



LAURENT CLERC  
NATIONAL DEAF EDUCATION CENTER

# **KENDALL DEMONSTRATION ELEMENTARY SCHOOL**

## **Parent-Student Handbook 2017-2018**

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If you need to contact KDES teachers or staff members, you may do so by e-mailing them. Clerc Center e-mail addresses are in this format: **firstname.lastname@gallaudet.edu**.

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

## CONTENTS

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LAURENT CLERC NATIONAL DEAF EDUCATION CENTER	9
Overview of the Clerc Center	9
Clerc Center Mission Statement	9
KDES/MSSD Mission Statement	9
Belief Statements	9
Profile of Graduates	10
INSTRUCTIONAL PROGRAM	11
Early Childhood Education Program	11
Elementary	11
Middle School	11
Accreditation	11
Early Childhood Education Program	11
Early Intervention: Birth to 3 Program	11
Program for children under 2 years of age	11
Program for children 2 years of age	12
Preschool	12
Pre-Kindergarten	12
Shorter School Day	12
Grade Promotion	12
FERPA	12
Definitions	12
FERPA Rights	13
Education Plans	14
Individualized Education Program and Individualized Family Service Plan	14
Types of IEP/IFSP Meetings	14
Re-Evaluation Process	14
Homebound Instruction	15
60-Day Notice	15
Working with Local Educational Agencies	15
Mandatory Immunizations	16
Student Attendance Policy	16
Attendance	16
Excused and Unexcused Absences	16
Delegation of Authority	17
On-Time Arrival/Student Drop-Off	17
Attendance Procedures	17
Unexcused Absences	17

After School Program Attendance	17
Appeal Procedures	18
Tardiness	18
Early Dismissal	18
Student Pick-Up	19
Ride the Shuttle Bus or Walk to Parent/Guardian's Office on Campus	19
Students Age 11 and Older	19
Students Age 13 and Older	19
Inclement Weather Closing or Delayed Opening	19
School Closings	20
Late Arrival/Delayed Opening	20
Early Departure/Early Closings	20
Alert Communications	20
Gallaudet Alert Notification System	20
Emergency Procedures	21
Fire/Bomb Threats	21
Biological/Chemical Alerts	21
Evacuation of KDES/Gallaudet University Campus	21
Grading Policy	21
Report Cards	21
Academic Achievement Recognition	21
Grades K-2	21
Grades 3-8	21
Parent-Teacher Communication	22
Communication Protocol	22
Coordinators of Teaching and Learning	22
Homework Philosophy	22
Kindergarten/Elementary Homework Expectations	23
Middle School Homework Expectations	23
General Homework Tips for Parents/Guardians	23
Make-Up Work	23
School-Wide Expectations	24
Hands on Deck	24
Olweus Anti-Bullying Program	24
Middle School Guidelines and Procedures (Grades 6-8)	24
Homework	24
Classwork	24
Mid-Quarter Reports	24

Make-Up Work	24
Tardiness	25
Promotion	25
Locker Inspections	25
Dress Code	25
Lost Books and Materials	25
Field Trips	26
Food Services	26
Student Health Service	26
Guest Speakers	27
AFTER SCHOOL PROGRAM (ASP)	28
Attendance Policy	28
Team Sports (Grades 5-8)	28
Sports Physical	28
Fourth Grade Students' Eligibility	28
Recreational Activities (Pre-Kindergarten-8)	28
Behavioral Expectations	28
Responsibilities of a Student-Athlete	29
Consequences for Poor Sportsmanship	29
Student-Athlete Team Attendance	30
Equipment and Uniforms	30
Parent Communication	30
Student Pick-Up	30
After School Program Permission Form	30
Participation Fee	30
SERVICES FOR STUDENTS AND FAMILIES	31
Audiology and Speech-Language Pathology Services	31
Occupational Therapy and Physical Therapy Services	31
Multicultural and Transliteration Services	31
American Sign Language Services	32
Family Sign Language Program	32
Kendall Parent Teacher Association	32
Educational Planning and Support	32
Transition	33
Emerging Signers Program	33
Immersion	34
TRANSPORTATION SERVICES	35
Hours of Operation	35

Contact Information	35
Public Safety	35
Transportation Service Area	35
Driver and Bus Monitor Roles	35
School Arrival and Departure	36
Bus Delays	36
Bus Procedures in Inclement Weather	36
School Bus Safety	36
Evacuation Drills	36
School Bus Safety Week	36
Pick-Up and Drop-Off	36
Parental Responsibilities	36
Pick-up and Drop-off Procedures	37
Restricted Access to School Buses	38
Permission to Pick Up	38
Changes to Daily Transportation Needs	38
Special Requests	38
Students Not Met by an Authorized Adult (Afternoon School Run)	39
Proceed on Own	39
Campus Shuttle Bus and Metro	39
Student Emergency Notification Pick-Up and Drop-Off Form	39
Student Responsibilities	39
Standards of Behavior	39
Disciplinary Action	40
Personal Belongings	40
Materials Allowed on the Bus	40
Materials Not Allowed on the Bus	40
Smart Phone Rules	40
Parental Concerns Regarding Transportation	41
VISITING THE SCHOOL	42
Building Access	42
Classroom Visits	42
Parking	42
Weekend and Evening Building Access Procedures	42
Serving as a Parent and Family Volunteer	42
KDES STUDENT CODE OF CONDUCT	43
Preponderance of the Evidence	43
Consideration of Previous Year(s) Behavior	43

Level 1 Offenses	43
School Consequences	44
After School Program Consequences	44
Conflict Resolution	44
Level 2 Offenses	44
Level 3 Offenses	44
Level 4 Offenses	45
Manifestation Determination	45
Accumulation of Consequences	45
Class Work/Homework during Suspension	45
Procedure for Re-Entry after Suspension	45
Investigation and Appeal	45
Procedure of Investigation	45
Procedure of Appeal for Home Suspension for Level 3/4 Violations	46
Procedure for Expulsion	46
Step I—School-Level Conference for Expulsion	46
Step II—Clerc Center-Level Expulsion Hearing	47
Step III—Clerc Center Vice President Review	47
Due Process Related to IDEA	48
Sexual Activity	48
Effective Consent	48
Self-Destructive Statements or Gestures	48
Threats to Harm Others	49
Use of Pagers/Cell Phones/Personal E-mail/Instant Messaging	49
Use of Recording Devices in School	49
Acceptable Computer/E-mail Use Procedures	50
Acceptable use	50
Unacceptable use	50
Respect for property	51
Respect for others	51
Considerate of others	51
Respect for self	51
Other Legal Issues	51
Plagiarism	51
Copyright Infringement	51
Trademark Infringement	51
Consequences for Violations	52
Harassment	52

APPENDIX	53
APPENDIX 1: Protection Against Harassment	53
Sexual Harassment	53
Harassment Other Than Sexual Harassment	54
Reporting an Incident	54
APPENDIX 2: Nondiscrimination/EEO Policy	55
Reporting Discrimination	55
APPENDIX 3: Grievance Procedures for Complaints of Discrimination and/or Harassment	56
Formal Investigation	57
APPENDIX 4: Procedure for Transitioning Students Back to School After Suspension	62
APPENDIX 5: KDES Code of Conduct—Level 1, 2, 3, and 4 Summary of Violations and Consequences	63
Level 1	63
Level 2	64
Level 3	65
Level 4	67
Appendix 6: Contacting KDES and Gallaudet Transportation	68

*The rules you are about to read in this handbook are in addition to our broad, discretionary authority to maintain safety, order, and discipline inside the school building, on campus, and during school-sponsored activities. It is our goal to provide each and every student with a safe and effective learning environment.*



# LAURENT CLERC NATIONAL DEAF EDUCATION CENTER

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## Overview of the Clerc Center

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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.

### KDES/MSSD Mission Statement

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KDES and MSSD, the national demonstration schools for deaf and hard of hearing students, are diverse communities implementing a rigorous and innovative program where students excel academically, achieve

personal excellence, and thrive in a bilingual environment in which American Sign Language (ASL) and English are equally valued. Students graduate ready to begin college or a career and to be self-determined, engaged citizens of the 21<sup>st</sup> century.

### Belief Statements

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

## Profile of Graduates

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- A. **Essential Knowledge**—Graduates will possess the skills, knowledge, and expertise to succeed in work and life in the 21<sup>st</sup> century.
- B. **Language and Communication**—Graduates will demonstrate full linguistic and communicative competence in ASL and English.
- C. **Thinking Skills**—Graduates will possess the critical and creative thinking skills and strategies essential for lifelong learning.
- D. **Emotional Intelligence**—Graduates will demonstrate self-awareness, self-determination, healthy patterns of behavior, and responsibility towards themselves and others.
- E. **Life Planning**—Graduates will implement postsecondary plans that allow them to realize their goals and maximize their potential.

# INSTRUCTIONAL PROGRAM

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## Early Childhood Education Program

Early Intervention Program: Birth to 3  
Preschool  
Pre-Kindergarten

## Elementary

Kindergarten Through Fifth Grade

## Middle School

Sixth Through Eighth Grade

It is our goal to provide students with an academically rigorous program. This program is designed to meet the individual needs of students with the intention of closing the achievement gaps among them.

## Accreditation

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

## Early Childhood Education Program

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The Early Childhood Education (ECE) program serves children and their families from birth through pre-kindergarten. It comprises three levels of programming:

- Early Intervention: Birth to 3 Program
- Preschool
- Pre-Kindergarten

The ECE program serves children with varying hearing levels as well as children who are deaf or hard of hearing with additional disabilities. It facilitates acquisition and use of both American Sign Language and spoken English as well as literacy development. Language and communication goals are developed for each child specific to his or her individual characteristics. The ECE program supports developmentally appropriate practices.

Recognizing that early exposure and development are critical to student success,

KDES utilizes Teaching Strategies (formerly the Creative Curriculum®). It is a scientifically and developmentally based, comprehensive curriculum for programs serving children from birth to age 5 designed to be integrated with high-quality assessment, professional development, and family connection resources.

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

- Support services as identified during the Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) process
- Family ASL classes
- Shared Reading Project

## Early Intervention: Birth to 3 Program

Early intervention includes family educational services and hands-on educational opportunities for deaf and hard of hearing babies and toddlers. Family educational services are meant to partner with family members toward understanding the needs of their child and how to enhance his or her development.

The Early Intervention Program:

- Follows a calendar designed specifically for the Birth to 3 Program
- Provides family education meetings on a regular basis
- Supports community collaboration with various metropolitan area agencies and service providers
- Facilitates family/child transition from the IFSP to the IEP

## Program for children under 2 years of age

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

### Program for children 2 years of age

- Classroom placement is based on age (must be 2 by September 30) and the recommendation of the IFSP team
- Children can attend a minimum of three of the five mornings a week (9-11:45 a.m.); families must commit to which days their children will attend class, and children cannot make up missed classes on alternate days
  - Families are responsible for their children's transportation
  - Scheduled family participation in the classroom is encouraged
  - The days attended will be monitored for consistency
- Home visits and visits in natural environments are determined based on family needs as identified by the IFSP/IEP team

### Preschool

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

### Pre-Kindergarten

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

### Shorter School Day

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

- Parent/guardian will meet with the coordinator of teaching and learning (CTL), or the designated administrator, to determine a schedule that will be adhered to for the agreed-upon period of time by semester.
- In order to ensure quality educational programming and consistency for all

students, part-time attendance must include attendance between 8:15 a.m. and 12 p.m., with a minimum of four mornings per week.

### Grade Promotion

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All grade promotion and retention decisions are made by the principal and are final.

