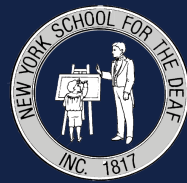


NEW YORK SCHOOL FOR THE DEAF STUDENT/PARENT HANDBOOK



*A Bilingual School with
a focus on S.T.E.A.M.*

New York School
for the Deaf

FANWOOD

Est. 1817

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New York School for the Deaf

Mission, Vision, and Belief Statements

MISSION

The mission of New York School for the Deaf (NYSD) is to maximize the whole person potential of each student through comprehensive, rigorous educational programs and services within a communication and language-rich environment. NYSD is also committed to serve as an exemplary resource in the education of deaf and hard of hearing students.

As a community and to achieve its goals, NYSD collaborates with families, school districts, agencies, the deaf community, the educational research community, philanthropic sources and other key stakeholders.

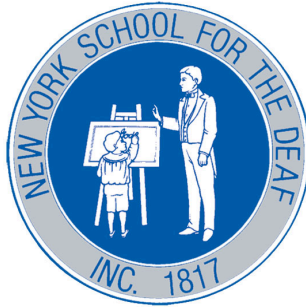
VISION

NYSD's students will become confident, contributing, well-rounded, and successful individuals in an ever-changing world.

BELIEFS

In a safe, caring and accessible environment, NYSD is committed to:

- ensuring every student is a genuine, interactive member of the school community in and out of the classroom
- viewing deaf and hard of hearing people from a cultural and linguistic perspective rather than as disabled
- embracing the diverse cultures and ethnicities of students and their families
- excellence in a bilingual (American Sign Language and English) environment
- using every individual student's strengths and needs as a foundation for optimal learning and development
- high academic expectations that include access to NY State Regents curriculum leading to a high school diploma or other pathways appropriate to the student
- the development of spoken language and auditory skills as appropriate to the individual student
- creating a strong foundation for critical thinking and lifelong learning in a rapidly changing and increasingly technological world
- providing high school students with meaningful and individually designed work-based learning experiences to prepare them for the world of work
- promoting a positive self-identity and keen awareness of community resources
- instilling in every student a sense of social justice, integrity and a commitment to advocacy for self and others



Superintendent, Bradley Porche', Ed.D.

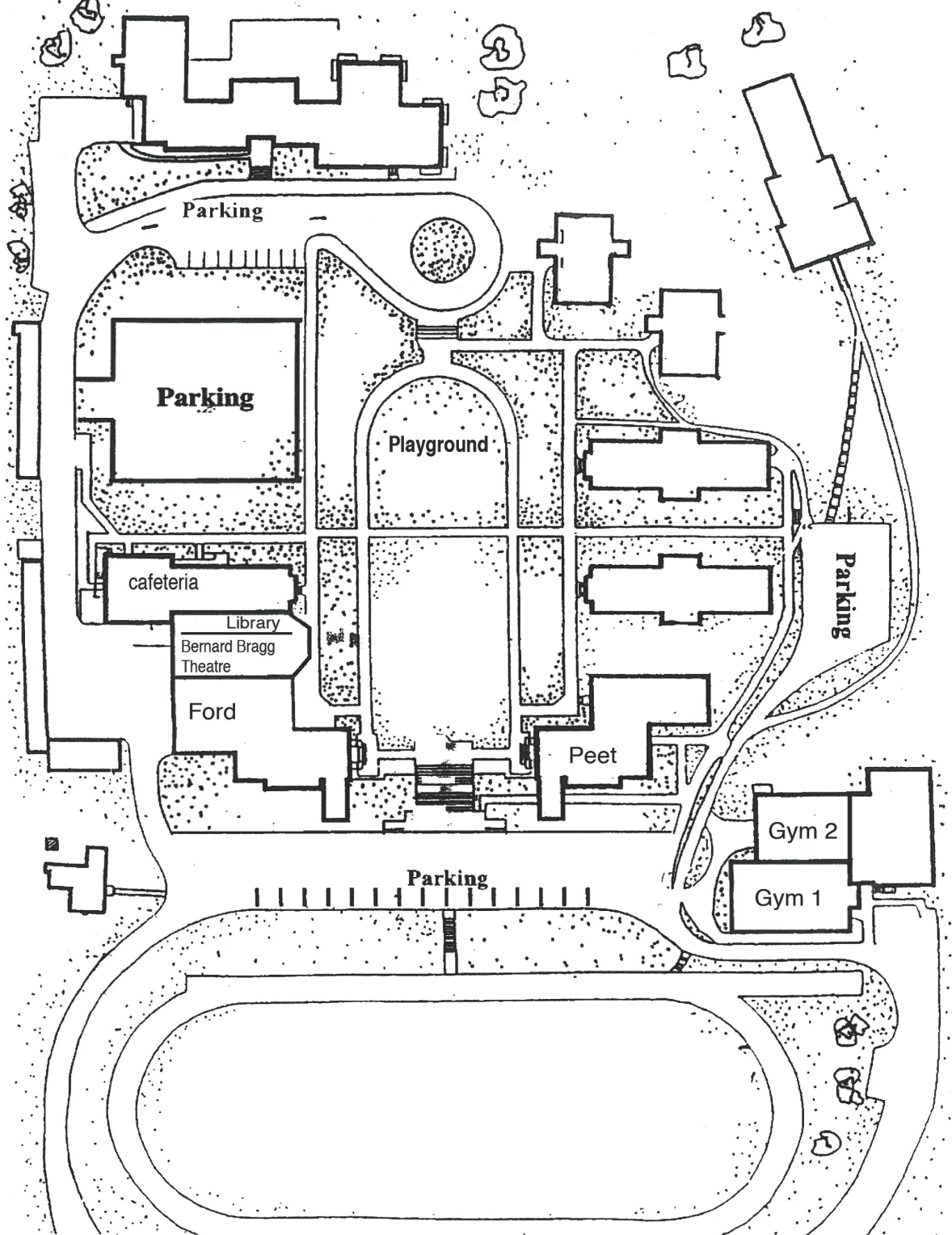
NYSD Board of Trustees

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NEW YORK SCHOOL FOR THE DEAF



