.-8:30 P.M. (in a group of at least two).
- Selecting his/her own study time.
- Having their own refrigerator in their room (Seniors only). If lose honor roll privileges in the next semester the refrigerator must be removed.
- Seniors/juniors be in their rooms by 11:15 P.M. and bedtime 11:30 P.M.
- Sophomores/freshmen be in their rooms by 10:45 P.M. and bedtime 11:00 P.M.
- Using the phone anytime before 9:30 P.M.
- Car privileges (Juniors and Seniors only). May drive his/her car during the week. Privilege to do this must be agreed upon by the parents and the Dean of Students and appropriate forms completed.

Middle School Honors Program Privileges May Include:

- May leave room after completing his/her homework assignment(s)
- May study independently
- May go to bed 30 minutes later than established bedtimes
- May use phone anytime before 9:00 P.M.

VISITING RESIDENCE HALLS AND CAMPUS AFTER 3:00 PM

Only family members (or a designee) are allowed to visit residence halls during after school hours. They are requested to sign-in with the Student Life Counselor, Supervisor or the Dean of Students. Family members when on campus are requested to be respectful of the on-going operations of the Student Life Program. If the students go off campus with their family, they are requested to return before 8:30 pm.

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

DAMAGE AND DESTRUCTION OF PROPERTY POLICY

When a student is found responsible for the damage and destruction of an item or property, a bill will be sent to the student and his/her parent. The student/parents should contact the Assistant Principal or the Dean of Students to discuss payment plans. Until these bills are paid, students will be ineligible for any after school extra-curricular activities.

RESIDENCE HALL ROOM POLICY

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

CHECKERS

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

A student manager with the supervision of the Student Life Staff operates Checkers. Checkers is open Sunday through Thursday from 6:30 p.m. – 9:15 p.m. and Monday through Thursday 2:50 p.m. to 4:30 p.m.

STUDENT LIFE REPORT CARDS

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

SCHOOL EVENTS

Homecoming - Each fall, usually in October, MSD hosts its annual Homecoming Weekend. Alumni, students, parents and members of the community join together for various events, the highlight being the crowning of the Homecoming Queen and King followed by the much anticipated football game.

Meet the Teachers Event - Parents are invited to follow a shortened version of their child's daily schedule; meeting faculty and learning about the annual goals of instruction. This occurs annually on the Tuesday after Labor Day.

Holiday Programs - Just before the closing of school for the Winter Break, there are many special events. These programs, along with the residence hall parties and a special holiday dinner in the dining room, are all a part of the activities during the last week before the Break.

Spring Drama Production - Early each spring students in our drama courses and interested MSD volunteers present the annual performance. There is much activity and long hours of rehearsal both on stage for the cast and behind the scenes for the stage crew. All performances are interpreted and open to the public.

Athletic Banquets - Each spring MSD athletes and their achievements are recognized at annual banquets for parents, students and coaches.

Promotion Ceremonies - Students are recognized at Frederick and Columbia upon their promotions from Elementary to Middle School, and upon moving from Middle School to High School each spring. Special programs are planned to which parents and families are always invited.

High School Student Life Awards Program - This program is held each spring before graduation to recognize student performance in the after-school program. Awards given are: Outstanding Performance; Most Improved; Student of the Month; Golden Broom and the Dean of Students Service Award.

Honors and Awards Night - This very exciting program is held just prior to graduation each spring. Departmental and school-wide awards are bestowed upon students, including some much-anticipated scholarships for seniors.

Graduation - Commencement ceremonies round out each school year on a high note of excitement. It is a very eventful day for seniors and their families on the Frederick Campus with its formal program, presentation of diplomas and a light luncheon served afterwards for guests. Color of cap and gown is selected from black or orange (School colors), or white. Members of Senior Class meet to discuss color selection with the final decision being made by the majority vote of Senior Class parents. Attendance is by invitation/ticket only.

After-school Activities Policy- When MSD must be closed for the day or must close early due to inclement weather, ALL after-school programs are automatically cancelled. This includes all games and practices since the facility will be closed. However, when there is a late opening, the evening schedule will not be affected.

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

Middle and High School Departments

Three levels of academic courses are provided in Middle and High School. Students are placed in academic classes according to their instructional levels (Directed, Merit and Honors). The Directed level is for students who function at least two grades below their age-grade level. The Merit level is for students who function on or a grade below/above their age-grade levels. The Honors level is for students who function two grades or more above the age-grade levels.

Please contact one of the Assistant Principals or the Director of Curriculum and Instruction for more information on the Essential Curriculum.

MIDDLE SCHOOL AND HIGH SCHOOL GRADING POLICY

A grading policy is implemented to ensure an equitable, fair and consistent assessment and report of student's progress toward meeting graduation requirements. General grading policies must be clearly communicated to students and parents at the beginning of each school year. In addition, teachers must clearly and effectively communicate grading expectations to students at the beginning of each quarter.

Homework and Classwork- 40% of total grade (minimum of 15 grades recorded per quarter)

Tests, Quizzes, and Projects- 40% of total grade (minimum of 5 recorded assignments per quarter including CRES which is given quarterly)

Final Exams/Projects- 20% of total grade (given quarterly)

<u>Overall Average</u>	<u>Grade</u>
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

DESCRIPTIONS:

Homework and Classwork: A minimum of 15 assignments must be graded and recorded during each quarter. Homework and classwork grades are not contingent upon correction of mistakes for a particular assignment. If correction of mistakes on a particular assignment is desired or warranted it will be considered as a separate grade.

Late assignments will be handled according to the following guidelines:

- homework report to be given to appropriate person (parent, Residential Educator, coach)
- grade reduction for each day late
- assign detention hall after school to complete late homework

Tests, Quizzes, and Projects: A minimum of 5 tests, quizzes and/or projects must be graded and recorded during each quarter and will be designed to assess and evaluate student progress in a fair and appropriate manner. Tests, quizzes and projects activities should challenge a range of thinking skills including reporting knowledge, application, analysis, synthesis and evaluation. In short, teachers should employ a variety of techniques and strategies for obtaining feedback on student learning and progress which can be used to evaluate and adjust instructional techniques and activities. An opportunity for make-up tests, quizzes and projects will be provided in the event of an excused absence.

Final Exams/Projects: Final exams will be given each semester. Final exams/projects will be cumulative for a semester only. A schedule for exams and guided review will be developed and disseminated by the Assistant Principal. The Student Life program and the Athletic Director will be made aware of these schedules in order to plan and schedule events and activities accordingly. Scheduling of school-sponsored events on the afternoon or evening preceding these examinations is prohibited. An opportunity for make-up exams will be provided in the event of an excused absence of extenuating circumstances. Final exams will be given the last two weeks of the semester.

Drop/Add Policy: Students who are taking a semester course have a maximum of five school days to drop a class with the Teacher's and Assistant Principal's approval and replace it with another course. Under extenuating circumstances, a Teacher or Assistant Principal may permit a student to drop a course upon receipt of medical recommendation. Withdrawal from any course (without replacement with another course) may not occur after ten class days except for verified medical reasons or to enroll in the off campus work study program. Permission must be granted from the involved Assistant Principal(s). When a student drops a course during the semester, a grade will be given from the course in which the student attended more than half the quarter. Otherwise, no grade or credit will be earned.

STUDY TABLE: The study table is available, upon request with 48 hour notice to the high school department, Monday – Thursday from 3:00 – 3:45 p.m. Students are provided a quiet, supervised study area where they may complete homework assignments.

INCOMPLETE GRADE POLICY: Any student earning an incomplete grade has 4 1/2 weeks (an Interim Period) to make up the grade or the grade will be automatically changed to F. Under extenuating circumstances, the Assistant Principal may grant additional time to make up the grade.