### FERPA

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

FERPA protection begins upon receipt of a completed application for KDES or MSSD. A parent's or legal guardian's FERPA rights cease when his or her child becomes 18 years old or begins attending college.

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

### Definitions

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

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

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

**Legitimate Educational Interest:** A direct or

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

**Right of Non-Disclosure:** A parent, legal guardian, or eligible student will inform the Clerc Center that he or she does not want any or all directory information released. The Clerc Center will honor that request until the parent, legal guardian, or eligible student removes it in writing.

### FERPA Rights

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

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

A parent, legal guardian, or eligible student should submit to the principal's office a written request that identifies the record(s) he or she wishes to inspect. The principal's 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 that 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 principal's office to amend a record that he or she believes 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 school principal, clearly identify the part of the record he or she wants changed, and specify why it is inaccurate, misleading, or in violation of the privacy rights of the student. The principal will decide whether he or she will amend the record within 45 days after

the request is made. If the school principal decides to grant the request, he or she will notify the parent, legal guardian, or eligible student and will amend the record accordingly. If the principal decides not to amend the record as requested, he or she will notify the parent, legal guardian, or eligible student of the decision and advise him or her of his or her right to a hearing regarding the request for amendment.

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

An exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. Clerc Center school officials have been designated to be administrators, teachers, supervisors, support staff, health staff personnel, and outside agents performing a service that the school would normally perform (this includes interns and student teachers that function as teachers or school staff members). Disclosure of education records without written consent can be given to officials of other institutions in which the student seeks to enroll or where the student is already enrolled as long as the disclosure is for purposes related to the student's enrollment.

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

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

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

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

The parent, legal guardian, or eligible student should submit to the principal's 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
- E-mail 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, he or she must notify the assistant principal within five (5) days after enrollment.

## Education Plans

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### Individualized Education Program and Individualized Family Service Plan

Each student who attends KDES must have an annual Individualized Education Program (IEP) developed by the IEP team which includes parents/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.

Children up to age 3 receive services under a similar document called the Individualized Family Service Plan (IFSP). Parents or legal

guardians and a service team for children under age 3 meet for an interim IFSP, an annual IFSP, and a six-month review. When a child becomes 2.7 years of age, a transition plan is designed that explains the transition from an IFSP to an IEP.

### Types of IEP/IFSP Meetings

**Intake Conference:** This conference is for students new to the Clerc Center, with or without a prior IEP/IFSP. It is important to have your 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. Your child can begin attending school following the intake conference as determined by the IEP/IFSP team.

**Initial IEP/IFSP:** This is the first official document for your child's special education programming. Results of assessments will be shared and all goals and objectives that the team has developed will be reviewed with you. Your signature is necessary for the implementation of this first IEP/IFSP.

**6-Month Review IFSP:** This is a periodic review of your child's progress toward his or her goals and objectives occurring six months after the initial development of the IFSP and after each annual review IFSP meeting.

**Annual Review IEP/IFSP:** This is a yearly review of your child's previous IEP/IFSP to determine his or her progress towards the goals and objectives contained therein. A new IEP/IFSP 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 child's progress in both academics and related service areas and to determine his or her 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. Your attendance is important to the team in

assisting the review of your child's progress over time and determining whether or not 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 (and was 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 your child's Annual Review IEP for that year.

**Periodic Review IEP/IFSP:** Members of the IEP/IFSP team, including but not limited to parents, 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/IFSP.

**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/guardians. All team members must sign the addendum, but rarely is a formal meeting necessary. The paperwork can be sent home for the parents/guardians' convenience, and returned to the school to become part of the record.

### **Homebound Instruction**

Temporary homebound instruction shall 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 minimum amount of time for homebound

instruction is one school day equals one hour; 5 hours per week for 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/guardian must be present when the tutor is there.

If homebound services are provided, the local education agency will be informed.

### **60-Day Notice**

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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/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/guardians are integral members of the IEP/IFSP team and are always included where "team" is used.

### **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 that 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.

## Mandatory Immunizations

All students must have immunizations prior to the beginning of the school year. In some cases (e.g., participation in After School Program sports), annual physical exams are required as well. All inquiries relating to immunizations or physical exams should be directed to the KDES nurse at (202) 651-5046. For new students accepted throughout the year, enrollment is contingent upon receiving documented proof of completion of immunizations, physical exams, and a TB test. If documentation is required during the school year, continued attendance is contingent upon timely compliance with the nurse's requests.

## Student Attendance Policy

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

### **Attendance**

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

Students are expected to attend school each weekday for the full day unless otherwise excused. A student will be counted as present for a half-day if he or she is in attendance for at least two hours of the school day but less than four hours. A student scheduled for less than a

full day will be counted present based on the amount of time he or she is scheduled (e.g., a student scheduled for a half-day of school will be counted present for a full day if he or she is in attendance for that entire time; if the student is absent for the entire half day, he or she will be counted as absent for the full day).

A student will be counted present if at school or at an activity sponsored by the school and supervised by a school staff member(s). This includes work experience programs, field trips, athletic events, contests, student conferences/workshops, and similar activities when officially authorized by a member of the school administrative team.

**Note:** Parents or legal guardians must contact the school administrative team prior to the absence. Excused pre-approved absences will be granted for reasons acceptable to the student administrative team. However, pre-approved absences are discouraged and will not be granted for any reason on days when state tests or semester exams are to be given. The principal's decision related to pre-arranged absences is final. No more than three pre-approved absences (including travel days) will be considered excused during each semester.

### **Excused and Unexcused Absences**

Absences will be considered excused if due to the following:

- 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

Absences will be considered unexcused if due to the following:

- 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 that he or she enters the building and signs in on the sign-in form in the school office. For students in kindergarten and younger, parents are expected to sign in their child. Students in first to eighth grade can sign in themselves.

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

### Attendance Procedures

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

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

Students are expected to attend school daily and to arrive on time. The school day begins at 8:25 a.m. and ends at 3:15 p.m. If a student is ill and cannot attend school, or if he or she will not attend school for any other reason, parents or legal guardians must contact the school by 9 a.m. E-mail [KDESoffice@gallaudet.edu](mailto:KDESoffice@gallaudet.edu) (all students) AND [transportation@gallaudet.edu](mailto: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 to 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 five 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, another letter will be sent to the student's parents or legal guardians as well as to the LEA representative.
- A meeting will be arranged to discuss the issue and to warn the parents or legal guardians that Family and Child Services will be contacted if the unexcused absences continue.
- If the parents or legal guardians do not attend the meeting or contact the school, Family and Child Services will be contacted.
- After 15 unexcused absences, a third letter will be sent to the parents or legal guardians indicating that if their child misses 19 days of school then he or she will be considered for retention.

### After School Program Attendance

School hours are from 8:25 a.m. to 3:15 p.m.

- If students arrive between 8:25 a.m.-1:15 p.m., they will be able to go to class and

join the After School Program.

- If a student will be arriving to school after 1:15 p.m., the parent/guardian must call and inform the school, otherwise the late arrival is unexcused.
- If students arrive between 1:15-3:15 p.m., and the school was not informed and/or the absence is unexcused, the parent will be given a warning the first time this happens.
  - The student will not be able to join class or participate in the After School Program if it happens more than once.

### 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 assistant principal or administrative designee within 10 days of the absence. Appeals received beyond 10 days of the absence will not be accepted.
2. The assistant principal or administrative designee will respond within five business days with a decision regarding the appeal.
3. If the parents or legal guardians are not satisfied with the decision, they may submit a final appeal to the principal within five days of the receipt of the decision.
4. The principal will make a final decision within five days of receipt of the parents' or legal guardians' appeal. The principal's decision is final and may not be appealed.

### Tardiness

School begins at 8:25 a.m. and all students are expected to arrive on time. A student is considered tardy if he or she arrives after 8:25 a.m.

Parents or legal guardians transporting a student to school late are required to come into the front office to sign him or her in by completing an entry in the "Late Arrival" log

book. 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 his or her parent or legal guardian explaining the reason for the tardiness and to sign in. That student will then receive a pass to proceed to class. If the student does not have a note, his or her parent or legal guardian will be contacted.

Parents or legal guardians must notify the front office in advance if a student will be late due to a pre-arranged appointment (e.g., doctor's appointment). This will be considered an excused tardy.

If a student comes to school tardy more than three times within a two-week period, his or her parents or legal guardians will be required to attend a conference to discuss the issue and to identify if the school can provide support. If the pattern of tardiness continues after the conference, it may be deemed an issue of neglect that the school is then obligated to report to Family and Child Services.

Breakfast will not be served to students of any age who arrive after 9 a.m.

### 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 to KDES to pick up his or her child early, he or she needs to come to the front office and complete an entry in the "Early Departure" log book. 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 his or her name must be listed on the official Pick-up Authorization Form in the student directory. Photo identification will be required.

### Student Pick-Up

Parents or legal guardians who pick their child up 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 the student directory will be able to pick up the student. Photo identification will be required.

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

KDES students whose parent/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 walk on the Gallaudet campus to meet the parent at his or her office or other specific location.

### Students Age 11 and Older

If a student's parent/guardian wishes for his or her child to sign him- or herself 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/guardian must sign the Permission to Ride University Shuttle Bus on Campus form. They must be met by their parent when they disembark. KDES students are not permitted to ride the shuttle off campus unaccompanied by their parent. The release form must be signed by the parent/guardian and kept on file by the front office

### Students Age 13 and Older

If a student's parent/guardian wishes for his or her child to sign him- or herself out of school and walk to meet the parent/guardian on the Gallaudet campus immediately upon dismissal from school or the After School Program, the

parent/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/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/guardian should send an e-mail to [KDESoffice@gallaudet.edu](mailto:KDESoffice@gallaudet.edu) if the child has not arrived at the designated location within 15 minutes from the time he or she signed out.

### Inclement Weather Closing or Delayed Opening

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

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

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

- **Open and On Schedule:** Classes at the University, MSSD, and KDES are held as scheduled and all offices are open.
- **KDES Closed:** If the University is open on time, the Clerc Center administration and the Department of Transportation will evaluate conditions and circumstances for both KDES and MSSD separately and make the most appropriate decision for each school. In the event that a decision is made to close KDES, the decision applies to

students and teachers only. If roads are deemed unsafe for buses, KDES is closed.

- **Late Arrival (Delayed Opening):** Classes are canceled until a specific time.
- **Early Departure/Dismissal:** A portion of the daily schedule is canceled.
- **Gallaudet University Closed:** All classes at the University, MSSD, and KDES are canceled, and offices are closed for the entire day.

### School Closings

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

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

### Late Arrival/Delayed Opening

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

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

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

### Early Departure/Early Closings

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

The KDES front office staff or the Transportation Department will phone 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

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

**E-mail:** Parent e-mail addresses are automatically added to the KDES Parents e-mail list when their student is enrolled. The executive director of Administration and Operations will send notifications to parents using this e-mail 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](http://www.gallaudet.edu)

**Local news:** Television and radio stations and other news outlets

**Clerc Center Daily:** The daily e-newsletter sent to parents, employees, and others on a daily basis.

**Facebook:** "Like" KDES on Facebook at "Kendall Demonstration Elementary School – KDES" and get information about KDES, including inclement weather, in your news feed.

## Gallaudet Alert Notification System

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Gallaudet University's new 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 of KDES and MSSD students will be automatically included in this alert system through their contact information in PowerSchool.

BBConnect replaces the previous Gallaudet Alert listserv.

