



Kendall Demonstration Elementary School

**Parent-Student Handbook
2026-2027**

800 Florida Avenue, NE
Washington, DC 20002-3695
kdes.gallaudet.edu

Contents

I. LAURENT CLERC NATIONAL DEAF EDUCATION CENTER	8
Overview of the Clerc Center	8
Clerc Center Mission Statement	8
Clerc Center Leadership	8
KDES/MSSD Mission Statement	8
Belief Statements	8
Profile of Graduates	9
KDES Leadership	10
KDES Contact Information	11
This Handbook	11
II. SCHOOL-WIDE POLICIES	12
Registration	12
Visiting the School	12
Building Access	12
Parking	12
Communication Policies	12
Communication Protocol	13
Inclement Weather Closing or Delayed Opening	13
School Closings	14
Late Arrival/Delayed Opening	14
Early Departure/Early Closings	14
Alert Communications	14
Gallaudet Alert Notification System	15
Emergency Procedures	15
Emergency Color Codes	15
Evacuation of KDES/Gallaudet University Campus	15
Attendance	15
Pre-Approved Absences	16
Delegation of Authority	16
On-Time Arrival/Student Drop-Off	17
Attendance Procedures	17
Absences	17
Unexcused Absences	17
Excessive Absences	18
Appeal Procedures	18
Tardiness	19
Getting To and From School/Transportation	20
Student Pick-Up	20
Early Dismissal	20
Ride the Shuttle Bus or Walk to Parent/Legal Guardian's Office on Campus	20
Students Age 11 and Older	20
Students Age 13 and Older	20

Transportation Services	21
Operations and guidelines:	21
Contact directory:	21
Service Area and Eligibility	21
Daily Bus Operations	22
Safety and Training	22
Pick-Up and Drop-Off Procedures	23
Daily expectations and wait times:	23
Location rules and alternate drop-offs:	23
Daily Transportation Changes	23
Special Requests (Riding with a Friend)	24
Authorized Contacts and Release Procedures	24
Address and schedule changes:	24
Absence Policy	25
Restricted Access to Buses	25
Student Responsibilities	26
Allowed and Not Allowed Items	26
Technology Rules	27
Alternative Transportation Options	27
Emergency and Registration Requirements	27
Parental Concerns and Feedback	27
Student Safety	28
Family Educational Rights and Privacy Act (FERPA)	28
Virtual Meetings: Privacy and Safety	29
Nut-Safe School	30
Search Policy	30
Gender Inclusive Environment	31
Student Health Services	31
Mandatory Immunizations	32
Medical Forms	32
Expectations of Students	33
Dress Code	33
Lost Books and Materials	33
iPads	34
Family Involvement	34
Classroom Visits and Observations	34
Family Education	35
Family Sign Language Program	35
Shared Reading Project	35
Kendall Parent Teacher Association	35
III. Instructional Programs	36
Overview	36
Student Attendance Policy	36

Grading Systems	36
Academic Integrity and Artificial Intelligence	36
Report Cards	37
Field Trips	37
Early Childhood Education Program	37
Family Engagement Opportunities	37
ECE Program Structure	37
Early Learning Program (Birth to Age 3)	37
Infant-Age 2 Program	38
Age 2-3 Program	38
Preschool (Age 3+)	38
Pre-Kindergarten (Age 4+)	38
Shorter School Day Option	38
Elementary	39
Overview	39
Class Structures	39
Grades K-2 Homework Philosophy	39
Grades 3-5 Homework Philosophy	39
Make-Up Work	39
Academic Achievement Recognition	40
Grades K-2	40
Grades 3-5	40
Middle School	40
Overview	40
Classwork	40
Mid-Quarter Reports	40
Make-Up Work	41
Middle School Homework Philosophy and Expectations	41
Tardiness	41
Academic Achievement Recognition	41
Promotion/Retention	42
Social-Emotional Learning and Positive Behavior Interventions and Supports	42
Social-Emotional Learning	42
School-Wide Expectations for Grades K-5	42
School-Wide Expectations for Grades 6-8	43
Individualized Education Program	43
Types of IEP Meetings	43
Re-Evaluation Process	44
Homebound Instruction	44
60-Day Notice	45
Working with Local Educational Agencies	45
Student Services	45
Hearing Assistive Device (Hearing Aid/Cochlear Implant) Use Policy	45

Audiology	46
Speech-Language Pathology Services	46
Occupational Therapy Services	46
Multicultural and Transliteration Services	46
Interpreting and Translation Services	46
Multicultural Support Services	47
Language Assistance Line	47
American Sign Language Services	47
Educational Planning and Support Services	47
Emerging Signers Services	48
IV. Athletics/After School Program	49
Family Communication	49
Student Pick-Up	49
Recreational Activities (Pre-Kindergarten to Grade 5)	50
Behavioral Expectations	50
V. Athletic Program	50
Team Sports	50
Sports Physical	50
Responsibilities of Student-Athletes	50
Consequences for Poor Sportsmanship	51
Responsibilities of Spectators	52
Student-Athlete Team Attendance	52
Equipment and Uniforms	52
VI. Code of Conduct	54
Code of Conduct Summary of Violations and Consequences	54
After School Program	55
Level 1 Offenses	55
School Consequences	55
Level 2 Offenses	56
Level 3 Offenses	56
Level 4 Offenses	57
Investigations, Evidence, and Interventions	58
Investigation Procedures	58
Interviews with Students	58
Note: Interviews with Students by External Agencies	59
Preponderance of the Evidence	60
Assignment of Interventions and Consequences	60
Loss of Privileges	60
Consideration of Previous Year(s) Behavior	60
Off-Campus Violations While School Is in Session	60
Suspensions and Expulsions	61
Suspension	61
Manifestation Determination	61
Due Process Related to IDEA	61

Appeal Process for Level 3 and Level 4 Violations	62
Travel	62
Access to Campus During Suspension	62
Class Work/Homework During Suspension	62
Re-Entry Procedures After Suspension	62
Class Work/Homework After Suspension	63
Expulsion	63
Manifestation Determination	63
Due Process Related to IDEA	63
Procedure for Expulsion	63
Step I—School-Level Conference for Expulsion	63
Step II—Clerc Center-Level Expulsion Hearing	64
Step III—Clerc Center CAO Review	65
Digital Citizenship	65
Student Device Ownership and Distribution	66
<i>Ownership/Rights</i>	66
Use of Cell Phones/Personal Electronic Devices	66
Use of Recording Devices in School	66
Acceptable iPad/Computer/Internet/Email Use Procedures	67
Other Legal Issues	69
Plagiarism:	69
Copyright Infringement:	69
Trademark Infringement:	69
Safety and Well-Being	69
Self-Destructive Statements or Gestures	69
Threats to Harm Others	70
Tobacco, Drug, Alcohol Possession, Distribution, and/or Use	71
Sexual Activity	72
Age of Consent	72
Effective Consent	73
Student Guidelines for Reporting Harassment, Discrimination, or Other Serious Incidents	73
APPENDIX	74
APPENDIX 1: Protection Against Harassment	74
Sexual Harassment	74
Harassment Other Than Sexual Harassment	75
Reporting an Incident	75
APPENDIX 2: Nondiscrimination/EEO Policy	76
Reporting Discrimination	76
APPENDIX 3: Grievance Procedures for Complaints of Discrimination and/or Harassment	77
Student Complaint—Initial Contacts	77
Staff Complaint—Initial Contacts	78
Formal Investigation	80
APPENDIX 4: KDES Code of Conduct—Level 1, 2, 3, and 4 Summary of Violations, Interventions, and Consequences	85
Level 1	85

Level 2	86
Level 3	89
Level 4	90
Appendix 5: Contacting KDES and Gallaudet Transportation	93
Appendix 6: Technology Use Agreement Form	95
Appendix 7: Contact Progression for Addressing Concerns	93

I. LAURENT CLERC NATIONAL DEAF EDUCATION CENTER

Overview of the Clerc Center

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

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

Clerc Center Mission Statement

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

Clerc Center Leadership

An administrative team of two co-leaders, the chief academic officer and the chief administrative officer, oversees the work of the Clerc Center and all Clerc Center operations. Throughout this handbook, the acronym "CAO" refers to either or both individuals of this leadership team. The superintendent is responsible for providing leadership, vision, and oversight for Kendall Demonstration Elementary School (KDES) and Model Secondary School for the Deaf (MSSD).