Note: All teachers will keep a portfolio of the students' work on file until the end of the academic year. The portfolio should include samples of tests, quizzes, homework and other assignments.

Middle and High School Grade Appeal Policy

A student who feels he/she has not received a fair grade, will write a letter to the appropriate Assistant Principal no later than one week after receiving his/her report card requesting an appeal. In this letter the student will explain why he/she feels the grade is unfair.

Based on the information in the letter, the Assistant Principal has the right to deny the appeal or advance the process by appointing an Appeal Board chaired by an Assistant Principal from another department and two other teachers. The Supervising Assistant Principal may attend and address the Appeal Board but may not vote.

The student will present his/her appeal to the Board. The involved teacher will then respond. The Appeal Board will discuss the case without the student and the teacher present, rendering a decision to the Assistant Principal. The decision of the Appeal Board is binding on all parties.

WEIGHTED GRADES

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

The High School department has three academics levels: Honors, Merit, and Directed. Specific courses such as Honors English, Honors Mathematics, Honors Science, Honors Social Studies, and Accelerated Math may be weighted. The regular 4-point system is modified for the weighted ranking. The following points are awarded:

<u>Grade</u>	<u>Regular</u>	<u>Weighted</u>
A (90% - 100%)	4 points	5.00 points
B (80% - 89%)	3 points	3.75 points
C (70% - 79%)	2 points	2.50 points
D (60% - 69%)	1 point	1.25 points
F (0% - 59%)	0 points	0.00 points

COLLEGE ENTRANCE EXAMINATIONS

MSD offers several opportunities for high school students to take the optional PLAN and ACT examinations. PLAN is a preliminary practice test that is given before college entrance examinations. Successful performance on ACT is a widely accepted college entrance requirement. The PSAT, SAT I and SAT II must be scheduled at locations other than MSD. Registration and other college entrance information is available from the Transition Coordinator and Guidance Counselor.

VALEDICTORIAN AND SALUTATORIAN

Prior to graduation, the school designates Valedictorian, the highest grade point average (GPA), from among those students earning either a Maryland High School diploma or a Maryland School for the Deaf diploma. Weighted grades will not be used for determining Valedictorian and Salutatorian. To qualify, students must attend at least four periods and earn at least four credits during their Senior year.

GRADUATION SPEAKERS

A committee of various faculty and administrators will select student graduation speakers. Any senior may apply for consideration.

NATIONAL HONOR SOCIETY

MSD has a chapter of the National Honor Society, "THE ORIOLES." This chapter recognizes tenth, eleventh or twelfth grade students who have shown excellence in scholarship, leadership, service and character. Faculty members evaluate and nominate students by evaluating their levels of service, character, and leadership, and who have a minimum of 3.0 grade point average in all subjects and 10.0 average or better in standardized achievement tests. Suspension from School while in High School prohibits admission and requires expulsion from the National Honor Society.

HIGH SCHOOL HONOR ROLL POLICY

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

- The student must maintain at least a "B" average (3.0)
- The student cannot have any "Ds" or "Fs"
- The student must have earned no more than one "C" and any "C" must be balanced by an "A", credit for credit.
- The honor roll will be divided into two categories:
 - First Honors: 3.5 – 4.0 GPA
 - Second Honors: 3.0 – 3.49 GPA

MIDDLE SCHOOL GRADING AND HONOR ROLL POLICIES

Middle School Grading Policy:

A grading policy is implemented to ensure an equitable, fair and consistent assessment and report of student's progress toward meeting graduation requirements. General grading policies must be clearly communicated to students and parents at the beginning of each school year. In addition, teachers must clearly and effectively communicate grading expectations to students at the beginning of each quarter.

Homework and Classwork: 25% of total grade

Quizzes and Other Activities: 25% of total grade

Tests, Lab, and Projects: 50% of total grade

<u>Overall Average</u>	<u>Grade</u>
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90% - 100%	A
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80% - 89%	B
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70% - 79%	C
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60% - 69%	D
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0% - 59%	F
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Grades are also given for Citizenship and Effort.

Grades

E Excellent

S Satisfactory

U Unsatisfactory

Middle School's Academic Honor Roll is the same as High School's Academic Honor Roll as described above.

In addition, a grade of "U" in Citizenship or Effort in any one class disqualifies the student from this honor roll.

Middle School also has Citizenship Honor Roll.

- The student must earn "E" (Excellent) in Citizenship in at least half of his/her classes.
- A grade of "U" disqualifies the student from this honor roll.

DUAL ENROLLMENT POLICY

Applicants between four years of age and twenty years of age on or before August 31 of a given school year are eligible for an admissions evaluation. Students may stay at MSD through the earlier of the end of the school year in which they become 21 or the end of the school year in which they receive an MSDE diploma.

For Middle or High School students who are dually enrolled the following honor roll policy applies

- a) At least 50% of their total course load must be at the Maryland School for the Deaf.
- b) All courses taken both at the Maryland School for the Deaf and other school(s) will be considered for honor roll determination.
- c) The GPA criteria will be the same as it is for fully enrolled students.

EARNING HIGH SCHOOL CREDIT WHILE IN MIDDLE SCHOOL:

Middle School students may earn up to twenty-five hours of Student Service Learning credit while in Middle School. These assignments need to be preapproved by the school's Workstudy Coordinator. At the end of Middle School these hours will transfer to the High School Department.

High School credit may be earned for course work in two different ways. One is to join a class offered by the High School Department and the other is to take a course in Middle School, which has been approved for High School credit. If it is a Middle School course, it must meet three different criteria:

- must be same Essential Curriculum and same expectations as the High School course;
 - must earn a final grade of "B" or better, and
 - must score at least an 80% or higher on the final CRES exam.
 - must take and pass the Maryland High School Assessment test
- Students who do not meet the above criteria will get a middle school grade and no high school credit.

The course must be approved by the Principal before it begins.

INTERIM REPORTS

Interim reports from the Student Life or Academic Programs will be sent to parents when student work is significantly below ability level, performance is less than satisfactory, the student is in danger of failing, or performance shows a drop of two or more letter grades. They may also be used to indicate exceptional performance, or a significant improvement in performance.

Such reports may be sent home at any time during the school year in addition to established dates which may be found on the report card schedule listed in this handbook. Typically interim grade reports are sent home every four to five weeks during a semester and report the average of all work up to the date the report is sent. Reports of declining or unsatisfactory performance must be signed by a parent/guardian and returned to school within five days; if not received the parents will be called.

Virtual High School (VHS) POLICIES

At the beginning of a Virtual High School course, interim grades will be posted up to one week later than MSD's interim grades are posted. If a student receives a failing mark and is placed on academic suspension, MSD's suspension period will be extended by an equal number of days. Example – if a VHS interim grade is reported three days after MSD's regular reporting date, the academic suspension period will be extended for three days beyond the time for a student who received a failing grade from an MSD course.

If a student is on academic probation or suspension at the end of a VHS course, the probation or suspension period will be of an equal length to the MSD course or until the end of the off-campus course, whichever comes first, assuming the student has received a passing grade. (Reference page of the Handbook regarding Extracurricular Eligibility Policy).

The first week of each VHS semester is considered to be the add/drop period. Students may add courses within the first week. Students may drop courses without penalty up to the end of week five. After week five, the Web Course instructor decides if a withdrawal is "passing" or "failing".

REPORT CARDS

Reporting of student progress is part of both the instructional and Student Life programs. Report cards are issued on a quarterly basis for Elementary and Middle School students, and on a semester basis for High School students. For exceptions to this, see the appropriate Assistant Principal.