GRADES AND GRADING SYSTEM

The following numerical academic grading scale will be used in the high school and middle school departments:

A+	100-97 (4.00 GPA)	C+	79-77 (2.33 GPA)
A	96-93 (3.67 GPA)	C	76-73 (2.00 GPA)
A-	92-90 (3.33 GPA)	C-	72-70 (1.67 GPA)
B+	89-87 (3.16 GPA)	D+	69-67 (1.33 GPA)
B	86-83 (3.00 GPA)	D	66-65 (1.00 GPA)
B-	82-80 (2.67 GPA)	F	Below 65 (0.00 GPA)

All students who are absent for any reason will be allowed to make up missed work. It is the student's responsibility to request the material, complete it, and submit to their teacher within a reasonable time period. During the first week of school, teachers explain the grading policy to their class. Report Cards will be mailed home quarterly.

Honor Roll

Honor Roll assemblies are held each quarter. Students who achieve Honor Roll status three quarters during the school year, are recognized at a special end-of-year Honor Roll ceremony in June.

High Honor Roll:	4.00 – 3.60
Honor Roll:	3.30 – 3.59
Honorable Mention:	3.00 – 3.29
Principal's List:	Skills Students

GRADUATION REQUIREMENTS & DIPLOMAS

New York School for the Deaf (NYSD) provides individualized education for students in accordance with the New York State Common Core Learning Standards and a student's Individualized Education Program (IEP). Curriculum and Instruction at NYSD are designed to support all students whether they are pursuing an Advanced Regents Designation Diploma; Diploma, and CDOS. Beginning with the 2013 - 2014 school year, the New York State Education Department no longer offers the option of an IEP Diploma. However, those students designated to take Alternate Assessments will now be eligible for the new Skills and Achievement Commencement Credential.

Diploma status, among other educational decisions, will be discussed during a student's Committee on Special Education (CSE) annual review meeting.

Please contact the guidance counselor or the Principal's office should you have questions regarding graduation requirements.

For current NYSED Diploma Requirements, visit:

<http://www.nysed.gov/common/nysed/files/currentdiplomarequirements2.pdf>

ATTENDANCE INFORMATION

To achieve the primary purpose of the school experience, it is essential that each student maintain a regular and punctual daily attendance in school.

NYSD will support your child's regular attendance by:

- referring students with unexcused absences to the appropriate staff member;
- engaging parents;
- maintaining a positive school climate through Positive Behavior Intervention & Support (PBIS) such as awarding for good attendance;
- educating students on the impact that poor attendance has on grades, as well as college and vocational readiness
- working closely with students to identify the root causes of poor attendance, and creating a support structure to address these causes.

Parents/Guardians Reporting Absences:

When a student is absent, a parent/guardian must contact the school no later than 8:45am that same day to explain the reason for the absence. See below for contact information.

Elementary School Administrative Assistant: Janene Jones

Phone (914) 949-7310 ext. 8414

Email jjones@nysd.net

Secondary School Administrative Assistant: Shiran Zhavian

Phone (914) 259-8008

Email szhavian@nysd.net

Examples of Excused Absences Include (but are not limited to):

- Personal Illness
- Death in the family
- Approved school sponsored activities
- Directed or authorized presence at the Administrative Offices or Nurse's Office.
- Religious observance
- Impassable roads or weather making travel unsafe
- Quarantine
- Required Court Dates
- Military obligations
- Emergency Dental or Medical visits
- College visitation with prior knowledge and approval—so long as it does not exceed 3 days per year (juniors and seniors only)
- Extraordinary circumstances (pre-approved 1 month in advance) by the principal and superintendent of schools.
- Moving different districts/ bus transportation situation
- Counseling appointments outside during school days

ABSENCE DUE TO ILLNESS - If a student is out of school beyond **three consecutive days** due to illness, a

physician's note must be submitted to the administrative assistant of the Elementary or Secondary Department, respectively. If not, each day absent past 3 days will be considered unexcused.

Unexcused Absences:

Any absence not on the excused list shall be deemed an unexcused absence. Examples of unexcused absences include reasons such as travel, vacation, work, or student is needed at home (such as for babysitting). Reasons such as these can only be considered as excused with prior approval from the school's administration.

Late Arrivals for Lower School Students:

The preschool and elementary school day begins at 8:15am. Students arriving after 8:15am without an excused reason will be considered "unexcused late".

For purposes of classroom grading, teachers may consider three (3) unexcused late arrivals as one (1) unexcused absence from their class.

Late Arrivals for Upper School Students:

Students who arrive twenty (20) minutes after the start of class without a pass excusing them for one of the above reasons will also be considered "unexcused late".

For purposes of classroom grading, teachers may consider three (3) unexcused late arrivals as one (1) unexcused absence from their class.

Leaving Early:

The school day ends at 3:00pm. It is important for students to be in school for the full day. **Please try to schedule appointments (i.e. with doctors, audiologists, and other therapists) at times that do not interfere with the school day.** If you have extraordinary circumstances, please contact the School.