## Emergency Procedures

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

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

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

### Fire/Bomb Threats

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

### Biological/Chemical Alerts

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

### Evacuation of KDES/Gallaudet University Campus

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

## Grading Policy

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The following grading system is used for students in kindergarten through second grade:

O = Outstanding  
S = Satisfactory  
N = Needs Improvement  
U = Unsatisfactory

Letter grades are used on report cards for students in third through eighth grade to designate student performance:

A = 100-90  
B = 89-80  
C = 79-70  
D = 69-60  
F = 59-below

## Report Cards

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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.

## Academic Achievement Recognition

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

### Grades K-2

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

### Grades 3-8

**Principal's Award:** Awards will be given to those who earned straight A's on their report cards.

**Academic Achievement Award:** Awards will be given to those who earned all A's and B's on their report cards.

**Perfect Attendance Award:** Awards will be given to those who had perfect attendance for the quarter.

## Parent-Teacher Communication

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Here at KDES, it is vital that all teachers and families communicate on a regular basis.

KDES teachers will send home a letter containing their individual academic expectations, classroom management expectations, and their classroom communication policies within the first two weeks of each school year.

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

The primary responsibility of all KDES teachers from 8:25 a.m. to 3:15 p.m. is to deliver well-planned, rigorous, high-quality bilingual instruction. Therefore, parents or guardians wishing to speak with teachers should touch base with them by e-mailing 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 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 guardians should inform the school 72 hours in advance if the scheduled conference needs to be postponed or canceled and an interpreter had been requested or scheduled.

### Communication Protocol

KDES has an open door policy of parent-teacher consultation because occasionally parents have a need to discuss an issue or concern with a staff member. Due to the time constraints on teachers during the school day and because issues or concerns are best dealt with when uninterrupted time and attention can be given to them, the following procedures will be adopted:

- Parents or guardians should contact your child's case manager, or the relevant teacher, if the matter involves your child or is an issue regarding class operations.

This can be done either in person, through a note, or by phone or e-mail.

- The teacher will follow up with the parent/guardian regarding the resolution of the issue, question, concern, or comment.
- If questions or concerns continue, the parent/guardian may choose to contact the coordinator of teaching and learning (CTL) of your child's assigned team. The CTL will then offer to set up a meeting with the concerned parties.
- The teacher, parent/guardian, and the coordinator of Teaching and the CTL will follow up on resolution of questions or concerns.

### Coordinators of Teaching and Learning

- Debbie Cushner is the CTL for the ECE Department. Her e-mail address is [Debra.Cushner@gallaudet.edu](mailto:Debra.Cushner@gallaudet.edu).
- Anna Ramach is the CTL for Grades K-2 and for CE/PE courses. Her e-mail address is [Anna.Ramach@gallaudet.edu](mailto:Anna.Ramach@gallaudet.edu).
- Stephen Farias is the CTL for Grades 3-8. His e-mail address is [Stephen.Farias@gallaudet.edu](mailto:Stephen.Farias@gallaudet.edu).

## Homework Philosophy

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

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

- develop initiative, responsibility, self-direction, and organizational skills;
- extend learning and/or provide practice in applying concepts initially presented in the classroom;

- provide opportunities for independent work and/or study; and
- strengthen concept attainment, skill development, and reinforcement.

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

### Kindergarten/Elementary Homework Expectations

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

### Middle School Homework Expectations

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

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

- keep a student after school to make up work or get help (or during part of the lunch period if the student rides a school bus home after school);
- remove points from homework or projects, or
- give a student an "F" or zero grade and require the student to complete the assignment.

No assignments will be given to middle school students that have not been clearly explained in the classroom. Homework will be checked for its quality and completion. Homework will not be graded unless the teacher

has clearly stated so to the students. Homework will be included as a learning skill and will be marked as such on the student's quarterly report card. Teachers will communicate to parents about missing or incomplete assignments when needed.

### General Homework Tips for Parents/Guardians

While the student should assume the major responsibility for completing homework assignments, parents/guardians are encouraged to take an active interest in the student's homework by doing the following:

- provide a study area that is quiet, comfortable, and free from major disturbances;
- provide a definite time for study or other home activities;
- make available resources materials (e.g., reference books, magazines, newspapers, dictionary, public library);
- monitor the child's daily and/or weekly assignments sheets/books and long-range assignments;
- arrange with the school to secure assignments during a period of excused absence (*note: teachers are not responsible for providing homework for extended vacations or unexcused absences*); and
- encourage the child to complete homework on his or her own as much as possible and assist only when needed.

### Make-Up Work

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

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

## School-Wide Expectations

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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 in which students will be expected to follow:

- Be Respectful
- Be Responsible
- Be Safe

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

## Hands on Deck

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Hands on Deck (HOD) is an official part of the KDES academic curriculum. KDES values play for all members, including administrators, teachers, staff, and students, regardless of age. The play is the work of the children, and modeling play and inclusion of all is the work of adults. The purpose of HOD is to build positive relationships, trust, community, and a safe school environment. KDES believes that engaging in play will lead to increased teacher effectiveness and student participation. All staff/teachers will show up daily at 8:25 a.m. to interact with students until 9 a.m. The exceptions are Wednesdays, which are designated for weekly Olweus class meetings.

## Olweus Anti-Bullying Program

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The Olweus Bullying Prevention Program is a multi-level, multi-component program designed to reduce and prevent school bullying in elementary and middle schools. Secondary goals include increased awareness and knowledge about bullying, involvement of teachers and parents in bullying prevention, development of clear rules against bullying, and providing support and protection to victims.

The program includes school-level,

classroom-level, and individual-level components. The school-level components consist of an assessment of the nature and prevalence of bullying in the school. Classroom-level components include defining and enforcing rules against bullying, discussions and activities to reinforce anti-bullying values and norms, and active parental involvement in the program. Individual-level components intervene with students with a history of bullying and/or victimization.

## Middle School Guidelines and Procedures (Grades 6-8)

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### Homework

Please refer to the “Homework Philosophy” section of this handbook.

### Classwork

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

- keep a student after school to make up work or get help (or during part of the lunch period if the student rides a school bus home after school);
- remove points from homework or projects on each day; or
- give a student an “F” or zero grade and require the student to complete the assignment.

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

### Mid-Quarter Reports

A Mid-Quarter Report will be sent home when a student is receiving a failing grade in any class (D or F).

### Make-Up Work

- Students are expected to make up all missed assignments within one week of their absence.
- Students are responsible for asking their teachers for missed assignments on the



day they return to school after an absence.

- Teachers will assign a grade of zero (0) for all assignments that are not turned in within one week of the absence.

## Tardiness

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

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

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

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

## Promotion

Students are expected to pass each of their classes with a grade of C or better. If a student fails any one core academic class (e.g., reading, writing, math, science, social studies) for two quarters during one academic year, he or she may be considered for retention in his or her grade for another year.

## Locker Inspections

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

## Dress Code

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Basic standards of dress for all students:

- Clothes must be clean, comfortable, and in good condition. Blue jeans are acceptable but with no rips, tears, or holes.
- Clothes must fit reasonably well (not hang, drag, or hug too tightly).
- Clothes must cover the shoulders, torso, hips, thighs, and mid-section.
- Shoes are required and should be comfortable and safe (no flip flops).
- T-shirts are acceptable, but all words, pictures, logos, and symbols must be appropriate for an elementary school environment. Plain T-shirts are preferred.
- Shorts are acceptable but should be no more than four inches above the knee.

Clothing that is not acceptable:

- Clothes made of tight-fitting spandex worn alone.
- Hip-huggers (low-rise pants).
- Tank tops and shirts with thin (spaghetti) straps.
- Caps and hats are not to be worn in the school building.

Final decisions will be at the discretion of the principal or administrative designee.

## Lost Books and Materials

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Students are responsible for all books and materials that are issued by the school. If a book or material is lost, the parent or legal guardian must pay for it before a replacement will be issued. Quarterly report cards and school

records will not be released until all fees have been paid. If the student is an exiting student, certification of promotion and/or school records will not be released until the replacement fees are paid.

## Field Trips

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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 principal's 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.

## Food Services

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KDES students are provided daily with a cold breakfast and hot and cold lunch. (Please note that breakfast is served from 8-8:25 a.m. in the cafeteria. Late breakfast will only be provided with the approval of an administrator or administrative designee.

If a student has a special medical dietary restriction, his or her parent or legal guardian should contact the KDES nurse and the principal to report the restriction with supporting documentation from the student's physician.

## Student Health Service

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

If a student is sick, he or she should be picked up at school by his or her parents, legal guardians, or their representative (whose name must be listed on file at school) within one hour of the nurse's call and taken home, to a doctor, or to a hospital. Sick students should stay home

until the symptoms subside and until they are fever free for 24 hours.

Students with allergies, chronic illnesses, or medications will be monitored by the school nurse. The school nurse will also monitor communicable diseases. Some illnesses are infectious and contagious and when suspected and/or diagnosed will exclude the student from school. The following conditions will exclude students from school until properly treated: H1N1 (swine) flu, chicken pox, measles, mumps, poison ivy, impetigo, meningitis, hepatitis, conjunctivitis (pink eye), herpes simplex, scabies, streptococcus infections, Homophiles influenza (Type B), fungus infections (scalp ring worm), gastrointestinal infections with diarrhea/fever, pinworms/intestinal parasites, upper respiratory infections, and head lice.

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

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

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

- Have the student's doctor complete and return appropriate doctor's orders
- Bring medication to the KDES Health Room in the original prescription bottle (parents or legal guardians may deliver the medication or give it to the bus

monitor to deliver)

**Note:** Parents and legal guardians may not put any medications in their child's backpack or lunch box. If a nonprescription medication needs to be given to the student during the school day, a parent or legal guardian will need to complete the Parent Permission Form and return it to the KDES Health Room with the medication in the original bottle. All medications, including nonprescription ones, must be properly labeled with the medication's name, dosage, dosage

time, and how long they are to be given. No medication will be given until the appropriate permission forms are on file.

## Guest Speakers

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Guest speakers are an important part of the educational experience at KDES. They often provide students with authentic and firsthand information that supplements and enriches the education program. All speeches and presentations must be related to a particular school activity or to the curriculum.

## AFTER SCHOOL PROGRAM (ASP)

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The After School Program (ASP) is designed to promote recreational and educational learning among students. The program is held after school Monday through Friday from 3:15-5 p.m. The program is designed to help students develop a lifelong appreciation for sports and recreation through the activities we offer. Current KDES students from age 4 to 15 years old are eligible to join the program.

Currently KDES offers team sports (Grades 5 to 8) and recreational activities, including homework help (Grades Pre-K to 8). At times there may also be field trips. Information about field trips will be shared with parents throughout the school year.

### Attendance Policy

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School hours are from 8:25 a.m. to 3:15 p.m.

- If students arrive between 8:25 a.m.-1:15 p.m., they will be able to go to class and join the After School Program.
- If students arrive between 1:15 -3:15 p.m., they will not be able to join class or participate in the After School Program.
- Students will be brought to the After School Program by their teachers/staff at the end of the school day. Parent drop-offs will not be accepted.

### Team Sports (Grades 5-8)

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**Fall:** Girls volleyball and boys cross country  
**Winter:** Boys basketball and girls basketball  
**Spring:** 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.

### 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.

### Fourth Grade Students' Eligibility

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

### Recreational Activities (Pre-Kindergarten-8)

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

Examples of activities/lessons of the program include the following:

- Performing arts
- Arts and crafts/cooking
- Clinics/intramurals
- Recreational
- Swimming/swimming lessons
- Homework help
- Parkour
- Inline skating lessons

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

### Behavioral Expectations

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Students are required to cooperate and follow all rules and expectations of the After School Program and the KDES Student Code of Conduct. Failure to cooperate may result in removal from the After School Program and/or sports team(s).

