

Kendall Demonstration Elementary School

Parent-Student Handbook

2023-2024



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Overview of the Clerc Center

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

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

Clerc Center Mission Statement

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

Clerc Center Leadership

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

KDES Leadership

The Kendall Instructional Leadership Team (KILT) is a shared leadership structure to support the smooth operations of the KDES instructional program. The team makes high-level program decisions together while maintaining individual responsibility for the following areas:

- **Director, Academic Programs (DAP):** The DAP is responsible for the instructional vision of KDES and oversees all aspects of the instructional program. The DAP is also responsible for the student enrichment team (SET) that includes the school counselor, the transition counselor, the Individualized Education Program (IEP) coordinator, the student support advisors, and the school psychologist. The team of staff that supports the IEPs for students and families is also overseen by the DAP.
- **Manager, Early Childhood Education (ECE):** The manager of ECE is responsible for the instructional vision for the ECE program that includes the Parent-Infant Program, preschool, and pre-kindergarten.
- **Senior Instructional Support Coordinator:** KDES has two senior instructional support coordinator positions that focus on providing support to teachers and paraprofessionals across all content areas for instructional strategy, lesson planning, technology, and bilingual instruction.

- **Coordinator, School Operations:** The coordinator of school operations oversees all the daily operations of the school, including the student health services, cafeteria services, transportation, and logistics. The coordinator also oversees front office operations and daily substitute teachers.

KDES/MSSD Mission Statement

Kendall Demonstration Elementary School and the Model Secondary School for the Deaf, the national demonstration schools for deaf and hard of hearing students, are diverse and inclusive communities implementing a rigorous and innovative bilingual program where students excel academically and socially, achieve personal excellence, and thrive in an environment in which ASL and English are equally valued. Students graduate ready to transition to postsecondary education, training, and/or work and to be self-determined, engaged global citizens of a rapidly changing world.

Belief Statements

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

Profile of Graduates

1. **Essential Knowledge**—Graduates possess the skills, knowledge, and tools to succeed in work and life in a rapidly changing world.
2. **Language and Communication**—Graduates demonstrate linguistic and communicative competence in ASL and English.

3. **Thinking Skills**—Graduates possess the critical and creative thinking skills and strategies essential for lifelong learning.
4. **Emotional Intelligence**—Graduates demonstrate autonomy, personal responsibility, cultural competence, and citizenship.
5. **Life Planning**—Graduates have postsecondary plans that allow them to achieve their goals and maximize their potential.

Clerc Center Equity Plan: Vision Statement

The Clerc Center is an organization that:

- **Is purposefully anti-racist and anti-bias.** All members of our community know and understand what it means to be anti-racist and share the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.
- **Acknowledges that racism is often compounded by other forms of discrimination,** including, but not limited to, audism, ableism, and sexism as well as other protected classes referenced in A&O Policy 2.28.
- **Makes financial decisions that reflect the values of equity, diversity, and inclusion.** Initiatives to address racism and bias within our community are funded, and employees working on these critical initiatives are fairly compensated for their work.
- **Actively works to eliminate inequitable practices for students** and cultivates the unique gifts, talents, and interests of every child to end the predictive value of social or cultural factors, such as race, class, or gender, on student success.
- **Actively works to eliminate inequitable practices for employees** and cultivates the unique gifts, talents, and interests of every employee to end the predictive value of social or cultural factors, such as race, class, or gender, on professional advancement and success.
- **Respects and champions the diversity and life experiences of all community members** to support the school division’s mission, vision, values, goals, and objectives.
- **Creates an inclusive environment** in which families of BIPOC students feel not only invited to the Clerc Center community but actively welcomed, included, engaged, and valued.
- **Actively seeks effective practices for anti-racism and anti-bias** in schools and programs nationwide to develop a clearinghouse of information and training resources with the goal of improving the experiences of deaf BIPOC children across the United States.
- **Ensures employees have the professional development and training** needed to create, maintain, and enhance the vision of a fully equitable and inclusive organization.

Directory

Name	Contact Information
Front Office Hours: 8 a.m.-4 p.m.	(202) 651-5206 (V) (202) 250-2761 (VP) KDESoffice@gallaudet.edu
Director of Academic Programs Jessica Stultz	<i>Jessica.Stultz@gallaudet.edu</i>
Manager of Early Childhood Education Joan V. Bippus	<i>JV.Bippus@gallaudet.edu</i>
Manager of School Operations Anna Ramach	<i>Anna.Ramach@gallaudet.edu</i>
Senior Instructional Support Coordinator Heidi Burns	<i>Heidi.Burns@gallaudet.edu</i>
Senior Instructional Support Coordinator Randee Bickford	<i>Randee.Bickford@gallaudet.edu</i>
Manager of Student Services Genie Chisholm	<i>Genie.Chisholm@gallaudet.edu</i>
Coordinator of Individualized Education Programs Michael Peterson	<i>Michael.Peterson @gallaudet.edu</i>
Coordinator of After School Programs Michel Daze	<i>Michel.Daze@gallaudet.edu</i>
KDES Transportation Wendy Armstrong	<i>Wendy.Armstrong@gallaudet.edu</i>
Director of Student Health Services Dr. James Huang School Nurse Pamela Batist'	<i>James.Huang@gallaudet.edu</i> <i>Pamela.Batist@gallaudet.edu</i>
Manager, Family Education Tara Miles	<i>Tara.Miles@gallaudet.edu</i> <i>Jenelle.Thomas@gallaudet.edu</i>

KDES Family Educator Jenelle Thomas	
Coordinator of Multicultural/Transliteration Services Silvia Golocovsky	Silvia.Golocovsky@gallaudet.edu
<p style="text-align: center;">Transportation Department Office Hours: 5:30 a.m.-6 p.m. (No weekends)</p>	<p style="text-align: center;">(202) 498-4333 (Parent direct line) (202) 250-2610 (VP) (202) 498-4333 (Text) (202) 651-5151 (Main office) (202) 651-5718 (Fax) transportation@gallaudet.edu www.gallaudet.edu/transportation.html</p>

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

The *KDES Parent-Student Handbook* summarizes essential information for families and students and may be obtained on the KDES website, www.gallaudet.edu/KDES/parents.html. A printed copy will be made available upon request. The Clerc Center reserves the right to modify the *KDES Parent-Student Handbook* at any time. Parents and legal guardians will be notified when changes occur.

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

II. SCHOOL-WIDE POLICIES

Visiting the School

Building Access

KDES is equipped with an electronic access system that requires a card for entry. The only access to KDES for parents, legal guardians, and visitors is via the front door. There, a doorbell/light will alert a front office staff member to let people enter.

To ensure the safety of the students, all visitors—including parents and legal guardians—must sign in at the front office desk and get a visitor badge. All visitors will be asked to present a driver’s license or other photo ID.

When exiting the building, visitors must check out by returning to the front office, signing out, and returning their visitor badges.

If a parent or legal guardian will be coming and going several times in one day, they should retain their visitor badge and return it only when exiting for the last time. However, they will need to sign in and out each time they enter or exit the building.

Parking

Several parking spaces, located in front of the building alongside the playground or in the KDES parking garage, have been reserved for parking for parents, legal guardians, and families.

If those designated spaces are full, the front office has temporary parking permits available that can be used to park in staff/teacher parking spaces.

Communication Policies

Here at KDES, it is vital that all teachers and families communicate on a regular basis. KDES teachers will send home a letter containing their individual academic expectations, classroom management expectations, and their classroom communication policies within the first two weeks of each school year.

Each classroom teacher will develop and implement a system of communication regarding the academic and behavioral performance of each child at least weekly via daily agenda, weekly progress report, calendar, newsletter, etc.

The primary responsibility of all KDES teachers from 8:25 a.m. to 3:15 p.m. is to deliver well-planned, rigorous, high-quality bilingual instruction. Therefore, parents or legal guardians wishing to speak with teachers should touch base with them by emailing the teacher, sending a note to the teacher, or calling the front office and leaving a message for the teacher. Teachers will respond within 48 hours unless they are absent from school.

Parents or legal guardians can request a conference with their child's teacher. All conferences should be scheduled in advance. If an interpreter is needed, the interpreter request must be booked one week in advance. Parents or legal guardians should inform the school 72 hours in advance if the scheduled conference needs to be postponed or canceled and an interpreter was requested or scheduled for it.

Communication Protocol

KDES encourages communication between parents/legal guardians and teachers. Due to the time constraints on teachers during the school day and because issues or concerns are best dealt with when uninterrupted time and attention can be given to them, the following procedures will be adopted:

- Parents or legal guardians should contact their child's case manager, or the relevant teacher, if the matter involves their child or is an issue regarding class operations. This can be done either in person, through a note, or by phone or email.
- The teacher will follow up with the parent or legal guardian regarding the resolution of the issue, question, concern, or comment.
- If questions or concerns continue, the parent or legal guardian may choose to contact the director of Academic Programs for grades K-8 or the manager of Early Childhood Education (ECE) for students enrolled in ECE classes. The director or manager will then offer to set up a meeting with

the concerned parties.

- The teacher, parent or legal guardian, and the director or manager will follow up on resolution of questions or concerns.

Inclement Weather Closing or Delayed Opening

In inclement weather situations, Clerc Center administrators will evaluate the weather forecast, decisions on closures or delays made by local school districts, road conditions in areas where buses travel, and the ability of employees to safely arrive to work on time to ensure supervision of students to make decisions regarding closings, delayed openings, or early dismissals for KDES.

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

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

Open and On Schedule	KDES Closed	Late Arrival (Delayed Opening)	Early Departure/Dismissal	Gallaudet University Closed
Classes at the University, MSSD, and KDES are held as scheduled and all offices are open.	If the University is open on time, the Clerc Center administration and the Department of Transportation will evaluate conditions and circumstances for both KDES and MSSD separately and make the most appropriate decision for each school. If a decision is made to close KDES, the decision applies to students and teachers only. If roads are deemed unsafe for buses, KDES is closed.	Classes are canceled until a specific time.	A portion of the daily schedule is canceled.	All classes at the University, MSSD, and KDES are canceled, and offices are closed for the entire day.

School Closings

Even if KDES is open, the Department of Transportation reserves the right to assess road conditions and may not pick up or return students who live in an area in which the roads are unsafe. The Transportation Department will communicate with parents in these situations.

When Gallaudet University is closed, KDES is closed for the entire day as well.

Late Arrival/Delayed Opening

If KDES has a two-hour delayed opening, school will be canceled for the Parent-Infant Program. Preschool, pre-kindergarten, and kindergarten students will be picked up for school.

A one-hour delay means that school begins at 9:15 a.m., and a two-hour delay means that school begins at 10:15 a.m.

Details regarding modified bus pick-up and/or delayed opening times will be communicated on a per event basis.

Early Departure/Early Closings

Early closings are when students are at school but school closes before 3:15 p.m. The front office will announce the early closing throughout the school.

The KDES front office staff or the Transportation Department will contact parents or legal guardians to tell them of the closing time. Parents and legal guardians will need to make arrangements to pick up their child early or meet the school bus early.

Details regarding early closing and/or modified bus drop-off times will be communicated on a per event basis.

Alert Communications

There are several ways parents/legal guardians and students can receive information in situations of inclement weather or emergencies.

- **Email:** Parent/legal guardian email addresses are automatically added to the KDES Parents email list when their student is enrolled. The Clerc Center will send notifications to parents and legal guardians using this email list.
- **Gallaudet Alert Notification System:** See the next section for details about this system, which is operated by Gallaudet University's Department of Public Safety.
- **Gallaudet website:** www.gallaudet.edu
- **Local news:** Television and radio stations and other news outlets
- **Facebook:** "Like" KDES on Facebook at "Kendall Demonstration Elementary School – KDES" and get information about KDES, including inclement weather, in your news feed.

Gallaudet Alert Notification System

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

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

Emergency Procedures

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

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

Throughout the school year, we will conduct drills to prepare our community to respond safely to a variety of possible emergency situations.

Fire/Bomb Threats

The building will be evacuated in the case of a fire or bomb threat. KDES has clear procedures by which students, teachers, and staff members exit the building and proceed to designated evacuation areas. If school closes as a result of the threat, KDES personnel will care for students until their parents or legal guardians arrive to pick them up from school. This includes the basic provisions of care, food, and water. Parents and legal guardians will be directed to a specific access door and will be assisted when arriving to pick up their children. All other exterior doors will be locked.

Biological/Chemical Alerts

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

Evacuation of KDES/Gallaudet University Campus

In the event of a major disaster in which all individuals at Gallaudet University have been instructed to evacuate the campus, all KDES students will be evacuated to a location in Maryland. Parents and legal guardians will be kept abreast of the situation. KDES personnel will care for the students until they can be reunited with their parents or legal guardians.

Attendance

The attendance policy is designed to establish clear expectations for all KDES students (grades K-8). On all scheduled school days, KDES students are required to be in attendance during all school hours and on time so that they may receive the full benefits of their education. Once on campus, students are expected to follow all rules regarding school and class attendance.

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

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

Note: Parents or legal guardians must contact the school administrative team prior to the absence.

Excused pre-approved absences will be granted for reasons acceptable to the student administrative team. However, pre-approved absences are discouraged and will not be granted for any reason on days when state tests or semester exams are to be given. The coordinator of school operations' decision related to pre-arranged absences is final. No more than three pre-approved absences (including travel days) will be considered excused during each semester.

Students with exceptional medical needs or circumstances will be considered for an exception.

Excused Absences	Unexcused Absences
<ul style="list-style-type: none"> ● Illness (doctor's verification required after three consecutive days) ● Doctor/dental appointments ● Observance of religious holidays ● Funerals ● Home suspensions ● Court appearances/summons ● Emergency or other event for which the school administrative team considers an exemption from attendance to be in the best interests of the student 	<ul style="list-style-type: none"> ● Oversleeping ● Missing the bus ● Traffic ● Non-related school events ● Family vacations ● Other reasons deemed unacceptable by the school administrative team

Delegation of Authority

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

On-Time Arrival/Student Drop-Off

Parents or legal guardians who bring their child to school on time should ensure they enter the building and sign in on the sign-in form in the school office. For students in ECE, parents are expected to sign in their child. Students in grades K-8 can sign in themselves. Parents and legal guardians of students in Pre-K-grade 8 may not accompany their child past the front lobby without prior arrangement.

No students are allowed in the building prior to 8:10 a.m. Students may not loiter on school grounds without adult supervision prior to that time.

For late arrival after 8:25 a.m., please see the Clerc Center's policy on tardiness.

Attendance Procedures

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

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

Students are expected to attend school daily and to arrive on time. The school day begins at 8:25 a.m. and ends at 3:15 p.m. If a student is ill and cannot attend school, or if they will not attend school for any

other reason, parents or legal guardians must contact the school by 9 a.m. via email to KDESoffice@gallaudet.edu (all students) AND transportation@gallaudet.edu (students who ride the bus).

If a student becomes ill during the day, parents or legal guardians will be notified immediately to pick up their child as soon as possible.

If a student is absent for three or more consecutive days, the parent or legal guardian is required to submit a written note from the doctor to the front office in order to record those absences as “excused” in KDES attendance records.