KDES/MSSD Mission Statement

Kendall Demonstration Elementary School and Model Secondary School for the Deaf are national demonstration schools for deaf and hard of hearing students. Our schools are communities rich in unique perspectives and lived experiences, committed to providing a welcoming and collaborative environment through a rigorous and innovative bilingual program. Students achieve personal, social, and educational excellence, and thrive in an environment where American Sign Language (ASL) and English are equally valued. Students graduate ready to transition to post-secondary education, training and/or work and to be self-determined, engaged citizens prepared to contribute meaningfully to a dynamic and interconnected world.

Belief Statements

Educating the Whole Student —We believe in educating the whole deaf or hard of hearing student by nurturing their unique abilities, honoring individual identities, and fostering a strong sense of self that empowers them for lifelong success.

Student Learning and Success—We believe deaf and hard of hearing students, supported by high expectations and engaging work, can thrive and succeed. Educational, student life, and extracurricular activities should challenge and nurture lifelong learning within a stimulating and motivating bilingual environment that maximizes students' abilities.

Linguistic Proficiency and Cultural Enrichment—We believe early, consistent, and equal access to ASL and English is vital to the development of deaf and hard of hearing students, and that exposure to ASL and Deaf culture enriches their lives and fosters a sense of belonging.

Family and Community Involvement—We believe informed, involved families/adults-at-home and collaborative partnerships with deaf and hard of hearing students, schools, and communities are key to student success and growth.

Collaborative and Technologically Competent Environment—We believe exposure to and use of evolving technology is necessary for deaf and hard of hearing students' access to education. A collaborative, welcoming environment—paired with meaningful extracurricular experiences—fosters leadership, independence, mutual respect, and growth.

Positive Teacher and Staff Role Models—We believe highly trained teachers and staff serve as essential role models by demonstrating leadership, cultural engagement, academic excellence, and professionalism while inspiring deaf and hard of hearing students to achieve their full potential and celebrate their individual strengths.

Profile of Graduates

Communication—Graduates demonstrate competency in both ASL and English, expressing their ideas effectively, listening actively, and asking insightful questions. They:

- Demonstrate strong linguistic competence in both ASL and English, fluently navigating between these languages as needed
- Express their ideas clearly and confidently, ensuring their thoughts are understood by others
- Actively listen and engage with others to understand a variety of unique perspectives
- Ask insightful questions that reflect critical thinking and a desire to deepen their understanding of the subject matter

Content Knowledge—Graduates have postsecondary plans that enable them to navigate their paths, achieve their goals, and reach their full potential. They are empowered to apply their educational and personal experiences across a range of settings. They:

- Have well-defined postsecondary plans that guide them in navigating their educational and career journeys, ensuring they stay focused on their aspirations
- Are equipped with the skills and knowledge necessary to set and pursue meaningful goals, enabling them to make informed decisions about their futures
- Demonstrate the ability to apply their educational knowledge in varied contexts, adapting their skills to meet the demands of different environments

- Possess the confidence to engage in real-world experiences, such as internships or community service, that further enrich their overall growth

Character—Graduates exhibit a strong sense of responsibility. They collaborate effectively and demonstrate emotional intelligence, enabling them to build supportive, respectful relationships and navigate a variety of social settings. They:

- Take ownership of their actions, and demonstrate accountability in both individual and group settings, working effectively with others to achieve shared goals and promote positive outcomes
- Demonstrate emotional awareness, managing their emotions and responding to the needs of others
- Approach welcoming environments through empathy, understanding, and mutual respect

Critical Thinking—Graduates demonstrate dynamic and creative thinking skills that support lifelong learning, adaptability, and thoughtful decision-making. They:

- Apply strong critical thinking skills to explore multiple viewpoints and solve complex problems
- Utilize effective problem-solving strategies to identify solutions and navigate obstacles in various contexts
- Embrace innovative thinking, allowing them to generate new ideas and improve outcomes
- Apply creative skills to enhance collective learning and innovation

Cultural Awareness and Engagement—Graduates are prepared to thrive in a complex, interconnected world. They engage thoughtfully with a variety of people and perspectives, and they help create environments where everyone feels respected and valued. They:

- Possess a broad set of skills that prepare them for success in varied, evolving professional environments
- Apply their knowledge to make thoughtful, ethical decisions across life experiences and cultivate awareness of the multiple dimensions of identity and lived experiences, allowing for thoughtful engagement with others
- Promote fairness, kindness, belonging, and respectful collaboration by fostering shared participation and removing barriers to inclusion

KDES Leadership

KDES operates through a shared leadership model anchored by the Kendall Leadership Team (KLT). The KLT oversees overall school leadership, ensuring coordination across instruction, operations, student support, family engagement, and extracurricular activities.

The team works collaboratively to make high-level decisions, coordinate systems and supports, and maintain a cohesive approach to student development across KDES. Through this structure, KDES ensures consistent expectations, clear communication, and coordinated support for all students.

KDES Contact Information

Families and community members should email kdes.office@gallaudet.edu for general inquiries. For transportation, email transportation@gallaudet.edu. Additional staff directories, department contacts, and other important information can be found on the school website, www.kdes.gallaudet.edu. We encourage families to refer to the website regularly to ensure they are using the most current contact details and resources.

This Handbook

The *KDES Parent-Student Handbook* summarizes essential information for families and students and may be obtained on the KDES website, <https://kdes.gallaudet.edu/resources>. A printed copy will be made available upon request. The Clerc Center reserves the right to modify this 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

Registration

Student enrollment in the school is maintained through annual registration. The parent or legal guardian of record must complete all required registration forms by the deadline each year for student enrollment to be maintained. All fees and outstanding debts from the previous year, including for lost or damaged items, must be repaid before the start of the new school year as well for the student to remain enrolled.

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 classroom communication policies within the first two weeks of each school year. This includes a system of communication between the teacher and the home regarding the academic and behavioral performance of each child on a regular basis that is both grade- and age-appropriate.

The primary responsibility of all KDES teachers from 8:15 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 have been 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 the 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, and social media accounts. It is the responsibility of employees and families 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	KDES Virtual Learning	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 Transportation Department will evaluate conditions and circumstances for both KDES and MSSD separately and make the most appropriate decision for each school. If a decision is	The school will predict school closures. Students will be sent home with their iPads. The teachers are expected to provide instruction remotely following the	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.

	made to close KDES, the decision applies to students and teachers only. If roads are deemed unsafe for buses, KDES is closed.	planned virtual schedule.			
--	---	---------------------------	--	--	--

School Closings

Even if KDES is open, the Transportation Department 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.

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

Late Arrival/Delayed Opening

In the event that KDES announces a two-hour delayed opening, the following schedule will apply:

- Parent-Infant Program (PIP) will be closed
- 2-year-old program, preschool, pre-kindergarten, and kindergarten through grade 8 will attend school

A two-hour delay means that the school day will begin at **10:15 a.m.**

Modified bus pick-up times and additional schedule information will be communicated for each delayed opening as needed.

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. Early closings can either be pre-planned or in response to current events happening in the city.

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
- **Clerc Center social media accounts:** You can find KDES on Facebook (Kendall Demonstration Elementary School - KDES) and Instagram (@kdeswildcats).

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. These procedures use color codes to guide teachers, staff, and students during incidents that require staying inside or evacuating the school. Each semester, students and staff take part in drills that review every code, practicing what to do in classrooms and shared spaces so everyone knows how to respond safely. KDES also conducts monthly fire drills as mandated by fire safety expectations.