ATTENDANCE POLICY

When a student has reached a total of 5 unexcused absences within one quarter:

1. NYSD staff member(s) will be assigned and immediately begin working closely with the student and their family. Throughout this process, staff members may engage in the following actions:
 - Reach out to and engage student's family. Work together to identify the underlying causes of absenteeism and begin to address them through interventions and support services for both the student and family
 - Arrange a meeting with parents to discuss concerns and develop a plan
 - Call home weekly to check in
 - Meet and greet the student every morning upon their arrival to school
 - Track attendance WITH the student on a regular basis and celebrate improvements
 - Work with school team to identify appropriate supports and interventions to improve the student's success in school

When a student has reached a total of 10 unexcused absences within one semester:

1. NYSD will set up a second meeting with the parent/guardian to revisit the attendance policy.
2. A school professional (counselor, case manager, student support coordinator, etc.) may conduct a home visit to learn more about the root cause of absences, and to gain input into how to improve attendance.

Missed Work

Due to the nature of our program (hands-on approach to learning, language-rich lessons, and activities that build upon previous class lessons), it is not always possible for students to fully receive the information missed due to absences. When possible, teachers will do their best to "catch students up" on the information missed. However, please note that this causes disruption to the class routine and structure.

When applicable, teachers will provide an opportunity for students to make up written assignments by sending work home with students. Parents are encouraged to work with their child and the School to receive daily/weekly information about concepts covered in class. All work missed as a result of an absence must be made up by the date specified by the teacher. Teachers are encouraged to give students 2 weeks of time to make up work.

ATTENDANCE POLICY
For State-Assessed Students In Grades 9-12

High School Credit Policy:

When a student exceeds ten (10) total unexcused absences within one semester, he/she may lose credits in the given course(s).

Exceeding 10 unexcused absences within one semester may result in the student being placed on audit status. If so, the student will need to appeal for credit.

In an instance where excessive student absenteeism is due to reasonable causes, i.e., serious/prolonged illness, serious/prolonged injury, family emergency, etc., the student will not be placed on audit status.

Course Credit Audit Policy:

The maximum number of unexcused absences allowed per class is 10. A letter will be sent home after the 5th absence in a semester to notify parents/guardians that their son/daughter is reaching the maximum allowed by the School's Attendance Policy. A second letter will be sent home when the student reaches his/her eleventh absence to notify the parents/guardians that the student is now placed in audit status for the course(s) that apply.

When a student is placed on audit status, he/she may not receive a credit at the end of the semester for that class, until the student makes up all of the missed assignments.

STUDENT ATHLETE ATTENDANCE GUIDELINES

ABSENCES

When a student has 2 unexcused absences from school during the quarter, he/she will be suspended for one game. If a student has a third unexcused absence, he/she will then be suspended for 2 games. If a student has four or more unexcused absences in the same quarter, he/she will be dismissed from the team.

Absences will only be excused with a doctor's note or a written note from a parent/guardian explaining the absence. Please note that missing the bus is not an acceptable excuse.

ACADEMIC PERFORMANCE

All student athletes are expected to have passed all classes during the previous quarter. Any student that has failed a class or received two "D" grades will be placed on probation for 4 weeks. During those 4 weeks, the student must show improvement to at least a "C" (73-76%).

If a student fails a class the previous quarter, he/she may continue to practice but may be dismissed from the team if no academic improvement has been shown after 3 weeks.

The Athletic Director will check student's performances and if there are any concerns raised by the teachers, the student will be placed on probation until improvement has been demonstrated over a period of 2 weeks.

If a student receives an "Early Intervention Report" from a teacher he/she will be placed on probation until the end of the quarter. If improvement is not noted, he/she cannot continue to participate on the team. 2014

STUDENT RIGHTS AND RESPONSIBILITIES

Positive Behavior Interventions Support

Positive Behavior Interventions Support (PBIS) is a research-based, school-wide approach to teaching positive behavior to all students. New York School for the Deaf has established a PBIS team that includes, administrators, psychologists, teachers, TAs, and other school staff members.

New York School for the Deaf implements a tiered system to increase positive school behaviors. This tier system provides a framework that allows for acknowledgement of students who follow the rules and display appropriate behaviors. Equally as important, the system has built in support for students who have difficulty demonstrating appropriate behaviors.

School wide behavior expectations are taught to students using the acronym **TWIST**.

T - Thoughtful

W - Wise

I - Independent

S - Safe

T - Together

The word **TWIST** was chosen because of it's relation to tornadoes, which is the school mascot.

Student Rights

Students at New York School for the Deaf have the right to:

1. pursue an education in an environment which is safe and conducive to learning;
2. a free and appropriate education;
3. due process afforded to the student under federal and state law and the opportunity in matters of discipline to present the facts and circumstances relevant to the issue, which may lead to disciplinary action;
4. freedom of speech and expression, which does not give anyone the license to interfere with the orderly educational process of others and/or to infringe on the rights of others;
5. participate in school activities within the scope of the law (including, but not limited to courses of study, curricular offerings, athletics, extracurricular activities, etc.) on an equal basis regardless of religion, race, sex, national origin or handicapping condition;
6. participate in student government activities unless suspended due to academic probation;
7. expect courtesy and respect from peers, staff members, and other participants in the school community;
8. receive a copy of school rules and, when necessary, receive an explanation of those rules from staff members.