Absences

Attendance procedures for students:

- At the beginning of each class period, teachers will document if a student is absent.
- The front office staff will verify if the student arrived at school late or if the student’s parents or legal guardians contacted the school to say that the student would be absent.
- If there has been no contact with the school, the front office staff will contact the student’s parents or legal guardians to confirm the absence and to discover its cause. The absence will then be documented as excused or unexcused.

Unexcused Absences

- After the first unexcused absence, a student’s parents or legal guardians will be contacted via email or phone call.
- After three unexcused absences, a student’s parents or legal guardians will be sent a follow-up email after a phone call or email reviewing the attendance policy and reminding them of the importance of regular attendance.
- After five consecutive unexcused absences, a student’s parents or legal guardians will be sent a letter reviewing the attendance policy and reminding them of the importance of regular attendance.
- After an accumulation of 10 unexcused absences within the current school year:
 - Another letter will be sent to the student’s parents or legal guardians as well as to the LEA representative.
 - All schools in D.C., public and private, are required by the DC Code to report truancy to the Office of the State Superintendent of Education, OSSE. Specifically,
 - “Per the Attendance Accountability Amendment Act of 2013, LEAs must notify OSSE within two business days of a student’s 10th unexcused absence. OSSE will provide the parent with a truancy prevention resource guide.”
 - A meeting will be arranged with parents or legal guardians and school officials to discuss attendance plans.
 - If the parents or legal guardians do not attend the meeting or contact the school, Family and Child Services will be contacted.

After 15 unexcused absences, a third letter will be sent to the parents or legal guardians indicating that if their child misses 19 days of school then they will be considered for retention.

Appeal Procedures

Should a student's parents or legal guardians want to appeal an unexcused absence decision, they must:

1. Submit a written letter along with any documentation supporting why the absence should be excused to the coordinator of school operations for the student's grade level within 10 days of the absence. Appeals received beyond 10 days of the absence will not be accepted.
2. An administrative designee will respond within five business days with a decision regarding the appeal. The administrative designee's decision is final.

Tardiness

- School begins at 8:25 a.m., and all students are expected to arrive on time. A student is considered tardy if arriving after 8:25 a.m.
- If a student will be arriving to school late, the parent or legal guardian must inform the school by 9:00 a.m. on that day or the late arrival will be unexcused.

Parents or legal guardians transporting a student to school late are required to come into the front office to sign the student in. The families of students between grades K-8 have the option to call the front office and inform them they are late and they will drop them off at the front. Families must stay in front of the building until their child enters the building through the front door. Families of students in the Early Childhood Education program must escort their child into the building and then leave when their child is escorted by a staff member. The student will then be given a pass to class. If the student is being dropped off by anyone other than the parent or legal guardian, that individual will also need to submit a note, signed by the parent or legal guardian, explaining the tardiness.

A student who is not using school transportation and is traveling alone via public transportation or walking is required to report to the front office with a note from their parent or legal guardian explaining the reason for the tardiness and to sign in. That student will then receive a pass to proceed to class. If the student does not have a note, his or her parent or legal guardian will be contacted.

Parents or legal guardians must notify the front office in advance if a student will be late due to a pre-arranged appointment (e.g., doctor's appointment). This will be considered an excused tardy. It is important for students to attend school on time to support their daily routines at school and overall progress.

- If a student comes to school tardy more than three times, unexcused, within a two-week period, a student's parents or legal guardians will be sent an email after a follow-up phone call reviewing the attendance policy and reminding them of the importance of regular attendance.
- If a student comes to school tardy more than three times, unexcused, within a two-week period again after the first follow-up, a student's parents or legal guardians will be sent a letter reviewing the attendance policy and reminding them of the importance of regular attendance.
- If a student comes to school tardy more than 3 times, unexcused, within a two-week period after the second follow-up, a meeting with the student's parents or legal guardians and school officials will be arranged to discuss attendance plans.

- If the parents or legal guardians do not attend the meeting or contact the school, Family and Child Services will be contacted.

Scheduled breakfast and lunch periods are to be followed at all times. If a student is not in school and misses their scheduled meal periods, their family is responsible for providing their child with these respective meals.

Getting To and From School/Transportation

Student Pick-Up

Parents or legal guardians who pick up their child from school at any time during school hours must come into the building and sign the child out by completing an entry in the log book located at the front desk. This will need to be done every time the child is picked up with no exceptions.

Only parents, legal guardians, or individuals listed on the official Pick-up Authorization Form in PowerSchool will be able to pick up the student. Photo identification will be required.

Early Dismissal

Unless it is an emergency and a rapid dismissal cannot be avoided, parents or legal guardians should notify the school a minimum of two hours prior to the early pick-up of a student.

Parents or legal guardians must provide documentation for the early dismissal (e.g., proof of a doctor's appointment) so that the school can determine if the absence is excused or unexcused.

When the parent or legal guardian arrives at KDES to pick up their child early, they need to come to the front office. If the child is being picked up by anyone other than the parent or legal guardian, that individual must have a note signed by the parent or legal guardian and their name must be listed on the official Pick-up Authorization Form in the student directory. Photo identification will be required.

Ride the Shuttle Bus or Walk to Parent/Legal Guardian's Office on Campus

KDES students whose parent or legal guardian is a current Gallaudet University employee, and who meet the minimum age requirements, are eligible to either ride the shuttle bus to a specified shuttle bus stop on campus to meet the parent or legal guardian or walk on the Gallaudet campus to meet them at their office or other specific location.

Students Age 11 and Older

If a student's parent or legal guardian wishes for their child to sign themselves out of school and ride the Gallaudet shuttle bus from the KDES shuttle stop to either the Benson Hall or the Kellogg Conference Hotel stop, the parent or legal guardian must sign the Permission to Ride University Shuttle Bus on Campus form. They must be met by their parent or legal guardian when they disembark. KDES students are not permitted to ride the shuttle off campus unaccompanied by their parent or legal guardian. The release form must be signed by the parent or legal guardian and kept on file by the front office.

Students Age 13 and Older

If a student's parent or legal guardian wishes for his or her child to sign themselves out of school and walk to meet the parent or legal guardian on the Gallaudet campus immediately upon dismissal from school or the After School Program, the parent or legal guardian must sign the Permission to Walk on Gallaudet University Campus form giving permission, which includes the date or date range and the location at which the child is to meet the parent or legal guardian.

The student is to walk directly from KDES to the designated location via the most direct route and is not to enter any other Gallaudet facility. At no time is a KDES student permitted in a Gallaudet University residence hall.

In either situation, the parent or legal guardian should send an email to KDESoffice@gallaudet.edu if the child has not arrived at the designated location within 15 minutes from the time they signed out.

Transportation Services

The Transportation Department’s goal is to provide students with the safest, most efficient transportation to and from school and while on school-related activities. Student safety is always their priority.

All bus services are established for each student during the IEP process at the KDES IEP conference which includes a representative of the Transportation Department. There will be students of mixed ages and grades on the bus.

The department maintains a fleet of modern, air-conditioned school buses equipped with seat belts. All buses are maintained in-house by its certified vehicle maintenance team.

The department adheres to all federal laws related to commercial vehicles and commercially licensed drivers as well as the National School Transportation Specifications and Procedures. Several members of our staff are nationally certified school transportation professionals by the National Association of Pupil Transportation.

The Transportation Department consists of administrative staff, a vehicle maintenance team, drivers, and monitors.

Hours of Operation	Contact Information
Monday-Friday, 5:30 a.m.-6 p.m. (No weekends)	Parent Direct Line: (202) 498-4333 VP: (202) 250-2610 Text: (202) 498-4333 Main Office: (202) 651-5151 Fax: (202) 651-5718 Email: transportation@gallaudet.edu Website: www.gallaudet.edu/transportation.html

Transportation Service Area

In 1983, the 15-mile radius was established by the U.S. Department of Education as a part of its legal agreement with Gallaudet University for the operation of KDES. The policy provides that each **child within a 15-mile radius of the U.S. Capitol Building** receive door-to-door service.

Students residing outside the 15-mile radius receive service at an established 15-mile pick-up point. Pick-up points are established in well-lit, populated areas easily accessible by the school bus and motor vehicles.

The Transportation Department does not provide service on military bases due to the high-level security checks of school buses, bus passengers, and personnel. The security checks are time consuming and cause delays in arriving to school on time. Riders residing or receiving child care on military bases will be

picked up at the closest and safest location for boarding and disembarking immediately outside the military base. Transportation also does not pick up at government buildings or downtown D.C. office buildings.

Should maneuverability of the bus become an issue due to narrow streets, one-way streets, inclement weather, road construction, or an unsafe boarding/disembarking environment, the student may be required to meet the bus at the nearest corner. For safety reasons, school buses do not back out of parking areas or parking lots.

Driver and Bus Monitor Roles

Drivers and bus monitors work as a team on the school bus. They are responsible for the safety of all riders on the school bus. To that end, they participate in annual safety training covering various safety topics: CPR, first aid, school bus evacuation, defensive driving, wheelchair securement, seat belt safety, and behavior management.

School Arrival and Departure

School buses are routed and scheduled to arrive at KDES at 8:05 a.m. School buses are scheduled to depart KDES no later than 3:25 p.m. Students not on their assigned bus at that time are subject to be left. It will be the responsibility of the parents or legal guardians to pick up their child.

Bus Delays

The Transportation Department will contact a child's parents or legal guardians if their child's bus is running late by more than 10 minutes. Parents and legal guardians are encouraged to use the parent direct telephone number (see page 21) if they have any questions about a bus delay.

Bus Procedures in Inclement Weather

During inclement weather situations when KDES is open, the Transportation Department reserves the right to assess road conditions and may direct buses not to pick up or return students who live in areas where the roads are unsafe. The Transportation Department will communicate with parents and legal guardians in these situations.

Specifics about inclement weather procedures can be found in the Inclement Weather Closing or Delayed Opening section.

The Transportation Department staff is extremely busy during morning and afternoon school runs because of incoming calls and because they maintain contact with school buses. Effort will be made to answer all incoming calls to the Transportation Department during these peak times.

School Bus Safety

Evacuation Drills

School bus safety is the Transportation Department's highest priority. The department's staff is responsible for providing safety training to students as well as the drivers and bus monitors. The students need to know how to react should an emergency occur while on the school bus.

School bus evacuation drills are held twice each academic year. During the drills, students learn how to exit the bus in an emergency in the safest and quickest manner. All drills are conducted under the supervision of the driver, bus monitor, and Transportation Department personnel. Parents and legal guardians are notified of the drills and are invited to observe.

School Bus Safety Week

Every year, the third week in October is designated as School Bus Safety Week by the National Association for Pupil Transportation. During that week, students participate in a school bus evacuation drill. They also bring home information relative to school bus safety. Parents and legal guardians should review the material with their child.

Pick-Up and Drop-Off

Parental Responsibilities

Parents and legal guardians are a vital link to our school buses arriving to school on time. As such, you should:

1. Have your child at the bus stop 10 minutes prior to the assigned pick-up time.

Maximum wait:

- Two (2) minutes from the child's scheduled door-to-door pick-up time
- Five (5) minutes from the child's scheduled pick-up points (location) time

For example, be at your child's bus stop at 6:50 a.m. if his or her scheduled stop time is 7 a.m. If you are not there by 7:02 a.m., the bus team is permitted to proceed on after contacting dispatch. The bus will not stop if the time has lapsed and the student is not standing at the bus stop.

2. Notify the Transportation Department by phone, text, or email as soon as you decide your child will not ride the bus that morning.

For the afternoon, changes to the daily transportation needs of your child must be shared with the Transportation Department and the KDES front office staff by 1 p.m. (2 hours and 15 minutes before the school day ends). Email KDESoffice@gallaudet.edu and transportation@gallaudet.edu. The Transportation Department will not accept any form of communication about this sort of change from your child.

A written note from parents or legal guardians will be accepted by bus personnel for planned absences in advance. Verbal directives from parents or legal guardians and teachers to drivers or bus monitors regarding student absence are not accepted at any time. Please provide a written note or send email to the KDES front office and the Transportation Department.

3. Please bring your child to the bus. Drivers and bus monitors are not permitted to enter buildings, day care centers, apartments, schools, or homes to pick up or drop off students. Bus monitors must supervise other children on the bus and are prohibited from leaving the school bus stop area. Parents or legal guardians must bring their child to and pick up their child from the bus. Your child is under the responsibility of the school bus staff once safely on the bus.

Students not met by an authorized person will be returned to KDES. Authorized individuals must show a picture ID when meeting the child for the first time. Parents or legal guardians are responsible for picking up their child who was returned to KDES because they were not met by an adult at the home.

4. When a change of transportation is required (e.g., address change, number of days riding the bus), the request must be put in writing. The Transportation Department does not accept verbal requests for any transportation changes.

5. If your family is moving, the Transportation Department requires at least two weeks advance notice if transportation service is desired at the new address. In cases such as this, one rider's change of address can impact every other rider's schedule on the bus and, consequently, their parents' or legal guardians' schedule. Subsequently, written notification of time changes will be made to all families who are impacted.
6. Due to liability issues, parents and legal guardians are not permitted inside school buses during the boarding/disembarking process. They are welcome to schedule an appointment to view the buses.

Pick-Up and Drop-Off Procedures

Each student is permitted one (1) pick-up and one (1) drop-off location only. The department will not provide service to addresses different than provided on the bus registration form. Last-minute requests to carry students to alternate locations will not be approved.

The student should be at the curb waiting for the school bus when it arrives. School bus runs are developed and timed in order for the bus to arrive at KDES on time with all children assigned to that school bus inside. The bus will wait no longer than the prescribed two-minute wait period.

Drivers are not permitted to honk the school bus horn to alert families that the bus has arrived.

ECE through fourth grade students are to be escorted to and from the bus by an authorized person. Likewise, these students will not be released until an authorized adult comes to the school bus to receive the student. The drivers and bus monitors will not accept motions from a doorway or window to release a child.

For your child's safety, parents and legal guardians utilizing pick-up points in the morning should remain with their child until they are safely on the school bus.

Restricted Access to School Buses

To ensure the safety of all students, parents, teachers, relatives, faculty, and staff members are prohibited from coming onto the buses. Only in emergency situations, such as illness or extreme disciplinary conduct, school personnel will be authorized on the school bus to assist in resolution of the issue. Parents and legal guardians are permitted to ride school buses only when acting as chaperones on field trips.

For safety reasons, we request that parents and legal guardians maintain a safe distance from the school bus doors while children are boarding or disembarking school buses.

Permission to Pick Up

Parents and legal guardians should already have adults listed on the Transportation Department's Student Emergency Notification Form as people authorized to receive their child from the bus. They may subsequently add authorized adults to this list by emailing the Transportation Department. All individuals designated as authorized adults will still need to initially show picture identification to the driver or bus monitor.

If parents or legal guardians have a last-minute, temporary substitution to this list, they will need to notify the Transportation Department in a timely manner so that the Transportation Department can authorize temporary permission. Again, these individuals will be required to show identification.

If someone attempts to pick up a child without having his or her name on the authorized list or without having been given temporary permission, the child will not be released to this person, even if they show identification.

Changes to Daily Transportation Needs

Any transportation changes for your child will need to be shared with the Transportation Department and the school in a timely manner. For instance, maybe your child will choose to participate in ASP one afternoon instead of riding the bus home or maybe they will be riding the bus home on an afternoon when they are scheduled to participate in ASP. Changes like this to the daily transportation needs of your child must be shared with the Transportation Department, the KDES front office, and the coordinator of ASP by 2 p.m. (1 hour and 15 minutes before the school day ends). The Transportation Department will not accept any form of communication about this sort of change from your child. Parents and legal guardians must email KDESoffice@gallaudet.edu and transportation@gallaudet.edu.