FEES

Some courses require the use of consumable items. A nominal fee is charged annually to students taking these courses. Parents are notified by the classroom teacher if and when this is due. All fees are non-refundable.

EXTRACURRICULAR ACTIVITY ELIGIBILITY ("LOW GRADE" POLICY--MIDDLE AND HIGH SCHOOLS)

Extracurricular activities are activities that are outside the regular course of study of the day but under the supervision of the school such as drama or athletics. These are an integral part of MSD's comprehensive educational program. Participation in such activities is considered a privilege, which is contingent upon satisfactory performance in academics.

To participate in extracurricular activities, a high school student must have no "F" grades. Report card and interim report grades determine eligibility; ineligibility is determined by end-of-quarter report cards. Eligibility for fall extracurricular activities is based on 4th quarter grades from the previous year. An ineligible student may practice but may not accompany the team or group or be excused from any class for the activity concerned. A student who believes an error has occurred in awarding a grade may appeal in writing and submit it to the Assistant Principal within five (5) days of the issuing of the quarterly report card.

MSD HOMEWORK GUIDELINES

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

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

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

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

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

FREQUENCY AND DURATION OF HOMEWORK

ELEMENTARY SCHOOL

* Pre-Kindergarten and Kindergarten students may have homework through their daily communication journals or through parent-child activities.

* Grades 1 and 2 students may be assigned an average of 15 minutes of homework per day (Monday through Thursday).

* Grade 3 students may be assigned an average of 30 minutes of homework per day (Monday through Thursday).

* Grade 4 and 5 students may be assigned an average of 45 minutes of homework per day (Monday through Thursday).

The general rule is that students do not get homework on weekends and holidays with the understanding that from time to time teachers may assign long-term projects to promote parent-child involvement. Also, sometimes, students need to make up their homework during their absences. Elementary teachers may give long-term projects as homework assignments, which may take time to complete during weekends and vacations. For planned or unexpected absences that are lawfully excused, students may request to make-up work within two days of their return to school.

MIDDLE SCHOOL

1. Grades 6 through 8 should have homework three to four evenings a week, each lasting 60 minutes maximum for all combined subjects for sixth grade, and 75 minutes for seventh and eighth grades. There should be one to three long-term projects per quarter with the bulk of the research completed in school.
2. Homework will vary from class to class, and students should expect assignments to be given Monday through Thursday. Teachers will use their discretion for weekend and holiday assignments.

HIGH SCHOOL

1. Grades 9 through 12, at all levels, should have homework daily.
2. Students should generally receive no more than a maximum of 3 hours homework for all combined subjects per night. Teachers will use their discretion for weekend and holiday assignments.

GUIDELINES FOR STUDENTS

- Students are required to record daily homework assignments.
- Students should establish a regular routine to work on homework assignments.
- Students should be prepared to submit homework on the date it is due.
- Students absent from school or class are still responsible for the homework assignments.
- Students should inform their teachers of homework assigned in other classes. Teachers will then be able to avoid overloading students with homework on any given night.

GUIDELINES FOR PARENTS

- Parents are encouraged to become actively involved with their children by providing the space, time and materials for homework.
- Set and maintain daily and/or weekend homework time.
- Assist your child in establishing a system for recording homework.
- Assist your child in organizing class notes and notebooks.
- Plan an order of study. For example, save the most enjoyable study until last, plan breaks and use a timer to segment difficult tasks.
- Encourage a buddy system to get homework assignments when your child is absent from school.
- Parents are encouraged to support their child, but the child should complete the assignments unassisted.
- Parent response to homework is desirable and should be communicated directly to the classroom teacher in a timely fashion. Parents should communicate with the teacher when homework assignments cannot be reasonably completed.
- Parents should be advocates of their child's learning.

GUIDELINES FOR STUDENT LIFE COUNSELORS

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

ATTENDANCE, ABSENCE, AND TARDINESS POLICIES

Once a student is on campus, he/she becomes the full responsibility of MSD and will follow all rules regarding class attendance.

Middle and High School Students arriving after 8:00 a.m. **MUST** sign in the Assistant Principal's office and give the secretary a note with reason for tardiness. Students returning from appointments off campus **MUST** bring in an official note from the person with whom the student was meeting - i.e. doctor's excuse note, counselor's notes, etc. The secretary will issue the student an Admit Card. The student will give the teacher the Admit Card.

Students leaving campus for appointments must sign out from the Assistant Principal's office. Parents **MUST** pick the student up from the Assistant Principal/School Principal's office. Students will not be allowed to leave campus without having a parent or designee present.

Students who arrive 30 or more minutes late for class and do not have an excuse note will receive an unexcused absence for that class period. Student with five (5) unexcused tardy occurrences will automatically fail for that quarter. Students with five (5) unlawful absences in any nine (9) week quarter will automatically fail for that quarter. When a student has reached three days or classes of unlawful absences in any marking period, the Assistant Principal will mail a certified letter to the parents or guardians alerting them to the impending failure.

For MSDE reporting purposes, attendance and absence are counted in half day units. A student is counted as present for a half a day if in attendance any part of the school day. A student is counted as absent for a half a day if absent any part of the school day. Students in attendance for more than half a day are counted as present for a full day. Students absent for more than half a day are counted as absent for a full day.

Middle School and High School students who are unlawfully absent more than 10 days for a semester course or more than 20 days for a yearlong course and who do nothing to make up the lost time will lose credit regardless of grades earned.

Students with more than ten (10) absences excused by a parent/guardian in a quarter will be required to present a doctor's verification for each day absent due to illness for the remainder of the year.

Absence due to suspension is considered lawful and therefore excused. To receive credit for work missed, the student must complete assignments given during the period of suspension. Failure to return to school

with completed work immediately following the period of suspension will be considered unexcused unless accompanied by a doctor's note.

During the unexcused absence period, the student will receive 1/2 credit for assignments given upon completion of work missed.

Students who take trips with their parents may be excused no more than twice during a year for a combined maximum of five days. Visits by students to prospective colleges are excused up to four days per year. In unusual circumstances, the appropriate Assistant Principal or Principal may allow additional visits with excused absences.

Parents are requested to notify the appropriate Assistant Principal before the trip occurs.

Parents are encouraged to notify the school in the event of a student's absence. A note stating the reason for absence or lateness is required within six (6) school days of the student's return to school or the absence is automatically classified as unexcused. When students are absent from school, they have the responsibility to request make-up work within two (2) days of their return.

Playing "hooky", whether for an organized "skip day" or for a personal day off, is considered an unexcused absence. Such instances will be considered truancy from school.

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

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

Other causes of pupil absence from school may be considered lawful or unlawful with the determination made by the appropriate Assistant Principal or Principal. These causes include:

- Illness in family
- Poverty
- Trips with parents
- College visits

Absences for any reason, other than those cited as lawful, are presumed to be unlawful and may constitute truancy. These causes include:

- Indifference of parent
- Uncertified illness of pupil
- Illegal employment
- Truancy
- Other (judgment of the Superintendent or Principal)

Middle School/ High School Tardiness Policy

Teachers will close (not lock) the classroom door when it is time for class to begin. At that point, the student will get a "pink slip" from the teacher who then sends it to the office at the end of the day. When five pink slips have accrued since the beginning of each semester, the student will be sent to the Alternative Classroom Center (ACC). ACC will be 1 1/2 hours the first time and will be during the lunch period. When the student has a total of 10 pink slips he/she will get 3 hours of ACC; 15 pink slips, 4 1/2 hours and a warning letter sent home informing the parents that if 5 more slips are earned (a total of 20 pink slips) the result will be a request for a parent conference. Parents will be advised of each ACC as they occur.