Participating students and student-athletes who receive In-School Suspension or Home Suspension will not be allowed to participate in the After School Program or to attend team

practices or games for the duration of the suspension. Depending on the seriousness of the violation of school rules, students and student-athletes may lose the privilege of participating in the After School Program and/or team activities for an extended period of time or even permanently.

## Responsibilities of a Student-Athlete

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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 (family vacations other than during the times designated by the school calendar, hair appointments, and other nonessential appointments are examples of unacceptable substitutes for team practice sessions and contests)

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

## Consequences for Poor Sportsmanship

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- 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 him or her 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 him or her 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.

## 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.

## Parent Communication

It is extremely important that parents or legal guardians communicate directly with the coordinator of the Kendall After School Program should there be anything that the After School Program staff needs to know about your child.

Also, changes to the daily transportation needs of your child must be shared with the Transportation Department, the KDES front office, and the coordinator of the Kendall After School Program by 2 p.m. (1 hour and 15 minutes before the school day ends). Neither

KDES nor the Transportation Department will accept any form of communication about this sort of change from your child.

- [KDESoffice@gallaudet.edu](mailto:KDESoffice@gallaudet.edu)  
(Front office and After School Program)
- [transportation@gallaudet.edu](mailto:transportation@gallaudet.edu)  
(Transportation Department)

## Student Pick-Up

Students can be picked up starting at 5 p.m. and must be picked up by 5:30 p.m. The student pick-up location is the last door on the right of the lower level of the KDES parking garage. Coaches and After School Program staff will remain with the student until his or her parents or legal guardians arrive to pick up him or her.

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 on the next school day or a payment agreement must be made with the coordinator of the After School Program. If the late fee isn't paid, the student may not participate in the following After School Program sessions. Fees can be paid to the coordinator of the After School Program in the form of cash, personal check, or money order. Checks and money orders should be made payable to: Gallaudet University.

## After School Program Permission Form

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

## Participation Fee

A \$75 fee must be paid for participation in the After School Program. Payment must be received prior to participating in the After School Program. **The fee is non-refundable.**

## SERVICES FOR STUDENTS AND FAMILIES

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KDES offers a broad range of services to students and families to enhance and supplement their instructional program. All services are provided by specialists trained to work within their field as well as with deaf and hard of hearing students. Support staff work collaboratively with each other and work closely with the instructional staff for both assessment and integration of services into the academic program. Service provision is based on each student's IFSP/IEP.

### Audiology and Speech-Language Pathology Services

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Audiology and speech-language pathology services are components of the Student Services Unit. The audiologists and speech-language pathologists work collaboratively to meet student needs related to audiological and speech and language assessments. They also work collaboratively to monitor student use of listening technologies (e.g., hearing aids, FM systems, cochlear implants). Consultation is offered to students and families of students who are considering the use of cochlear implants or are already in the candidacy process. Speech-language pathologists provide services to support development of communication strategies as well as skill development in the areas of receptive and expressive language, audition, speech, and literacy. These specialists also may work collaboratively with other service providers such as ASL specialists, school psychologists, and occupational therapists to evaluate student performance and integrate comprehensive services within a student's educational program. Audiology services are provided routinely to all students annually, biannually, or on an as-needed basis. Speech-language services are provided as determined by students' IFSPs/IEPs and occur in individual or small group sessions or in the classroom.

### Occupational Therapy and Physical Therapy Services

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Occupational therapy (OT) and physical therapy (PT) services, also components of the Student Services Unit, support students'

development in fine and gross motor skills, life skills, and sensory integration that directly impact their level of achievement in academics and social-emotional growth. Young students may learn self-help and adaptive skills such as feeding and dressing themselves as well as head and trunk control. Some students develop skills to sign and write in a clear, concise, and fluid manner. Some work on balance, environmental awareness, and tolerance to stimuli as well as the ability to walk in an environment with increased safety. Older students may receive consultations to address mobility issues, equipment use and special classroom accommodations. OT and PT services help students develop independence and a positive self-image to function effectively and collaboratively with others within the school and the community.

### Multicultural and Transliteration Services

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

#### **Interpreting and Translation Services:**

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

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

**Hispanic Helpline:** MTS runs a Hispanic and multilingual phone line open both during regular business hours and after hours for parents of KDES students who speak Spanish or other languages. Parents and legal guardians can use

this line to contact the school to make a request, leave a message for staff members, or report on absences. This number can also be used in case of emergencies.

### American Sign Language Services

American Sign Language (ASL) services at KDES help students develop their ASL skills, including grammar, production, vocabulary, and communication strategies. The goal of these services is to help students reach their full academic and social potential. ASL specialists 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 IFSP/IEP, services are provided in individual sessions, small group sessions, or the classroom.

### Family Sign Language Program

Fully accessible language and clear communication are keys to a deaf or hard of hearing child's success in life. We encourage all parents, legal guardians, and other family members to learn sign language and to continually improve their skills. KDES offers sign language classes for families. Contact the family educator for more information.

### Kendall Parent Teacher Association

The Kendall Parent Teacher Association (KPTA) strives to support and speak on behalf of children and youth in the school, to assist parents and legal guardians in developing the skills they need to raise and protect their children, and to encourage family involvement in the school.

Family involvement is the foundation that has guided the work of KPTA and supports the crucial role that families play in education. KPTA seeks to provide opportunities for promoting meaningful family participation; identify effective programming; and provide guidelines for developing, evaluating, and improving parent and legal guardian involvement.

KPTA sponsors several annual events to encourage parent and legal guardian involvement, including the Winter Festival and

the Spring Fever Picnic near the end of the school year. KPTA also does fundraisers to support school-wide programs (e.g., Reading Is Fundamental, Literacy Night).

The KPTA board is a committee that includes the KPTA officers, parents and legal guardians, staff members, teachers, and administrators. The purpose of KPTA board meetings is to enable the school and families to work together to develop programs, plan events, and provide services to support each other and our children. Supporting our students gives them a better chance of succeeding academically and socially.

More information about the KPTA can be found at [www.kendallpta.org](http://www.kendallpta.org) or by e-mailing [Kendall.PTA@gmail.com](mailto:Kendall.PTA@gmail.com).

### Educational Planning and Support

The Educational Planning and Support (EPS) staff provide a broad range of services guided by the needs of the student population at KDES. The EPS team works 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, EPS staff members provide workshops, trainings, 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. The EPS team works closely with students to ensure that these outcomes are not only learned but applied on a daily basis. The EPS team comprises the following personnel:

**IEP Coordinator:** Facilitates student IFSPs/IEPs and scheduling in concert with students' case managers; monitors students' academic progress as it relates to the IFSP/IEP process, and tracks compliance with IFSP/IEP records.



**School Counselors:** Provide individual/group counseling services, implement school-wide prevention programs, and offer training and workshops for students and school personnel.

**School Psychologist:** Provides psycho-educational assessments in the areas of cognitive, socio-emotional, academic, and behavior; provides aid in school-wide programs enhancing the well-being of students; and offers training or workshops for students and school personnel.

**Student Support Specialist:** Offers positive behavior interventions and support for students; provides guidance and assistance in disciplinary circumstances as well as everyday encouragement for positive student development.

**Social Worker:** Provides student counseling, family support, community outreach and collaboration; liaises with school and families for coordination of comprehensive and wraparound services.

## Transition

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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 Program

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Instruction and social interaction at the Clerc Center is done through both a stimulating visual learning environment and American Sign Language (ASL). Students enrolled at either of the Clerc Center's demonstration schools—Kendall Demonstration Elementary School or the Model Secondary School for the Deaf—come from a wide range of communication backgrounds and come with a wide range of sign language skills. The Emerging Signers Program (ESP) is 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. Every student's needs are different, and students attain linguistic independence at different paces. Each student will be provided with the services that best meet his or her needs, and those services will be gradually reduced in direct correlation to the student's expanding skills and independence.

The range of potential services includes:

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

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

Direct access to education is the ultimate goal, and students are encouraged to learn ASL as quickly as they are able. In-class 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.

## **Immersion**

ASL classes are available for parents in the Washington, D.C., area so that they can learn to

sign as well and can also support their child's language acquisition through the use of ASL at home.

# TRANSPORTATION SERVICES

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

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

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

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

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

## Hours of Operation

Monday-Friday, 5:30 a.m.-6 p.m.  
(No weekends)

## Contact Information

**Parent Direct Line:** (202) 556-5442

**VP:** (202) 250-2610

**Text:** (202) 556-5442

**Main Office:** (202) 651-5151

**Fax:** (202) 651-5718

**E-mail:** [transportation@gallaudet.edu](mailto:transportation@gallaudet.edu)

**Website:**

[www.gallaudet.edu/transportation.html](http://www.gallaudet.edu/transportation.html)

The Transportation Department is located in the Appleby Building at the corner of 6<sup>th</sup> Street, NE, and Florida Avenue, NE. The bus lot is directly across from the Subway restaurant and Union Market. The building can be accessed by entering the university's 6<sup>th</sup> Street entrance at the parking garage.

## Public Safety

In emergencies, the Department of Public Safety is available 24 hours a day, seven days a week.

**Location:** Carlin Hall ground floor

**Emergency V/VP:** (202) 651-5555

**Voice:** (202) 651-5445

**Fax:** (202) 651-5363

**E-mail:** [dps@gallaudet.edu](mailto:dps@gallaudet.edu)

## Transportation Service Area

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

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

The Transportation Department does not provide service on military bases due to the high level security checks of school buses, bus passengers, and personnel. The security checks are time consuming and cause delays in arriving to school on time. Riders residing or receiving child care on military bases will be picked up at the closest and safest location for boarding and unloading immediately outside the military base.

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

## Driver and Bus Monitor Roles

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Drivers and bus monitors work as a team on the school bus. They are responsible for the safety of all riders on the school bus. To that

end, they participate in annual safety training covering various safety topics: CPR, first aid, school bus evacuation, defensive driving, wheelchair securement, seat belt safety, and behavior management.

## School Arrival and Departure

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School buses are routed and scheduled to arrive at KDES at 8 a.m.

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

## Bus Delays

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

## Bus Procedures in Inclement Weather

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

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

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

## School Bus Safety

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### Evacuation Drills

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

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

### School Bus Safety Week

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

## Pick-Up and Drop-Off

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### Parental Responsibilities

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

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

#### **Maximum wait:**

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

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

the time has lapsed and the student is not standing at the bus stop.

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

For the afternoon, changes to the daily transportation needs of your child must be shared with the Transportation Department and the KDES front office staff by 1 p.m. (2 hours before the school day ends). E-mail: [KDESoffice@gallaudet.edu](mailto:KDESoffice@gallaudet.edu) and [transportation@gallaudet.edu](mailto:transportation@gallaudet.edu).

The Transportation Department will not accept any form of communication about this sort of change from your child.

A written note will be accepted by bus personnel for planned absences in advance. Advance notification helps unnecessary and unneeded fuel expenses.

Verbal directives from parents and teachers to drivers or bus monitors regarding student absence are not accepted at any time. Please provide a written note or send e-mail to the Transportation Department and the KDES front office.

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

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

4. When a change of transportation is required (e.g., address change, number of days riding

the bus), please put the request in writing. The Transportation Department does not accept verbal requests for any transportation changes.