Emergency Color Codes

The codes are as follows:

- **Purple** means a building lockdown due to severe weather or unsafe activity nearby, and movement between buildings may be limited.
- **Blue** means a classroom lockdown to keep halls clear during a medical or safety situation.
- **Green** means go down to the lowest safe area for severe weather or similar threats.
- **Yellow** and **orange** are evacuation codes used for fire, smoke, gas, bomb threats, or other hazards, and students will evacuate from school to their assigned locations.
- **Red** means an active intruder threat for which individuals follow the run, hide, or fight strategy based on the situation.

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 elsewhere in the Washington, D.C., metropolitan area. 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

Instruction at KDES takes place in classes in the school building. KDES is not an online program, and there is no online learning option. Therefore, it is critical that students physically attend school to make optimal progress. This attendance policy establishes clear expectations for KDES students, who are required to arrive on time and attend school for all hours of each school day.

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 every day when school is in session for the entire day unless they have an excused absence. A student will be marked as “present” for a full day if they attend school for 3.5 or more hours if accompanied with a note for excusal. For example, if a student has a doctor’s appointment in the morning and shows up at 11 a.m. with a doctor’s note, the student will be considered present for the full day and be excused. A student who is considered present is permitted to attend the After School Program, including athletics.

Pre-Approved Absences

Parents or legal guardians must contact the school administrative team prior to a planned absence. Pre-approved absences may be granted for reasons deemed appropriate by the KDES administrative team; however, these absences are discouraged.

Pre-approved absences will not be granted on days when state assessments or semester exams are scheduled. 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 Absences may be excused for the following reasons:	Unexcused Absences Absences may be considered unexcused for the following reasons:
<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. Parents and legal guardians of students in ECE-grade 8 may not accompany their child past the front lobby without prior arrangements.

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.

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.
 - "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 non-consecutive 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.

If a student accumulates 10 consecutive unexcused absences, their Local Education Agency (LEA) will be notified. The student will be removed from KDES enrollment on the 11th day.

Excessive Absences

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.

Physically attending school for all school hours on each school day is important. When students have excessive absences, whether unexcused or excused, there is an impact on student progress. Since KDES is a stand-alone school that is not part of a school district, the school represents only one placement option. KDES is also not in the local school district, and might be a considerable distance from the student's home, for the majority of students. If a student does not attend school often enough that their progress is impeded, the school may convene a meeting to discuss the student's enrollment and refer the student to their LEA for a placement option that aligns more closely with their attendance needs.

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 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, the student's 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 three 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.

Special note only for 8th grade students: Eighth graders who have successfully completed the KDES travel training program as documented in their IEP may be permitted to travel independently

to and from school with parental permission. Parents should email both kdesoffice@gallaudet.edu and transportation@gallaudet.edu if they wish for their children to transport themselves independently upon successful completion of travel training.

Transportation Services

Mission

Our mission is to provide safe, reliable, and efficient transportation for all KDES students to and from school and school-related activities. Student safety is always the priority.

IEP-Based Services

Transportation services are established during each student's IEP conference, which includes a Transportation representative. Buses may include mixed ages and grade levels.

Operations and guidelines:

- **Hours:** Monday-Friday, 5:30 a.m.-6 p.m. (No weekends)
- **Arrival/departure:** Arrive 8:05 a.m., depart by 3:25 p.m.
- **Morning wait window:** 2 minutes for door to door; 5 minutes at pick-up point
- **Delay threshold:** Department notifies families if the bus is >10 minutes late
- **Same-day PM changes:** Email school and Transportation by **1 p.m.**

Contact directory:

- **Parent Direct Line:** (202) 498-4333 (Voice/Text)
- **Videophone (VP):** (202) 250-2610
- **Main office:** (202) 651-5151
- **Email:** transportation@gallaudet.edu **and** KDESoffice@gallaudet.edu

Fleet, maintenance, and credentials:

- Modern, air-conditioned buses equipped with seat belts
- Maintained by certified transportation mechanics
- Adhere to all federal CDL and commercial vehicle laws
- Follow National School Transportation Specifications and Procedures
- Several staff members hold national certification through the National Association for Pupil Transportation

Service Area and Eligibility

15-mile radius rule: Per a 1983 U.S. Department of Education agreement:

- Students living within a 15-mile radius of the U.S. Capitol receive door-to-door transportation.
- Students living outside the 15-mile radius use an approved pick-up point located within the radius.

Designated Pick-Up Points

Locations are chosen for safety, visibility, lighting, and bus accessibility.

Locations Not Served

The Transportation Department does not provide direct service to military bases, government buildings, or downtown D.C. office buildings. Students on military bases are assigned the closest safe location outside the base perimeter.

Access Limitations

If a street or location is unsafe due to narrow roads, one-way patterns, weather conditions, construction, or unstable boarding environments, the student may be directed to meet the bus at the nearest safe corner.

Note: School buses do not back into or out of parking areas or lots for safety reasons.

Daily Bus Operations

Arrival and departure at KDES:

- **Arrive at KDES:** 8:05 a.m.
- **Depart from KDES:** No later than 3:25 p.m. Students who are not on the bus at departure time will miss it, and families will be responsible for picking them up.

Bus Delays

The Transportation Department will notify families if the bus is delayed more than 10 minutes. Wait times will not be extended, and students must still be outside and ready. If a bus's waiting window exceeds 10 minutes, dispatch will provide a new pickup time. Families may call or text the Parent Direct Line for updates.

Inclement Weather

If roads in a neighborhood are unsafe, Transportation may temporarily suspend pickups or returns in that area. Families will be notified directly.

Peak Communication Times

During morning and afternoon runs, staff manage continuous radio communication with drivers and high volumes of incoming calls. Staff make every effort to answer promptly.

Safety and Training

Driver and Bus Monitor Team

Drivers and bus monitors work as a dedicated team responsible for the safety of all riders. To ensure a secure environment, they participate in rigorous annual safety training covering:

- CPR and First Aid
- School bus evacuation
- Defensive driving
- Wheelchair securement
- Seat belt safety
- Behavior management

Evacuation Drills

Evacuation drills are conducted twice annually to help students practice a quick, safe evacuation. Drills are supervised by drivers, monitors, and Transportation Department staff. Families are notified and may observe the drills.

School Bus Safety Week

School Bus Safety Week is observed the third week in October. It includes an evacuation drill and take-home bus safety materials.

Pick-Up and Drop-Off Procedures

Daily expectations and wait times:

- **Students should be ready and waiting at their pickup point:** Students should be at the curb waiting for the school bus when it arrives. School bus runs are carefully developed and timed to ensure the bus arrives at KDES on time with all children inside.
- **Morning wait window:** Students should be outside and ready for the bus 10 minutes before the assigned stop time. The bus will wait no longer than the **2-minute** wait period for door-to-door stops (or 5 minutes for pick-up points).

For example, if your child's assigned time is 7 a.m., they must be outside by 6:50 a.m. If they are not outside by 7:02 a.m., **the bus will proceed without your child.**

- **No honking:** Bus drivers are strictly prohibited from honking the school bus horn to alert families that the bus has arrived.

Location rules and alternate drop-offs:

- **One location only:** Each student is permitted only one (1) permanent pick-up location and one (1) permanent drop-off location.
- **No alternate addresses:** The Transportation Department will not provide service to addresses other than those provided on the bus registration form. Last-minute requests to carry students to alternate locations will not be approved.
- **Bringing your child to the bus:** Parents or legal guardians must escort their child directly to and from the bus. For the safety of all riders, drivers and bus monitors cannot leave the bus stop area or enter buildings, homes, or daycares as they must continuously supervise the students already on board. Your child becomes the responsibility of the Transportation staff only once they have safely boarded the bus.

Daily Transportation Changes

Any temporary or daily transportation changes (e.g., staying for the After School Program instead of riding the bus or vice versa) must be communicated clearly and in a timely manner.