Student Responsibilities

Students at NYSD have a responsibility to:

1. be familiar with and abide by all school policies, rules and regulations pertaining to student conduct and not act in a manner which disrupts or invades the rights of others or causes disorder;
2. work to the best of their ability in all academic and extra-curricular activities and strive for excellence;
3. maintain regular attendance in school and in class;
4. demonstrate good conduct when participating or attending school sponsored events, and as a representative of New York School for the Deaf, hold themselves to the highest order of conduct and sportsmanship;
5. show respect for staff, peers, and other members of the school community. Each student is responsible for contributing to and maintaining an environment which is harmonious and conducive to learning;
6. determine the manner of their own physical appearance as long as it does not interfere with physical health and safety of others or is so distracting as to interfere with the orderly learning process;

7. control their own anger and work to develop strategies to control that anger;
8. seek help in solving problems that might lead to additional problems or discipline;
9. make constructive contributions to the school and report fairly the circumstances of school-related issues;
10. follow reasonable directions from the faculty, staff members, and administration.
11. show respect for school property and the private property of other members of the school community.

STUDENT EXPECTATIONS

All students are responsible for their behavior in and out of the classroom. Teachers, administrators, school staff members, and parents must work together with the understanding of standards and procedures. All students must accept responsibility for their behavior, as well as the consequences of their misbehavior. These rules are required in order to maintain a healthy, safe, clean, secure, and positive learning environment.

Lockers

Middle & High School students will be assigned a locker to hold school related items and personal belongings during the school day. Lockers should be kept locked at all times. Students should not tell other people their locker combination. Students should not share their locker with another student.

Lockers are used by students and are to be considered school property; therefore, under certain conditions the appropriate school authorities are free to search such lockers. Searches of student lockers shall be prohibited unless the Superintendent, or a designee, has reasonable belief that the locker contains an item considered to be in violation of school policy. The search may be conducted by the Superintendent, a designee, or a law enforcement officer.

Any illegal materials discovered as a result of a search may be used as evidence against the student in disciplinary, juvenile or criminal proceedings.

Student Dress Code

All students are expected to dress appropriately for school and for school sponsored functions. Appropriate is defined as safe, in keeping within the defined activity, and items (including jewelry) that do not disrupt or interfere with the educational process. It is the responsibility of the parents and the student to ensure that appropriate attire is worn.

The following items are **not** appropriate for students to wear:

- Items that are vulgar, obscene, or insulting to others
- Items that promote and/ or endorse the use of alcohol, tobacco, drugs, weapons or illegal activities
- Items that are suggestive or revealing, such as, but not limited to, muscle shirts, tank tops, tube tops, halter tops, spaghetti straps, plunging necklines (front and /or back), midriff tops, see-through garments, no skirts, shorts, or dresses of inappropriate length
- Items that expose underwear and /or the upper part of the buttocks, such as low riding pants
- Torn clothing, or pajama pants, sweatpants and slippers
- Bandanas are not to be worn on any body part or in clothing pockets
- Hats/caps/sweatbands/du-rags (sweatbands may be permitted by PE teachers or coaches)
- Gym uniform in academic and vocational classes
- Gang related articles
- Chains on the hip (longer than 3 inches)

Pierced jewelry can be a safety problem and should be worn only in school environments that do not pose a risk of injury. NYSD will not be held responsible for accidents related to this violation. Pierced jewelry must be removed or taped during sports and/or physical education classes.

Students IDs

Students will receive an ID card with their picture. Students should keep the ID card from the previous year until a new one is issued. These same student ID cards will be used to purchase meals during lunchtime. If these are lost or damaged, a \$2.00 replacement fee will be charged. The third time that a student loses their ID card, the replacement fee increases to \$5.00.

Bus Conduct

School bus transportation to and from school and school-sponsored activities is a privilege provided to students. All students are expected to follow NYSD and District standards of behavior when riding on a school bus. The bus driver has complete authority on the bus.

SCHOOL DISCIPLINE CODE

The Discipline Code details New York School for the Deaf's policy about appropriate student behavior, as well as procedures for disciplinary action. The goal of the Code is to provide guidance interventions as well as disciplinary responses aligned with Positive Behavior Intervention Supports. The Code is designed to emphasize the importance of creating safe, welcoming school environments that support student learning.

Please see full Discipline Code, starting on the following page.

**New York School for the Deaf
School-wide Discipline Code**

Student Behaviors	Possible Guidance Interventions	Range of Possible Disciplinary Responses to be used in Addition to Guidance Interventions
<p>LEVEL 1</p> <p><u>Disruptive Behaviors</u></p> <ol style="list-style-type: none"> 1. Disrespectful to teacher/staff person 2. Disrespectful to other student 3. Non-Compliance 4. Arriving late to class 5. Violating school dress code <p><u>Irresponsible Behaviors</u></p> <ol style="list-style-type: none"> 6. Failure to be in one's assigned place on school premises 7. Failure to have student ID for cafeteria and library transactions 8. Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission 	<ul style="list-style-type: none"> • Contact parent/guardian • Positive Behavioral Interventions and Supports (PBIS) • Conflict resolution • Peer mediation • Mentoring program • Intervention by counseling staff • Guidance conferences (provided by classroom staff and/or school counseling team) • Individual/group counseling (provided by school counseling team) • Short-term behavioral progress reports • Recommendation for a Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP) 	<ol style="list-style-type: none"> A. A 1:1 session with the teaching/school staff B. Student/teacher conference C. Reprimand by appropriate Administrator (i.e. Principal) D. Parent contact by teacher and/or Principal E. Parent Conference F. In-school disciplinary action (i.e. exclusion from extracurricular activities, or communal lunchtime) G. *Removal from classroom by classroom teacher, Student Support Coordinator, or Director of Academics <p>*If a student is removed from any classroom by any teacher three times during a quarter, a Principal's suspension (in-school or greater) must be sought if the student engages in subsequent behavior that would</p>