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

### **Pick-up and Drop-off Procedures**

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

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

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

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

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

### **Restricted Access to School Buses**

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

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

### **Permission to Pick Up**

Adults listed on the Transportation Department's Student Emergency Notification Form as persons authorized to receive your child from the bus will still need to show identification to the driver or bus monitor.

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

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

### **Changes to Daily Transportation Needs**

Any transportation changes for your child will need to be shared with the Transportation Department and the school in a timely manner. For instance, maybe your child will choose to participate in an After School Program one afternoon instead of riding the bus home or maybe he or she will be riding the bus home on an afternoon when he or she is scheduled to participate in the After School Program. Changes like this to the daily transportation

needs of your child must be shared with the Transportation Department, the KDES front office, and the coordinator of the Kendall After School Program by 1 p.m. (2 hours before the school day ends). The Transportation Department will not accept any form of communication about this sort of change from your child. Parents and guardians must e-mail: [KDESoffice@gallaudet.edu](mailto:KDESoffice@gallaudet.edu) and [transportation@gallaudet.edu](mailto:transportation@gallaudet.edu).

### **Special Requests**

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

Every effort will be made to accommodate the request if:

1. a seat is available on the bus;
2. the parents of the students involved provide a written request in advance (it must be approved during regular business hours);
3. a Student Emergency Notification Form has been completed by the parent or legal guardian and is on file in the Transportation Department; and
4. the parent or legal guardian has received written or e-mail approval before services are rendered.

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

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

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

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

## **Proceed on Own**

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

If a student does not ride the school bus for three (3) consecutive mornings, and the Transportation Department has not received information from the parent concerning the absences, service will be terminated beginning on the fourth day. Service will only be resumed when the parent has contacted the Transportation Department.

## **Campus Shuttle Bus and Metro**

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

## **Student Emergency Notification Pick-Up and Drop-Off Form**

The Transportation Department asks that parents fill out the Student Emergency

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

## Student Responsibilities

### **Standards of Behavior**

The KDES Student Code of Conduct applies to students riding on buses. In addition, the following standards of behavior rules also apply. Parents should make sure their child knows and understands what is expected of them.

1. Rider stands up to exit the bus only after it has come to a complete stop.
2. Rider will not open the emergency exit door and roof hatch or touch the exit door handle except when instructed during an emergency.
3. Rider will not lower bus windows. Arms and feet must stay inside the bus.
4. Rider will immediately take a seat when boarded and remain seated at all times.
5. Rider will use a seat belt at all times on the school bus.
6. Rider will not lay down on the seat.
7. Rider will not turn around to talk to the person behind him or her. Rider may turn to the side and talk to his or her neighbor.
8. Rider will keep feet, book bag, lunch box, and other items out of the aisle.
9. Rider must keep his or her belongings tidy and clean up after him- or herself if a mess is made.
10. Rider will keep hands to him- or herself and keep feet on the floor at all times.
11. Rider will not pass materials to someone else.
12. Rider may eat a snack only with the permission of the driver or bus monitor.
13. Rider will not throw objects inside the bus or from the window.
14. Rider will refrain from fighting, kicking, spitting, and other altercations.
15. Rider will not make unnecessary noises that may distract the driver.

16. Rider will not touch the driver or bus monitor in any manner at any time.
17. Rider will obey the driver and bus monitor at all times.
18. Rider will refrain from using profanity and other disruptive behavior.
19. Rider will not bring restricted items aboard the school bus (e.g., firearms, firecrackers, matches, lighter, sexual materials)
20. Riders shall refrain from conversations, expressions of, and inappropriate behavior of a sexual nature.

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

### Disciplinary Action

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

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

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

### Personal Belongings

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

### Materials Allowed on the Bus

- Fidgets, including Rubik's cubes and spinners
- Small stuffed animal
- Small action figure, doll, Barbie, etc.
- Books, magazines, etc.
- Water bottle
- Travel pillow (the kind that goes around the neck)
- Small pillow (to lean up against the window)
- Food and drink, including breakfast items (**Note:** Student must check with bus monitor first.)
- Smart phone (**Note:** See smart phone rules below.)
- Handheld electronic devices

### Materials Not Allowed on the Bus

- Pens, pencils, and markers
- Glass containers
- Gum or hard candy

### Smart Phone Rules

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

Students must also adhere to the following rules:

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

The school and the Transportation Department/bus personnel do not assume any



responsibility for broken, dropped, damaged, stolen, or lost phones.

## Parental Concerns Regarding Transportation

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

The procedures for setting up a meeting are as follows:

1. Parents/legal guardians should request a meeting with the Transportation Department's KDES services supervisor. The request will be acknowledged by department staff.
2. A meeting will be scheduled at the convenience of the parent/legal guardian and the staff member.
3. The parent/legal guardian will be allowed one additional individual to attend the meeting.

At that meeting:

- the parent/legal guardian is encouraged to describe his or her concern openly;
  - department personnel will clarify department policy/procedure related to the concern; and
  - collaboratively, the establishment of the next steps and/or goals will be set as well as a determination for follow-up action.
4. The KDES services supervisor will provide a written summary of the meeting to the parent/legal guardian in a timely manner.
  5. If for any reason the parent/legal guardian is dissatisfied with the results, he or she is encouraged to meet with the manager of the Transportation Department. The parent/legal guardian may then contact the KDES principal for intervention should resolution not be achieved within the Transportation Department.

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

# VISITING THE SCHOOL

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## Building Access

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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. The ID will be scanned and the visitor will be given a temporary visitor badge to wear. Each visitor badge will be valid only for the day it is issued; a new one will need to be obtained for each day the parent or legal guardian visits.

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

If a parent or legal guardian will be coming and going several times in one day, he or she should retain his or her visitor badge and return it only when exiting for the last time. However, he or she will need to scan in and scan out the badge each time he or she enters or exits the building.

## Classroom Visits

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Parents and legal guardians are encouraged to visit the school but should contact their child’s teachers at least 24 hours in advance to arrange a visit to the classrooms. Visitors will be escorted to the designated area by a staff member. If less than 24 hours advance notice is given, parents should contact the principal or an administrative designee to make arrangements.

## Parking

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Several parking spaces, located in front of the building alongside the playground, 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.

## Weekend and Evening Building Access Procedures

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In order to ensure the safety of all visitors and to ensure the integrity and proper care and maintenance of all rooms, the following guidelines govern weekend and evening use of the building by Clerc Center personnel.

1. All evening and weekend use of space must be approved in advance by the coordinator of KDES operations.
2. Once an event is approved, front office personnel are responsible for recording the location, time, and date in the reservation book in the front office.
3. All children must be directly supervised by an adult. Children may not be left in any space without direct supervision. Classrooms and offices are off limits.
4. All rooms and spaces must be completely cleaned and furniture put back in its original configuration after each meeting. Any trash with food must be bagged, tied, and put outside the building.

## Serving as a Parent and Family Volunteer

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Studies have shown that a parent or legal guardian’s involvement has a significant impact on their child’s success. KDES welcomes family members to volunteer at the school. If you would like to volunteer, contact the KDES front office.

# KDES STUDENT CODE OF CONDUCT

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At KDES, we believe that a clear conduct policy is an important part of both the school program and the After School Program. Our beliefs about discipline include the following:

- We expect responsible decision making.
- We set a good example.
- We expect students to show respect.
- We change behavior with positive methods.
- We share high expectations with our students.

Our expectations are based on showing respect for individuals and the property of others. We strive to use firm, fair, and consistent rules and consequences for our school and the school community that will result in a change in behavior using positive methods.

Optimum learning for students occurs in an environment that is pleasant, orderly, and safe. To foster cooperative relationships among students, parents or legal guardians, teachers, and staff members, each student must share in developing and maintaining a positive environment in which learning may be accomplished.

All students at KDES are expected to demonstrate being positive, model citizens by following the KDES Student Code of Conduct during their time at KDES. Inappropriate conduct or conduct of concern will be documented using an incident report. When an incident report is received, it will be investigated to determine whether or not there has been a Code of Conduct violation. KDES has established four levels of action to address any misconduct. The school is not responsible for incidents when school is not in session, such as during weekends, school holiday breaks, and summer break. However, KDES students are expected to demonstrate positive conduct at all times.

School personnel may address inappropriate conduct displayed at any time, including during school breaks, that compromises the safety and

well-being of other students and/or that has a negative impact upon the reputation of the school.

All students at KDES are subject to District of Columbia and federal laws and may be accountable to the District of Columbia and federal justice system for any violations of such laws. Students deemed dangerous to themselves or others may be removed immediately from the premises for the period allowed by law.

## **Preponderance of the Evidence**

The burden of proof and evidence standard used to investigate or adjudicate all KDES Student 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.

## **Consideration of Previous Year(s) Behavior**

For some serious offenses, a student's behavior in the previous year(s) may be considered in determining an appropriate finding and/or in dispensing consequences.

## **Level 1 Offenses**

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Level 1 behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic/after school 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.

KDES firmly believes in promoting student growth and positive development, and will determine the most appropriate learning experience or disciplinary action. Repeat violations of the same Level 1 offense may result in Level 2 disciplinary action. More than one action may be considered, when appropriate, depending on the nature of the

violation. The following is a list of possible disciplinary actions for any violation in Level 1.

### **School Consequences**

Each teacher or staff member will handle minor Level 1 infractions using a systemic positive behavior management approach. Teachers are expected to maintain their own documentation system and provide incident reports to the student support specialist. In potential allegations of violation of levels 2 through 4, a comprehensive investigation will be conducted including, but not limited to, interviewing the individuals involved and potential witnesses.

### **After School Program Consequences**

**Suspension from Activities:** Suspension from participating in all activities, games, meetings, practices. Depending on the severity of the behavior or the repetitive nature of the misconduct, suspension may be applied to the date of the incident, multiple days, or a week.

**Removal from the Program/Team:** Loss of privileges to attend the After School Program and/or loss of membership on a sports team or organized activity.

### **Conflict Resolution**

When a situation presents itself, learning opportunities will be capitalized on, utilizing conflict resolution meetings between students facilitated and supported by teachers and staff members.

The school will contact the student's parents or legal guardians to inform them of the incident and the school's subsequent actions. It will also be documented in a letter to the parents or legal guardians.

### **Level 2 Offenses**

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Level 2 behaviors are those behaviors not specifically enumerated in any other level in this Student 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.

**In-School Suspension:** In-School Suspension (ISS) is designed as an alternative to home suspension to offer students another chance to succeed in the school setting. As an education and intervention program, the ISS philosophy centers around the belief that students are capable of changing their behavior and becoming positive, responsible students. During ISS, students will be responsible for completing academic assignments supplied by teachers.

Any student found responsible for committing a Level 2 offense may be assigned to ISS, with the duration dependent upon the offense and the number of times the offense has been committed. Repeat violations of the same Level 2 offense can result in Level 3 disciplinary action.

There is no appeal process for an ISS consequence imposed by the school for student misbehavior. If a student is removed from the school before the consequence has been served, he or she will serve the consequence the next school day he or she is present or as determined by the principal or administrative designee.

KDES reserves the right to use appropriate alternative discipline strategies for Level 2 offenses as determined by administrators depending on the age of the student, information obtained from the investigation, and consideration of whole student needs.

### **Level 3 Offenses**

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Level 3 behaviors are those behaviors not specifically enumerated in any other level in this Student 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 may result in home suspension.

**Home Suspension:** When home suspension is required, the student will be removed from the instructional area away from the other students. The school will contact the parents or legal guardians to come to the school for a conference regarding the incident and to pick up the student. A mandatory conference will be scheduled prior to reinstating the

student to the classroom routine (re-entry meeting). The incident will also be documented in a letter to the parents or legal guardians.