- **Cutoff time:** Changes to your child's daily transportation needs must be submitted no later than 1 p.m.
- **Direct parent communication required:** Parents and legal guardians must email both the school (kdesoffice@gallaudet.edu) and the Transportation Department (transportation@gallaudet.edu) directly. If applicable, parents and legal guardians must also notify the Athletics and After-School Program coordinator.
- **No relayed messages:** The Transportation Department will not accept schedule changes relayed by your child, teachers, or other school officials. The written request must come directly from the parent or legal guardian.

Special Requests (Riding with a Friend)

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

- **Seat availability:** A seat must be available on the bus.
- **Mutual permission:** The parents or legal guardians of *both* students must provide a written request.
- **Registered riders only:** Both students must already be registered KDES bus riders.
- **Riding together:** The guest and host must board the bus together. A guest may not ride to the host's house if the host is staying for an after-school program or being picked up separately.

Authorized Contacts and Release Procedures

These protocols are designed to help keep students safe:

- **Ages 3-7 (escort required):** Students ages 3-7 must be escorted to and from the bus by an authorized adult. These students will not be released until an authorized adult comes directly to the school bus to receive them. Drivers and bus monitors **will not accept motions from a doorway or window** to release a child.
- **Ages 8+ (proceed on own):** Students ages 8 and older are allowed to exit the bus and proceed independently. Families who still wish to meet the bus in person **should not** select the "Proceed on Own" option in PowerSchool.
- **Students not met by an authorized adult:** If no authorized adult is present for a student who requires an escort, the student will be returned to KDES, and families must come to the school to pick up their child.
- **Pick-up point safety:** For the child's safety, families utilizing designated pick-up points in the morning must remain with their child until they are safely on the school bus.
- **Adding authorized contacts:** Parents and legal guardians must ensure all adults authorized to pick up their child are listed in the child's PowerSchool account. Additional adults may be added to this list by emailing the Transportation Department.
- **Mandatory ID checks:** All individuals designated as authorized adults must initially show picture identification to the driver or bus monitor.
- **Temporary/last-minute substitutions:** If a last-minute, temporary substitution is needed, parents or legal guardians must notify the Transportation Department and the KDES front office in a timely manner to authorize temporary permission. These individuals will also be required to show picture identification.
- **Unauthorized individuals:** If someone attempts to pick up a child without being on the authorized list or without temporary permission, **the child will not be released to this person**, even if they show identification.

Address and schedule changes:

- **Written notice required:** All changes must be submitted in writing.

- **Limit on changes:** The Transportation Department can only approve one permanent, location-based schedule change per school year unless the family relocates from their permanent address. Multiple personal or preference-based schedule changes cannot be accommodated. The Transportation Department does not make time changes for families based on personal schedules; all pick-up and drop-off times are set by the route itself.
- **Moving/relocating:** If your family is moving, the Transportation Department requires at least **two weeks' advance notice** if transportation service is desired at the new address.

Why two weeks: One rider's change of address impacts the schedule of every other student on the bus and, consequently, the schedules of their parents or legal guardians. The Transportation Department needs this time to safely re-route the bus and provide written notification of time changes to all affected families. They will notify your family directly once your new service is scheduled to begin.

Absence Policy

- **Morning absences:** The Transportation Department should be notified (via call, text, or email) as soon as you know your child will not be riding the bus in the morning.
- **Three-day rule:** If your child does not board the bus for **three consecutive mornings** without prior communication from a parent or legal guardian, bus service will be **automatically paused** on the fourth day.
- **Restoring service:** To resume service after a pause, the parent or legal guardian must contact the Transportation Department. Please note that it may take up to two weeks to restore the student to the active route.
- **Extended absences:** If a student does not ride the bus for **30 consecutive days**, they will be removed from the route entirely.
- **Re-routing delays:** For door-to-door riders who have been removed from a route due to extended absence, re-establishing service may take several weeks depending on current route capacities and schedules.

Restricted Access to Buses

To ensure the safety of all students, parents, teachers, relatives, faculty, and staff members are prohibited from coming onto the buses. Children must be able to board the bus independently and willingly. If a student uses a wheelchair or has a documented mobility-related need, trained bus monitors will provide all required assistance.

- **Emergencies:** Only in emergency situations, such as illness or extreme disciplinary conduct, will school personnel be authorized to assist in resolving the issue on the school bus.
- **Chaperones:** Parents or legal guardians may ride school buses only when serving as chaperones on field trips.
- **Safety distance:** For safety reasons, we request that parents and legal guardians maintain a safe distance from the school bus doors while children board or disembark.

Student Responsibilities

The KDES Student Code of Conduct applies throughout transportation services, including bus stops, boarding/disembarking, shuttles, and any interaction with staff.

Standards of Behavior

Expectations for students:

- Stand up only after the bus fully stops.
- Do not open emergency exits unless instructed.
- Keep arms, legs, and belongings inside the bus.
- Sit immediately and remain seated with seat belts fastened.
- Keep aisles clear and clean up personal messes.
- Keep hands to themselves and feet on the floor.
- Ask permission before eating.
- Do not throw objects.
- Refrain from fighting, kicking, spitting, or making distracting noises.
- Follow bus driver/bus monitor instructions and avoid profanity.
- Do not bring restricted items, record videos, or use social media.
- Avoid sexual behaviors or expressions.

ASL-Appropriate Touching

Students may use appropriate ASL attention-getting behaviors (e.g., a gentle shoulder tap). Students **may not** touch the bus driver or bus monitor in any way that is unsafe, overly forceful, distracting, inappropriate, or that interferes with safe operation.

Disciplinary Action

The bus team will proactively attempt to correct behavior. Repeated or severe issues will involve the Transportation Department and KDES staff jointly. As the bus is an extension of the school day, suspension from the bus may result in school suspension.

Allowed and Not Allowed Items

Note: Transportation is not responsible for lost or damaged items.

Allowed on the Bus	NOT Allowed on the Bus
Fidgets	Pens, pencils, markers outside of backpacks
Small toys or stuffed animals	Glass containers
Books and magazines	Gum or hard candy
Water bottles	
Travel pillow/small pillow	

Food/drink (with bus monitor permission)	
Smartphones/handheld electronics	

Technology Rules

Students:

- Must sign a technology contract (with parent/legal guardian)
- May not take photos or videos
- May not show devices to others
- Must keep devices either in their hands or in a backpack
- Must either turn off audio or use it with headphones

Misuse Consequences

- Loss of technology privileges
- Administrative follow-up for repeated issues
- Privileges may be restored with appropriate behavior

Alternative Transportation Options

Families may choose to utilize public transit or the campus shuttle (Gallaudet ↔ Union Station). Shuttle schedules are posted online.

Emergency and Registration Requirements

- Transportation uses student information provided during school registration.
- No child may ride the bus unless the online Transportation Request Form is submitted.
- Families must notify the school if transportation or contact info changes. (A new form may be required.)

Parental Concerns and Feedback

There is an expectation of mutual respect. Transportation department staff are committed to working collaboratively with families to resolve issues. All communication—whether in meetings, over the phone, or via email—is required to be conducted with mutual respect and civility. Meetings or conversations that involve yelling, profanity, or hostile behavior will be immediately ended, and further communication may be restricted or required to be in writing.

How to request a meeting:

1. Contact the transportation manager or the coordinator of school operations.
2. Staff will acknowledge the request and schedule the meeting.
3. Families may bring one additional person to the meeting.

Meeting details and escalation: Initial meetings will be held with the transportation manager and the coordinator of school operations. These meetings will cover parent concerns, policy clarification, and agreed-upon next steps. A written summary will be provided to the family afterward.

If the issue remains unresolved after the initial meeting, families may escalate their concerns by requesting a meeting with the executive director of Campus Services, who oversees the Transportation Department, at campus.services@gallaudet.edu.

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.