		<p>otherwise result in a removal by a teacher.</p> <p><i>When a student is removed from the classroom by any school personnel, notice, with an explanation of the removal must be provided to the guardian(s) within 24-hours of the removal. Guardian(s) may request a meeting with the principal to discuss the removal. This meeting must take place within 48-hours of the removal.</i></p> <p>When a student is removed from class, s/he will complete a Behavior Reflection form with the Student Support Coordinator, Principal, or designated staff person. A copy of this form will be sent home to parents/guardians for their signature. If the form is not returned, the Principal will follow up.</p>
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New York School for the Deaf - **Discipline Code**

Student Behaviors	Possible Guidance Interventions	Range of Possible Disciplinary Responses to be used in Addition to Guidance Interventions
<p style="text-align: center;">LEVEL 2</p> <p style="text-align: center;"><u>Disorderly Behaviors</u></p> <ol style="list-style-type: none"> 1. Use of profane, obscene, vulgar, or lewd language, gestures, or behavior 2. Inappropriate use of electronic technology (i.e. cell phones, pagers, laptop computers, and other electronic notebooks) 3. Violating school-wide Acceptable Use Policy for technology <p style="text-align: center;"><u>Dishonest Behaviors</u></p> <ol style="list-style-type: none"> 4. Lying to, giving false information to, and/or misleading school personnel 5. Engaging in scholastic dishonesty which includes but is not limited to: Cheating Plagiarism Forgery Colluding 6. Gambling <p style="text-align: center;"><u>Unsafe and Threatening Behaviors</u></p> <ol style="list-style-type: none"> 7. Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (i.e. pushing past another person), throwing an object (i.e. pencil) or spitting at another person 	<ul style="list-style-type: none"> • Contact parent/guardian • Positive Behavioral Interventions and Supports (PBIS) • Conflict resolution • Peer mediation • Child Study Team (CST) meeting • Mentoring program • Intervention by counseling staff • Guidance conferences (provided by classroom staff and/or school counseling team) • Individual/group counseling (provided by school counseling team) • Short-term behavioral progress reports • Development of individual behavior contract • Community service (if appropriate and with parental consent) 	<ol style="list-style-type: none"> A. A 1:1 session with the teaching/school staff B. Student/teacher conference C. Reprimand by appropriate Administrator (i.e. Director of Academics) D. Parent conference E. In-school disciplinary action (i.e. exclusion from extracurricular activities, or communal lunchtime) F. *Removal from classroom by classroom teacher, Student Support Coordinator, or Director of Academics *If a student is removed from any classroom by any teacher three times during a quarter, a Principal's suspension (in-school or greater) must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher. <i>When a student is removed from the classroom by any school personnel, notice, with an explanation of the</i>

New York School for the Deaf - Discipline Code

	<ul style="list-style-type: none"> • Psychiatric evaluation referral • Referral to community-based organization • Recommendation for a Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP) 	<p>removal must be provided to the guardian(s) within 24-hours of the removal. Guardian(s) may request a meeting with the Director of Academics to discuss the removal. This meeting must take place within 48-hours of the removal.</p> <p>When a student is removed from class, s/he will complete a Behavior Reflection form with the Student Support Coordinator, Principal, or designated staff person. A copy of this form will be sent home to parents/guardians for their signature. If the form is not returned, the Principal will follow up.</p> <p>G. Principal's suspension (1-5 days)</p> <p><i>In the event of a Principal's suspension (a suspension resulting in 1-5 school days), the guardian(s) will be notified, and given the opportunity to meet with the Principal, and Executive Director, upon request. If a meeting is desired by the guardian(s), it will take place prior to the suspension. The student's home school district will also be notified.</i></p>
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New York School for the Deaf - **Discipline Code**

Student Behaviors	Possible Guidance Interventions	Range of Possible Disciplinary Responses to be used in Addition to Guidance Interventions
<p style="text-align: center;">LEVEL 3</p> <p><u>Illegal Behaviors</u></p> <ol style="list-style-type: none"> 1. Smoking on school property or use of electronic cigarettes and/or possession of matches or lighters 2. Selling or distributing illegal drugs or controlled substances and/or alcohol 3. Bringing and/or using illegal substances on school property (i.e. drugs, alcohol, weapons) 4. Pulling fire alarm 5. Vandalism or deliberate tampering with and/or destruction of school property (including alarms, detectors, cameras, etc.) 6. Making or attempting to make a bomb threat 7. Theft: Taking something that does not belong to you from the school, staff, or other student 8. <u>Inappropriate Sexual Behaviors</u> Engaging in sexual conduct (i.e. sexual intercourse, oral sex, excessive sexual 	<ul style="list-style-type: none"> • Contact parent/guardian • Positive Behavioral Interventions and Supports (PBIS) • Conflict resolution • Peer mediation • Mentoring program • Intervention by counseling staff • Guidance conferences (provided by classroom staff and/or school counseling team) • Individual/group counseling (provided by school counseling team) • Short-term behavioral progress reports • Development of individual behavior contract • Community service (if appropriate and with parental consent) 	<ol style="list-style-type: none"> A. Contact the Greenburgh Police Department (as appropriate) B. Principal's suspension (in school or home-for a minimum of 3 days, and a maximum of 5 days). C. Superintendent's suspension that results in continued suspension for a fixed period of 6-10 days D. Superintendent's suspension that results in extended suspension for up to 45 days, with an automatic review for early reinstatement after 30 days. E. Superintendent's suspension that results in a one year suspension and assignment to an alternative program with an automatic review for reinstatement after 6 months