Special Requests

Parents or legal guardians may make special requests to have their child ride home with a friend or to have a friend ride home with their child. These requests need to be made at least two days in advance.

Every effort will be made to accommodate the request if:

- A seat is available on the bus
- The parents or legal guardians of the students involved provide a written request in advance (it must be approved during regular business hour)
- A Student Emergency Notification Form has been completed by the parent or legal guardian and is on file in the Transportation Department
- The parent or legal guardian has received written or email approval before services are rendered

Students Not Met by an Authorized Adult (Afternoon School Run)

When a student on a school bus is not met at the home or pick-up point by the parent, legal guardian, or authorized individual, the department will take the following steps:

- The bus team is instructed to return the child to KDES at the end of the school run.
- The parents or legal guardians are responsible for retrieving their child from KDES personnel.

The Transportation Department makes every effort not to return a child to school in the evening. Please make certain your child is met at the school bus.

Proceed on Own

Proceed on Own applies to students in grades five through eight. These students are permitted, with parent/legal guardian signature, to get off the school bus at the designated stop and proceed on their own. However, if the parents or legal guardians want their child to be met at the bus, they should not check the Proceed on Own box on the emergency information form.

Absences from Bus

If a student does not ride the school bus for three (3) consecutive mornings, and the Transportation Department has not received information from the parent concerning the absences, service will be

terminated beginning on the fourth day. Service will only be resumed when the parent or legal guardian has contacted the Transportation Department.

Campus Shuttle Bus and Metro

Parents or legal guardians may opt to permit their children to use public transportation to and from KDES. The campus shuttle bus provides service between Gallaudet University and Union Station (Metro station). KDES students may use this service. Shuttle schedules can be found on the Transportation Department's website.

Student Emergency Notification Pick-Up and Drop-Off Form

The Transportation Department asks that parents or legal guardians fill out the Student Emergency Notification Pick-Up and Drop-Off Form. This form details personal information about the student, home information, parents' or legal guardians' telephone numbers, and names of emergency contact persons. No child will be transported if this form is not on file in the Transportation Department on the first day of school or if updated contact information is not submitted to the front office during the school year.

Students' Responsibilities

Standards of Behavior

The KDES Student Code of Conduct applies to students riding on buses. In addition, the following standards of behavior rules also apply. Parents and legal guardians should ensure their children know and understand what is expected of them.

1. Rider stands up to exit the bus only after it has come to a complete stop.
2. Rider will not open the emergency exit door and roof hatch or touch the exit door handle except when instructed during an emergency.
3. Rider will not lower bus windows. Arms and feet must stay inside the bus.
4. Rider will immediately take a seat when boarded and remain seated at all times.
5. Rider will use a seat belt at all times on the school bus.
6. Rider will not lay down on the seat.
7. Rider will not turn around to talk to the person behind them. Rider may turn to the side and talk to their neighbor.
8. Rider will keep feet, book bag, lunch box, and other items out of the aisle.
9. Rider must keep their belongings tidy and clean up after themselves if a mess is made.
10. Rider will keep their hands to themselves and keep their feet on the floor at all times.
11. Rider will not pass materials to someone else.
12. Rider may eat a snack only with the permission of the driver or bus monitor.
13. Rider will not throw objects inside the bus or from the window.
14. Rider will refrain from fighting, kicking, spitting, and other altercations.
15. Rider will not make unnecessary noises that may distract the driver.
16. Rider will not touch the driver or bus monitor in any manner at any time.
17. Rider will obey the driver and bus monitor at all times.
18. Rider will refrain from using profanity and other disruptive behavior.
19. Rider will not bring restricted items aboard the school bus (e.g., firearms, firecrackers, matches, lighter, sexual materials).
20. Riders shall refrain from conversations, expressions of, and inappropriate behavior of a sexual nature.

All of the rules of behavior in the KDES Student Code of Conduct also apply to students riding the buses. The KDES Student Code of Conduct can be found in Appendix 4 of this handbook. Please note that infractions 1.20 and 2.29 specifically address bus behavior.

Disciplinary Action

When adverse behavior occurs, every effort will be made by the school bus team to correct such behavior. Repeated behaviors or behavior that is considered severe will result in a more detailed process, which involves the Transportation Department and KDES staff members jointly making decisions about how to respond to the behavior.

In some cases, this may require suspension from both school and the bus. The time a child spends on the bus is an extension of the school day. Therefore, suspension from the bus consequently means the student is also suspended from school.

Please refer to the KDES Student Code of Conduct for further information regarding disciplinary actions.

Personal Belongings

Drivers and bus monitors are not responsible for the personal belongings of students. It is recommended that students not bring valuable electronic items on the school bus since the use and sharing of electronic devices can sometimes be disruptive. If your child does bring an electronic device on the school bus, it must be secured at all times and for personal use only.

Materials Allowed on the Bus	Materials Not Allowed on the Bus
<ul style="list-style-type: none">● Fidgets, including Rubik’s cubes and spinners● Small stuffed animal● Small action figure, doll, Barbie, etc.● Books, magazines, etc.● Water bottle● Travel pillow (the kind that goes around the neck)● Small pillow (to lean up against the window)● Food and drink, including breakfast items (Note: Student must check with the bus monitor first before consuming them.)● Smart phone (Note: See smart phone rules below.)● Handheld electronic devices	<ul style="list-style-type: none">● Pens, pencils, and markers (must remain in backpacks)● Glass containers● Gum or hard candy

Smart Phone Rules

Students who choose to bring their smartphone on the school bus must sign a contract before they are permitted to use the phone. The parent or legal guardian must also sign a contract acknowledging the rules of phone use by their child on the bus. If a student does not follow the rules and expectations, they may lose the privilege to use the smartphone (or other personal belongings). Students who lose privileges may have to earn them back with demonstrated good behavior.

Students must also adhere to the following rules:

- Students are not permitted to take pictures or videos.
- Students are not permitted to show their phones to others.
- Students must keep the phone in their hands, or safely stored in their backpack, at all times.
- Students must either turn the audio off or use headphones when listening to sounds or music.

The school and the Transportation Department/bus personnel do not assume any responsibility for broken, dropped, damaged, stolen, or lost phones.

Parental Concerns Regarding Transportation

Communication is essential to providing efficient service. The Transportation Department staff welcomes opportunities to address parental concerns, feedback, and/or input. The Transportation Department staff will make an effort to address issues of concern.

The procedures for setting up a meeting are as follows:

1. Parents or legal guardians should request a meeting with the Transportation Department’s KDES services supervisor. The request will be acknowledged by department staff.
2. A meeting will be scheduled at the convenience of the parent or legal guardian and the staff member.
3. The parent or legal guardian will be allowed one additional individual to attend the meeting. At that meeting:
 - The parent or legal guardian is encouraged to describe their concern openly.
 - Department personnel will clarify department policy/procedure related to the concern.
 - Collaboratively, the establishment of the next steps and/or goals will be set as well as a determination for follow-up action.
4. The KDES services supervisor will provide a written summary of the meeting to the parent or legal guardian in a timely manner.
5. If for any reason the parent or legal guardian is dissatisfied with the results, they are encouraged to meet with the manager of the Transportation Department. The parent or legal guardian may then contact the coordinator of school operations for intervention should resolution not be achieved within the Transportation Department.

The intent of these procedures is to identify and resolve transportation-related matters as efficiently and effectively as possible.

Student Safety

Family Educational Rights and Privacy Act (FERPA)

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

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

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

place where the records may be inspected.

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

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

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

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

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

4. The right to file a complaint concerning alleged noncompliance by the school with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

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

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

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

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

- Grade in school
- Email address
- Photograph or graphic image
- Weight and height of athletic team members

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

Nut-Safe School

KDES recognizes that food allergies may be severe and even life-threatening. To maintain a safe environment for students with severe peanut allergies, KDES has implemented a nut-safe school policy. KDES makes every reasonable effort to purchase nut-free products for school breakfasts, school lunches, and events. We ask that no nuts of any kind be brought into our school for any reason. Foods sent in for snack, lunch, or any class event (e.g., parties, field trips) should be carefully checked to ensure they are nut-free. Families can help ensure our school stays nut-safe by reading packaging labels and reminding children not to share food with other children at school.

We need to ensure there is little opportunity for children to be exposed to foods that could harm them. If students, staff members, and teachers are exposed to nut products, they must wash their hands using soap and water.

To be inclusive and provide access for all of our children, the KDES cafeteria and ASP do not serve peanut butter sandwiches or nut products.

Locker Inspections

Lockers, available for use by KDES students in grades three through eight, are school property. The school retains authority over each locker and may gain access when deemed necessary should there be reason to assume inappropriate activity or rule violations. In the event an inspection is warranted, two school administrators will be responsible for conducting the inspection. The student and his or her parent or legal guardian will be informed of the reason for the inspection.

Gender Inclusive Environment

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

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

Student Health Service

The KDES Student Health Office is maintained for the care of sick or injured students. The emphasis for both is on first aid and short-term care, with the goal of returning students to the classroom as quickly as possible.

If a student is deemed too sick to stay in school, then that student should be picked up at school by a parent, legal guardian, or representative (whose name must be listed on file at school) within one hour of the nurse's call and taken home, to a doctor, or to a hospital (depending on the severity of the issue). Sick students should stay home until they are free from the following symptoms for at least 24 hours:

- Fever
- Diarrhea
- Vomiting

Students with allergies, chronic illnesses, or medications will be monitored by the school nurse. The school nurse will also monitor communicable diseases. Some conditions are infectious/contagious and, when suspected and/or diagnosed, will exclude the student from school. Students with the following conditions may not come to school until properly treated: H1N1 (swine) flu, chicken pox, measles, mumps, poison ivy, impetigo, meningitis, hepatitis, conjunctivitis (pink eye), herpes simplex, scabies, streptococcus infections, Homophiles influenza (Type B), fungal infections (e.g., ringworm, athlete's foot), head lice, gastrointestinal infections with diarrhea/fever, pinworms/ intestinal parasites, and upper respiratory infections (e.g., RSV, croup, bronchitis, strep, pneumonia, COVID-19).

Students will be sent home if they exhibit any of the following symptoms: fever; difficulty staying awake and/or lethargy for more than 30 minutes; diarrhea (more than one abnormally loose stool); severe coughing that makes "barking or whooping" sounds; severe wheezing or severe respiratory distress; yellowish tint to skin or eyes (jaundice); tearing, irritation, and redness of eyelid lining followed by swelling or discharge of pus; unusual spots or rashes of unknown origin; severe sore throat or difficulty swallowing; infected areas of skin with yellow crusty areas; severe headache, stomachache, and/or vomiting; unusual behavior, acting in a way that seems medically unsafe; or severe itching/scratching of the body or scalp or constant scratching.

Although the nurse may initially care for these illnesses and/or injuries at school, final health care responsibility remains with the student's parents or legal guardians and their private physicians.

If prescription medication needs to be administered during the school day, parents or legal guardians will need to:

- Have the student's doctor complete and return the DC Health Medication Treatment Plan to the school nurse.
- Bring medication to the KDES Health Room **in the original prescription bottle** (parents or legal guardians may deliver the medication or give it to the bus monitor to deliver). All medications must be given directly to the school nurse, including those designated for ASP or bus purposes. The school nurse will deliver the medications to the appropriate site.

Note: Parents and legal guardians may not put any medications in their child's backpack or lunch box. If a nonprescription medication that is not already stocked in the Student Health Office needs to be given to the student during the school day, a parent or legal guardian will need to complete the Parent Permission Form and return it to the KDES Health Room with the medication in the original bottle. All medications, including nonprescription ones, must be properly labeled with the medication's name, dosage, dosage time, and how long they are to be given. No medication will be given until the appropriate permission forms are on file.

Mandatory Immunizations

All students must submit an updated record of immunizations prior to the beginning of the school year. Along with all state-required vaccines, this must include the most up-to-date COVID-19 vaccinations for the student's age group. If the parent or legal guardian is refusing the COVID-19 vaccine for the student on medical or religious grounds, the appropriate waiver form must be completed and sent in to be approved by school administration. Annual physical exams are required as well. All inquiries relating to immunizations or physical exams should be directed to the KDES nurse at (202) 651-5046 (V) or (202) 559-5082 (VP). If documentation is required during the school year, continued attendance is contingent upon timely compliance with the nurse's requests.

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

COVID-19 Guidelines

In order to complete any required COVID-19 testing on campus, the student's insurance information will be collected by the school nurse prior to the start of the school year. While this information will be used for COVID-19 testing billing, families will not be charged. Positive exposures on campus will be tracked, and quarantines may be enforced based on vaccination status and presence of symptoms. Refer to the Mandatory Immunizations section of this handbook for requirements related to the COVID-19 vaccine. If a student presents any symptoms of COVID-19 while in school, a rapid antigen test will be performed. Depending on that result and the severity of the symptoms, the school nurse will make a decision on whether or not to send the student home from school and/or enforce a quarantine period.

Expectations of Students

Dress Code

KDES has a dress code to ensure that students dress appropriately for the active nature of our school program. Clothing should not restrict students from sitting on the floor, going on walking trips, or participating in adventure, dance, project-based activities, STEM activities, or art activities. Students are encouraged to celebrate their sense of style and individuality, but to follow the guidelines outlined below:

- Shirts must cover the chest, shoulders, torso, and back and not contain any negative images or writing.
- Skirts must extend to at least the top of the knees and be loose enough to allow movement and not restrict students from sitting on the floor.
- Shorts should extend to at least the mid-thigh.
- Pants should allow for comfortable movement and cover undergarments. Jeans are acceptable but with minimal rips, tears, or holes.
- Hatwear (e.g., caps, hats, beanies) is permitted as long as it does not interfere with learning.
- Footwear should be comfortable and safe for running and long walks. Sneakers are recommended, and they are required for PE class and ASP. Slippers, flip flops, and high heels are not permitted at any time.

Students who come to school dressed inappropriately will be given alternate clothing to wear or the school will call the families to bring alternate clothing for their child to change into at school.

Final decisions will be at the discretion of the coordinator of school operations or administrative designee.

Students should wear or have available clothing suitable for both our air-conditioned and heated building and the outdoors. Since ECE through fifth grade students will go outdoors for play every day (except in pouring rain), they should arrive on days of cooler weather with a coat, hat, and gloves. Parents and guardians should understand that children will get their clothes dirty from time to time and dress children accordingly. All clothing should be labeled. All ECE and K-2 students need to keep a complete change of clothing at school that is appropriate for the season.

Lost Books and Materials

Students are responsible for all books, school-issued technical devices, and materials that are issued by the school. If a book or material is lost, the parent or legal guardian must pay for it before a replacement will be issued. Quarterly report cards and school records will not be released until all fees have been paid. If the student is an exiting student, certification of promotion and/or certain school records will not be released until the replacement fees are paid.

iPads:

Please refer to the iPad information section under the Digital Citizenship heading on page 62 for information about school distributed iPads.