KDES reserves the right to use appropriate alternative discipline strategies for Level 3 offenses as determined by administrators depending on the age of the student, information obtained from the investigation, and consideration of whole student needs.

## Level 4 Offenses

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Level 4 behaviors are those behaviors not specifically enumerated in any other level in this Student 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.

KDES reserves the right to use appropriate alternative discipline strategies for Level 4 offenses as determined by administrators depending on the age of the student, information obtained from the investigation, and consideration of whole student needs.

### Manifestation Determination

If the number of days of In-School Suspension and home suspension meet or exceed 10 days per academic year, the student will be subject to a Manifestation Determination IEP meeting.

The IEP team will convene to discuss the student conduct that warranted the suspension and identify supports that may enable the student to be more successful in school in relation to the conduct in question.

### Accumulation of Consequences

Any student accumulating 10 days of home suspension or 10 days of In-School Suspension will automatically be subject to home suspension or expulsion for any future Level 2 and Level 3 incidents after returning to school (e.g., all Level 2 incidents will automatically be classified as Level 3).

### Class Work/Homework during Suspension

Class and homework assignments will be

sent home to students who are suspended from school for more than one week. 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 classwork and homework assignments from their teachers upon return to school from a home suspension. Make-up work should be completed and turned in to the teacher based on timelines established by the administration. 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.

### Procedure for Re-Entry 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. There are circumstances in which the administrator may deem it necessary for an "in person" meeting, which will be determined on a case-by-case basis. During the meeting, a transition plan will be developed that may include counseling services as required.

**(Note:** See Appendix 4: Procedure for Transitioning Students Back to School After Suspension for details to be included in the transition plan.)

## Investigation and Appeal

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### Procedure of Investigation

An Incident Report received by staff members will result in an investigation. The Educational Planning and Support (EPS) manager, student support specialists, or the assistant principal will handle the investigation for incidents that occur within their units. All parties involved in an incident will be given the opportunity to provide documented narrative statements. The final investigation report and recommendation for action will be submitted to the assistant principal and the EPS manager for review. A decision will be made based on the infraction, the student's history, and the KDES Student Code of Conduct. Disciplinary decisions

for Level 2 offenses are final and cannot be appealed.

### **Procedure of Appeal for Home Suspension for Level 3/4 Violations**

If a parent or legal guardian disagrees with a suspension, he or she has the right to appeal the decision within 24 hours of the start of the suspension. After that time, 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 EPS manager within 24 hours of notification of the suspension. This request should include 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 EPS manager, upon reviewing the appeal and conducting an investigation, will notify the parent or legal guardian of the final decision regarding the appeal within three days of receipt.
- The decision may be appealed in writing to the principal within three (3) calendar days of receipt of the EPS manager's decision.
- The principal, upon reviewing the appeal and conducting an investigation, will make a decision and notify the parent or legal guardian of that decision regarding the appeal within five (5) calendar days of receipt.

The final decision of the principal is binding and may not be appealed.

### **Procedure for Expulsion**

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

#### **Step I—School-Level Conference for Expulsion**

An administrator will conduct a preliminary

investigation to determine if there is a reasonable cause to pursue disciplinary action. The administrator will inform the student of the charges. The student will be given an opportunity to tell 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 KDES 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 principal or designee 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 principal or designee 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) business days or more than 10 business 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); and
  - b. Names of any witnesses who may appear at the Clerc Center-level hearing. (Note: If any of the witnesses are minors, a copy of the parent or legal guardian's permission for the minor to attend must also be included.)
- F. The hearing will be conducted by an officer selected by the vice president or designee. The officer may be an employee of the Clerc Center but must not have been involved in the process at the school-level conference.
- G. The officer will have full authority to admit or exclude evidence. Evidence presented at the expulsion hearing may include, but is not limited to, witness statements, DPS/MPD reports, and photocopies of evidence. The officer is not bound by common law or statutory rules of evidence or by technical or formal rules of procedure. The officer will exclude plainly irrelevant evidence. Unduly repetitive proof, rebuttal, and cross-examination will be excluded.
- H. In conducting the hearing, the Clerc Center will submit evidence first followed by the response of the student, if any. Further rebuttal evidence by either party may be presented at the hearing if the officer determines such evidence is necessary.
- I. The student will have the following rights:
  - a. To be represented by counsel at his or her expense;
  - b. To cross-examine school representatives;
  - c. To testify and produce witnesses on his or her behalf; and
  - 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 KDES Student Code of Conduct.

## Step III—Clerc Center Vice President Review

- A. Within five (5) business days following the conclusion of the Clerc Center-level expulsion hearing, a written report will be prepared for the vice president. The report will frame the issues, summarize the evidence, state conclusions of fact, and state whether the Clerc Center administrator

recommends to the vice president 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 vice president may accept, reject, or modify the recommendation of the Clerc Center administrator.
- C. The vice president will accept or modify the recommendation of the officer within five (5) business days of receiving the report. The decision of the vice president will be communicated to the student and parent or legal guardian by telephone and/or mail.

### **Due Process Related to IDEA**

In accordance with the Individuals with Disabilities Education Act (IDEA), the school will hold a Manifestation Determination meeting for any student expelled. (See the *Procedural Safeguards Notice* at [www.gallaudet.edu/KDES/Parents.html](http://www.gallaudet.edu/KDES/Parents.html) for a full explanation.)

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

### **Sexual Activity**

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The KDES Code of Conduct prohibits all types of sexual activity between students, on or off campus, while school is in session. Consequences for sexual activity are outlined in the Summary of Violations and Consequences (see Appendix 5).

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).

Students found to have engaged in sexual activity will be assigned consequences according to the Code of Conduct. Consequences differ for sexual activity determined to be consensual than for sexual activity determined to be non-consensual. 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.

### **Effective Consent**

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

### **Self-Destructive Statements or Gestures**

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Emergency procedures are implemented immediately when a student demonstrates suicidal behavior or makes suicidal gestures or statements. Emergency procedures are also implemented immediately for students who demonstrate dangerous behavior toward others, making threatening gestures or remarks to do harm or bodily injury to fellow students, teachers, or staff members. Administration, Student Health Service staff members, or staff members from the Department of Public Safety will assess the student's need for emergency intervention. A risk assessment will be performed. If an emergency situation is indicated, the student will be referred to a nearby hospital for a psychiatric evaluation based on the assessment information. Parents or legal guardians will be notified by KDES personnel immediately and will arrange for the



student's voluntary admission to the hospital if it is certified by the hospital psychiatrist that inpatient hospitalization is necessary.

During and after hospitalization, parents or legal guardians are responsible for obtaining hospital/agency reports and providing written consents for agency staff members to share reports with the school. Parents or legal guardians are responsible for contacting the school social worker or counselor after discussing student status with the agency/hospital physician regarding student service needs or discharge recommendations (e.g., whether the student needs to return for additional treatment or to discuss re-entry with an administrator).

Prior to re-entry to the school program, it is critical that the school staff members determine whether the student is a danger to him- or herself or 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 the school social worker, psychologist, or counselor prior to scheduling a re-entry meeting. Appropriate staff members 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, the follow-up services at home and/or school will be discussed as appropriate.

If hospitalization is not necessary or, following discharge from hospitalization, more comprehensive evaluations and family involvement are recommended, the school social worker, psychologist, or counselor will serve as the primary contact person to assist the family in finding appropriate community resources at home or in the metropolitan area.

### Threats to Harm Others

Threats, gestures, and actions to harm others will be handled in the same manner as self-destructive threats. The safety of all students, teachers, and staff members is the first priority. Staff members will use all appropriate, safe interventions to calm the student and to reduce anger and aggressive actions prior to referring the student to a hospital for evaluation.

The Department of Public Safety will be contacted to assist with restraint if necessary prior to a transport to the hospital. The family will be contacted immediately, and follow-up procedures with appropriate support staff members and the re-entry process will be implemented.

Prior to re-entry to the school program, it is critical that the school staff members determine whether the student is a danger to him- or herself or 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 the school social worker, psychologist, or counselor prior to scheduling a re-entry meeting. Appropriate staff members 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, the follow-up services at home and/or school will be discussed as appropriate.

### Use of Pagers/Cell Phones/Personal E-mail/Instant Messaging

Pagers/cell phones are not permitted in school at any time. They are to be turned off during the school day, including during the after school program and extracurricular activities, each day.

If a student needs to contact his or her parents or legal guardians in an emergency, he or she 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, he or she should contact the KDES front office.

### Use of Recording Devices in School

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 he or she receives prior written permission from the school principal 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 the principal or school administrator or by their designee.
- 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 Computer/E-mail Use Procedures

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The Internet has become an integral part of society for obtaining information and facilitating communication. Internet access is available to students and educators at KDES and MSSD. 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 e-mail 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 21<sup>st</sup> 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

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

Unacceptable use includes, but is not limited to students:

- Communicating with strangers and sharing personal information that is not under the supervision of a teacher, staff member, or administrator
- Using the network for commercial purposes, financial gain, or fraud
- Using profanity or offensive language, messages, or pictures
- Sending or retrieving pornographic materials, inappropriate files, or files dangerous to the network

- Making personal attacks on other people, organizations, religions, or ethnic groups
- Harassing another person (e.g., using the Internet in a manner that bothers another person and not stopping when asked to do so by that person)
- Posting information that:
  - violates U.S. copyright laws
  - violates the privacy of others
  - jeopardizes the health and safety of students
  - is obscene or libelous
  - causes disruption of school activities
  - plagiarizes the work of others
  - is a commercial advertisement
  - is not approved by the administration

### **Respect for property**

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**

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 e-mail 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 insure that users are using the system

responsibly.

### **Considerate of others**

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 e-mails
- 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 e-mail.
- Students should remember that anything posted on the Internet is available for public viewing.

### **Other Legal Issues**

#### **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.

Parents or legal guardians and the student must sign the Acceptable Use Procedures Agreement Form before the student will be given

access to the school computers. Consequences for students violating the agreement are outlined below.

### **Consequences for Violations**

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

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

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

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

### **Harassment**

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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, 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 and 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

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## APPENDIX 1: Protection Against Harassment

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(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 and Child Development Center Students (in Gallaudet University's *Administration & Operations Manual* and located at [www.gallaudet.edu/af/ao\\_s113.xml](http://www.gallaudet.edu/af/ao_s113.xml)) 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 Protection Against Sexual Harassment in Gallaudet University's *Administration & Operations Manual*, which is available online at [www.gallaudet.edu/af/ao\\_manual.xml](http://www.gallaudet.edu/af/ao_manual.xml).

## **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 vice president or administrative designee is responsible for ensuring compliance with this policy. Students should contact the principal at (202) 651-5031 (voice/videophone) or the director with any questions about the application of this policy. Employees should contact the executive director of Administration and Operations at (202) 651-5346 (voice/videophone) with any questions. Complaints of alleged violations of this policy can be filed using Clerc Center's grievance procedures, which can be found at [www.gallaudet.edu/documents/clerc/handbook/1.004-grievanceprocedures.pdf](http://www.gallaudet.edu/documents/clerc/handbook/1.004-grievanceprocedures.pdf) and in this handbook (see Appendix 3).

## APPENDIX 2: Nondiscrimination/EEO Policy

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

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

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

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

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

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

### Reporting Discrimination

The vice president or administrative designee is responsible for ensuring compliance with this policy. Students should contact the principal at (202) 651-5206 (voice) or (866) 731-4186 (videophone) with any questions about the application of this policy. Employees should contact the executive director of Administration and Operations at (202) 651-5346 (voice/videophone) with any questions. Complaints of alleged violations of this policy can be filed using Clerc Center's grievance procedures, which can be found at [www.gallaudet.edu/documents/clerc/handbook/1.004-grievanceprocedures.pdf](http://www.gallaudet.edu/documents/clerc/handbook/1.004-grievanceprocedures.pdf) and in this handbook (see Appendix 3).