New York School for the Deaf - Discipline Code

<p>touching) on school premises or at school related functions</p> <p>9. Sexual harassment (i.e. making sexually suggestive comments, innuendoes, propositions or similar remarks)</p> <p>10. Engaging in nonverbal or physical indecent public behavior (i.e. touching, patting, pinching, or posting sexually suggestive messages or images)</p> <p><u>Physically Aggressive Behaviors</u></p> <p>11. Engaging in physically aggressive behavior (i.e. intentional hitting, kicking, scratching, punching, etc.) which creates a substantial risk of or results in minor or serious injury</p> <p>12. Using extreme force against or inflicting or attempting to inflict serious injury upon students or others</p> <p><u>Bullying Behaviors</u></p> <p>13. Bullying (including cyberbullying) other students and/or school personnel: Use of language (verbal, Sign, or written) to intimidate, threaten, demean, and/or belittle another student or staff person</p> <p>14. Threatening to use or using force to take or attempt to take property belonging to another student or school personnel</p>	<ul style="list-style-type: none"> • Psychiatric evaluation referral • Referral to community-based organization • Recommendation for a Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP) <p><u>Support for Students Transitioning from Suspension</u></p> <p>New York State schools are expected to provide support services for students returning from suspension to maximize their ability to meet social and academic standards within the school community. Support services may include any of the range of guidance interventions or a combination of services as best meets the needs of the individual student.</p>	<p><i>In the event of a Principal's suspension (a suspension resulting in 1-5 school days), the guardian(s) will be notified, and given the opportunity to meet with the Principal, and Executive Director, upon request. If a meeting is desired by the guardian(s), it will take place prior to the suspension. The student's home school district will also be notified.</i></p> <p><i>In the event of Superintendent's suspensions (suspensions resulting in more than 5 school days), guardians will be notified, and given the opportunity to meet with the Superintendent and Principal. The student's guardian(s) can also request a hearing to further explore the matter.</i></p>
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PERSONAL ELECTRONIC DEVICE (PED) POLICY

Middle School, High School, including Skills

The PED must not be used during school hours between 8:10am and 3pm. The PED must be put away either in the student school bag, or in the locker with a lock. Additionally, NYSD is not responsible for any lost or stolen device. A parent who needs to reach a student in an emergency situation may call the MS/HS Office or the Elementary Office. If a student needs to contact his or her parent, the student shall be sent to the general office.

Elementary School

The PED must not be used during school hours starting the minute the student arrives at school to the minute the student gets on the bus at the end of the school day. Additionally, NYSD is not responsible for any lost or stolen device. A parent who needs to reach a student in an emergency situation may call the MS/HS Office or the Elementary Office. If a student needs to contact his or her parent, the student shall be sent to the general office.

Response to First Offense

With PBIS Support:

- PBIS Behavior Report
- Classroom Management System, including the removal of the PED from the student

Response to Second Offense

With PBIS Support:

- PBIS Behavior Report
- Classroom Management
- Student Support Coordinator and Intervention, including the Behavior Reflection Form
- Parent Contact & Notification
- PED will be given and locked in the MS and HS or Elementary general office until the end of the school day.

Response to Third Offense

And Further Offense With PBIS Support:

- PBIS Behavior Report
- Classroom Management
- Principal Notification and Intervention, including the Behavior Reflection Form
- Parent Conference
- PED will be given and locked in the MS and HS or Elementary general office until the end of the school day.
- Student also is at risk of losing the privilege of bringing PED to school for "X" number of days.

PARENT RIGHTS AND PROCEDURES

Parent Rights

The New York State Education Department (NYSED) publishes two guidebooks to help parents/guardians understand their legal rights and responsibilities related to special education services and the CPSE/CSE and IEP process. Links to both of these guides, which are available in both English and Spanish, are included below and in the *Parent Resources* section of the school website www.nysd.net

6. ***Special Education in New York State for Children Ages 3–21 A Parent’s Guide May 2002***

(English): <http://www.p12.nysed.gov/specialed/publications/policy/parentsguide.pdf>

(Spanish): <http://www.p12.nysed.gov/specialed/publications/policy/spanishparentguide.htm>

7. ***Revised New York State Procedural Safeguards Notice: Rights for Parents of Children with Disabilities, Ages 3-21***

(English): <http://www.p12.nysed.gov/specialed/publications/PSGN-dec2011.pdf>

(Spanish):
<http://www.p12.nysed.gov/specialed/formsnotices/psgn/PSGN-dec2011-spanish.pdf>

Parents Procedure for Addressing Concerns

It is our intent to provide a positive and collaborative environment for parents to communicate with the school. If for any reason, a parent has a concern or disagreement with a classroom teacher, they should always feel comfortable to first contact the teacher involved in order to resolve the issue directly. If they are not satisfied with the response they receive, they should contact the Principal. Should a parent/guardian feel the issue is still not resolved, they may always feel welcome to contact the Superintendent. Quickly and efficiently resolving conflicts and/or concerns, to the satisfaction of all parties involved, is beneficial to our students, parents and the NYSD educational program.