Family Involvement

Classroom Visits

Parents and legal guardians are encouraged to visit the school but should contact their child's teachers at least a week in advance to arrange a visit to the classrooms. Visitors will be escorted to the designated area by a staff member. If less than a week of advance notice is given, parents or legal guardians should contact the KILT to set up an appointment.

We believe that all information (written and observed) belongs primarily to the students and/or parents/legal guardians, and the school. Information that is disclosed to "third parties" obligates those parties to safeguard and protect the confidentiality of any personally identifiable information. The administration team asks that anything you, as a visitor, see, hear, or observe during your visits not be shared in any way. This is a protection of the student's civil rights and we ask visitors to pay special attention to this very important issue. In order to protect our student's right to privacy, only visitors who have legitimate educational interest in our students will be allowed to visit the classroom.

In a classroom setting, parents/legal guardians do not have permission to videotape or photograph a classroom activity or for personal use, even if it is their own child. An exception is if a teacher is requesting assistance from a parent/legal guardian volunteer in videotaping or photographing something specific in their classroom for a project.

Serving as a Parent and Family Volunteer

Studies have shown that a parent or legal guardian's involvement has a significant impact on their child's success. KDES welcomes family members to volunteer at the school. If you would like to volunteer, contact the KDES front office. For the safety of all students and community members, all potential volunteers are required to pay for and undergo a suitability background check through the Clerc Center.

Family Education

The Family Education department provides resources, inclusiveness, and advocacy through a lens of equity to all Clerc Center community stakeholders, enriching the students' experience by striving to empower them with support to thrive. We serve as educators for families, helping them understand and support their deaf and hard of hearing children. We also serve as a liaison, working closely with instructional teams at both Clerc Center schools (KDES and MSSD) to provide comprehensive programming that addresses student and family needs. We aim to build connections with families and the community by providing a space for training and growth.

Family Sign Language Program

Fully accessible language and clear communication are keys to a deaf or hard of hearing child's success in life. We encourage all parents, legal guardians, and other family members to learn sign language and to continually improve their skills. KDES offers three levels of American Sign Language (ASL) classes to families at no cost.

Shared Reading Project

The Family Education department offers the Shared Reading Project (SRP), which is a highly-acclaimed national program for parents and caregivers. The SRP matches participating families with Deaf tutors. A Deaf tutor then visits with the family of a deaf or hard of hearing child and demonstrates how to read a variety of children's books in ASL. This program is geared toward children in birth to third grade. Participation is voluntary and at no cost to families.

Kendall Parent Teacher Association

The Kendall Parent Teacher Association (KPTA) strives to encourage family involvement in the school, enable the school and families to work together to develop programs, plan events, and provide services to support each other and our children

More information about the KPTA can be found at www.kendallpta.org or by emailing contact@kendallpta.org.

III. Instructional Programs

Overview

Early Childhood Education Program	Elementary	Middle School
<ul style="list-style-type: none">• Early Learning Program: Birth to 3• Preschool• Pre-kindergarten	Kindergarten through fifth grade	Sixth through eighth grade

Student Attendance Policy

The attendance policy (page 16) is designed to establish clear expectations for all KDES students (grades K-8). On all scheduled school days, KDES students are required to be in attendance during all school hours and on time so they may receive the full benefits of their education. Once on campus, students are expected to follow all rules regarding school and class attendance.

Grading Systems

Kindergarten through second grade:	Letter grades are used on report cards for students in third through eighth grade to designate student performance:
O = Outstanding S = Satisfactory N = Needs Improvement U = Unsatisfactory	A = 100-90 B = 89-80 C = 79-70 D = 69-60 F = 59-below

Report Cards

Report cards will be sent home at the end of each quarter. Parents or legal guardians who have any questions about their child's report card should contact their child's teacher to schedule a conference.

Homework Philosophy

Homework can be defined as any assigned activity that is primarily accomplished outside of regular classroom time and that has a relationship to the instructional program. Homework results directly affect a child's experience in the classroom. Homework assignments encourage the child to want to investigate concepts further, learn more, follow up on interest, and develop creativity as well as become responsible about conducting research. This is done with the guidance and cooperative effort of the families.

Homework is one of the many learning activities in which students engage. Its purpose is to:

- Develop initiative, responsibility, self-direction, and organizational skills
- Extend learning and/or provide practice in applying concepts initially presented in the classroom
- Provide opportunities for independent work and/or study
- Strengthen concept attainment, skill development, and reinforcement

Homework will not be assigned on designated religious holidays when students are absent because of religious observances.

Make-Up Work

Students are expected to make up all class work due to absences. This make-up work will assist students in keeping up with classes.

If a student is absent from school for three or more days due to illness, the teacher will send work to the student to complete at home. Students who are sent home for an at-home suspension will be allowed to make up the work. Class and homework assignments will be sent home to students who are suspended for more than one week. Students who are suspended for one week or less should collect the work from their teachers upon their return to school. Make-up work should be completed in a reasonable amount of time.

Field Trips

Given our location in the Washington, D.C., metropolitan area, field trips are an important aspect of our educational program. Visits to the various museums, government offices, historic sites, and libraries are an integral part of our students' education. Trips not related to the curriculum will not be planned during the school day. Students are expected to follow the KDES Student Code of Conduct and the dress code while on field trips. The front office must approve all field trips.

Field trips are arranged periodically throughout the year. Most are to sites in the local metropolitan D.C. area. Buses return to KDES by 2 p.m. that day unless otherwise communicated. Families are welcome to join field trips as long as they transport themselves to the field trip sites.

Early Childhood Education Program

The Early Childhood Education (ECE) program serves children who are deaf or hard of hearing. It facilitates acquisition and use of ASL and English literacy development. For children ages 3 years and older, language and communication goals are developed for each child specific to their individual academic and functioning needs through the IEP. The ECE program supports developmentally appropriate practices.

Recognizing that early exposure and development are critical to student success, KDES utilizes Teaching Strategies Gold . It is a scientifically and developmentally based, comprehensive curriculum for programs serving children from birth to age 5 designed to be integrated with high-quality assessment, professional development, and family connection resources.

Families in the ECE program have the opportunity to participate in the following:

- Support services as identified during the IEP process
- Family ASL classes
- Shared Reading Project

The ECE Program comprises three levels of programming:

- Early Learning Program: Birth to 3
- Preschool
- Pre-kindergarten

Early Learning Program: Birth to 3

The Early Learning Program provides family educational resources and hands-on educational opportunities for deaf and hard of hearing babies and toddlers. This program partners with family members and their early intervention agency (e.g., StrongStart) toward understanding the needs of their child and how to enhance the child's development. It follows a calendar designed specifically for the Birth to 3 program, provides family education meetings on a regular basis, and supports community collaboration with various metropolitan area agencies and service providers.

Program for children under 2 years of age:

- Infants and toddlers with their parents (or a caregiver designated by the family) attend class twice a week from 9:30 a.m.-12 p.m. (days to be determined). Infants and toddlers with their parents (or a caregiver designated by the family) participate at least one activity per week to remain enrolled.
- Parents may bring siblings of enrolled students to class as long as the siblings are the same age or younger than the enrolled student (under age 2).
- Home visits and visits in other natural environments are determined based on family interest.

Program for children 2 years of age:

- Classroom placement is based on age (must be 2 by September 30) Children are expected to attend a minimum of two of the five mornings a week (9-11:45 a.m.); families must commit to which days their children will attend class, and children cannot make up missed classes on alternate days:
 - Families are responsible for their children's transportation; however, when a child turns 3 years old, they will be eligible for transportation services
 - The program supports community collaboration with various metropolitan area agencies and service providers
- Home visits and visits in natural environments are determined based on family needs.

Preschool:

- Classroom placement is based on age (must be age 3 by September 30) and the recommendation of the IEP team.
- Children attend school five days per week (8:15 a.m.-3:15 p.m.):
 - Follows the KDES school calendar
 - Transportation is provided (see section on transportation)

Pre-Kindergarten:

- Classroom placement is based on age (must be 4 by September 30) and the recommendation of the IEP team.
- Children attend school five days per week (8:15 a.m.-3:15 p.m.):
 - Follows the KDES school calendar
 - Transportation is provided (see section on transportation)

Shorter School Day

For children younger than 5 years old, if a shorter school day is preferred by the family, the following needs to happen:

- Parent or legal guardian will meet with the senior instructional support coordinator, or the designated administrator, to determine a schedule that will be adhered to for the agreed-upon period of time by semester.
- In order to ensure quality educational programming and consistency for all students, part-time attendance must include attendance between 8:15 a.m. and 12 p.m., with a minimum of four mornings per week.

Preschool and Pre-Kindergarten Attendance

Preschool and pre-kindergarten children may be dropped off after 8:45 a.m. Students who are late due to a doctor's appointment may arrive up until 11 a.m. if their arrival is accompanied by a note from the doctor. The preschool and pre-kindergarten programs require students to be in attendance for a minimum of four hours.

Elementary

Overview

Students in kindergarten through fifth grade receive instruction in ASL and English language arts, math, social studies, and science/STEAM. In ASL and English language arts, students receive guided viewing

and signing as well as guided reading and writing instruction. Curriculum enhancement classes and activities are available in areas such as visual arts, health, and physical education.

Kindergarten/Elementary Homework Expectations

It is the desire of the kindergarten and elementary school departments to encourage learning experiences outside the classroom that are of intellectual and cultural value. These experiences need not strictly be an extension of the school program. Homework in these grades will place more emphasis on input of learning and may mean a visit to an art or science museum, a building project, ASL storytelling, reading a text, or guided reading.

Middle School

Overview

Students in sixth to eighth grade rotate to different teachers who provide core subjects instruction throughout the day (i.e., science, math, STEAM projects, social studies, health, financial literacy, bilingual language arts). In addition to core academic subjects, students take curriculum enhancement classes and participate in activities such as visual arts and physical education. As they progress through middle school, they engage in activities that prepare them for the transition to the academic and social world of high school.

Classwork

Students are expected to meet teachers' deadlines and turn in their completed classwork or projects. The quality of the work is expected to meet the teachers' satisfaction. If a student fails to do that, a teacher can:

- Keep a student after school to make up work or get help (or during part of the lunch period if the student rides a school bus home after school)
- Remove points from homework or projects on each day
- Give a student an F or zero (0) grade and require the student to complete the assignment

Students may request to meet in advance with teachers for additional help during lunch or after school. The teacher or the student may initiate the additional help hours.

Mid-Quarter Reports

When a student has a grade average of D or below in a class at mid-quarter time, the student's case manager will notify the student's parents or legal guardians.

Make-Up Work

Regarding make-up work:

- Students are expected to make up all missed assignments within one week of their absence.
- Students are responsible for asking their teachers for missed assignments on the day they return to school after an absence.
- Teachers will assign a grade of zero (0) for all assignments that are not turned in within one week of the absence.

Middle School Tardy Policy

Middle school students are expected to be in their classes on time. They are given three minutes to transition between classes (five minutes are given for transition to their PE/CE classes).

If a student arrives to class without an excused pass after the class period has begun, they will be given a tardy and a warning. If, after the first warning, a student continues to be tardy for a class for an unexcused reason, points will be deducted from the student's final quarter grade for that class. When a student has accumulated three unexcused episodes of tardiness in a class, the teacher will notify the student's parents or legal guardians.

- **First tardy:** The student is given a warning.
- **Second tardy:** One point is deducted from the quarter's final grade.
- **Third tardy:** A second point is deducted from the quarter's final grade and parents or legal guardians are notified.
- **Fourth tardy (or more):** An additional point is deducted from the quarter's final grade for every subsequent tardy.

If a student misses more than 15 minutes of a class period, this will be considered a cut, not a tardy, and the policy regarding unexcused absences will apply.

Middle School Homework Expectations

It is the desire of the middle school department to further build upon experiences fostered in their elementary work in preparation for high school. Students are expected to meet teachers' deadlines and to turn in their completed homework, classwork, and projects. Parents or legal guardians are strongly encouraged to review the log or agenda book of their child's homework daily with their child to ensure completion of all assignments.

The quality of the work is expected to meet the grading criteria of teachers. If a student fails to do that, a teacher can:

- Keep a student after school to make up work or get help (or during part of the lunch period if the student rides a school bus home after school)
- Remove points from homework or projects
- Give a student an F or zero (0) grade and require the student to complete the assignment

No assignments will be given to middle school students that have not been clearly explained in the classroom. Homework will be checked for its quality and completion. Homework will not be graded unless the teacher has clearly stated so to the students. Homework will be included as a learning skill and will be marked as such on the student's quarterly report card. Teachers will communicate to parents or legal guardians about missing or incomplete assignments when needed.

Promotion/Retention

In order to be promoted to the next grade, students in kindergarten through grade eight must meet the following criteria:

- Achieve satisfactory academic performance in the core subjects of reading, language arts, mathematics, science, and social studies
- Comply with the requirements of the system's attendance policy

All grade promotion and retention decisions are made by the director of academic programs and are final. See below for the definitions of promotion and retention.

Promotion: Advancement to the next grade level for students in pre-kindergarten through eighth grade

Retention: Repetition of a student's current school grade level due to the student's failure to meet the promotion criteria

Student Recognition

Academic Achievement Recognition

After each quarter, there will be a school-wide assembly for students in grades K-8. Students will be recognized for the following:

Grades K-2

Individual Recognition Award: Awards will be given to each student to recognize their achievement

Grades 3-8

Gold Award: Awards will be given to those who earned a GPA of 4.0-3.5

Blue Award: Awards will be given to those who earned a GPA of 3.49-3.0

Wildcat Award: Awards will be given to those who demonstrate ROARS expectations

Social-Emotional Learning and Positive Behavior Intervention and Support

Hands On Deck

Hands On Deck (HOD) is an official part of the KDES academic curriculum for students in kindergarten to fifth grade. KDES values play for all members, including administrators, teachers, staff members, and students, regardless of age. The play is the work of the children, and modeling play and inclusion of all is the work of the adults. The purpose of HOD is to build positive relationships, trust, community, and a safe school environment. KDES believes that engaging in play will lead to increased teacher effectiveness and student participation. Teachers and staff interact with students in this context daily from 8:25-8:50 a.m. on days when there are HOD activities.

Social-Emotional Learning

KDES recognizes the importance of a healthy school climate, and a significant aspect in fostering that is the social-emotional well-being and growth of students.

Social-emotional learning (SEL), as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL), is "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

The SEL framework focuses on five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Its impact is long-term, benefitting academics, behaviors, attitudes, and skills. Research has shown a positive connection between the skills taught throughout SEL programs and positive behavior, academic achievement, improved school climate, and healthier life choices.

SEL helps children develop a healthy relationship between their peers and teachers/staff members at school. SEL also empowers children to create and utilize coping strategies when they are stressed, upset, and even when they're overly excited. Children will learn how to apply that knowledge to their everyday lives both in and out of school.

SEL is meant to be a part of daily classroom life in which teachers use everyday instruction to foster positive working relationships, increase student engagement, and model constructive behaviors. Another critical element of SEL is the interaction of teachers and students with parents and community members. This includes parent-teacher interactions, service-learning opportunities, and partnerships with community organizations.