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES WHILE ABSENT ON A SCHOOL DAY

In order to participate in extracurricular activities after school hours or stay overnight in the Residence Hall, a student must be in school by 9:00 a.m., unless excused by the School. For example, if a student has an unexcused absence, he/she may not participate in an extracurricular activity such as an athletic event, party, or stay overnight in the Residence Hall, or meeting on the evening of the day he/she was absent. If an activity requires departure from school in the morning, the student must have attended class at least six hours the previous school day unless excused by the School. Requests for exceptions to this policy should be made directly to the Principal. An excused note from Physical Education class also prohibits the student's participation in athletic practices and/or games on the same date. A student who has been assigned to the Alternative Classroom Center for the day will not participate in extracurricular activities that evening. The student will go home on the bus or have In Dorm Suspension if s/he is a residential student.

STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights

As a student, you have the right to:

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

Student Responsibilities

As a student, you are expected to:

- Understand your role as a learner.
- Know, understand, and ask questions about MSD policies and procedures.
- Respect and obey the MSD rules.
- Accept the consequences for your actions, behaviors, decisions, and choices.
- Accept criticism when you are wrong, and praise when you are right. Develop your skills and abilities as fully as possible.

- Respect the views and opinions of other people, even when you do not agree.
- Keep your residence hall room clean and do your part to keep the environment around campus and other areas (lounge, lobbies, school halls, etc.) clean and in good condition.
- Respect other people's rights and property, including MSD property.
- Respect and value yourself as well as other people.
- Show mature and appropriate behavior on and off campus.
- Represent your school in a positive way by cooperating with others and offering help to those who need it.
- Improve yourself through participation in class, after school activities, and sports.
- Display self-control and ask for help when necessary.
- Dress appropriately at all times.
- Protect your personal property by keeping your money safe. Give it to a staff member for safekeeping.

MSD is not responsible for any personal items that are lost or stolen while on school property or during school sponsored events.

DISCIPLINARY PHILOSOPHY AND POLICIES

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

MSD believes that self-disciplined students are best able to participate and contribute in a good learning environment. This requires cooperation and understanding between home and school. Firm, caring and consistent treatment of the child by adults in both places is the ideal result. In a larger sense, a child has a right to such conditions as he or she prepares to face adult responsibilities.

The purpose of this section is to make clear those behaviors, which are unacceptable or prohibited in school or at school-sponsored activities, as well as the consequences each will have. The behaviors listed are representative and are not to be considered all-inclusive. The corrective actions must be provided in a sensitive and positive way. They represent an attempt on the part of administrators, faculty, and staff to indicate that certain behaviors by students infringe on the rights of others, make learning difficult and should be changed. There is no rejection of the student intended, only a notice that a mistake has been made, attention drawn to it and indication that the school wants to help the student redirect actions in positive and constructive directions.

Students will be subject to the established disciplinary regulations for any incident occurring on any property owned by the Maryland School for the Deaf, before, during, and after school hours, and also while attending school-sponsored activities on or off school property.

A copy of the complete Student Behavior Management Policies and Procedures, which describes the development of individualized behavior programs, the use of restrictive techniques, and the procedure for receiving and investigating complaints regarding restrictive techniques, is available in the Principal's office and will be distributed to staff and parents on request.

APPEAL PROCEDURE

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

DEFINITIONS

1. Probation - trial period for a pupil to change undesirable behavior and still remain in the school.
2. Alternative Classroom Center (ACC) - during the school day a student may need or want time to “cool off” and get refocused on the classroom task at hand. ACC provides a supervised environment for this to occur. It may be used only for part of a school day.
3. Exclusion – Removal of a student to a supervised area for a limited period of time during which the student has an opportunity to regain self control.
4. Physical Restraint – Use of physical force, without the use of any device or material, to restrict the free movement of all or a portion of a student’s body. This does not include briefly holding a student to calm or comfort the student, holding a student’s hand or arm to escort the student safely from one area to another, moving a disruptive student who is unwilling to leave the area if other methods such as counseling have been successful, and intervening in a fight. (For further information on physical restraint, refer to the Interim Behavior Management Policy).
5. Safe Timeout Room – Sometimes a student needs a safe place to regain control of his/her behavior and needs to be removed to a special designed safe time-out room.
6. In-School Supervision (ISS) - Removal from the regular environment within the school building for up to but not exceeding five school days.
7. In-Dorm Supervision (IDS) - Restricted within the dorm building from the regular dorm program up to but not to exceed five school days. In room supervision (IRS) further restricts the student(s) to his/her own room.
8. Extended Suspension – Prohibition of student attendance for more than five (5) days. Make up work allowed for credit. The student has the responsibility to request the makeup work from the teacher within two days upon return to school and have it completed in a reasonable amount of time as determined by the teacher.
9. Expulsion – (separate and exclusive from suspension) – prohibition of student attendance. Make up work is not allowed. Students may reapply for admission no sooner than six months from the date of expulsion.
10. Possession – includes, but is not limited to, having control over, or the right to use, even if those rights or privileges are shared with others. Possession does not require ownership. Examples:
 - a) A student with alcohol and/or drugs on his/her person or property is “in possession”. Just being in the vicinity where it is located or possessed by another is not “in possession”.
 - b) In a car, off school grounds, students are considered to be “in possession” if they have them on their persons or property. A student who knowingly operates or knowingly controls a car in which there are drugs or alcohol is “in possession”.
 - c) A student brings a firearm or dangerous controlled substances onto school property and then gives it to another student to keep. Both students would be considered to be “in possession” of the firearm.
12. In cafeteria supervision (ICS) – removal of a student from the general cafeteria area. Student eats in an isolated place with a teacher, aide or Student Life Counselor.

GENERAL DISCIPLINARY MEASURES

The following chart indicates disciplinary measures, which may be used and designates staff members authorized to use them.

MEASURE	TEACHER/SLC	ADMINISTRATOR
a. activity suspension	X	X
b. bus suspension		COUNTY POLICY
c. class suspension	X	X
d. detention after school	X	X
e. Alternative Classroom Center/in dorm supervision	X	X
f. out of school suspension		X
g. parent-administrator conference		X
h. parent-teacher/SLC conference	X	X
i. parent teacher/SLC-student conference	X	X
k. parent-teacher/SLC-administrator conference	X	X
l. probation		X
m. recommendation for expulsion		X
n. teacher/SLC-student conference	X	
o. warning	X	
p. refer to police	X	X
q. dorm supervision	X	X

NOTE:

A coach or activity supervisor cannot establish rules more or less restrictive than those placed in policy and procedures. Coaches or advisors may enforce other rules approved by the Dean of Students or Assistant Principal if placed in writing and signed by the student and parent.

ALTERNATIVE CLASSROOM CENTER (ACC) POLICY

Alternative Classroom Center (ACC) is when a student is removed from his regular classroom and placed under strict supervision in a separate room. This is an alternative to suspending the student and sending him home. This provides the opportunity to counsel the student and to continue coursework. This is not a "time-out" environment.

REASON FOR REFERRAL

1. Cutting class
2. Refusal to attend assigned detention hall
3. Refusal to attend study table three times
4. Profanity or abusive language
5. Disruptive to classroom behavior following isolation in the classroom and/or detention hall
6. Aggressive acts towards other students or adults
7. Defacing or destruction of property
8. Refusing reasonable and appropriate requests by staff, or refusal to participate in the resolution of a problem
9. Repetition of the above mentioned misconduct violations

LENGTH OF TIME

Offenders may receive one and a half hours, three hours, four and a half hours or full day in ACC depending upon the severity of the offense. Assistant Principals have the final decision on how long a student stays in ACC.