The suggestions referenced above are the quickest and best methods for reaching satisfactory solutions. Always feel welcome to contact us should you ever encounter a situation at Fanwood that causes concern to you or your child.

PARENT RESPONSIBILITIES & NOTIFICATIONS

Health Services

To ensure the health and safety of our students, NYSD maintains a Health Office that is staffed by a full-time Registered Nurse (RN), and a Licensed Practical Nurse (LPN).

Student Illness

If a student becomes ill during the school day, the nurse will contact the parent/guardian to pick up the child. If for some reason the parent/guardian is unable to pick up the child, they must designate another responsible adult to pick up the child and notify NYSD of the identity of this person.

* **If** a child is sick and has a fever, they must be fever free without the use of any anti-pyretic medication (such as Motrin or Tylenol) for 24 hours before being sent back to school. For example: if a child’s fever breaks at 3PM, they must stay home the next day.

* **If** a child is out beyond **three consecutive days** or more for illness, a written medical **clearance** from a physician must be presented to the Health Office upon return. If not, each day absent past 3 days will be considered unexcused. If there are any new activity limitations, the physician should state that on the medical note.

Medication

The Health Office will store medication safely as per legal guidelines and only dispense to individual students as per physician's orders. **Students cannot keep medicine in pockets, bags or lockers.**

If a student's doctor prescribes medicine that must be taken during the school day, the parent/guardian must bring the medicine in its original container along with a physician's order/note to the Health Office. The parent can otherwise bring the medicine to the Health Office and have the physician fax the orders directly to the attention of the school nurse at **(914) 681-1308**.

Required Health Documents for Students

According to New York State law and New York School for the Deaf attendance requirements, **the following items must be provided before your child can come to school:**

- **Physical Exam:**

A physical exam is required for all first-time students. Documentation of a physical examination that has been completed within 1 year of the start of school by a New York State licensed physician, physician's assistant, or nurse practitioner must be submitted to the Health Office.

In addition, physical exams are required annually for interscholastic sports, and working papers, as needed or required by the Committee on Special Education (CSE) or Committee on Preschool Education (CPSE) for all children who are entering the following grades:

- Preschool
- 1st Grade
- 3rd Grade
- 5th Grade
- 7th Grade
- 9th Grade
- 11th Grade

- **Immunization Record:**

Our NYSD Registered Nurse, is happy to provide you with a list of New York State required immunizations. The nurse can be reached in the Health office at (914) 949-7310 x8314/8317) In addition, you can always discuss this list with your pediatrician.

- **Permission To Treat Form:**

This form is required each year for emergencies and off-campus activities for our students.

- **Dental Exam:**

All children entering school for the first time must have a dental exam. All Preschool, Kindergarten and 1st grade students are required to provide proof of a dental exam. We also encourage yearly dental exams for students in all grades.

*These forms have been provided to you in a separate mailing before the start of the school year. If you need additional copies, please contact the school nurse.

School Closings/Delays

The most efficient way to find out about schools closings and delays is to receive alerts on your cell phone, home phone, text message and/or email. Please be sure to provide all contact information that you would like to be contacted on in the event of an emergency.

See below for additional ways to learn about school closings and delays:

WEBSITES:

Delays & Closures are posted on our website's homepage: www.nysd.net , Facebook Page: www.facebook.com/fanwood1817, and Twitter Page: www.twitter.com/NYSD1817

Additional Websites:

www.whud.com

www.wfasfm.com

www.newsradio88.com

WHUD

WFAS/FM

WCBS

TV STATIONS:

CBS Channel 2

ABC Channel 7

NBC Channel 4

Channel 12 News (Westchester)

Fox Channel 5

WRNN-TV (Regional News Network)

RADIO STATIONS:

WHUD – 100.7 fm

CBS – 880 am

SUPER KQ (WPAT) – 97.9 fm (Spanish)

WFAS – 1230 am WFAS – 103.9 fm

Mandated Child Abuse Prevention and Reporting

All employees and volunteers are required by law to report any and all suspicions of child abuse, maltreatment, or neglect of any student attending NYSD. This includes suspicions of abuse from other staff members as well as from persons in the home or the community.

All employees are required to undergo annual training in identification and reporting of suspected child abuse and maltreatment. This training is designed to raise the level of awareness and enhance knowledge in areas including, but not limited to the following: definitions and characteristics of child abuse and neglect; identification of child abuse and neglect; safety and security procedures, including appropriate reporting responsibilities governing the protection of students from abuse and maltreatment; and any relevant information provided by the New York State Education Department. For more information, contact the School Social Worker.

Student Records

NYSD maintains individual student records in accordance with State and Federal laws and regulations. We value and protect the confidentiality of educational records at all stages of the record retention process inclusive of the collection, storage, release and destruction of records that contain personally identifiable information.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest; (*NYSD administrators and professionals that work directly with students*)
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

SCHOOL WELLNESS POLICY

To view New York School for the Deaf's Wellness Policy on Physical Activity and Nutrition, visit our website at www.nysd.net

PARENT VISITATION POLICY

While New York School for the Deaf encourages parents/guardians and interested members of the community to visit the School and view the educational program, the New York School for the Deaf also endeavors to create a safe environment for students and staff.