School-Wide Expectations

The Positive Behavior Interventions and Supports team has developed school-wide expectations and a system of positive reinforcement that are implemented throughout the school, including classrooms, the cafeteria, bathrooms, the gym, hallways, play areas, and school buses. At KDES, we have adopted a standardized set of core values that students are expected to follow:

We are...
R - Respectful
O - Open Minded
A - Accountable
R - Ready
S - Safe

We use a system of acknowledgements that helps motivate students to do their best. We celebrate positive behaviors related to being respectful, responsible, and safe, and behaviors that reinforce that KDES is a valued community.

Individualized Education Program

Each student age 3 and above who attends KDES must have an annual Individualized Education Program (IEP) developed by the IEP team that includes parents/legal guardians, an administrative representative, teachers, and support staff as needed. The IEP is designed to meet the child's individual educational needs. It is a federally mandated document that includes present levels of performance as well as goals and objectives to address areas of need. The IEP falls under Part B of the Individuals with Disabilities Education Act. Support services, transportation needs, special accommodations, and transition services are also included in the IEP when needed. Parents and legal guardians are an integral part of the IEP process.

Types of IEP Meetings

Intake Conference: This conference is for students new to the Clerc Center, with or without a prior IEP. It is important to have parent/legal guardian input and attendance to ensure all documents have been transferred from the student's sending school or to plan for any assessments necessary to begin

programming. The student can begin attending school following the intake conference as determined by the IEP team.

Initial IEP: This is the first official document for a student's special education programming. Results of assessments will be shared, and all goals and objectives that the team has developed will be reviewed with parents or legal guardians. A parent or legal guardian's signature is necessary for the implementation of this first IEP.

Annual Review IEP: This is a yearly review of the student's previous IEP to determine their progress towards the goals and objectives contained therein. A new IEP is developed for the upcoming year during this meeting.

Re-Evaluation Process

In addition to the annual IEP, every three years there is a re-evaluation to review a student's progress in both academics and related service areas and to determine their continuing eligibility for special education. This process also determines if additional evaluations are necessary.

Re-Evaluation Planning Meeting: All students with an IEP must be re-evaluated *at least* every three years to determine their continuing eligibility for special education by federal law. Parent/legal guardian attendance is important to the team in assisting the review of the student's progress over time and determining whether any new assessments are necessary for appropriate programming.

Testing is not necessary every three years, and it may be recommended in some areas but not in others. If no testing is recommended in any area, this meeting can be combined with the Re-Evaluation Determination IEP.

Re-Evaluation Determination IEP: This meeting is the result of the Re-Evaluation Planning IEP (formerly called the Triennial). At this meeting, the school team comes prepared with the results of any assessments that were determined necessary at the Re-Evaluation Planning IEP meeting in addition to proposed goals and objectives for the coming year. The team determines if the assessment results support the continuing evidence of any educational disability and then proceeds with a review of the data and the goals and objectives. This meeting also serves as the student's Annual Review IEP for that year.

Periodic Review IEP: Members of the IEP team, including but not limited to parents/legal guardians, teachers, and service providers, can call this type of meeting when additional information needs to be discussed. This meeting may result in a change to the annual IEP.

IEP Addendum: An addendum is done when changes to the IEP are necessary and have been discussed and agreed upon by all members of the team, including the parents or legal guardians. All team members must sign the addendum, but rarely is a formal meeting necessary. The paperwork can be sent home for the parents/legal guardians' convenience and returned to the school to become part of the record.

Homebound Instruction

Temporary homebound instruction will be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist. The IEP team will review and determine the need for this temporary change of placement.

The minimum amount of time for homebound instruction is one school day equals one hour; 5 hours per week equals a full school week.

Absences are marked as excused if a doctor's note is provided. Homebound instruction is not provided until the student has been absent for 10 consecutive school days. If it is known that the student will be absent for that amount of time, homebound services may start.

The student's IEP will need to be amended to reflect what services will be provided at the identified location. The IEP team will also need to consider what services are to be provided and/or suspended with the impact of medical treatment. The student and parent or legal guardian must be present when the tutor is there.

60-Day Notice

A 60-day notice will be given to parents or legal guardians when a student demonstrates minimal academic or social-emotional gains at KDES over time after documented attempts to intervene, support, and modify the student's program in an effort to meet that student's individual needs. The 60-day notice will be provided to the parents or legal guardians and to the local educational agency (LEA). The KDES IEP coordinator works collaboratively with the parents or legal guardians and the LEA to assist with placement needs to ensure a smooth transition to another educational program. The student will be provided with appropriate educational programming until an alternative placement is identified during the 60-day period.

Note: Where you see the term "team," please be aware that parents/legal guardians are integral members of the IEP team and are always included.

Working with Local Educational Agencies

KDES works closely with students' LEAs. Although many students are placed here by their parents/legal guardians, a working relationship with the students' LEAs remains very important. LEAs should be invited to IEP meetings and sent copies of IEPs and other important educational documents. There are also times when a collaborative relationship between KDES and a LEA is necessary to ensure a student's educational and related service needs are met. In addition, a student sometimes returns to his or her local school system, and keeping the LEAs updated and informed is an integral part of this transition.

Support Services

KDES offers a broad range of services to students and families to enhance and supplement their instructional program. They include audiology, speech-language therapy, occupational therapy, physical therapy, and multicultural and transliteration services. All services are provided by specialists trained to work within their field as well as with deaf and hard of hearing students. Support staff work collaboratively with each other and work closely with the instructional staff for both assessment and integration of services into the academic program. Service provision is based on each student's IEP.

Audiology and Speech-Language Pathology Services

Audiology and speech-language pathology services are components of Support Services. The audiologists and speech-language pathologists work collaboratively to meet student needs related to audiological and speech and language assessments. They also work collaboratively to monitor student use of listening technologies (e.g., hearing aids, cochlear implants). Consultation is offered to students and families of students who are considering the use of cochlear implants or are already in the candidacy process. Speech-language pathologists provide services to support the development of communication strategies as well as skill development in the areas of receptive and expressive language, audition,

speech, social skills/pragmatics, and literacy. These specialists may also work collaboratively with other service providers such as ASL specialists, school psychologists, and occupational therapists to evaluate student performance and integrate comprehensive services within a student's educational program. Audiology services are provided routinely to all students annually, triennially, or on an as-needed basis. Speech-language services are provided as determined by students' IEPs and occur in individual or small group sessions or integrated into the classroom setting.

Occupational Therapy and Physical Therapy Services

Occupational therapy (OT) and physical therapy (PT) services, also components of Support Services, support students' development in fine and gross motor skills. OT services may address life skills, sensory processing, and visual-perceptual skills that directly impact a student's level of achievement in academics and social-emotional growth. Young students may learn self-help and adaptive skills such as feeding and dressing themselves. Some students develop the skills to sign and write in a clear and fluid manner. In PT, early developing skills such as head and trunk control may be the focus. Later, students may need to work on balance, environmental awareness, and the ability to walk in the school environment with increased safety. Students may receive consultations to address mobility issues, equipment use, and special classroom accommodations. OT and PT services help students develop independence and a positive self-image to function effectively and collaboratively with others within the school.

Multicultural and Transliteration Services

Multicultural and Transliteration Services (MTS), a part of the Student Services Unit, provides interpreting, translating, cultural mediation, and other related services to students enrolled at KDES, their families, and the teachers and staff members working with them. Services are listed below.

Interpreting and Translation Services

Bilingual and trilingual services are provided to Clerc Center teachers and staff members and to families that speak languages other than English whose deaf or hard of hearing children are enrolled at KDES.

Multicultural Support Services

Cultural and informational support is provided to families from diverse cultural backgrounds whose children are interested in, or are enrolled at, KDES to ensure a smooth transition to and through their academic careers.

Language Helpline

MTS runs a Hispanic and multilingual phone line open during regular business hours and after hours for parents of KDES students who speak Spanish or other languages. Parents and legal guardians can use this line to contact the school to make a request, leave a message for staff members, or report an absence. This number can also be used in case of critical or emergency situations.

American Sign Language Services

American Sign Language (ASL) services at KDES help students develop their ASL skills, including grammar, production, vocabulary, and communication strategies. The goal of these services is to help students reach their full academic and social potential. ASL teachers work collaboratively with other service providers such as school psychologists, occupational therapists, and speech-language pathologists to meet the educational needs of students. Based on each student's IEP, services are provided in individual sessions, small group sessions (including ASL Immersion classes), or the classroom.

Educational Planning and Support Services

KDES provides a broad range of services guided by the needs of the student population at the school. All services related to behavior support and counseling are provided by specialists trained to work within their field as well as with deaf and hard of hearing students. These professionals work in conjunction with other personnel at KDES to promote self-directed, independent, and resourceful learners demonstrating the essential knowledge, literacy, and social/communication skills necessary to be effective, productive, and contributing members of society. Team members participate in IEP meetings as well as in other types of meetings to monitor students' development and well-being.

Throughout the year, staff members may provide workshops, training, and one-on-one support to students, parents, legal guardians, and school personnel. At KDES, we emphasize student enrichment through the teaching of five outcomes: academics, communication, critical thinking, emotional intelligence, and life planning.

Student behavior supports: Student behavior supports is a component of the Educational Planning and Support Team. KDES develops and implements comprehensive positive school climate programs and services and provides guidance to students. The supports also include positive student growth and the coordination of the discipline system that involves the teachers and staff members on discipline situations and positive approaches.

School counseling services: School counseling services is also a component of the Educational Planning and Support Team. KDES provides individual/group counseling services, implements school-wide prevention programs, and offers training and workshops for students and school personnel.

School psychological services: School psychological services is another component of the Educational Planning and Support Team. KDES provides a range of services to children and adolescents in their learning, growth, and development by providing supportive services to help students meet academic and emotional challenges. The supports include psycho-educational assessments in the areas of cognition, social-emotional skills, academics, and behavior; aid in school-wide programs enhancing the well-being of students; and training or workshops for students and school personnel.

School transition services: School transition services is an additional component of the Educational Planning and Support Team. KDES provides transition services that meet the individual needs of each student (e.g., career education, assessments, study skills, travel training, access to summer work opportunities). This is accomplished through a coordinated set of activities that encompasses all major aspects of the transition from early childhood to high school. Students are given opportunities to develop skills needed to successfully move into the next stage.

Emerging Signers Services

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

Students enrolled at either of the Clerc Center's demonstration schools— KDES or MSSD—come from a wide range of communication backgrounds and with a wide range of sign language skills. Emerging Signers Services (ESS) are provided to students who have little or no ASL fluency at the time of

enrollment in order to support the students in learning ASL and achieving academically. Each student's needs are different, and students attain linguistic independence at different paces. Every student will be evaluated and provided with the services that best meet their individual needs. Those services will be gradually reduced in direct correlation to their expanding skills and independence.

The range of potential services includes:

- Direct ASL instruction and assessment
- ASL Immersion class
- Direct 1:1 interaction with an ASL teacher
- Teacher accommodations
- Interpreting
- Note taking
- Language mediation/CDI
- CART/captioning
- Spoken English interpretation
- Social-emotional support specific to identity, culture, and language acquisition
- Counseling
- Extended School Year (ESY) instruction

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

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

IV. Athletics/After School Program

The Athletics/After School Program (ASP) is designed to promote recreational and educational learning among students. The program is held after school Monday through Thursday from 3:15-5 p.m. The program is designed to help students develop a lifelong appreciation for sports and recreation through the activities offered. Current KDES students from age 4-15 years old are eligible to join the program; students must have completed potty training to be eligible.

Students in grades K-5 must have been present in school for at least 3.5 hours of the school day in order to participate in ASP activities. Students in grades 5-8 must have attended at least three classes in order to participate that day.

Currently, KDES offers team sports (grades 5-8) and ASP (pre-K-grade 5).

Permission Form/Fee

A permission form must be on file in the office of ASP/Athletic Department before students will be allowed to participate in sports and/or ASP.

A \$100 fee per student per school year must be paid for participation in ASP. Payment must be received prior to participating in ASP. **The fee is nonrefundable.**

Family Communication

It is extremely important that parents or legal guardians communicate directly with the coordinator of Athletics/ASP should there be anything that the ASP staff needs to know about their child.

Also, changes to the daily transportation needs of the student must be shared with the KDES front office, and the coordinator of ASP by 2 p.m. (1 hour and 15 minutes before the school day ends). KDES will not accept any form of communication about this sort of change from the student.

- KDESoffice@gallaudet.edu
(Front office and ASP)

Student Pick-Up

Students can be picked up starting at 5 p.m. and must be picked up by 5:15 p.m. ASP pick-up is at the front of KDES and pick-up for student athletes are at the KDES garage. Coaches and ASP staff will remain with the students until their parents or legal guardians arrive. We ask for all parents or legal guardians to remain in their cars; the coaches or staff will bring out their children. For earlier pick up accommodations, please contact Michel Daze.

ASP activities and sports practices are closed to families and the public without prior arrangements made with the coordinator of Athletics/ASP. Parents and legal guardians should contact the coordinator of Athletics/ASP with any concerns.

Parents or legal guardians will incur a \$20 late fee if their child is not picked up by 5:30 p.m., followed by an additional \$1-per-minute charge until their child is picked up. The required student pick-up time and late fees are in effect every evening regardless of evening school events.

Late fees must be paid within the next three (3) school days or a payment agreement must be made with the coordinator of ASP. If the late fee isn't paid, the student may not participate in the following ASP sessions. Fees can be paid to the coordinator of ASP in the form of cash, personal check, or money order. Checks and money orders should be made payable to: Gallaudet University.

Recreational Activities (Prekindergarten-Grade 8)

KDES offers a broad range of recreational activities depending on available facilities, student interest, and staffing. Students will be grouped by grade (e.g., Team Pre-K-K, Team 1-4, Team 5-8) for all recreational activities.

Examples of activities/lessons of the program include, but are not limited to, the following:

- Performing arts
- Arts and crafts/cooking
- Clinics/intramurals
- Swimming/swimming lessons
- Homework help
- Weightlifting/fitness

Activities/lessons are determined yearly based on availability and the daily activity schedule.

Behavioral Expectations

Students are required to cooperate and follow all rules and expectations of ASP and the KDES Student Code of Conduct throughout the school day and during all ASP activities. Failure to do so may result in removal from ASP and/or sports team(s).

Participating students who receive in-school suspension or home suspension will not be allowed to participate in ASP or to attend team practices or games for the duration of the suspension. Depending on the seriousness of the violation of school rules, students may lose the privilege of participating in ASP and/or team activities for an extended period of time or even permanently. Cases of inappropriate or aggressive physical contact are considered especially serious.

V. Athletic Program

Team Sports

Fall: Girls volleyball and co-ed flag football

Winter: Boys basketball and girls basketball

Spring: Co-ed track & field

Sports offerings are dependent on how many student-athletes sign up. Teams meet Monday through Friday for practice and/or games after school.

Fourth Grade Students' Eligibility

KDES is a member of the Potomac Valley Athletic Conference. The league's policy allows students in grades 5-8 to participate in league games. The KDES athletic program welcomes fourth grade students to participate in sports to develop their skills and enhance their understanding of being members of a team. KDES's fourth graders may play in non-league games.

Sports Physical

A current sports physical record must be on file in the school nurse's office for yearly participation in team sports. The physical form must be completed and signed by a doctor.