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

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### For Clerc Center Students

#### Initiating the Complaint Process:

Students who wish to make a complaint of discrimination or harassment should contact the Principal or administrative designee as soon as possible but not more than 45 days of the alleged incident. The complaint of alleged discrimination or harassment may be in writing or given verbally, and should state the nature of the alleged harassment, the individual(s) accused and the relief requested. A Clerc Center student may make a verbal complaint, which must be reduced to writing prior to the start of the investigation. Clerc Center students should also consult with appropriate student support personnel for advice and counseling. An administrator will complete a Preliminary Report and decide if the allegations are serious enough to warrant further action.

The Principal will send the Preliminary Report Form to the Executive Director, Administration & Operations, as appropriate, within 24 hours of receiving the report of the grievance or incident.

### For Clerc Center Employees

#### Initiating the Informal Complaint Process:

Employees who wish to make a complaint of alleged discrimination or harassment should contact the Executive Director, Administration & Operations if the accused is an employee or visitor, or the Principal, if the accused is a student, as soon as possible but not more than 45 days after the alleged incident. The complaint of alleged discrimination or harassment may be in writing or given verbally. A complaint will not be pursued without the authorization of the person making the complaint unless the Clerc Center is legally obligated to do so, or in its judgment, the allegations are serious enough to warrant further action.

The Principal will send the Preliminary Report to the Executive Director, Administration & Operations, as appropriate, within 24 hours of receiving the report of the grievance or incident.

### Student Complaint – Initial Contacts

<b><i>If the person who allegedly discriminated another or the alleged harasser is:</i></b>	<b><i>Contact:</i></b>
1. Student or student group	<b>Principal</b> MS108A @MSSD, (202) 651-5031 (V/VP) KS2101 @KDES, (202) 651-5045 (V/VP)
2. Teachers/Staff/Coordinators/Assistant Principal/Managers	<b>Principal</b> MS108A @MSSD, (202) 651-5031 (V/VP) KS2101 @KDES, (202) 651-5045 (V/VP)
3. Principal	<b>Executive Director, Administration &amp; Operations</b> KS3211B @KDES, (202) 651-5346 (V/VP)
4. Executive Director, Administration & Operations	<b>Vice President, Clerc Center</b> KS3200 @KDES, (202) 651-5346 (V/VP)
5. Other Clerc Center or University officials, faculty, staff and employees; visitors and guests	<b>Principal</b> MS108A @MSSD, (202) 651-5031 (V/VP) KS2101 @KDES, (202) 651-5045 (V/VP)



### Staff Complaint – Initial Contacts

<b><i>If the person who allegedly discriminated against another or the alleged harasser is:</i></b>	<b>Contact:</b>
1. Clerc Center student or student group	<b>Principal</b> MS108A @MSSD, (202) 651-5031 (V/VP) KS2101 @KDES, (202) 651-5045 (V/VP)
2. Clerc Center Employee 3. Principal	<b>Executive Director, Administration &amp; Operations</b> KS3211B @KDES, (202) 651-5346 (V/VP)
4. Executive Director, Administration & Operations	<b>Vice President, Clerc Center</b> KS3200 @KDES, (202) 651-5346 (V/VP)
5. Other (e.g., visitors, guests, vendors)	<b>Executive Director, Administration &amp; Operations</b> KS3211B @KDES, (202) 651-5346 (V/VP)
<b>For Clerc Center Students</b>	<b>For Clerc Center Employees</b>
The person to whom the complaint is brought will, within 10 calendar days (unless there are extenuating circumstances, in which case the complainant will be notified) and without directly accusing, counsel the accused student and caution him/her about the alleged offensive and/or inappropriate behaviors and actions, or will take other appropriate action to resolve the complaint informally without a formal investigation. The complainant will be notified of the outcome at the same time.	The person to whom the complaint is brought will, within 10 calendar days (unless there are extenuating circumstances, in which case the complainant will be notified) and without directly accusing and without divulging the name of the accuser (unless authorized by the complainant), counsel the accused employee or student and caution him/her about the alleged offensive and/or inappropriate behaviors and actions or will take other appropriate action to resolve the complaint informally (e.g., remove offensive pictures). The complainant will be notified of the outcome at the same time.

### Formal Investigation

<b>For Clerc Center Students</b>	<b>For Clerc Center Employees</b>
<p><u>Formal Investigation:</u></p> <p>A. If the student wishes the matter to receive a formal investigation, the student must notify the Principal 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 he or she was unable to meet the timeframe due to circumstances beyond his or her control.</p>

<p>B. The Principal, in consultation with the Executive Director, Administration &amp; Operations, 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 Principal or the Executive Director, Administration &amp; Operations 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 Executive Director, Administration &amp; Operations or the Principal 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 Executive Director, Administration &amp; Operations 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>Upon receipt of a complaint, the Principal or where the Principal is accused of harassment and/or discrimination, the Executive Director, Administration &amp; Operations, 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 Principal or where the Principal is accused of harassment and/or discrimination, the Executive Director, Administration &amp; Operations will:</p> <ol style="list-style-type: none"> <li>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 ten working days of the Executive Director, Administration &amp; Operations or Principal's 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 Executive Director, Administration &amp; Operations or Principal, in writing or otherwise, any supplemental information that subsequently becomes available.</li> <li>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 Executive Director, Administration &amp; Operations or Principal will request the respondent to present in writing, within ten working days of the Executive Director, Administration &amp; Operations or Principal's 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 reduced to writing by the investigating official and signed by the respondent.</li> </ol>

<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><b>F. Protection of Complainant and Others</b></p> <ol style="list-style-type: none"> <li>1. The complainant will be informed of the process of the investigation.</li> <li>2. All reasonable action will be taken to assure that 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 in regard to 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.</li> </ol>	<p><b>F. Protection of Complainant and Others</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. All reasonable action will be taken to assure that 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 in regard to 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.</li> </ol>
<p>The Executive Director, Administration &amp; Operations, 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 <b>extraordinary circumstances</b>, the Executive Director, Administration &amp; Operations, or administrative designee may suspend an employee or the student accused of discrimination and/or harassment until the matter is resolved.</p>
<p><b>G. Protection of the Accused</b></p> <ol style="list-style-type: none"> <li>1. At the time a formal complaint is issued, the accused will be provided a summary of the facts surrounding the allegations.</li> <li>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.</li> <li>3. A complainant found to have been intentionally dishonest in making the allegations or to have made them maliciously is subject to disciplinary action.</li> </ol>	<p><b>G. Protection of the Accused</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. A complainant found to have been intentionally dishonest in making the allegations or to have made them maliciously is subject to disciplinary action.</li> </ol>
<p><b>H. Protecting Both Parties</b></p> <ol style="list-style-type: none"> <li>1. To the extent possible, formal proceedings will be conducted in a way to protect the confidentiality interests of both parties.</li> <li>2. After the investigation, the parties will be informed of the facts developed in the course of the investigation.</li> <li>3. The parties will be informed promptly of any delays in the investigation (including the reasons) and the outcome of the proceedings.</li> </ol>	<p><b>H. Protecting Both Parties</b></p> <ol style="list-style-type: none"> <li>1. To the extent possible, formal proceedings will be conducted in a way to protect the interests of both parties.</li> <li>2. After the investigation, the parties will be informed of the facts developed in the course of the investigation.</li> <li>3. The parties will be informed promptly of any delays in the investigation (including the reasons) and the outcome of the proceedings.</li> </ol>

<p><b>I. Process of Taking Formal Corrective Action</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The decision to take formal corrective action will be made by the appropriate administrative officer.</li> <li>3. Students are subject to all District of Columbia and Federal laws and statutes.</li> </ol>	<p><b>I. Process of Taking Formal Corrective Action</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The decision to take formal corrective action will be made by the appropriate administrative officer.</li> <li>3. Employees are subject to all District of Columbia and Federal laws and statutes.</li> </ol>
<p><b>J. Formal Corrective Action</b></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 student code of conduct and disciplinary processes.</p>	<p><b>J. Formal Corrective Action</b></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"> <li>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.</li> <li>2. Violations of this policy by Clerc Center teachers will be processed by the appropriate administrative officer or his/her designee and may be appealed through the teacher grievance procedure.</li> <li>3. Violations of this policy by staff members will be processed by the appropriate administrative officer or his/her designee and may be appealed through the dispute resolution procedure.</li> <li>4. Violations of this policy by University students will be governed by the student judicial program.</li> </ol>
<p><b>K. Preparation and Dissemination of Information</b></p> <p>The Executive Director, Administration &amp; Operations, will ensure that this policy is available to all members of the campus community and to all those who join the community in the future. Copies of this policy will be available in appropriate offices and on the University's web site. Additionally, the Director of Equal Opportunity Programs will offer training sessions for the purpose of educating the community about the harassment and nondiscrimination policies.</p>	<p><b>K. Preparation and Dissemination of Information</b></p> <p>The Executive Director, Administration &amp; Operations, will ensure that this policy is available to all members of the campus community and to all those who join the community in the future. Copies of this policy will be available in appropriate offices and on the University's web site. Additionally, the Director of Equal Opportunity Programs will offer training sessions for the purpose of educating the community about the harassment and nondiscrimination policies.</p>

<p><b>L. Retaliation</b></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><b>L. Retaliation</b></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><b>M. Frivolous or False Complaints</b></p> <p>This policy shall not be used to bring frivolous or knowingly false complaints against students, teachers, or other staff. Those bringing frivolous or knowingly false complaint may be subject to disciplinary action.</p>	<p><b>M. Frivolous or False Complaints</b></p> <p>This policy shall not be used to bring frivolous or knowingly false complaints against students, teachers, or other staff. Those bringing frivolous or knowingly false complaint may be subject to disciplinary action.</p>
<p><b>N. Records</b></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"> <li>1. Information in Preliminary Reports of complaints will be maintained by the Executive Director, Administration &amp; Operations, or administrative designee for two school years.</li> <li>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 Executive Director, Administration &amp; Operations, 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.</li> </ol>	<p><b>N. Records</b></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"> <li>1. Information in Preliminary Reports of complaints will be maintained by the Executive Director, Administration &amp; Operations, or administrative designee for two school years.</li> <li>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 Executive Director, Administration &amp; Operations, 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.</li> </ol>

## APPENDIX 4: Procedure for Transitioning Students Back to School After Suspension

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The purpose of a transition plan is to clarify the process of re-entry to the school and/or dormitory for the administrators, the student, and the student's parents or legal guardians. The transition plan addresses the safety, development, and well-being of the re-entering student and other students in the program, and provides follow-up on the behavioral issues that led to the suspension.

A transition plan may include the following details, as appropriate to the situation:

- Date of the plan
- Time, date, and participants for a re-entry meeting for each student involved
- A description of any special programs or activities that the student(s) will participate in relevant to the behavior that led to the suspension, including dates and responsible staff members
- Individual transition plan – Summary of

any restrictions, modifications, or accommodations that will be implemented to permit the student's return to the academic program

- Plan for counseling services
- In the case of harassment or discrimination, counseling to address harassment issues (required)
- IEP behavior plan
- Behavior contract, including a statement to clarify the consequences of any additional infractions of the KDES Student Code of Conduct
- Expanded explanation of the details for any special programs or activities identified above

The transition plan should list the names of the individual(s) responsible for follow-up to ensure complete implementation of the plan to transition the student back to school.