IN-DORM SUPERVISION (IDS) AND IN-ROOM SUPERVISION (IRS) POLICIES

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

REASON FOR REFERRAL:

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

STUDENT CODE OF CONDUCT

The school administrator has responsibility for taking action based upon the knowledge of the facts of the incidents and the needs of the student. The following list of minimum and maximum disciplinary action does not imply or require a progression of increasing severity. Some of the violations (marked with +) are criminal offenses and, if so, appropriate legal authorities will be informed. (Note: Numbers on left margin refer to the numbers in the summary charts)

I RESPECT FOR THEIR PERSONAL RIGHTS OF OTHERS

(Caring, Respect, Responsibility)

1.+ ASSAULT: Unlawful attempt, coupled with a present ability, to commit a violent physical attack upon a person. This includes threatening language or gestures without actually touching another person.

2. +BATTERY: Any willful and unlawful use of force or violence upon another person.

3. BULLYING: An incident or pattern of behavior that results in a person feeling intimidated or harassed by another.

4. FIGHTING: Mutual aggression in which both parties have contributed to the situation by verbal and/or physical action.

5. HAZING: Any action taken or situation created that causes or is reasonably likely to cause harassment, physical harm, serious mental or emotional harm, extreme embarrassment, ridicule or loss of dignity to another student for purposes of initiation into a student organization or activity.

6. VERBAL ABUSE: (Includes Sexual Harassment) Disrespectful and/or threatening language to a staff member or students.

CONSEQUENCES BY SCHOOL LEVEL

HIGH SCHOOL		MIDDLE SCHOOL		ELEMENTARY	
Min days	Max days	Min days	Max days	Min days	Max days

*Parent conference at school is mandatory. ** Refer to definition of "possession"

1.	1	Exp*	Prob.	Exp.*	Prob.	Exp.*
2.	3	Exp*	1	Exp*	Prob.*	Exp.*
3.	1	Exp.*	1	Exp*	Prob.*	Exp.*
4.	3	Exp.*	1	Exp*	Prob.*	Exp.*
5.	1	Exp.*	1	Exp.*	Prob.*	Exp.*
6.	ACC/IDS	Exp.*	Prob.	Exp.*	Prob.*	5

STUDENT CODE OF CONDUCT

II RESPONSIBILITY AND RESPECT FOR PROPERTY

(Fairness, Citizenship, Trustworthiness)

7. EXTORTION: The obtaining of property from another, with or without that person’s consent, induced by a wrongful use of force, fear or threat.

8. THEFT: An unlawful taking of property by false pretense. (School and/or its employees will not be liable for any loss due to theft)

9. WILLFUL DAMAGE OF SCHOOL PROPERTY: Willful cutting, defacing or otherwise injuring in any way any property, real or personal belonging to the school. (Possible expulsion and the parent or guardian shall be liable for all damages caused by the student.) A student causing damage to school property is immediately suspended from all extra curricular activities and may not resume participation until (1) complete restitution and repairs are made or (2) at the discretion of the Principal, students owing money to the school for any reason may be suspended from all extracurricular activities (including residence halls), until restitution is complete.

10. WILLFUL DAMAGE TO PROPERTY BELONGING TO OTHERS: Students causing damage to personal property can be suspended from all after school activities including the dorm until restitution is complete.

CONSEQUENCES BY SCHOOL LEVEL

HIGH SCHOOL		MIDDLE SCHOOL		ELEMENTARY	
Min	Max	Min	Max	Min	Max
days	days	days	days	days	days

*Parent conference at school is mandatory. ** Refer to definition of “possession”

7.	2 (with restitution)	Exp* (with restitution)	1 (with restitution)	Exp.* (with restitution)	1 (with restitution)	Exp.* (with restitution)
8.	Prob.	Exp*	Prob.	Exp*	Prob.*	Exp.*
9.	ACC/ IDS (with restitution/ repair or replace)	Exp.* (with restitution/ repair or replace)	Prob. (with restitution/ repair or replace)	Exp* (with restitution/ repair or replace)	Prob.* (with restitution/ repair or replace)	Exp.* (with restitution/ repair or replace)
10.	ACC/IDS (with restitution/ Repair or replace)	Exp.* (with restitution/ Repair or replace)	Prob. (with restitution/ repair or replace)	Exp* (with restitution/ repair or replace)	Prob.* (with restitution/ repair or replace)	Exp.* (with restitution/ repair or replace)

STUDENT CODE OF CONDUCT

CONSEQUENCES BY SCHOOL LEVEL

HIGH SCHOOL		MIDDLE SCHOOL		ELEMENTARY	
Min days	Max days	Min days	Max days	Min days	Max days

*Parent conference at school is mandatory. ** Refer to definition of “possession”

11. **UNAUTHORIZED USE OF COMPUTER NETWORK:** Hacking (to gain illegal or unauthorized access to a file or network) or use of another users account. The student’s privileges will be revoked.

11.	Prob.	Exp*	Prob.	Exp.*	Prob.	Exp.*
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III. RESPONSIBILITY FOR MAINTAINING PUBLIC DECENCY AND ETHICAL BEHAVIOR

(Trustworthiness, Caring, Respect)

12. **GAMBLING:** The playing of a game of chance for stakes.

12.	Prob.	5	Prob.	5	Prob.*	5
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13. **VULGARITY/PROFANITY:** Language that is disgusting or repulsive to the senses.

13	Prob.	5	Prob.	5	Prob.*	5
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14. **OFFENSIVE SOCIAL BEHAVIOR:** Activities that are an infraction of acceptable social actions, including sexual activity and sexual misconduct.

14.	Prob.	5	Prob.	5	Prob.*	5
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15. **DISCRIMINATORY PRACTICES/SEXUAL HARASSMENT:** Activities that are intended to be offensive to one’s race, religion, heritage, gender or disability. This includes sexual harassment.

15.	Prob.	5	Prob.	5	Prob.*	5
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16. **PLAGIARISM – CHEATING:** The nature of the schooling experience demands the highest standards to integrity on the part of all involved. Included is the deliberate unauthorized use of another person’s work or talents (e.g., cheating, plagiarism). When a student knowingly provides his/her own work to another for an unauthorized purpose, it is considered that both parties are cheating. Any grade or credit earned as a result of such action will be disallowed.

16.	Prob.	Exp*	Prob.	Exp*	Prob.*	5
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STUDENT CODE OF CONDUCT

IV. RESPONSIBILITY FOR MAINTAINING PUBLIC HEALTH AND SAFETY

(Citizenship, Responsibility, Caring)

Any Middle or High School student who is involved with controlled dangerous substances or alcohol may be required to complete a substance assessment before returning to school. The police shall be notified when a student is in possession of a firearm or a weapon or is

distributing, using, or believed to be under the influence of drugs, alcohol, or inhalants as described in this section.

16. CONTROLLED DANGEROUS SUBSTANCES: ** Possession, use, being under the influence to any degree or being a party to an actual or attempted transaction of any of the substances which are, or have the appearance of, drugs (prescription or non-prescription used outside of their legal medical purposes), narcotics, controlled dangerous substances, or drug paraphernalia Steroids are considered a drug. Call the appropriate legal authorities.

17. SNIFFING OR INHALING HARMFUL SUBSTANCES: Deliberate sniffing or inhaling of substances which release toxic vapors and cause intoxication, over-excitement or dulling of the brain or nervous system.

18. ALCOHOL: **Possession, use or being under the influence of any alcoholic product while on school grounds or at school-sponsored activities.

19. DISTRIBUTION: Dispensing or conspiring to dispense, with or without the exchange of money, controlled dangerous substances, drugs, narcotics, drug paraphernalia, inhalants, alcohol, or any substance having the appearance of such items.