Responsibilities of Student-Athletes

Student-athletes are expected to adhere to the following guidelines:

- As members of a team, student-athletes must agree to and follow the team rules.
- Student-athletes need to remember that they are ambassadors and represent KDES as well as themselves.
- The team's goals, welfare, and success must come before that of any individual.
- Student-athletes need to consistently attend practice sessions.
- Student-athletes must be receptive to coaching.
- Student-athletes are responsible for all issued uniforms and equipment.
- Student-athletes are required to attend their classes on the day of a game. Any student-athlete absent from school for more than half of the school day will not be permitted to participate in that game unless the absence (or tardiness) is excused.
- If injured, a student-athlete must report that injury to the coach.

- Injured athletes may be exempt from practice, but they must attend all treatments and rehabilitation activities as required by a doctor.
- In order to be eligible to participate in athletic contests, student-athletes must maintain a minimum of a 2.0 GPA. Student-athletes who are unable to maintain this GPA will not be permitted to participate in athletic contests, but, at the coach's discretion, may be able to participate in practices.

The following is a list of violations that would, in all probability, result in the forfeiture of team membership:

- Stealing
- Flagrant misconduct
- Insubordination
- Poor sportsmanship
- Bullying
- Hazing
- Failure to meet responsibilities of the team (**Note:** Family vacations other than during the times designated by the school calendar, hair appointments, and other nonessential appointments are examples of unacceptable substitutes for team practice sessions and contests.)

This list should not be considered complete since there could be other infractions occurring with the same severity.

Consequences for Poor Sportsmanship

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

Responsibilities of Spectators

Spectators are an important part of the game and should conform to accepted standards of good sportsmanship and behavior. Spectators must at all times respect officials, coaches, and players, and extend all courtesies to them. While wholesome cheering is encouraged, taunting, foul and abusive language, inflammatory remarks, and disrespectful signs and behavior are not acceptable.

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

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

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

Student-Athlete Team Attendance

Unless prior permission is granted by the coach, student-athletes are required to attend all practices and games in the sport they sign up for whether they are participating or not.

Absences from practices and/or games will be granted only for school or personal emergencies. Absence from more than three practices and/or games may result in dismissal from the team. If absence or tardiness occurs for academic reasons such as tutoring or testing, no consequences will result unless the situation becomes such that the student-athlete is unable to fulfill his or her commitment to the team. In these situations, the student-athlete's playing time may need to be adjusted accordingly.

Student-athletes agree to be on time for all practices, meetings, and games. Unexcused tardiness will not be tolerated. Additionally, student-athletes agree to obtain prior permission from the coach if they know they will be late to or miss a practice, meeting, or game.

Note: Student-athletes must be in school for at least three class periods (grades 6-8) or 3.5 hours (grades 4-5) in order to participate in athletics that day. Student-athletes are also responsible for notifying their coaches if they are aware of an upcoming absence or tardy that will prevent them from participating.

Equipment and Uniforms

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

VI. Code of Conduct

At KDES we believe that elementary school is a time to grow and learn from mistakes. We emphasize learning over consequences and are guided by a developmentally appropriate philosophy. We know that we all learn best and most fully in an atmosphere where the opinions and rights of all are honored and respected. Maintaining a safe and supportive learning environment is a key part of that goal and a vital part of our daily work.

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

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

We are ...

- R - Respectful
- O - Open Minded
- A - Accountable
- R - Ready
- S - Safe

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

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

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

Code of Conduct Summary of Violations and Consequences

As outlined in the introduction to the KDES Student Code of Conduct section of this handbook, KDES students are expected to follow our school-wide expectations.

Through discussion and other activities with students, KDES personnel help them understand behavioral expectations in various settings throughout the school. Classrooms have posted rules, which are regularly reviewed with students.

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

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

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

After School Program

All Code of Conduct expectations continue to apply when students are participating in After School Program (ASP) activities with one alteration.

Any incidents involving deliberate physical contact will immediately result in the following consequences:

- First offense: Suspension from ASP for one day
- Second offense: Suspension from ASP for three days
- Third offense: Suspension from ASP for five days
- Fourth offense: Suspension from ASP for the remainder of the quarter. Students will be permitted to re-join ASP on the first day of the new quarter unless the fourth offense occurs during the final week of the quarter. In that case, the student will be permitted to rejoin ASP beginning the following quarter after the new quarter has ended.

Level 1 Offenses

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

Students at KDES range in age and grade from very young children in the Early Childhood Education program to teenagers in eighth grade. The approach school personnel take in working with individual students on providing ongoing interventions and supports to help them understand and internalize behavioral expectations depends on the student's developmental level. Teachers and staff members apply various strategies that are age- and developmentally appropriate and document those interventions.

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

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

School Consequences

Teachers and staff members handle Level 1 infractions using a systemic positive behavior management approach that is age- and developmentally appropriate to their students in the younger grades. They document infractions and interventions/strategies implemented for individual students.

As students pass through the grades and enter middle school, teachers and staff members adhere more closely to interventions and consequences identified in the Summary of Violations, Interventions, and Consequences in Appendix 4.

Level 2 Offenses

When students commit violations of the Code of Conduct that cause more disruption to the academic/student life environment than Level 1 violations, that indicates they need more support and intervention to help understand the impact of their actions. This also applies to students who commit repeated

violations of the same Level 1 violation, indicating that Level 1 interventions have not been effective enough to end the behavior.

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

Students who are placed in ISS also complete class assignments while in ISS and receive support as needed in completing these assignments. They are also expected to continue completing all class and homework assignments according to teacher-assigned timelines.

Note: KDES reports certain Level 2 violations to the Gallaudet University Department of Public Safety (DPS) and/or the Washington, D.C., Metropolitan Police Department (MPD). The Summary of Violations, Interventions, and Consequences in Appendix 4 identifies which violations must be reported. Some reports must be made in order for the Clerc Center to remain in compliance with federal legislation for reporting crimes, discrimination, or harassment.

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

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

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

Level 3 Offenses

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

Students whose offenses fall into the Level 3 category receive more prolonged support and interventions than are provided for Level 1 and Level 2 offenses. Due to the severity of the offense, Level 3 violations also result in home suspension as well as additional consequences that may vary based on the specific offense.

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

We encourage the student's parents or legal guardians to discuss the questions on the reflection document with their child during the suspension. KDES personnel will be available to consult with the student via email or videophone during work hours if the student would like further discussion or help.

Students and their parents or legal guardians are required to participate in a re-entry meeting upon return from suspension. At this re-entry meeting, the student turns in the reflection document and explains to the re-entry team what they learned from the document.

KDES recognizes that the student may continue to have some gaps in understanding the impact of the conduct or may not have reflected as needed. In those cases, additional opportunities for adult support in this area after return from suspension will be provided.

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

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

Note: KDES reports certain Level 3 violations to the Gallaudet University DPS and/or the Washington, D.C., MPD. The Summary of Violations, Interventions, and Consequences in Appendix 4 identifies which violations must be reported. Some reports must be made in order for the Clerc Center to remain in compliance with federal legislation for reporting crimes, discrimination, or harassment.

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

Level 4 Offenses

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

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

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

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

Investigations, Evidence, and Interventions

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

Investigation Procedures

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

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

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

Interviews with Students

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

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

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

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

Students may ask to sign their answers/ statements and have them transcribed. If a student writes a statement independently, they will sign it to indicate that it is the student's own statement. If a student requests transcription support, the individual preparing the transcript will prepare a written copy and review it with the student. The student may request revisions and edits until they feel the written statement adequately represents his or her statement. The student will then sign the final transcribed statement.

Note: Interviews with Students by External Agencies

KDES personnel follow the above interview procedures for incident investigations.

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

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

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

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

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

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

5. **Arrests/Custody in Cases Not Involving Child Abuse/Neglect:** When a minor student is released to the custody of a law enforcement officer, the officer is responsible for notifying the student's parents or legal guardians; school staff will also contact the parents or legal guardians.
6. **Custody Involving Child Abuse:** If a public agency official decides to take a child into custody, the KDES administrator will not contact the parents or legal guardians. Instead, the administrator will provide the officer with the parents' or legal guardians' contact information. The officer is responsible for following legal notice requirements in this type of situation.

Preponderance of the Evidence

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

Assignment of Interventions and Consequences

The goal of every response to incidents that may include violations of the Code of Conduct is to ensure an educational experience for the student(s) involved and to deter repeats of such offenses. The action plan that incident investigators recommend after reviewing all statements and evidence is largely based on the interventions and consequences outlined in the Summary of Violations, Interventions, and Consequences in Appendix 4.

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

Loss of Privileges

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

Consideration of Previous Year(s) Behavior

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

Off-Campus Violations While School Is in Session

As part of the process of preparing KDES students to become productive members of society, KDES personnel help educate them about the impact of committing Code of Conduct violations as well as the impact of breaking local, state, and federal laws. This is part of the KDES obligation to clarify those standards of behavior that it considers essential to its educational mission and its community.

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

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

In the event that a student becomes involved in off-campus disruptive behavior or illegal activities, judicial authorities will be advised to contact the student's parents or legal guardians directly. If the

student is at KDES at the time they are arrested, staff members will contact the student's parents or legal guardians immediately. Parents or legal guardians will be responsible for advocating for the release of their child, following through with any resulting legal consequences, and arranging conferences directly with the administration to discuss the incident, the outcome, and the continuation of the student at KDES.

Suspensions and Expulsions

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

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

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

Suspension

Manifestation Determination

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

Due Process Related to IDEA

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

Appeal Process for Level 3 and Level 4 Violations

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

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

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

- The parent or legal guardian must file a written request with the director of academic programs within 24 hours of notification of the suspension. This request should include an explanation of the reasons for the appeal.

- While the appeal is being reviewed (or if the suspension will be delayed), the student will be assigned to ISS unless the student's attendance in school would jeopardize the safety of others. The time spent in ISS does not count towards the number of days of the suspension.
- The director of academic programs, upon reviewing the appeal and conducting an investigation, will notify the parent or legal guardian of the decision regarding the appeal within three days of receipt.

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

Travel

Parents and legal guardians are responsible for immediately coming to campus to pick up a student who is suspended during the school day.

Access to Campus During Suspension

Students who are suspended may not return to the KDES campus until the time of their re-entry meeting. The date students may return to campus will be identified on the letter sent to parents and legal guardians as notification of suspension.

A re-entry meeting is required prior to the student returning to school. The school administration schedules the re-entry meeting, which is described further below.

Class Work/Homework During Suspension

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

Re-Entry Procedures After Suspension

For students who are suspended, a re-entry meeting is required prior to returning to school. The purpose of the meeting is to determine what additional services, if any, will be required by the student to experience success at KDES. This meeting can be conducted via phone or in person. At least one of the student's parents or legal guardians must participate in the meeting regardless of the age of the student.

Class Work/Homework After Suspension

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

Expulsion

Manifestation Determination

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

Due Process Related to IDEA

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

Procedure for Expulsion

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

Step I—School-Level Conference for Expulsion

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

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

Step II—Clerc Center-Level Expulsion Hearing

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

- A. The Clerc Center administrator designee will review documentation to affirm that appropriate discipline procedures were followed and will notify the student and the parent or legal guardian by letter that a Clerc Center-level expulsion hearing will be held to consider the recommendation.
- B. Notice will be sent by certified mail and will give the date, time, and location of the hearing.
- C. The hearing will be held not less than two (2) school days or more than 10 school days after receipt of notice. The notice will be deemed to be received on the third calendar day following the day of mailing. This time period may be waived by agreement of the parties. A copy of the documentation will be made available upon request to the student and parent or legal guardian at the Clerc Center prior to mailing.
- D. The student and parent or legal guardian will also be given the following:
 - a. The reason(s) for the recommendation
 - b. The names of the witnesses who may appear

- c. Copies of statements and information that will be submitted as evidence
- E. Prior to the Clerc Center-level hearing, the parent or legal guardian must submit the following information to the Clerc Center:
 - a. Name of the student advocate or legal counsel (if the student will be represented by one)
 - b. Names of any witnesses who may appear at the Clerc Center-level hearing (**Note:** If any of the witnesses are minors, a copy of the parent or legal guardian's permission for the minor to attend must also be included.)
- F. The hearing will be conducted by an officer selected by the CAO or designee. The officer may be an employee of the Clerc Center but must not have been involved in the process at the school-level conference.
- G. The officer will have full authority to admit or exclude evidence. Evidence presented at the expulsion hearing may include, but is not limited to, witness statements, DPS/MPD reports, and photocopies of evidence. The officer is not bound by common law or statutory rules of evidence or by technical or formal rules of procedure. The officer will exclude plainly irrelevant evidence. Unduly repetitive proof, rebuttal, and cross-examination will be excluded.
- H. In conducting the hearing, the Clerc Center will submit evidence first followed by the response of the student, if any. Further rebuttal evidence by either party may be presented at the hearing if the officer determines such evidence is necessary.
- I. The student will have the following rights:
 - a. To be represented by counsel at his or her expense
 - b. To cross-examine school representatives
 - c. To testify and produce witnesses on his or her behalf
 - d. To obtain, at his or her expense, a copy of the transcript of the hearing
- J. In lieu of a formal expulsion hearing, a student or his or her representative may elect to waive the hearing and admit to the violation charges. In these circumstances, the student must provide a written hearing waiver request letter at least 24 hours prior to the date of the hearing or be given the opportunity to waive on the day of the hearing. This waiver does not absolve the student from required consequences for the violation under state law and the Student Code of Conduct.

Step III—Clerc Center CAO Review

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

Digital Citizenship

KDES students are digital natives. They are growing up in a digital world in which they may later go online to find a job, meet new people who become part of their social circle, and seek information and

opportunities that help them achieve their dreams. Just as actions committed in the non-digital world affect how others perceive our students, their reputations may also be affected by what they share through electronic means and in interactive online communities. One critical difference is that information shared online can be shared with mass audiences almost instantaneously and can linger or be found long after it might be forgotten or lost in the non-digital world.

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

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

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

- iPad Ownership and Distribution
- Use of Cell Phones/Personal Electronic Devices
- Use of Recording Devices in School
- Acceptable Computer/Internet/Email Use Procedures

iPad Ownership and Distribution

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

Ownership/Rights

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

Technology Fees

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

In some instances, socioeconomic factors may allow for distribution at no cost to students. Factors such as income, illness, or life-impacting crisis will be considered. Families with students at KDES may request consideration from our administrative teams by contacting kdes.leadership@gallaudet.edu. Situations will be decided on a case-by-case basis.

Use of Cell Phones/Personal Electronic Devices

Cell phones are not permitted in school at any time. They are to be turned off during the school day, including during ASP and extracurricular activities, each day.

If a student needs to contact their parents or legal guardians in an emergency, they will be assisted by front office personnel.

If a student violates this rule, the device will be taken away and held in the front office until 3:15 p.m., at which time it will be returned to the student. Parents or legal guardians will be contacted if this becomes an ongoing problem.

In the event that a parent or legal guardian needs to contact a student, they should contact the KDES front office.

Use of Recording Devices in School

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

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

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

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

Acceptable iPad/Computer/Internet/Email Use Procedures

The internet has become an integral part of society for obtaining information and facilitating communication. To support students' ability to use the internet, the Clerc Center provides students and

educators at KDES and MSSD with computers and online access. Our goal in providing this service to educators and students is to promote educational excellence in our schools by facilitating resource sharing, innovation, and communication.