Virtual Meetings: Privacy and Safety

Videophone, Zoom, and other virtual meeting platforms are a wonderful tool for fast, timely communications between school and home. This technology also presents some issues that need to be addressed to ensure virtual meetings remain private and safe for all participants and comply with the Family Educational Rights and Privacy Act (FERPA) requirements. KDES and MSSD are committed to ensuring the following:

- Student privacy continues to be as well protected as it would be during in-person meetings in private spaces in the school building.
- All meeting participants and people within the same area as the meeting participants remain safe.
- All meeting participants are focused on the agenda, with no potential interruptions, and they respect the time of other participants.

To achieve those key goals, the following conditions are required for all virtual meeting requirements:

- All meeting participants must be in private spaces, with no other people around.
- If a meeting participant is in a vehicle, the vehicle must be parked. (Note: For the safety of all in the vehicle and those around the vehicle, meetings will never be conducted with any participants in a moving vehicle. If the participant is not the driver, then the meeting is also no longer private.)
- Private virtual meetings may not be recorded.

If any meeting participant is: 1) in a space that is not completely private; 2) in a place in which the participant may need to move or change spaces during the meeting; or 3) in a moving vehicle, whether or not the participant is the driver, the meeting will need to be rescheduled for a time when all participants are in a space in which the above privacy expectations are met.

Please help support us as we protect FERPA. Following the above procedures will support student confidentiality and ensure we can continue providing services to students and families.

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.

Search Policy

KDES reserves the right to conduct searches of student belongings and property. A search may be initiated when a school administrator or designee has reasonable cause to believe that a disciplinary infraction has occurred or believes that there is a threat to the well-being of members of the community. Searches may be conducted on both school and dorm grounds on the Clerc Center/Gallaudet University campus. This includes Gallaudet University vehicles and during any school- or dorm-sponsored events, both on and off campus. Off-site activities subject to this policy include athletic tournaments, overnight trips, field trips, and other school- or dorm-related events.

Examples of circumstances that may lead to a search include, but are not limited to, reports or evidence suggesting that a student may be in possession of drug paraphernalia, weapons, stolen property, or items that violate school policies.

Searches may include any item belonging to a student or in a student's possession, such as jackets, coats, or other outerwear; pockets of clothes they are currently wearing; backpacks, gym bags, or hanging bags; and personal electronic and related devices in the student's possession on campus, whether assigned or personally owned (e.g., cell phone, laptop, tablet, computer).

In connection with searches of electronic media, students must provide KDES with any passwords that control access to applications, programs, images, or any other site or medium accessible to the student through a device brought to campus.

KDES may dispose of any item of contraband or any confiscated items that violate school rules as deemed appropriate.

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 Services

The KDES Student Health Services (SHS) office provides healthcare for students. The emphasis is on first aid and short-term care, with the goal of returning students to the classroom as quickly as possible. Students with allergies, chronic illnesses, or medications will be provided with ongoing care by the school nurse.

If a student is deemed too sick or injured 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 or to a healthcare facility (location depending on the severity of the issue). Students with fever, vomiting, or diarrhea must stay home from school. Students may return after 24 hours from their last occurrence of fever, vomiting, or diarrhea. This does not include the use of fever-reducing medications.

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, Haemophilus influenza (Type B), fungal infections (e.g., ringworm, athlete's foot), head lice, gastrointestinal infections with pinworms or intestinal parasites, and respiratory infections (e.g., RSV, croup, bronchitis, strep, pneumonia, COVID-19, influenza).

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 or bloody stool); severe coughing that makes "barking or whooping" sounds; moderate wheezing or severe respiratory distress; yellowish tint to skin or eyes (jaundice); tearing, irritation, and redness of eyelid lining followed by swelling or discharge; 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.

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

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 KDES **in the original prescription bottle** (parents or legal guardians must deliver the medication to the school directly). The school nurse will deliver the medication to the student as prescribed throughout the school day.

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 SHS office needs to be given to the student during the school day, a parent or legal guardian will need to complete the Non-Prescription Medication Form and return it to the KDES SHS office with the medication in the original bottle. All medications, including non-prescription ones, must be appropriately labeled with the medication's name, dosage, frequency, and how long they are to be given. No medication will be given until the permission forms are on file.

Mandatory Immunizations

In accordance with [DC Council Code Title 38 Chapter 5](#), all students must submit an updated record of immunizations annually. Students found to be in noncompliance with the appropriate immunizations for their age level will be prohibited from attending school until the relevant vaccine(s) are administered to the student. All inquiries relating to immunizations should be directed to the KDES nurse at (202) 651-5046 (V) or (202) 559-5082 (VP).

Medical Forms

KDES also requires certain medical forms to be submitted annually. They include:

- DC Health Universal Health Certificate (physical exam form)
- DC Health Oral Health Assessment Form (dental form, for students 3 years and older)
- TB Risk Assessment Questionnaire (if indicated)
- Blood Lead Testing (if indicated, for students 2 years and younger)
- HPV Opt-Out Form (for students in grades 6 or higher, if they have not received the HPV vaccine)
- DC Health Medication Treatment Plan (if indicated)
- KDES Non-Prescription Medication Form (if indicated)

All forms are valid for 365 days. Forms will be collected before the start of the school year. If forms are due during the school year, continued compliance is contingent upon timely submission of requested medical forms. The school nurse will request forms as they are required.

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

Please direct any questions or concerns about a child's health to our school nurse, Pamela Batist:

Email: Pamela.Batist@gallaudet.edu
VP: (202) 559-5082
Voice: (202) 651-5046

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, STEAM 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. Rips, tears, or holes may not show underwear or skin above mid-thigh.
- Headwear (e.g., caps, hats, beanies) is permitted as long as it does not impede the students' view, block others' view of their faces, or interfere in their participation in instructional activities. Religious headwear is permitted in all circumstances.
- 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 the school's 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 legal 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 existing 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 and Observations

KDES encourages parents and guardians to visit to learn more about their child's learning experiences. Parents and legal guardians are always welcome at public events (e.g., athletic games) and at family-oriented activities hosted by the school outside of school hours. As a school, our primary focus is on teaching and learning during normal school hours. Scheduled visits from parents and legal guardians during the school day may only be for the purpose of classroom observations. Only parents and legal guardians may come for classroom observations. Other family members and friends may not participate. This is to reduce the number of people entering classrooms, minimize disruption, and ensure only individuals with legal rights to our students' educational information have access.

As stated earlier, the focus is on teaching and learning. Observations need to be nondisruptive, meaning observers may not interact with anyone, including their own children. If there is disruption or distraction, including with the observer's child(ren), the observation period will end and the observer will be asked to leave.

Parents and legal guardians wishing to visit the school should contact the front office, the school administrator, and their student's case manager at least a week in advance to arrange a visit during school hours. If less than a week of advance notice is given, the desired visit date may not be possible. All visitors must check in with the front desk to receive a visitor's badge. Parents and legal guardians conducting observations will be escorted at all times while in the building.

If an interpreter is needed for any visiting parent or legal guardian, requests must be submitted as soon as possible so that arrangements can be made. With short notice, however, we cannot guarantee that interpreters will be available.

To protect our students' privacy rights and to safeguard and protect the confidentiality of any personally identifiable information, visitors should not share anything that is seen, heard, or observed with "third parties" or people who do not have a legitimate educational interest in our students.

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

To ensure the best learning experience for our students and to help our teachers and staff concentrate on teaching and developing classroom routines and expectations, visits to the school will be limited during certain times of the school year as listed below:

- Assessment weeks
- First three weeks of each semester
- Last three weeks of each semester
- Special event days as determined by the administration

Online Etiquette

Some school events may take place online (e.g., family workshops, IEP meetings). Navigating online spaces as a family involves setting boundaries, modeling respectful behavior, and, when joining online meetings or workshops, helping to create a collegiate atmosphere that fosters effective communication and engagement. Families should:

- Prepare devices in advance for any online events, meetings, or workshops
- Use a dedicated area in the home with a blank, neutral background
- Refrain from recording or taking screenshots without permission
- Use positive and professional language
- Follow school policies and procedures (e.g., FERPA)
- Be mindful of turn taking, allowing all participants, including educators and other families, the opportunity to express their thoughts and concerns without interruptions

Family Education

The Family Education department provides resources, inclusiveness, and advocacy through a lens of fairness 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 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 key to a deaf or hard of hearing child's success. 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. All classes are offered both virtually and in person to meet the various needs of our families.