CONSEQUENCES BY SCHOOL LEVEL

HIGH SCHOOL		MIDDLE SCHOOL		ELEMENTARY	
Min days	Max days	Min days	Max days	Min days	Max days

*Parent conference at school is mandatory. ** Refer to definition of "possession"

16.	5*	Exp*	3*	Exp.*	Prob.	Exp.*
17.	5*	Exp*	3*	Exp.*	Prob.	Exp.*
18.	5*	Exp*	3*	Exp.*	Prob.	Exp.*
19.	Ext. susp.	Exp*	5*	Exp.*	Prob.	Exp.*

STUDENT CODE OF CONDUCT

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

21. DRUGS/ALCOHOL/NARCOTICS OR CONTROLLED DANGEROUS SUBSTANCES: The distribution, possession, use, being under the influence to any degree or being party to an actual or attempted transaction of any of the substances which are or have the appearance of drugs (prescription or non prescription used outside of medical purposes) alcohol, tobacco, narcotics, controlled dangerous substances, inhalants or drug paraphernalia on/off school property, under or not under school supervision. If not under school supervision, a police report is required.

23. WEAPON POSSESSION: **Students are forbidden to have weapons on campus. Any instrument such as a knife, brass knuckles, chains or any other implement that the school administrative staff deems could inflict bodily harm, and any look-like weapon will be considered a weapon.

CONSEQUENCES BY SCHOOL LEVEL

HIGH SCHOOL		MIDDLE SCHOOL		ELEMENTARY	
Min	Max	Min	Max	Min	Max
days	days	days	days	days	days

*Parent conference at school is mandatory. ** Refer to definition of “possession”

20. ACC/IDS	5	Prob.	5	Prob.*	5
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21 A student found in possession and/or use of drugs, drug paraphernalia, or alcohol during the school day or under school supervision at any place beyond the school day shall be excluded from the extracurricular activity for twenty (20) school days. This includes practices, meetings and tryouts.

23	3	Exp*	Prob.	Exp.*	Prob.	Exp.*
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STUDENT CODE OF CONDUCT

24. FIREARM POSSESSION: **Any firearm is any weapon from which a shot is discharged by gunpowder. Possession of a firearm (loaded or unloaded) can carry a disciplinary action of permanent removal. Any pellet gun capable of producing the same or similar muzzle velocity of any firearm will be considered a firearm under this regulation. This includes BB’s and pellets even without the mechanism to discharge them. **Note – per MD law, the Superintendent may specify, on a case by case basis, a shorter period of expulsion or alternative educational setting.**

25. SERIOUS ACTS BY STUDENT LEADERS: Students holding leadership positions or representing the school through academics, athletics and/or activities, such as club or organization, who commit an offense classified as a serious, unlawful act in the community or a suspendable offense. Students will be removed from the position.

26. ARSON: Any person who attempts to, aids in, or willingly sets fire to or causes to burn real or personal property.

CONSEQUENCES BY SCHOOL LEVEL

HIGH SCHOOL		MIDDLE SCHOOL		ELEMENTARY	
Min	Max	Min	Max	Min	Max
days	days	days	days	days	days

*Parent conference at school is mandatory. ** Refer to definition of “possession”

24. Permanent removal From school*	Min. - Removal for remainder of current school yr. plus one yr. Max. – Permanent Removal from school	1 yr Exp.*	Perm. removal
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25. Students will be removed from the position and not rejoin for 30 school days nor may they join another club or organization. Arrest or conviction or legal judgment is not required.

26	Ext. Suspension	Exp*	Ext. Suspension	Exp.*	Prob.	Exp.*
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STUDENT CODE OF CONDUCT

CONSEQUENCES BY SCHOOL LEVEL

HIGH SCHOOL		MIDDLE SCHOOL		ELEMENTARY	
Min days	Max days	Min days	Max days	Min days	Max days

*Parent conference at school is mandatory. ** Refer to definition of “possession”

27. EXPLOSIVE DEVICES AND FIREWORKS: ** Possession or detonation of any explosive device or firework including ammunition even without the appropriate firearm to discharge it.

27.	3	Exp*	Prob.	Exp.*	Prob.	Exp.*
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28. BOMB THREAT: Willful false notification of impending explosion or presence of a bomb.

28.	Ext. Suspension	Exp*	Ext. Suspension	Exp.*	Prob.	Exp.*
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29. FALSE FIRE ALARM: Willfully and maliciously activating a fire alarm or issuing a false fire alarm.

29.	Ext. Suspension	Exp*	Ext. Suspension	Exp.*	Prob.	Exp.*
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30. DISCHARGING FIRE EXTINGUISHERS: Willfully and maliciously activating a fire extinguisher.

30.	3	Exp*	3	Exp.*	Prob.	Exp.*
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V. RESPECT FOR SCHOOL ADMINISTRATIVE PROCEDURES

(Fairness, Citizenship, Responsibility)

31. DEFIANCE OF AUTHORITY: Willful refusal to follow a legal direction/order given by a staff member.

31.	ACC/IDS	Exp.*	Prob.	Exp.*	Prob.	Exp.*
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32. CONTINUED WILLFUL DISOBEDIENCE: Repeated refusal to follow school rules and regulations.

32.	1	Exp.*	1	Exp.*	Prob.	Exp.*
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33. DISRUPTIVE BEHAVIOR: Actions which are detrimental to the effective operations of the school

33.	ACC/IDS	Exp.*	Prob.	Exp.*	Prob.	Exp.*
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STUDENT CODE OF CONDUCT

CONSEQUENCES BY SCHOOL LEVEL

	HIGH SCHOOL		MIDDLE SCHOOL		ELEMENTARY	
	Min days	Max days	Min days	Max days	Min days	Max days
34. FALSE IDENTIFICATION: Refusal to give identification or giving a false identification when requested to do so by a staff member.	1	5	1	5	Prob.	5
35. FORGERY: Falsifying signatures or data on official records	1	5	1	5	Prob.	5
36. LEAVING CAMPUS: Leaving campus without proper permission.	ACC/ 5 IDS		Prob.	5	Prob.	5
37. MISBEHAVIOR ON SCHOOL BUSES: Drivers are responsible for the orderly conduct of pupils when they are on school vehicles. Continued disorderly conduct or severe misbehavior shall be sufficient reason for pupil to be denied transportation on a school vehicle. Respective county policies apply	37. See appropriate county policies					
38. STUDENT ATTIRE: Students shall be clean and neatly dressed in such a manner that will be decent and not hazardous to the health and safety of the student or others, and not disruptive of the educational program of the school. For health reasons, bare feet will not be allowed. See school dress code.	ACC/ 5 IDS		Prob.	5	Prob.	5
39. VIOLATION OF SUSPENSION: Physically present on a school campus or at a school activity while on suspension	1	5	1	5	Prob.	5
40. VISITING OTHER CAMPUS BUILDINGS: Unauthorized presence in any building other than the one assigned at the time.	1	5	1	5	Prob.	5

*Parent conference at school is mandatory. ** Refer to definition of "possession"

STUDENT CODE OF CONDUCT

CONSEQUENCES BY SCHOOL LEVEL

	HIGH SCHOOL		MIDDLE SCHOOL		ELEMENTARY	
	Min days	Max days	Min days	Max days	Min days	Max days
41. REFUSAL TO ALLOW SEARCH AND SEIZURE: Willful refusal to cooperate with a school administrator at any time during a search of a person or property is detrimental to the security, discipline and sound administration of the school.	5	10	Prob.	5	Prob.	5
42. CLASS CUTTING: Absence from class without permission. Suspension may be imposed until parent conference is held but not to exceed 5 days.	ACC/IDS	5	ACC/IDS	5	Prob.	5
43. TRUANCY: Absence from class without permission. Suspension may be imposed until parent conference is held but not to exceed 5 days. This includes chronic tardiness from the same period of instruction.	ACC/IDS	5	Prob.	5	Prob.	Prob.*
44. RECKLESS DRIVING: Driving on school property in such a manner to endanger persons or property. Driving privilege may be revoked by the school.	Prob.	Prob.				
45. PARKING: Parking in an unauthorized area on school property. Parking privilege may be revoked.	Prob.	Prob.				