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

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

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

Acceptable use includes, but is not limited to:

- Use of technology at the Clerc Center to support education and research and in agreement with the educational objectives of the Clerc Center
- Each student using only his or her account and password and accepting responsibility for all activities under his or her account

Unacceptable use includes, but is not limited to, students:

- Using devices (i.e., iPad, internet, computer) without staff and teacher permission
- Communicating with strangers and sharing personal information that is not under the supervision of a teacher, staff member, or administrator
- Using the network for commercial purposes, financial gain, or fraud
- Using profanity or offensive language, messages, or pictures
- Sending or retrieving pornographic materials, inappropriate files, or files dangerous to the network
- Making personal attacks on other people, organizations, religions, or ethnic groups
- Harassing another person (e.g., using the internet in a manner that bothers another person and not stopping when asked to do so by that person)
- Posting information that:
 - violates U.S. copyright laws
 - violates the privacy of others
 - jeopardizes the health and safety of students
 - is obscene or libelous
 - causes disruption of school activities
 - plagiarizes the work of others
 - is a commercial advertisement
 - is not approved by the administration

Respect for property is expected. Students may not:

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

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

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

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

Students must be considerate of others by:

- Refraining from excessive printing
- Limiting their time on the computer when others are waiting
- Keeping the computer area clean and free of debris
- Refraining from sending spam or excessive group emails
- Logging off the computer after finishing work

Respect for self:

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

Other Legal Issues

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

Plagiarism:

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

Copyright Infringement:

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

Trademark Infringement:

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

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

Consequences for Violations

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

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

Third Offense—Repeated Pattern of Abuse or Flagrant Violations: The student's technology privileges/network access will be suspended for one year. Administrators reserve the right to impose more serious consequences, including suspension of internet access and/or expulsion, for repeated flagrant violations that do not reflect the educational value of computers and/or the internet. The student may also receive Level 2 or Level 3 consequences.

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

Safety and Well-Being

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

Self-Destructive Statements or Gestures

Self-destructive statements and gestures may include verbal or written statements as well as body language and other indicators that a student is thinking about ways to harm themselves. This includes statements about, or references to, suicide.

The Clerc Center takes such statements, explicit or implicit, seriously. Emergency procedures are implemented immediately when staff learn of such statements or references. Both the school and the dorm have multiple personnel trained to perform risk assessments. A risk assessment is also conducted if a student demonstrates self-injurious behavior (i.e., cutting). If the risk assessment shows an emergency, parents or legal guardians will be notified by KDES personnel immediately, are required to transport the student to the hospital for evaluation, and are required to arrange for the student's voluntary admission to the hospital if it is certified by the hospital psychiatrist that inpatient hospitalization is necessary.

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

Prior to re-entry to the school program, it is critical that the school and the treating mental health unit staff members determine whether the student is a danger to themselves or to others. The school must have a written statement from the hospital or treating physician that states that the student is safe to return. The parents or legal guardians are responsible for providing a medical summary and discharge report to school administrators prior to scheduling a re-entry meeting. The administration will review the student's discharge report and schedule a re-entry meeting at the family and school's earliest convenience. At the re-entry meeting, follow-up services at home and/or school will be discussed as appropriate. The family is responsible for arranging for follow-up services from external agencies that the treating physician recommends. School personnel will assist in helping identify appropriate resources to the extent possible.

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

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

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

Threats to Harm Others

As with self-destructive statements and gestures, the top priority is the safety of all students, teachers, and staff members. Threats to harm others result in the immediate implementation of emergency procedures.

Staff members will use all appropriate, safe interventions to calm the student and to reduce anger and aggressive actions. If the student does not respond appropriately to staff interventions and/or a risk assessment indicates an emergency, parents or legal guardians will be notified by KDES personnel immediately, are required to transport the student to the hospital for evaluation, and are required to arrange for the student's voluntary admission to the hospital if it is certified by the hospital psychiatrist that inpatient hospitalization is necessary.

In those cases, parents or legal guardians are responsible for obtaining hospital/agency reports and providing written consents for agency staff members to share reports with KDES personnel. All other procedures outlined for students who are admitted for inpatient hospitalization will apply to students hospitalized for threats to harm others, including all re-entry procedures.

In the case of students who threaten to harm others out of anger and/or aggression and who do not respond appropriately to staff interventions, KDES administrators may contact DPS officers to provide support.

Students who threaten to harm others are committing a Code of Conduct violation. They will receive the consequences indicated for the appropriate level of the violation and any other associated violations.

These consequences will include an educational component, and school personnel will provide follow-up support. Examples of educational activities and follow-up support include:

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

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

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

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

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

KDES also ensures students are educated about and understand laws regarding drug possession, distribution, and use as well as alcohol consumption, including underage drinking and driving while intoxicated (DWI) as part of preparing students for their transition to postsecondary settings.

Gallaudet University and KDES follow the laws of the District of Columbia concerning drugs on campus. The illicit and improper use, transfer, possession, or sale of illegal drugs is a crime. Possession of drug paraphernalia, drug remnants (e.g., marijuana seeds, stems, resin), or even the confirmed aroma of marijuana will be considered a violation of the drug policy.

The District of Columbia has legalized the possession of marijuana in amounts below two ounces only by adults 21 and older; however, buying and selling marijuana remains illegal. KDES students, regardless of age, are not allowed to possess marijuana on campus or come to campus while under the effect of marijuana. KDES has the legal right to take whatever disciplinary actions are necessary to uphold D.C. laws and Clerc Center rules concerning drugs.

Use of drugs and alcohol is defined as follows:

- Possession or consumption of intoxicants, including possession or use of alcoholic beverages, such as liquor, beer, and wine or coming to school under the influence of alcohol

- Use of prescription and/or over-the-counter drugs for purposes other than their medicinal intent (**Note:** All prescriptions must be registered with the Student Health Service.)
- Use or possession of illegal drugs, including possession or use of drug-related paraphernalia, including pipes, roach clips, and papers, and coming to school (Gallaudet University, MSSD, and KDES campuses) while under the influence of drugs
- Use of any tobacco product on the Gallaudet University, MSSD, and KDES campuses and off campus during the time school is in session, including smoking, snuffing, vaping, and chewing tobacco. (**Note:** Smoking is not allowed on any part of the Clerc Center campus by any individual, including visitors.) Students are expected to adhere to the nonsmoking policy. Every effort is made to assist students who were smokers prior to enrollment and who want help with breaking the habit.

Drug, alcohol, and tobacco abuse violations will be handled according to the Summary of Violations, Interventions, and Consequences (see Appendix 4). Consequences for these violations include an educational component.

Sexual Activity

While school is in session or while students are under the care of KDES, all types of sexual activity, on or off campus, are prohibited. Students who engage in sexual activity receive consequences outlined in the Summary of Violations, Interventions, and Consequences (see Appendix 4). Consequences differ for sexual activity determined to be consensual than for sexual activity determined to be nonconsensual. A student who engages in sexual activity that violates the District of Columbia age of consent law and/or without the effective consent of the other individual is committing a crime and may be prosecuted.

Age of Consent

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

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

Effective Consent

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

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

In accordance with federal laws, including Title IX of the Civil Rights Act of 1964 and the Education Amendments of 1972, KDES and MSSD have specific policies and procedures regarding the prohibition

of harassment, formal or informal, verbal or written, based on race, color, sex, national origin, sexual orientation, religion, or disability.

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

Clerc Center teachers and staff members are strongly committed to maintaining a safe, nondiscriminatory, and supportive school environment conducive to learning for all students and staff members. Ensuring this goal is the shared responsibility of parents, legal guardians, students, and staff members.

School guidelines and procedures regarding harassment will be reviewed within 24 hours of the administrative staff learning of the incident.

Parents and legal guardians of students involved in an alleged harassment incident will be contacted within a reasonable time frame, but no later than 48 hours following an incident that involved their children. It is important that parents/legal guardians and the school work cooperatively to assist students in understanding the school policy related to harassment. We must work together to help students understand that teasing, gestures, inappropriate comments, intimidation, or actions relating to hate, race, color, religious affiliation, sexual orientation, or disability are serious infractions of school policy.

Parents and legal guardians are encouraged to talk with their children and to familiarize them with the topic of harassment.

The harassment policy and procedures will be reviewed with all staff members and students (as appropriate) at the beginning of each school year and periodically during the school year. (See Appendix 1 for complete policies and procedures.)

APPENDIX

APPENDIX 1: Protection Against Harassment

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

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

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

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

Sexual Harassment

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

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

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

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

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

Harassment Other Than Sexual Harassment

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

Reporting an Incident

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

APPENDIX 2: Nondiscrimination/EEO Policy

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

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

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

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

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

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

Reporting Discrimination

The CAO or administrative designee is responsible for ensuring compliance with this policy. Students should contact their senior instructional support coordinator with any questions about the application of this policy. Employees should contact the deputy Title IX coordinator at (202) 250-2960 (VP) or (202) 651-5788 (Voice) with any questions. Complaints of alleged violations of this policy can be filed using the Clerc Center's grievance procedures on page 75 of this handbook.

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

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

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

For Clerc Center Students	For Clerc Center Employees
<p><u>Initiating the Complaint Process:</u></p> <p>Students who wish to make a complaint of discrimination or harassment should contact their senior instructional support coordinator (SISC) or administrative designee as soon as possible. The complaint of alleged discrimination or harassment may be in writing, or given verbally and converted to a written statement, and should state the nature of the alleged harassment, the individual(s) accused, the date/time of the incident, the location of the incident, and the relief requested. A Clerc Center student may make a verbal complaint, which must then be placed in writing prior to the start of the investigation. Clerc Center students should also consult with appropriate student support personnel for advice and counseling. An administrator will complete an assessment of the complaint and decide if the allegations are serious enough to warrant further action.</p> <p>The student support specialist will send the complaint to the deputy Title IX coordinator, as appropriate, upon receipt of the report of the grievance or incident.</p>	<p><u>Initiating the Complaint Process:</u></p> <p>Employees who wish to make a complaint of alleged discrimination or harassment should contact the deputy Title IX coordinator or the Human Resources coordinator if the accused is an employee or visitor, or the student support specialist if the accused is a student, as soon as possible. The complaint of alleged discrimination or harassment may be in writing or given verbally and converted to a written statement, and should state the nature of the alleged harassment or discrimination, the individual(s) accused, the date/time of the incident, the location of the incident, and the relief requested. A complaint will not be pursued without the authorization of the person making the complaint unless the Clerc Center is legally obligated to do so, or in its judgment, the allegations are serious enough to warrant further action.</p> <p>The student support specialist will send the complaint to the deputy Title IX coordinator, as appropriate, upon receipt of receiving the report of the grievance or incident.</p>

Student Complaint—Initial Contacts

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

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

Staff Complaint—Initial Contacts

<i>If the person who allegedly discriminated against another or the alleged harasser is:</i>	Contact:
1. Clerc Center student or student group	KDES: Director of Academic Programs KDES Front Office, (202) 250-2761 (VP/Voice) MSSD: Director of Academic Programs MSSD Front Office, (202) 250-9699 (VP/Voice)
2. Clerc Center employee	Deputy Title IX Coordinator KS3202 @KDES, (202) 250-2960 (VP), (202) 651-5788 (Voice)
4. Deputy Title IX Coordinator	CAO, Clerc Center KS3203 @KDES, (202) 618-6828 (VP/Voice)
5.	

<p>A. Chief Administrative Officer OR B. Chief Academic Officer</p>	<p>A. Chief Administrative Officer KDES 3203, (202) 618-6828 (VP/Voice), OR Gallaudet University Chief of Staff College Hall 208, (202) 846-8114 (VP/Voice)</p> <p>B. Chief Academic Officer KDES 3203, (202) 618-6828 (VP/Voice), OR Gallaudet University Chief of Staff College Hall 208, (202) 846-8114 (VP/Voice)</p>
<p>6. Other (e.g., visitors, guests, vendors)</p>	<p>Deputy Title IX Coordinator KS3202 @KDES, (202) 250-2960 (VP), (202) 651-5788 (Voice)</p>
<p style="text-align: center;">For Clerc Center Students</p>	<p style="text-align: center;">For Clerc Center Employees</p>
<p>The person to whom the complaint is brought will promptly contact the student complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.</p>	<p>The person to whom the complaint is brought will promptly contact the employee complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.</p>

Formal Investigation

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

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

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

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

hearing/grievance process under which the complaint was heard. In addition, the Clerc Center official who handled the complaint will send all documentation concerning the complaint to the deputy Title IX coordinator or administrative designee. Complaints against staff or teachers which result in a personnel action will also be part of the personnel file. Complaints against students which result in a disciplinary record will be part of the student's disciplinary record. This information will be maintained for seven years.

hearing/grievance process under which the complaint was heard. In addition, the Clerc Center official who handled the complaint will send all documentation concerning the complaint to the deputy Title IX coordinator or administrative designee. Complaints against staff or teachers which result in a personnel action will also be part of the personnel file. Complaints against students which result in a disciplinary record will be part of the student's disciplinary record. This information will be maintained for seven years.

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

Level 1

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

Level 1 Behavior	Interventions and Consequences
1.1 Refusal to present school-issued identification upon request	<p>Required:</p> <p>First offense:</p> <ul style="list-style-type: none"> ● Study Hour/Detention Hall (optional) ● Documentation (log entry/Incident Report) ● Parent/legal guardian contact (K-5) <p>Second offense:</p> <ul style="list-style-type: none"> ● Same as 1st offense ● Behavior intervention ● Parent/legal guardian contact (K-5) <p>Third offense:</p> <ul style="list-style-type: none"> ● Refer to Level 2 ● Parent/legal guardian contact <p>*2nd and 3rd offenses apply to same behavior</p> <p>Optional/Recommended:</p> <ul style="list-style-type: none"> ● Mentoring ● Conflict resolution/mediation ● Community service ● Loss of privileges/membership ● Reparations ● Parent/legal guardian conference/contact ● After School Program: Suspension from activities
1.2 Attending class without required class materials or assigned work	
1.3 Off-task behaviors that demonstrate disengagement from classroom learning and/or After School Program activities	
1.4 Behaviors that disrupt or interfere with classroom teaching and learning and/or After School Program activities and meetings	
1.5 Inappropriate displays of affection	
1.6 Excessive noise in the classroom, hall, or school building	
1.7 Running in the classroom, hall, or school building	
1.8 Communication with staff and peers that is not polite, courteous, or respectful	
1.9 Directing profanity or obscene/offensive gestures toward peers	
1.10 Refusal to comply with reasonable staff instructions or with classroom, cafeteria, school, and/or student life rules	
1.11 Using computer/office equipment without permission	
1.12 Intentional misuse of school/student life equipment/supplies/facilities	
1.13 Unauthorized use of portable electronic devices and videophone (e.g., mp3 players, cell phones, pagers)	
1.14 Noncompliance with an approved dress code	
1.15 Cutting/leaving a class or activity without permission	
1.16 Unauthorized presence in hallway during class time	
1.17 Disruptive physical contact between students (e.g., roughhousing)	
1.18 Inappropriate behavior (e.g., language, gestures, or actions) that incite, produce distractions or disruptions, or seriously interfere with effective functioning of the teacher, another student, class, or any school activity	

1.19 Off-campus violations (e.g., curfew, not in a group of 2-3 students)	
1.20 Inappropriate bus behavior: Any Level 1 behavior that interferes with the bus driver or causes unsafe conditions	
1.21 Any behavior or other conduct not specifically enumerated in any other level in this code of conduct that causes disruption to the academic/residential environment, involves damage to school/student life property, or may cause minor harm to self or others	