Shared Reading Project

The Family Education department offers the Shared Reading Project (SRP), which is a highly-acclaimed national program for parents and caregivers. This program is a home-based/community-based service. The SRP matches participating families with tutors. A tutor then visits with the family of a deaf or hard of hearing child and demonstrates how to read various children's books in ASL. This program is geared toward children from 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 and to enable the school and families to work together to support 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:	Third through eighth grade:
O = Outstanding S = Satisfactory N = Needs Improvement U = Unsatisfactory	A = 100-90 B = 89-80 C = 79-70 D = 69-60 F = 59-below

Academic Integrity and Artificial Intelligence

At KDES, we are committed to fostering a culture of academic integrity in which students take responsibility for their own learning and demonstrate honesty in their work. Academic integrity means completing assignments independently, properly citing sources, and upholding ethical standards in all academic tasks.

We recognize the growing role of artificial intelligence (AI) in education and its potential to enhance student learning. However, we emphasize that AI is a tool to support—not replace—student learning and teacher guidance.

Students are expected to use AI responsibly and ethically. AI-generated content should never be submitted as original work. Any misuse of AI—such as plagiarism, submitting AI-generated work as one’s own, or using AI tools to bypass learning objectives—will be considered a violation of academic integrity. Consequences for academic dishonesty will align with the school’s existing policies on plagiarism and misconduct. We encourage parents to support academic integrity at home by discussing responsible AI use and reinforcing the importance of original thought and ethical decision making.

Classroom teachers will communicate their policies regarding student use of AI to families at the beginning of the school year. If you have any questions, please contact the classroom teacher.

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.

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.

Students attending school-sponsored field trips must submit a signed field trip permission form and any associated fees prior to the field trip. Failure to do so may result in the student being unable to participate in the field trip and remaining at school.

Early Childhood Education Program

The Early Childhood Education (ECE) program at KDES serves deaf and hard of hearing children. The program supports the development of American Sign Language (ASL) and English literacy through developmentally appropriate practices and individualized learning.

For children ages 3 and older, language and communication goals are developed based on each child's academic and developmental needs through the Individualized Education Program (IEP) process.

Recognizing the importance of early language exposure and development in student success, the ECE program utilizes Teaching Strategies GOLD—a research-based, comprehensive curriculum designed for children from birth to age 5. This curriculum is integrated with high-quality assessment tools, professional development resources, and family engagement supports.

Family Engagement Opportunities

Families in the ECE program may participate in the following:

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

ECE Program Structure

Early Learning Program (Birth to Age 3)

The Early Learning Program provides family-centered education and hands-on learning experiences for deaf and hard of hearing infants and toddlers. It partners with families and early intervention agencies (e.g., Strong Start DC) to enhance each child's development.

This program follows a separate Birth-to-3 calendar, includes regular family education meetings, and promotes collaboration with agencies and service providers throughout the Washington metropolitan area.

Infant-Age 2 Program

- Children attend class with a parent or designated caregiver twice a week from 9:30 a.m.-12 p.m. (days to be determined).
- Families are expected to participate in at least one activity per week to maintain enrollment.
- Siblings of enrolled students may attend if they are the same age or younger (under age 2).
- Home visits or visits in other natural environments are available based on family interest.

Age 2-3 Program

The 2-year-old program at KDES provides a flexible, high-quality early education experience for children who turn 2 years old by **September 30**. Classroom placement is determined by age eligibility and recommendation from the Admission Review Team.

Program options (Monday-Friday):

- **Half day:** 8:30 a.m.-12 p.m.
- **Full day:** 8:30 a.m.-3:15 p.m.
- Follows the KDES school calendar
- Transportation is **not provided** (see Transportation section)
- Home and natural environment visits are based on family needs
- Program maintains community collaboration with local agencies and service providers

Important transportation note: Families are responsible for providing transportation for children in the 2-year-old program. When a child turns **3 years old**, they become eligible for school-provided transportation.

Preschool (Age 3+)

Children are eligible for preschool if they turn **3 years old by September 30** and are recommended by the IEP team:

- Program runs **Monday-Friday, 8:15 a.m.-3:15 p.m.**
- Follows the KDES school calendar
- **Transportation is provided**

Pre-Kindergarten (Age 4+)

Children are eligible for pre-kindergarten if they turn **4 years old by September 30** and are recommended by the IEP team:

- Program runs **Monday-Friday, 8:15 a.m.-3:15 p.m.**
- Follows the KDES school calendar
- **Transportation is provided**

Shorter School Day Option

For children under age 5, families may request a shortened school day. The following steps must be taken:

- Parent or legal guardian must meet with the senior instructional support coordinator or designated administrator
- Agreed-upon schedule will be developed and documented for the semester

2-Year-Old Program, Preschool, and Pre-K Attendance

Our school day begins at 8:30 a.m. for our 2-year-old program and at 8:15 a.m. for preschool and pre-kindergarten students. Half-day dismissal is at 11:30 a.m., and full-day dismissal is at 3:15 p.m. Since core instruction takes place in the morning, it is important that all students arrive on time to get the most out of their day. To ensure meaningful participation, children must arrive no later than 11 a.m. Unfortunately, we are unable to accept drop-offs after 11 a.m. for any reason as most of the day's learning will have already taken place. If your child has a morning appointment, please make every effort to arrive before 11 a.m. and to provide a note from the doctor when applicable.

Elementary

Overview

Students in kindergarten through fifth grade receive instruction in ASL and English language arts (Bilingual Language Arts or BLA), math, social studies, and science/STEAM. In BLA, 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.

Class Structures

Students in kindergarten through third grade are placed in classrooms that correlate with their grade level. This provides students with the opportunity to develop age-appropriate social skills and ensures they receive instruction aligned with their developmental stage and learning needs. Students in fourth to fifth grade are placed in flexible grouping classes, which allows teachers to differentiate instruction, ensure targeted support, and provide more personalized learning opportunities.

Grades K-2 Homework Philosophy

The goal of homework from kindergarten through second grade is to build individual responsibility in students and to facilitate communication between teachers and parents. Texts and reading logs will be supplied by the classroom teacher for reading practice at home. Teachers may assign additional projects or practice as needed.

Grades 3-5 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 interests, and develop creativity as well as become responsible about conducting research. This is done with the guidance and cooperative effort of the families. Teachers will communicate their individual homework policies and expectations at the beginning of the school year.

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. Classroom teachers and/or school administrators will communicate their expectations for when make up work should be completed.

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: Each student will receive an award recognizing their individual achievement(s).

Grades 3-5

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

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

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

Middle School

Overview

The KDES middle school department consists of students in sixth to eighth grade. Students are placed in flexible grouping classes for all core classes (math, BLA, science, social studies) and may have classes with peers in different grade levels. This allows teachers to differentiate instruction, ensure targeted support, and provide more personalized learning opportunities. As they progress through middle school, students develop skills and experiences that ease their transition to high school's academic and social demands.

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 if the student participates in sports or during part of the lunch period if the student rides a school bus home to make up work or get help
- Remove points from homework or projects at their discretion as outlined in their syllabus
- Give a student an F or a zero (0) grade for that 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. Teachers will communicate their individual expectations with students and families at the beginning of the school year in their syllabus.

Mid-Quarter Reports

When a student has a grade average of C or below in a class at mid-quarter time, the teacher 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 communicate their individual grading policies to students and families regarding make-up work at the beginning of the school year.