## APPENDIX 5: KDES Code of Conduct—Level 1, 2, 3, and 4 Summary of Violations 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	Disciplinary Response(s)
1.1 Refusal to present school-issued identification upon request	<p><b>Required:</b></p> <p>First offense:</p> <ul style="list-style-type: none"> <li>• Study Hour/Detention Hall (optional)</li> <li>• Documentation (Log Entry/Incident Report)</li> <li>• Parent/guardian contact (K-5)</li> </ul> <p>Second offense:</p> <ul style="list-style-type: none"> <li>• Same as 1<sup>st</sup> offense</li> <li>• Behavior intervention</li> <li>• Parent/guardian contact (K-5)</li> </ul> <p>Third offense:</p> <ul style="list-style-type: none"> <li>• Refer to Level 2</li> <li>• Parent/guardian contact</li> </ul> <p>*2<sup>nd</sup> and 3<sup>rd</sup> offenses apply to same behavior</p> <p><b>Optional/Recommended:</b></p> <ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Conflict resolution/mediation</li> <li>• Community service</li> <li>• Loss of privileges/membership</li> <li>• Reparations</li> <li>• Parent/guardian conference/contact</li> <li>• After School Program: Suspension from activities</li> </ul>
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 (roughhousing)	
1.18 Inappropriate behavior—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 Student 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	Disciplinary Response(s)
2.1 Inappropriate use of Clerc Center/GU computer or network (restricted websites, offensive e-mail)	<p><b>Required:</b></p> <p>First offense:</p> <ul style="list-style-type: none"> <li>• Behavior intervention (K-2)</li> <li>• 0-1 day of ISS (3-5) <i>depending on incident investigation</i></li> <li>• 1-2 days of ISS (6-8)</li> <li>• Documentation (Incident Report)</li> <li>• Meeting with counselor</li> <li>• Parent/guardian contact</li> </ul> <p>Second offense:</p> <ul style="list-style-type: none"> <li>• Behavior intervention (K-2)</li> <li>• 0-2 days of ISS (3-5) <i>depending on incident investigation</i></li> <li>• 1-2 days of ISS (6-8)</li> <li>• Documentation (Incident Report)</li> <li>• Parent/guardian contact</li> </ul> <p>Third offense:</p> <ul style="list-style-type: none"> <li>• Refer to Level 3</li> </ul> <p><b>Note:</b> Second and third offenses apply to same behavior</p> <p><b>Optional/Recommended:</b></p> <ul style="list-style-type: none"> <li>• Report to DPS/MPD (If * is next to the behavior, then reporting to DPS/MPD is required.)</li> <li>• Report to other agencies as appropriate (i.e., CFSA)</li> <li>• Parent/guardian conference</li> <li>• Mentoring</li> <li>• Conflict resolution/mediation</li> <li>• Loss of privileges/membership</li> <li>• Community service</li> <li>• Reparations</li> <li>• After School Program: Suspension from activities and/or removal from program/team(s)</li> <li>• Consider Functional Behavior Assessment</li> </ul>
2.2 Sale or distribution of any item without authorization	
*2.3 Unauthorized possession and/or use of over-the-counter medication or prescribed medication	
2.4 Verbal, written, or physical threat to person or property (including intimidating postures)	
2.5 Obscene, seriously offensive, or abusive language or gestures	
2.6 Insubordination, defined as repeated offenses of 1.10	
2.7 Causing disruption on school/residential properties or at any KDES-sponsored or supervised activity	
2.8 Gambling	
*2.9 Discrimination or communicating slurs based on actual or perceived race, hearing status, personal appearance, color, sex, pregnancy, political affiliation, source of income, place of business, residence, religion, creed, ethnicity, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, family responsibilities, sexual orientation, gender, gender identity, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable D.C. or federal law	
2.10 Inappropriate sexual behavior including, but not limited to, physical touching of intimate body parts or self, consensual acts of affection or intimacy inappropriate to an educational setting, or any action or suggestion by one or more persons involving the use or display of body parts generally referred to as “private”	
*2.11 Leaving school without permission	
2.12 Academic dishonesty	
2.13 Forgery/falsification of documentation	
2.14 Lying to or giving misleading information to teacher/staff	
2.15 Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on the Internet or sending material electronically (via social networking, e-mail, pager, or cell phone)	
2.16 Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs)	
2.17 Bullying, or using humiliating or intimidating language or behavior including Internet bullying, including instigating bullying, behavior that is likely to encourage bullying	



2.18 Engaging in reckless behavior that may cause harm to self or others
2.19 Extortion
2.20 Fighting where there is no injury and no weapon
*2.21 Trespassing
2.22 Petty theft (value under \$50)
2.23 Cutting and/or dying hair, body piercing, or tattooing on KDES property
2.24 Accessory to level 3 behavior (e.g., withholding information, helping with planning)
2.25 Unauthorized area on GU/Clerc Center campus
2.26 Directing profanity or obscene/offensive gestures toward staff
2.27 Possession or use of tobacco
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 Student 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	Disciplinary Response(s)
*3.1 Acts of vandalism, destruction of property, or graffiti (tagging)	<b>Required:</b> <ul style="list-style-type: none"> <li>Recommend that a Functional Behavior Assessment be done for repeated incidents of Level 2 offenses that are elevated to Level 3 (K-5)</li> </ul>
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	<p>First offense:</p> <ul style="list-style-type: none"> <li>• 0-2 Days Home Suspension (K-5) <i>depending on incident investigation</i></li> <li>• 2-5 Days Home Suspension (grades 6-8)</li> <li>• Documentation (Incident Report)</li> <li>• Parent/guardian contact</li> <li>• Counseling</li> <li>• Behavior Modification Plan</li> <li>• Re-entry meeting</li> </ul> <p>Second offense:</p> <ul style="list-style-type: none"> <li>• 1-5 Days Home Suspension (K-5)</li> <li>• Refer to Level 4 (grades 6-8)</li> <li>• Parent/guardian contact</li> </ul> <p>Third offense:</p> <ul style="list-style-type: none"> <li>• Refer to Level 4 (K-5)</li> </ul> <p><b>Note:</b> Second and third offense apply to same behavior</p> <p><b>Optional/Recommended:</b></p> <ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Conflict resolution/mediation</li> <li>• Reparations within 30 days</li> <li>• Loss of privilege/membership</li> <li>• Community service</li> <li>• Report to DPS/MPD (If * is next to the behavior, then reporting to DPS/MPD is required.)</li> <li>• Report to other agencies as appropriate (i.e., CFSA)</li> </ul>
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	
*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	

## Level 4

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

Level 4 Behavior	Disciplinary Response(s)
*4.1 Acts of exceptional misconduct at other schools	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• 10 Days Home Suspension</li> <li>• Documentation (Incident Report)</li> <li>• Parent/guardian conference</li> <li>• Recommendation for expulsion</li> <li>• Report to DPS/MPD</li> </ul> <p><b>Optional/Recommended:</b></p> <ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Conflict resolution/mediation</li> <li>• Reparations within 30 days</li> <li>• Loss of privileges/membership</li> </ul>
*4.2 Vandalism/destruction of property over \$500	
*4.3 Use, possession, selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, or other intoxicants, irrespective of the amount or type	
*4.4 Distribution of alcohol	
*4.5 Use, possession, selling or distribution of drug paraphernalia, irrespective of the amount or type	
*4.6 Theft/Causing serious disruption or damage to school's computer systems, technology equipment, electronic files, or network	
*4.7 Possession of fireworks or explosives	
*4.8 Theft or attempted theft using force, coercion, intimidation, or threat of violence (robbery)	
*4.9 Assault/physical attack on student or staff	
*4.10 Fighting which results in a serious physical injury	
*4.11 Participating in group fight which has been planned, causes major disruption to school day or results in substantial bodily injury	
*4.12 Using an item/article that is not normally considered a weapon to injure another individual	
*4.13 Use, threatened use, or transfer of any weapon	
*4.14 Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns.	
*4.15 Any behavior that violates the Gun Free School Act	
*4.16 Deliberate acts that cause severe physical injury to another person(s)	
*4.17 Assault with a weapon	
*4.18 Commission or attempted commission of any act of sexual assault, sexual aggression, or non-consensual sexual intercourse	
*4.19 Arson	
*4.20 Biohazard	
*4.21 Bomb threat	
*4.22 Any other intentional use of violence, force, coercion, threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of KDES	
*4.23 Any behavior or other conduct not specifically enumerated in any other level in this code of conduct that is illegal, causes significant disruption to the school/residential operation, or causes substantial harm to self or others	

## Appendix 6: Contacting KDES and Gallaudet Transportation

	Students who ride the school bus	Students who walk or are dropped off by parent/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	<a href="mailto:KDESoffice@gallaudet.edu">KDESoffice@gallaudet.edu</a> AND <a href="mailto:transportation@gallaudet.edu">transportation@gallaudet.edu</a> *  Change in PM Plans: By 1 p.m. (2 hours before end of school day)	<a href="mailto:KDESoffice@gallaudet.edu">KDESoffice@gallaudet.edu</a>  Change in PM Plans: By 1 p.m. (2 hours before end of school day)
Bus is Late Bus is 10 minutes or more late	(202) 556-5442* Parent Direct Line (Voice/text)	
Change of Bus Pick-Up or Drop-Off Address Moving Request location change	<a href="mailto:transportation@gallaudet.edu">transportation@gallaudet.edu</a> * (2 weeks in advance)	
Change Bus Schedule Change number of days your child rides the bus	<a href="mailto:transportation@gallaudet.edu">transportation@gallaudet.edu</a> * (202) 556-5442 (Voice/text) (Effective after e-mail confirmation)	
Child 15 Minutes or More Late to Parent's Office on Campus Middle school students with pre-approval and parent permission		<a href="mailto:KDESoffice@gallaudet.edu">KDESoffice@gallaudet.edu</a>
Change of Adult Picking Up From bus stop From school	<a href="mailto:transportation@gallaudet.edu">transportation@gallaudet.edu</a> * (202) 556-5442 (Voice/text) (Advance notice required, effective after e-mail confirmation)	<a href="mailto:KDESoffice@gallaudet.edu">KDESoffice@gallaudet.edu</a> by 1 p.m. (2 hours before end of school day)
Other questions	<a href="mailto:KDESoffice@gallaudet.edu">KDESoffice@gallaudet.edu</a>	<a href="mailto:KDESoffice@gallaudet.edu">KDESoffice@gallaudet.edu</a>

\*Must include student's name & bus number

KDES	Transportation	Department of Public Safety
<p>Front Office Hours: 7:45 a.m.-4:15 p.m.</p> <p>(202) 651-5206 (Voice) (202) 250-2761 (VP)</p> <p>After School Program Hours: 4:15 p.m.-5:30 p.m.</p> <p><a href="mailto:KDESoffice@gallaudet.edu">KDESoffice@gallaudet.edu</a></p>	<p>Hours: 5:30 a.m.-6 p.m.</p> <p>(202) 556-5442 Parent Direct Line (Voice/text)</p> <p>(202) 250-2610 (VP) (202) 651-5151 (Main office)</p> <p><a href="mailto:transportation@gallaudet.edu">transportation@gallaudet.edu</a></p>	<p>Hours: Always open</p> <p>(202) 651-5555 (Emergency) (202) 651-5444 (TTY/TDD)</p> <p><a href="mailto:dps@gallaudet.edu">dps@gallaudet.edu</a></p>