*Parent conference at school is mandatory. ** Refer to definition of “possession”

DINING HALL RULES

Students are allowed in the cafeteria with adult supervision only. No chewing gum is permitted in cafeteria. If students have chewing gum, it must be put in paper and discarded as entering the cafeteria. Proper dress is required:

Shoes are required
Shirts are required
Tank tops are not permitted

Hats and caps are not to be worn in the cafeteria. Students will remove their hats upon entering the cafeteria. This rule applies to both boys and girls.

Sports equipment is not permitted in the cafeteria. If a student has a mitt, bat, ball, etc., the equipment must be given to a staff member on duty.

Microwaves are provided for use by the Middle School/High School students in all three dining rooms. Middle School and High School Students must demonstrate good care and proper usage.

Dining table:

- No more than 6 students per table.
- Chairs should not be moved around the room.
- Do not rock on chairs.
- No sitting on tables, heaters or window ledges.
- Leave the dining room with chairs pushed back under the tables, food and papers off table and floor.
- Students are to be polite to one another, staff, and visitors while in the cafeteria.
- Students are to use good manners as they eat.
- Students are encouraged to eat balanced meals.
- Students are encouraged to take appropriate amounts of foods. Students are provided seconds on designated items at lunch and thirds will be provided at the dinner meal.
- One glass is permitted per student. Students may come back for more beverage.
- Only one dessert will be provided. Seconds are not available on dessert.

Students are welcome to more salad bar, milk and soup. Students are encouraged to eat the foods they take rather than being wasteful.

Used dishes (dishes students have eaten from) are not to be used again at salad bar or serving line. Students should be mannerly as they carry their trays to the discard window. They should stand patiently in line. Soiled (used) trays should never rest on the salad bar while waiting in the line to discard trays. Care should be taken when discarding articles from tray. Silverware will be placed in the silverware cart, not thrown in the trash. Students may bring their own lunches to school (not breakfast or dinner). Sodas are prohibited in the cafeteria. Other items may be prohibited during the course of the year as determined by Federal Food guidelines or inappropriate use by students. Having a commercially prepared meal delivered to the school for lunch is prohibited.

Destruction of cafeteria equipment is not permitted. Students are not to write on food trays or on tables, puncture chairs or salt and peppershakers, break, peel or pull laminated dining room tabletops, or bend the silverware.

POLICY STATEMENT FOR PUBLIC ACCESS TO MSD CAFETERIA

The following is the policy for public access to the cafeteria services on the Frederick and Columbia Campuses:

The Dietary Services at the Maryland School for the Deaf are for the students. Their meals are provided at no cost.

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

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

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

Family members picking up Frederick Campus Elementary students are asked to please wait in the Elementary School until the student finishes eating. Family members of High School and Middle School students should wait in the coatroom of the cafeteria.

SCHOOL DRESS CODE

MSD students are expected to dress appropriately at all times and for all occasions. Students who dress inappropriately or contrary to the dress code will be asked to change clothes and will be reprimanded as described below. Repeated violations of the dress code may lead to In-School Suspension, or In-Dorm Supervision. Borrowing/loaning of clothes is not permitted.

The MSD Dress Code has 3 different categories: Level 3, Level 2, and Level 1. Students will be given guidance as to the Level of dress required for any given activity by the Assistant Principal and/or the Dean of Students.

LEVEL 3 - For routine school day without any special activities

PERMITTED

- shorts
- blue jeans (not worn-out with holes)

- t-shirts (not worn-out with holes)
- baggy pants with belt (not worn-out with holes)

- tank tops (with a shirt worn over or under)

- sneakers/clogs
- backpacks with wheels

NOT PERMITTED

- spandex (alone)
- obscenities, drugs, or alcohol advertising on any article of clothing
- Mesh shirts, tank tops, spaghetti strap blouses
- showing of midriff or navel
- distracting hair styles such as Mohawk, spikes, etc.
- suggestive clothing (such as sports bra or underwear showing or clothing cut very low in front or under the arms or clothing that show the midriff/navel/armpits)
- pajamas and sweatpants
- walkman, cell phone or pager **
- chewing gum**

-head coverings such caps or hats in buildings.

(Religion related head-dress is accepted.)

- cut-offs
- baggy pants with underwear showing
- shirts with printed messages that may be offensive to others (race, gender, culture, sport, size, etc.)
- extremely large book bags that do not fit in the locker

Shorts and pants are to be worn at waist level. Shorts may not be shorter than one's fist when arms are held straight down. (Shorts are not permitted in the classroom from December 1st to March 1st. Exceptions to this may be granted by the Department Assistant Principal, if the weather forecasts warrant.)

**These items are not permitted in classrooms.

+ These items permitted in classroom for Pre-K to 2nd grade.

LEVEL 2 - The Level 2 dress code will apply to any education-related field trips, athletic-related trips (Head coach may add requirements to the list above if desired), and special school events. The school will inform the students in advance of the dress code for any particular event.

REQUIRED

- sneakers must be tied
- shirt must be tucked in

NOT PERMITTED

- blue jeans
- t-shirts
- shorts
- any items from Level 3

LEVEL 1 - The school will inform the students in advance when an event requires formal attire.

REQUIRED

- For boys - tie/bow tie
- For girls - semi-formal evening gown or pants

NOT PERMITTED

- shorts
- sneakers
- blue jeans
- no obscenities, drugs, or alcohol advertising on any articles of clothing
- any items from Levels 2 and 3

When the situation requires a student to follow Level 2 or Level 1 dress code for an educational field trip, athletic-related trip, or school-wide special event and the student fails to abide by this policy, the student will not be permitted to attend the event.

Piercing of the skin, changing of hair color, or shaving/cutting hair is to be done at home. MSD staff believes that proper dress and behavior in public are synonymous.

RATING POLICY FOR MOVIES/TV PROGRAMS

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

Movies rated "G" or "PG" may be shown to all audiences without prior parental written permission. It is strongly suggested that parents are advised prior to the movie being shown.

Movies which are rated "PG-13" must have prior parental written consent to be shown if the student is under the age of 13.

Movies rated “R” may be shown on campus to students 17 years of age and over with prior parental written consent and prior approval by the Principal or his/her designee.

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

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

POLICY ON USING BICYCLES, ROLLERBLADES, ROLLERSKATES AND SCOOTERS

All students must have permission papers signed by the parents before bringing/using these items to/at school. MSD is not responsible for lost or missing items, or for injuries caused by the use of these items. A policy and permission form can be obtained from a SLC,S.

BICYCLES - Only elementary students are allowed to use their bicycles on campus. A bicycle helmet must be worn at all times. Middle School and High School students may bring their bicycles to school only if there is a scheduled off-campus group biking trip, such as the Boy Scout annual biking trip.

ROLLERBLADES/ROLLERSKATES/SCOOTERS – Use is allowed only during daylight hours, and only on the campus sidewalks. Rollerblade, roller-skate and scooter use off campus, inside buildings, and on the streets is not allowed. Students may not lend their rollerblades, rollerskates or scooters to other students. They must be stored in the student’s room closet or given to a Student Life Counselor. The students must wear a helmet and wrist guards at all times when rollerblading, rollerskating or Scootering.