Middle School Homework Philosophy and 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 turn in their completed homework, classwork, and projects. Parents or legal guardians are strongly encouraged to review the chosen Learning Management System (LMS) 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 a zero (0) grade

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 be graded unless the teacher has clearly stated otherwise 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 with parents or legal guardians about missing or incomplete assignments when needed.

Tardiness

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

Academic Achievement Recognition

After each quarter, students will be recognized for the following:

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

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

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. (**Note:** Students are not eligible for retention if it would result in them becoming 16 years old before completing eighth grade.)

Social-Emotional Learning and Positive Behavior Interventions and Supports

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 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.

At KDES, we provide SEL classes to all students. These classes are graded as either pass or fail on the report card.

School-Wide Expectations for Grades K-5

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.

School-Wide Expectations for Grades 6-8

As our students transition from elementary to middle school, they encounter new academic, social, and emotional challenges. The middle school PBIS system is designed to address these changes by promoting positive behavior, enhancing student engagement, and fostering a supportive school culture that meets their evolving needs.

This system is distinct from the K-5 PBIS program (ROARS) with age-appropriate expectations, language, rewards, and interventions that resonate with middle school students. The goal is to help students build on their previous experiences while developing the independence, responsibility, and social skills they need during these formative years.

Kendall Character focuses on four character traits: Caring, Citizenship, Responsibility, and Trustworthiness (C.C.R.T). Students will learn about "expected behaviors," which are positive behaviors that support the individual, and "above and beyond behaviors," which are positive behaviors that support the community. Students are recognized for demonstrating Kendall Character within their classrooms and the school building.

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.

All IEP meetings will be held via Zoom and may be scheduled between the hours of 8:30 a.m. and 5:00 p.m. (ET). KDES students are encouraged to participate in their own IEP meetings when appropriate and possible. All eighth grade students are especially encouraged to participate.

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.

Student 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 students' academic programs. Service provision is based on each student's IEP.

Hearing Assistive Device (Hearing Aid/Cochlear Implant) Use Policy

Classroom communication is conducted via ASL. All students have visual access to instruction throughout the school day. In alignment with our bilingual approach to education, students are not required to use hearing aids or other listening devices to access classroom instruction. However, many students do use them.

School-based staff can assist, as appropriate, with device use, storage, and basic troubleshooting during the school day. Earmold tubing changes, hearing aid programming, and other maintenance services can be provided here in the school building. Our on-site educational audiologist will partner with a student's clinical audiologist to ensure continuity of care. Cochlear implant mapping services are not provided by KDES. Students should maintain a relationship with their clinic or hospital-based cochlear implant mapping center for those services.

Audiology

Audiologists support student needs related to audiological assessments, ear health, and device management (e.g., ear molds, tubing, cleaning). They also work collaboratively with students, families, and other professionals to monitor student use of listening technologies (e.g., hearing aids, cochlear implants). The IEP process requires an updated hearing test once every three years or more frequently based on student needs. Consultation is offered to students and families of students who are considering the use of hearing assistive technology (e.g., hearing aids, cochlear implants).

Speech-Language Pathology Services

Speech-language pathologists provide services to support the development of communication strategies, including assessment and treatment, in the areas of receptive and expressive language, listening, articulation, social skills/pragmatics, literacy, and phonological awareness/phonics. They work with other service providers (e.g., ASL specialists, school psychologists, audiologists, occupational therapists, physical therapists) to evaluate student performance and integrate comprehensive support services within a student's educational program. 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 Services

School occupational therapists (OTs) help students participate in daily school activities, using meaningful activities that focus on skills needed for learning and positive behaviors. They support academic outcomes, including social and play skills, math, reading and writing (i.e., literacy), behavior management, self-help skills, and more. They also have expertise in activity and environmental analysis to help facilitate access to curricular and extracurricular activities. OTs focus on the students' strengths, and they can design and implement programming to improve inclusion and accessibility. They offer services along a continuum of collaboration—direct and consultative services for individual students, groups of students, whole classrooms, and whole school initiatives. Students are typically referred for OT when experiencing challenges with fine motor skills, attention, managing classroom materials, managing behavior, controlling their bodies, and keeping up with age-expected self-care and play skills.

Physical Therapy Services

Physical therapy (PT) services support students' development in gross motor skills. School-based PTs provide evaluations to determine a student's gross motor needs and then develop IEP goals with the school team and parents. Students may have needs related to balance, coordination, strength, environmental awareness, maneuvering in the school environment with increased safety on level and unlevel surfaces, equipment, and classroom accommodations. PT services help these students develop independence, confidence, and a positive self-image to function effectively and collaboratively with others within the school.

Multicultural and Transliteration Services

Multicultural and Transliteration Services (MTS), an addition to the Student Services Team, provides interpreting, translating, cultural mediation, and other services to families whose students were admitted and are enrolled at KDES, their teachers, staff members, and providers working at the Clerc Center. Services are listed below.

Interpreting and Translation Services

Bilingual interpreting and translation services are provided to the 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 Assistance Line

MTS maintains a multilingual phone assistance line accessible to parents/legal guardians and school personnel at their request during regular business hours and during special before and after school hours. This line can also be used in case of emergency/critical situations. Parents and legal guardians may use this line to contact the school to make a request, leave a message for staff members/teachers, 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 are designed to support students who are learning ASL. If your child is new to ASL, our services will help them build a strong foundation, including ASL grammar (i.e., sentence structure, shoulder shifts, non-manual signals, spatial agreement), production, vocabulary, and communication strategies. We provide a supportive and encouraging environment for students to develop their ASL skills at their own pace. 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 are a 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 living independently and participating fully in the community. Students are given opportunities to develop skills needed to successfully move into a variety of academic, work, and community environments.

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. 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) comprises recreational and educational activities separate from the school day. There is an annual fee for participation, payable prior to the start of the season and nonrefundable. 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 ages 4-15 are eligible to join the program; students must have completed potty training to be eligible.

Students who are considered present, as defined in the Attendance section of this handbook, will be allowed to participate in KDES-sponsored activities and athletic events. Students must adhere to all attendance requirements. Currently, KDES offers team sports (grades 5-8) and ASP (pre-K to grade 5).

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.

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 the coordinator of Athletics/ASP.

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 Athletics/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 Athletics/ASP via electronic payment.

Recreational Activities (Pre-Kindergarten to Grade 5)

ASP offers a broad range of recreational activities depending on available facilities, student interest, and staffing. Students will be grouped by grade 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 cross country

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.

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.

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.

Additionally, phones, iPads, cameras, and any other electronic devices with a camera are never allowed to be visible in locker rooms. Student-athletes must keep phones inside backpacks or pockets at all times in the locker room. They must exit the locker room to use the phone or device for any reason, including to check messages.

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.

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.

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 Level 2 offenses 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 presents their identification 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

Student Device Ownership and Distribution

The Clerc Center is providing technology to students to maximize opportunities for student learning. Technology includes both a school-issued device (i.e., 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. Students should have no expectation of privacy in regards to materials found on any Clerc Center devices, and, as a result, should expect that any Clerc Center-owned device may be taken at any time for review. If a student withdraws or graduates, the device provided to that individual must be returned in good working condition. If any devices (e.g., iPad, Apple pencil, charger, keyboard) are lost or damaged, students and their families are responsible for repair or replacement fees.

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.

Finally, all KDES personnel are mandated reporters. If there is a strong preponderance of evidence that a student may have proof of criminal activity on their phone, computer, or other device, such as explicit images and videos of underage individuals (child pornography), KDES is required to make a report to law enforcement. KDES personnel will take the device containing the evidence of such activity from the student. If, at the time of the report to law enforcement, the agency requests the device, KDES will turn it over to the agency.

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.