Level 2

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

Level 2 Behavior	Interventions and Consequences
2.1 Inappropriate use of Clerc Center/GU computer or network (e.g., restricted websites, offensive email)	<p>Required:</p> <p>First offense:</p> <ul style="list-style-type: none"> ● Behavior intervention (K-2) ● 0-1 day of ISS (3-5) <i>depending on incident investigation</i> ● 1-2 days of ISS (6-8) ● Documentation (Incident Report) ● Meeting with counselor ● Parent/legal guardian contact <p>Second offense:</p> <ul style="list-style-type: none"> ● Behavior intervention (K-2) ● 0-2 days of ISS (3-5) <i>depending on incident investigation</i> ● 1-2 days of ISS (6-8) ● Documentation (Incident Report) ● Parent/legal guardian contact <p>Third offense:</p> <ul style="list-style-type: none"> ● Refer to Level 3 <p>Note: Second and third offenses apply to same behavior</p> <p>Optional/Recommended:</p> <ul style="list-style-type: none"> ● Report to DPS/MPD (If * is next to the behavior, then reporting to DPS/MPD is required.) ● Report to other agencies as appropriate (i.e., CFSA) ● Parent/legal guardian conference ● Mentoring ● Conflict resolution/mediation ● Loss of privileges/membership ● Community service
2.2 Sale or distribution of any item without authorization	
*2.3 Unauthorized possession and/or use of over-the-counter medication or prescribed medication	
2.4 Verbal, written, or physical threat to person or property (including intimidating postures)	
2.5 Obscene, seriously offensive, or abusive language or gestures	
2.6 Insubordination, defined as repeated offenses of 1.10	
2.7 Causing disruption on school/residential properties or at any KDES-sponsored or supervised activity	
2.8 Gambling	
*2.9 Discrimination or communicating slurs based on actual or perceived race, hearing status, personal appearance, color, sex, pregnancy, political affiliation, source of income, place of business, residence, religion, creed, ethnicity, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, family responsibilities, sexual orientation, gender, gender identity, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable D.C. or federal law	
2.10 Inappropriate sexual behavior including, but not limited to, physical touching of intimate body parts or self, consensual acts of affection or intimacy inappropriate to an educational setting,	

or any action or suggestion by one or more people involving the use or display of body parts generally referred to as "private"	<ul style="list-style-type: none"> ● Reparations ● After School Program: Suspension from activities and/or removal from program/team(s) ● Consider Functional Behavior Assessment
*2.11 Leaving school without permission	
2.12 Academic dishonesty	
2.13 Forgery/falsification of documentation	
2.14 Lying to or giving misleading information to teacher/staff	
2.15 Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on the internet or sending material electronically (via social networking, email, pager, or cell phone)	
2.16 Engaging in behavior that demonstrates gang/neighborhood crew affiliation (e.g., displaying clothing or gestures associated with gangs)	
2.17 Bullying, or using humiliating or intimidating language or behavior including cyber bullying, including instigating bullying, behavior that is likely to encourage bullying	
2.18 Engaging in reckless behavior that may cause harm to self or others	
2.19 Extortion	
2.20 Fighting where there is no injury and no weapon	
*2.21 Trespassing	
2.22 Petty theft (value under \$50)	
2.23 Cutting and/or dying hair, body piercing, or tattooing on KDES property	
2.24 Accessory to level 3 behavior (e.g., withholding information, helping with planning)	
2.25 Unauthorized area on GU/Clerc Center campus	
2.26 Directing profanity or obscene/offensive gestures toward staff	
2.27 Possession or use of tobacco in any form	
2.28 Throwing objects that may cause injury or damage property	
2.29 Inappropriate bus behavior: Behavior which produces distractions or disturbances which interfere with the bus driver or creates unsafe conditions	

2.30 Instigation: Behavior which is likely to incite or product aggressive physical conflict between two or more individuals	
2.31 Offensive touching, student to student: An intentional act taken against a student with a part of the body or with an instrument (including, but not limited to, shoving, pushing, and striking), thereby causing offense, alarm, or minor physical harm	
*2.32 Threatening behavior to staff: A threat to engage in menacing behavior that is violent or sexual in nature to an individual staff member—not a group or community—without physical harm that would cause a reasonable person offense, annoyance, or alarm	
*2.33 Threatening behavior to student: A threat to engage in menacing behavior that is violent or sexual in nature to an individual student—not a group or community—without physical harm that would cause a reasonable person offense, annoyance, or alarm	
2.34 Any behavior or other conduct not specifically enumerated in any other level in this code of conduct that causes significant disruption to the academic environment or causes harm to self or others	
2.35 Documented pattern of persistent Level 1 behavior	

Level 3

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

Level 3 Behavior	Interventions and Consequences
*3.1 Acts of vandalism, destruction of property, or graffiti (tagging)	<p>Required:</p> <p>First offense:</p> <ul style="list-style-type: none"> ● 0-2 days ISS or home suspension (K-2) <i>depending on incident investigation</i> ● 0-2 days home suspension (3-5) <i>depending on incident investigation</i> ● 2-5 days home suspension (grades 6-8) ● Reflection document (grades 6-8) ● Documentation (Incident Report) ● Parent/legal guardian contact ● Counseling ● Behavior Modification Plan ● Re-entry meeting
3.2 Documented theft (larceny or burglary) of school/student life/personal property without force	
3.3 Unauthorized solicitation on or off campus (e.g., panhandling)	
3.4 Interfering with authorities or participating a major disruption of the school/student life’s operation	
3.5 Tampering with, changing, or altering an official record or document of a school	
*3.6 Persistent harassment based on actual or perceived race, hearing status, personal appearance, color, sex, pregnancy, political affiliation, source of income, place of business, residence, religion, creed, ethnicity, national origin (including	

<p>ancestry), citizenship status, physical or mental disability, age, marital status, family responsibilities, sexual orientation, gender, gender identity, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable D.C. or federal law</p>	<p>Second offense:</p> <ul style="list-style-type: none"> ● 1-5 days home suspension (K-5) ● Refer to Level 4 (grades 6-8) ● Parent/legal guardian contact <p>Third offense:</p> <ul style="list-style-type: none"> ● Refer to Level 4 (K-5)
<p>*3.7 Lewd or indecent public behavior or non-consensual sexual contact or sexual exploitation</p>	<p>Note: Second and third offense apply to same behavior</p>
<p>*3.8 Sexual harassment</p>	<p>Optional/Recommended:</p>
<p>*3.9 Retaliation for reporting harassment and sexual harassment</p>	<ul style="list-style-type: none"> ● Mentoring ● Conflict resolution/mediation ● Reparations within 30 days ● Loss of privilege/membership ● Community service
<p>*3.10 Fighting that creates substantial risk of or results in minor injury</p>	<ul style="list-style-type: none"> ● Report to DPS/MPD (If * is next to the behavior, then reporting to DPS/MPD is required.)
<p>3.11 Inciting others to violence or disruption</p>	<ul style="list-style-type: none"> ● Report to other agencies as appropriate (i.e., CFSA)
<p>*3.12 Activating a false alarm or tampering with fire safety equipment/security equipment</p>	
<p>*3.13 Contaminating food, drink, or personal item</p>	
<p>*3.14 Possession of a weapon or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun-Free School Zones Act</p>	
<p>3.15 Using an article that is not normally considered a weapon to intimidate or threaten another individual</p>	
<p>3.16 Accomplice to Level 4 behavior (e.g., participating/assisting)</p>	
<p>3.17 Possession or distribution of obscene or pornographic material on school premises</p>	
<p>*3.18 Possession or use of alcohol or marijuana</p>	
<p>*3.19 Unauthorized distribution of over-the-counter medication</p>	
<p>3.20 Hazing with no physical/mental harm</p>	
<p>3.21 Possession of tools or instruments that administrators deem could be used as weapons</p>	
<p>3.22 Any behavior or other conduct not specifically enumerated in any other level in this code of conduct that causes disruption to the school/residential operation, destroys school/residential property, or causes significant harm to self or others</p>	
<p>3.23 Documented pattern of persistent Level 2 behavior</p>	

3.24 Intentionally causing any bodily fluids to touch another person without their consent; or intentionally or mock coughing or sneezing on another person; threatening to cause or implying the power to cause transmission of any type of infectious or contagious illness in others	
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Level 4

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

Level 4 Behavior	Disciplinary Response(s)
*4.1 Acts of exceptional misconduct at other schools	<p>Required:</p> <ul style="list-style-type: none"> ● 10 days home suspension ● Reflection document ● Documentation (Incident Report) ● Parent/legal guardian conference ● Recommendation for expulsion ● Report to DPS/MPD <p>Optional/Recommended:</p> <ul style="list-style-type: none"> ● Mentoring ● Conflict resolution/mediation ● Reparations within 30 days ● Loss of privileges/membership
*4.2 Vandalism/destruction of property over \$500	
*4.3 Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, or other intoxicants, irrespective of the amount or type	
*4.4 Distribution of alcohol	
*4.5 Use, possession, selling or distribution of drug paraphernalia, irrespective of the amount or type	
*4.6 Theft/causing serious disruption or damage to school's computer systems, technology equipment, electronic files, or network	
*4.7 Possession of fireworks or explosives	
*4.8 Theft or attempted theft using force, coercion, intimidation, or threat of violence (robbery)	
*4.9 Assault/physical attack on student or staff	
*4.10 Fighting which results in a serious physical injury and/or requires significant intervention to stop	
*4.11 Participating in group fight which has been planned, causes major disruption to school day, or results in substantial bodily injury	
*4.12 Using an item/article that is not normally considered a weapon to injure another individual	
*4.13 Use, threatened use, or transfer of any weapon	
*4.14 Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000),	

including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns.	
*4.15 Any behavior that violates the Gun-Free School Act	
*4.16 Deliberate acts that cause severe physical injury to another person(s)	
*4.17 Assault with a weapon	
*4.18 Commission or attempted commission of any act of sexual assault, sexual aggression, or non-consensual sexual intercourse	
*4.19 Arson	
*4.20 Biohazard	
*4.21 Bomb threat	
*4.22 Any other intentional use of violence, force, coercion, threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of KDES	
*4.23 Any behavior or other conduct not specifically enumerated in any other level in this code of conduct that is illegal, causes significant disruption to the school/residential operation, or causes substantial harm to self or others	

Appendix 5: Contacting KDES and Gallaudet Transportation

	Students who ride the school bus:	Students who walk or are dropped off by parent/legal guardian:
Attendance Won't be at school Will be late Will be picked up early Won't be riding the bus Won't attend ASP/will ride bus	KDESoffice@gallaudet.edu AND transportation@gallaudet.edu * Change in PM plans: By 1 p.m.	KDESoffice@gallaudet.edu Change in PM plans: By 1 p.m.
Bus is late Bus is 10 or more minutes late	(202) 498-4333* Parent Direct Line (Voice/text)	
Change of bus pick-up or drop-off address Moving Request location change	transportation@gallaudet.edu * (2 weeks in advance)	
Change bus schedule Change number of days your child rides the bus	transportation@gallaudet.edu * (202) 498-4333 (Voice/text) (Effective after email confirmation)	
Child 15 minutes or more late to parent's office on campus Middle school students with pre-approval and parent permission		KDESoffice@gallaudet.edu
Change of adult picking up child from bus stop Change of adult picking up child from school	transportation@gallaudet.edu * (202) 498-4333 (Voice/text) (Advance notice required, effective after email confirmation)	KDESoffice@gallaudet.edu By 1 p.m
Other questions	KDESoffice@gallaudet.edu	KDESoffice@gallaudet.edu

*Must include student's name and bus number

KDES	Transportation	Department of Public Safety
<p>Front Office hours:</p> <p>7:45 a.m.-4:15 p.m. (202) 651-5206 (Voice) (202) 250-2761 (VP)</p> <p>After School Program hours: 3:15-5:30 p.m. KDESoffice@gallaudet.edu</p>	<p>Hours: 5:30 a.m.-6 p.m.</p> <p>(202) 498-4333 Parent Direct Line (Voice/text) (202) 250-2610 (VP) (202) 651-5151 (main office) transportation@gallaudet.edu</p>	<p>Hours: Always open</p> <p>(202) 651-5555 (Emergency) (202) 651-5444 (TTY) dps@gallaudet.edu</p>

Appendix 6: Technology Use Agreement Form

Instructional Technology Device Agreement

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

STUDENT

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

Student printed full name: _____

Student grade: _____

Student signature: _____

Date: _____

PARENT/LEGAL GUARDIAN

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

Parent/legal guardian printed name: _____

Parent/legal guardian signature: _____

Date: _____

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

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

Appendix 7: Online Learning Supplement

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

Online learning

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

Parent-school conferences

- Planning ahead for IEP meetings
- Maintaining neutral backgrounds

Code of Conduct during periods of online learning

Reporting harassment and other types of grievances

Online Learning

Attendance Expectations

Instruction at KDES and MSSD will be on a synchronous basis with required attendance. Teachers will continue to use PowerSchool to record and track attendance.

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

Support Services

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

Privacy Expectations and FERPA

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

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

- Provide a private space, to the extent possible, in which your child can participate in Zoom sessions where no one other than a parent or legal guardian can see the screen or hear anything that is going on. Parents and legal guardians are responsible for ensuring no one else can see the screen or overhear any possible exchanges. We recognize that this can be challenging and

ask that each family do its best to minimize visibility of online learning activities by other family members.

- Parents and legal guardians who may be present during video instruction should distance themselves from the lesson to avoid unnecessary access to confidential or personally identifiable information regarding other students (and their families).
- Parents, legal guardians, and students should not share any information concerning other students or their families that may have been noticed or discovered during any video conference sessions.
- Parents, legal guardians, and students are not allowed to electronically record, take screenshots, or take photos of lessons during video conference sessions. As with school visits, electronic recording or video/audio taping by parents/legal guardians or students of students or teachers in our schools, in the classroom, or during remote instruction is not permitted.
- All video conference sessions will be recorded by school personnel in two ways:
 - Full-class recordings—Live, online sessions will be recorded by the teacher/staff member leading the activity. These recordings will be used for only two purposes: teacher reference and administrator oversight. Recordings will be protected as educational records and kept confidential; they will not be released or shared with anyone, including students who may have missed the lesson, other than for the above-stated purposes.
 - Teacher-only recordings—Teacher- or staff-led lessons may be recorded and shared with students and/or posted on the ClercCenter@Home learning portal. These recordings will include only the teacher or staff member. No student video or audio will be included in these recordings.

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

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

Clerc Center Consent to Video/Audio Recording

This document is reproduced here for reference purposes.

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

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

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

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

If you have any questions, please contact the KDES administration at kdes.leadership@gallaudet.edu.

Technology Support

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

Parent-School Conferences

This covers every type of video or phone meeting between students and/or their parents/legal guardians and school personnel, including IEP meetings and parent-teacher conferences.

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

Planning Ahead for IEP Meetings

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

KDES students are strongly encouraged to participate in their own IEP meetings when appropriate and possible. All eighth grade students must participate.

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

Maintaining Neutral Backgrounds

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

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

Code of Conduct

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

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

Reporting Harassment and/or Other Types of Grievances

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