FOOD IN THE HALLS/CLASSROOM

No eating or drinking in the halls or classroom except by permission from the Assistant Principal. Permission on special occasions planned by the teachers may be granted.

RADIOS AND TOYS IN SCHOOL

Walkmans, radios, headphones, stuffed animals, and “toys” are not allowed in class. If students bring them, such items may be confiscated and held in the Assistant Principal's office until picked up by a parent.

HORSEPLAY/NAME CALLING

Verbal and physical horseplay, shadowboxing, and any kind of name calling is not permitted at anytime. This is enforced because these situations often escalate and become serious.

RESTROOM BREAKS

During the school day, students may use bathrooms at arrival, lunch, between classes, dismissal, and at other times at the discretion of staff, and only with staff permission.

TRANSPORTATION

The Counties and the State of Maryland provide weekend and/or daily transportation for children attending MSD. Students at the MSD-Columbia Campus and Maryland School of the Blind are also transported on this system. Buses from designated counties run routes across the State with a stop in the home area of every child. Bus assignments are made on the basis of the student's county of residence. If your county does not provide bus service, then another county is designated to do so. In either case, all students have a bus stop in a place local to their home. It is the parent's responsibility to provide transportation to and from the bus stop.

The Pupil Transportation Branch, Maryland State Department of Education, administers the system through pupil transportation offices in local counties. Each county has such an office and this office is the local source of contact for you in receiving information, assistance, etc. Transportation services are coordinated by the Principal's Administrative Assistant. If you do not already have the county's transportation office number, please contact the Principal's Office at 301.360.2043.

THE SCHOOL CALENDAR

Keep the school calendar in a convenient, readily available place for easy reference throughout the school year. Most "to-home" days are Fridays and "to-school" days are Sundays. Sometimes during the school year students go home on Wednesdays or Thursdays or return to school on Mondays or Tuesdays. Several times during the school year, school buses run on a half-day's schedule. Make sure you are aware of these dates and make arrangements accordingly. Please find the school calendar at the beginning of this handbook.

INCLEMENT WEATHER PROCEDURES

During the winter months, snow may prohibit the buses from running. The decision to run or not rests solely with the individual counties. In the Fall of each school year you will be sent a copy of the procedure your county uses. Keep it in a handy place along with the school calendar in case you suspect the weather is severe enough that the buses won't run. Call MSD's Message Board for Columbia Campus – 410.480.4600 (V), 410.480.4601 (TTY) or Frederick Campus – 301.360.2017 (V), or 301.360.2018 (TTY) for inclement weather information. MSD is usually informed after calls to radio and television stations or to parents are made. This is especially true of "to-home" days as County Supervisors must also be concerned with their local school district responsibilities. All radio and television announcement will specifically mention the MSD - Frederick Campus. Parents may want to register with www.schoolsout.com for updates.

TIPS FOR "TO-HOME" TRIPS

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

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

TIPS FOR "TO-SCHOOL" TRIPS

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

RELEASE OF STUDENTS AT THE BUS STOP

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

SPECIAL ARRANGEMENTS

Students Visiting Homes Of Other Students

If a student wants to visit the home of another student, parents must provide transportation from school. For Elementary, Middle and High School students, a written letter must be received in the Office of the appropriate Assistant Principal from parents of both students, giving permission for the visit and specific information on transportation arrangements (who will pick up the students, time, etc.) The permission letters and information must be received at least a week before the visit occurs to provide time for the school to make proper arrangements. Please do not call the school to make verbal arrangements; only written, signed letters and faxes will be honored; TTY, voice calls, and e-mail messages will not be honored.

To illustrate: If Johnny plans to spend the weekend with Jimmy, the school must have written permission from BOTH Johnny's parents and Jimmy's parents. When such permission is received, Johnny and Jimmy will be permitted to ride home with either Johnny's parents or Jimmy's parents as indicated. PARENTS MUST PROVIDE THE "TO-HOME" TRANSPORTATION. MSD will not arrange, provide, or grant special "to-home" transportation, by any means. Parents may arrange with their local county supervisor for "to-school" transportation on the bus if room is available and local policy permits. For students riding on a system which has a transfer to another county's bus, permission must be sought from both jurisdictions. No MSD personnel may grant permission for this or provide transportation for this.

Parent Pick-Up Of Students

If you are planning to come to MSD to pick up your son or daughter, always send a note in advance to your child's Assistant Principal stating the time and date. NOTES OR FAXES RECEIVED AFTER 10:00 A.M. WILL NOT BE HONORED. STUDENTS MUST BE PICKED UP BY THE REGULAR BUS TIME. IF A PARENT HAS NOT PICKED UP HIS/HER SON/DAUGHTER BY THEIR REGULAR BUS TIME, THE STUDENT WILL BE PLACED ON THEIR REGULAR BUS TO GO HOME.

IF NECESSARY WRITTEN AUTHORIZATIONS ARE NOT GIVEN TO THE SCHOOL, ROUTINE TRANSPORTATION ARRANGEMENTS WILL BE FOLLOWED. ALL CHANGES FROM ROUTINE ASSIGNMENTS MUST BE IN WRITING (EITHER IN A NOTE OR IN A FAX AND RECEIVED BY 10:00 A.M.) - VERBAL AND TTY CALLS WILL NOT BE HONORED.

IF PARENTS WANT ANOTHER PERSON ("SECOND PARTY") TO PICK UP THEIR SON/DAUGHTER, THEN WRITTEN PERMISSION MUST BE RECEIVED FROM BOTH PARTIES. SUCH PERMISSION MUST BE BOTH DATE AND TIME SPECIFIC (NOT BLANKET PERMISSION).

Emergency Changes

ALL DAILY BONA FIDE EMERGENCY CHANGES MUST BE FAXED TO THE APPROPRIATE ACADEMIC DEPARTMENT OFFICE

ELEMENTARY SCHOOL	301.360.1406
MIDDLE SCHOOL	301.360.1405
HIGH SCHOOL	301.360.1404
TRANSPORTATION AIDE	301.360.1431

SNACKS ON THE BUS

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

BUS TRANSPORTATION AND DISCIPLINE

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

STUDENTS DRIVING PRIVATE CARS TO MSD

If a residential student will be driving a car to school and wants to park on campus, prior approval must be obtained from the Dean of Students.

Students driving daily to school may leave campus no earlier than the end of the last period of instruction.

Students' riding with other students in private cars is always a complex issue. It is requested that all parents advise the High School Assistant Principal of any such arrangements. However, under no circumstances may a residential student or any middle or elementary student leave in a day student driven car without appropriate and timely written permission. (Exception: siblings)

First, the parents should send a letter noting the dates on which the student is requesting to drive to school and then drive home, and why. This letter should be addressed to the Dean of Students. In turn, the Dean of Students will complete a form and ask the student to obtain the necessary signatures from the appropriate Assistant Principal. After this is accomplished, the student and parent will be informed if the request was granted or denied. When the student drives the car to campus, the car must be parked in the Benson Gymnasium parking lot. The keys to it must be turned over to the Dean of Student's office. The key will be issued back to the student when it is time for him to go home later in the week.

The student may not keep a spare set of keys during the week. When using the car to leave campus to return home, no other students will be permitted to ride in the car unless previous written permission has been obtained from both sets of parents involved.

At no time may they take another student in their car without written consent from all parents. Student on-campus parking is limited to the Gymnasium parking lot.

At no time are students allowed to get into any vehicle (other than their own/parent's/guardian's) without appropriate written parental permission and timely notification given to staff at time of departure.

Public Display of Affection

No Public display of affection, such as hugging and kissing, during school hours

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