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

The nondiscrimination/EEO policy can be found in the Gallaudet University Administration and Operations manual, at this link:

<https://gallaudet.edu/operations/administration-and-operation-manual/>

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

<p><i>If the person who allegedly discriminated against another or the alleged harasser is:</i></p>	<p>Contact:</p>
<p>1. Student or student group</p>	<p>Student Support Specialist</p>

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

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	<p>KDES: Director of Academic Programs KDES Front Office, (202) 250-2761 (VP/Voice)</p> <p>MSSD: Director of Academic Programs MSSD Front Office, (202) 250-9699 (VP/Voice)</p>
2. Clerc Center employee	<p>Deputy Title IX Coordinator KS3202 @KDES, (202) 250-2960 (VP), (202) 651-5788 (Voice)</p>

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 (e.g., visitors, guests, vendors)	Deputy Title IX Coordinator KS3202 @KDES, (202) 250-2960 (VP), (202) 651-5788 (Voice)
For Clerc Center Students	For Clerc Center Employees
The person to whom the complaint is brought will 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.	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.

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

	<p>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. 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> <p>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>
<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 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. 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 their 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</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</p>

<p>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>appropriate offices and on the University's web site. Additionally, the director of Equal Opportunity Programs will offer training sessions for the purpose of educating the community about the harassment and nondiscrimination policies.</p>
<p>L. Retaliation</p> <p>Filing a complaint of discrimination or harassment is a protected activity under the law. Retaliation against anyone who files a complaint, who supports or assists an individual in pursuing a complaint, or who participates in the resolution of a complaint is prohibited. Any retaliatory action may be the basis for another complaint under this policy.</p>	<p>L. Retaliation</p> <p>Filing a complaint of discrimination or harassment is a protected activity under the law. Retaliation against anyone who files a complaint, who supports or assists an individual in pursuing a complaint, or who participates in the resolution of a complaint is prohibited. Any retaliatory action may be the basis for another complaint under this policy.</p>
<p>M. Frivolous or False Complaints</p> <p>This policy shall not be used to bring frivolous or knowingly false complaints against students, teachers, or other staff members. Those bringing frivolous or knowingly false complaints may be subject to disciplinary action.</p>	<p>M. Frivolous or False Complaints</p> <p>This policy shall not be used to bring frivolous or knowingly false complaints against students, teachers, or other staff members. Those bringing frivolous or knowingly false complaints may be subject to disciplinary action.</p>
<p>N. Records</p> <p>All records are confidential with access only to individuals with a legitimate need to know.</p> <p>Records of discrimination and harassment complaints are maintained as follows:</p> <ol style="list-style-type: none"> 1. Information in Preliminary Reports of complaints will be maintained by the deputy Title IX coordinator or administrative designee for two school years. 2. Information on formal investigations will be maintained in accordance with the hearing/grievance process under which the complaint was heard. In addition, the Clerc Center official who handled the complaint will 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. 	<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.

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>
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,	

<p>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>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 ● Reparations ● After School Program: Suspension from activities and/or removal from program/team(s) ● Consider Functional Behavior Assessment
<p>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"</p>	
<p>*2.11 Leaving school without permission</p>	
<p>2.12 Academic dishonesty</p>	
<p>2.13 Forgery/falsification of documentation</p>	
<p>2.14 Lying to or giving misleading information to teacher/staff</p>	
<p>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)</p>	
<p>2.16 Engaging in behavior that demonstrates gang/neighborhood crew affiliation (e.g., displaying clothing or gestures associated with gangs)</p>	
<p>2.17 Bullying, or using humiliating or intimidating language or behavior including cyber bullying, including instigating bullying, behavior that is likely to encourage bullying</p>	
<p>2.18 Engaging in reckless behavior that may cause harm to self or others</p>	
<p>2.19 Extortion</p>	
<p>2.20 Fighting where there is no injury and no weapon</p>	
<p>*2.21 Trespassing</p>	
<p>2.22 Petty theft (value under \$50)</p>	
<p>2.23 Cutting and/or dying hair, body piercing, or tattooing on KDES property</p>	
<p>2.24 Accessory to level 3 behavior (e.g., withholding information, helping with planning)</p>	

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 <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>Note: Second and third offense apply to same behavior</p> <p>Optional/Recommended:</p> <ul style="list-style-type: none"> ● Mentoring ● Conflict resolution/mediation ● Reparations within 30 days ● Loss of privilege/membership ● Community service ● Report to DPS/MPD (If * is next to the behavior, then reporting to DPS/MPD is required.) ● Report to other agencies as appropriate (i.e., CFSA)
3.2 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 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	
*3.7 Lewd or indecent public behavior or non-consensual sexual contact or sexual exploitation	
*3.8 Sexual harassment	
*3.9 Retaliation for reporting harassment and sexual harassment	
*3.10 Fighting that creates substantial risk of or results in minor injury	
3.11 Inciting others to violence or disruption	
*3.12 Activating a false alarm or tampering with fire safety equipment/security equipment	
*3.13 Contaminating food, drink, or personal item	

*3.14 Possession of a weapon or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun-Free School Zones Act	
3.15 Using an article that is not normally considered a weapon to intimidate or threaten another individual	
3.16 Accomplice to Level 4 behavior (e.g., participating/assisting)	
3.17 Possession or distribution of obscene or pornographic material on school premises	
*3.18 Possession or use of alcohol or marijuana	
*3.19 Unauthorized distribution of over-the-counter medication	
3.20 Hazing with no physical/mental harm	
3.21 Possession of tools or instruments that administrators deem could be used as weapons	
3.22 Any behavior or other conduct not specifically enumerated in any other level in this code of conduct that causes disruption to the school/residential operation, destroys school/residential property, or causes significant harm to self or others	
3.23 Documented pattern of persistent Level 2 behavior	
3.24 Intentionally causing any bodily fluids to touch another person without their consent; 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	

Level 4

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

Level 4 Behavior	Disciplinary Response(s)
*4.1 Acts of exceptional misconduct at other schools	Required: <ul style="list-style-type: none"> ● 10 days home suspension ● Reflection document ● Documentation (Incident Report) ● Parent/legal guardian
*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	<p>conference</p> <ul style="list-style-type: none"> ● 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
*4.4 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	

<p>*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</p>	
<p>*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</p>	

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 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: _____

Appendix 7: Contact Progression for Addressing Concerns

At KDES, we value open communication and collaboration between families and school staff. To ensure concerns are addressed effectively and efficiently, we ask families to follow our Contact Progression system when seeking support. Following this progression ensures concerns are addressed at the most immediate and knowledgeable level first, reducing delays and promoting direct communication. It also fosters stronger relationships between families and staff, helping to create a supportive and collaborative school environment. By working together in a structured manner, we can best support every child's growth and success.

Please CC kdes.leadership@gallaudet.edu in communications.

Concern Area	First Contact	Second Contact	Third Contact
Athletics/ASP	Coach	Athletics/ASP coordinator	Athletic director
Cafeteria	Manager of School Operations	Clerc Center Operations	
Counseling	Assigned counselor	Manager of Student Services	Kendall Leadership Team
Curriculum	Teacher	Manager of Early Childhood Education OR senior instructional support coordinator	Director of Academic Programs
Custodial/cleaning	Manager of School Operations	Clerc Center Operations	
IEP evaluations	Assigned evaluator	Manager of Student Services	Director of Academic Programs
Family support	KDES family educator	Manager of Family Education	
IEPs	Teacher/case manager	Coordinator of Individualized Education Programs	Director of Academic Programs
IEP services (SLP, OT, PT, Audiology)	Assigned service provider	Manager of Student Services	
Other school staff	Staff member	Director of	

		Academic Programs	
Student behavior/discipline	Teacher/case manager	Student support advisors	Director of Academic Programs
Student Health Services	School nurse	Director of Student Health Services	
Student performance	Teacher/case manager	Manager of Early Childhood Education OR Senior instructional support coordinator	Director of Academic Programs
Translation services	Coordinator of Multicultural/Transliteration Services	Manager of Student Services	
Teacher or paraprofessional	Teacher	Manager of Early Childhood Education OR senior instructional support coordinator	Director of Academic Programs
Transportation	Manager of KDES Transportation	Manager of Student Operations	Clerc Center Operations

**The fourth contact is the Clerc Center superintendent.*