NYSD follows strict guidelines to ensure the safety of our students and to minimize class disruption. To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures to facilitate visits during regular school days:

1. When dropping off or picking up your child, please keep visits less than 5 minutes.
2. For classroom visits longer than 5 minutes to drop off or pick up your child, please arrange with the teacher or School's office at least 24 hours in advance. If a conference is desired, an appointment should be made with the teacher during non-instructional time. Except for unusual circumstances, classroom visits should not exceed approximately 45 minutes in length and may not occur more than once per week.
3. All parents visiting the school must register with the receptionist in PEET HALL. When registering, the parent may be required to provide his/her name, address, his/her purpose for entering school grounds, and photo identification. For purposes of school safety and security, visiting parents will be given a nametag to wear that must be visible while on school premises.
4. Administration at New York School for the Deaf may deny or withdraw consent to be on campus whenever there is reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees, would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
5. The Administrative Team shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
6. No electronic listening or recording device may be used by students or a visitor in a classroom without the Superintendent's permission.

FIP PARENT VISITATION POLICY

1. Upon arrival to NYSD, FIP parents/guardians must sign in at Peet Hall Reception.
2. After FIP sessions, parents/guardians must sign out at Peet Hall Reception, before exiting campus.

SCHOOL WIDE SERVICES

Student Support Services

A range of specialized services are available at New York School for the Deaf, including: speech and language therapy; counseling; occupational therapy; physical therapy; audiological consultation; skilled nursing services and vision support. These services are designed to address a student's areas of identified need and to support their instructional program. The frequency and duration of related services is determined by the recommendations on a student's Individualized Education Program (IEP).

In addition to mandated related services, New York School for the Deaf also provides non-mandated support services, which, in addition to the above areas, may also include: audiological support services; counseling; behavioral consultation; social work support; parent training; health & wellness services; instruction in American Sign Language (ASL); Spanish translation and ASL interpretation for families.

Guidance Services

At New York School for the Deaf, guidance services are student-centered and individualized to assist each student with their educational and vocational career goals. It is important that students and parents fully participate in planning their current and future educational program. Students are encouraged to visit the office of the guidance counselor for advice concerning, but not limited to: class schedules; transitional planning; the college application process; New York State assessments; academic or personal concerns which may interfere with their success at school.

Students and parents should feel welcome to contact the NYSD Guidance Counselor with any questions or concerns.

Audiology

Our licensed audiologist is available on campus to perform hearing tests with children of all ages and levels of performance. Audiological services include, but are not limited to: performing listening checks and troubleshooting hearing devices; and monitoring performance of amplification devices and cochlear implants. The NYSD audiologist collaborates with outside audiologists and cochlear implant specialists, and participates in ongoing training regarding new technology and devices that augment hearing.

Hearing Aids, Cochlear Implants, and Amplification Devices

New York School for the Deaf is able to facilitate hearing aid repairs and new ear mold impressions for students as a fee-for-service option. When a student needs new ear molds or has a broken hearing aid, the audiologist will send a form home for the parents to complete and return with payment. Upon receipt of payment, the service will be performed. The parents will be notified when the ear molds arrive or the hearing aid is returned from the repair shop.

If a student needs a loaner hearing aid, the audiologist will send a *Loaner Hearing Aid Contract* to the parents. The parents must sign the form before the student can be assigned a loaner hearing aid. The contract states that the parents are financially responsible for the loaner hearing aid, including the cost of the ear molds and batteries used with the aid.

Case Management

Each student at Fanwood is assigned a case manager. Case managers are responsible for keeping track of your child's well-being during their time here at Fanwood. The case manager works closely with all other staff members that support your child and serves as your family contact. Case managers may also help to coordinate services with outside agencies to support students and families. Additionally, if your child is struggling in any way, the case manager is the person that you or your child would contact to help provide resolution to the problem. Always feel welcome to contact your child's case manager, as they are here to support and guide you.

Food Service Program

New York School for the Deaf offers healthy meals every school day. Breakfast will be provided free of charge to all students. For lunch, there is a \$2.00 charge for lunch unless you qualify for free or reduced price meals.

If your child qualifies for free or reduced price meals, they will receive those benefits. If you have any questions related to the Food Service Program, please feel free to contact Debra Stanson, *Chief Financial Officer* at the following contact information: (914) 949-7310 ext. 8210 or dstanson@nysd.net.

Transportation

At New York School for the Deaf, a great deal of consideration is given to the safety of the students being transported. It is important to us that we help to make the transportation process as clear and efficient as possible. Additionally, we want to provide a system that ensures that students arrive to and from Fanwood with the least possible interruption to the school day.

In order to do this, positive communication is necessary to coordinate transportation of students. We ask that parents communicate with the NYSD Transportation Liaison as well as the bus companies, in order to ensure a smooth process.

Responsibilities of the Parents:

1. Make sure to call the bus company if your child is not coming to school
2. If your child is arriving late to school, you must contact the bus company
3. Students should be ready at least 5 minutes before the pick up time
4. Parents of preschool and elementary school students must be home at the time of drop off

Responsibilities of Bus Companies:

- 1) Contact parents to inform them of the pick up and drop off time
- 2) Contact parents if bus is running late for pick up or drop off for any reason
- 3) Communicate any problems that may occur on the bus to the company supervisor

If you have any questions, please feel free to contact the Transportation Liaison at 914-949-7310 ext 550.

SCHOOL PROGRAMS & ATHLETICS

Extracurricular School Activity Eligibility

Extracurricular activities participation is defined as an involvement in any non-credit bearing, school-sponsored organization or activity, including class organizations, clubs and athletic teams. Extracurricular participation is a privilege based on academic status and behavior. It is the intention of the staff members to encourage participation in extracurricular activities while maintaining an emphasis on academic performance.

Athletics

All student-athletes are required to have a physical prior to their participation on an athletic team and may not participate without the approval of a physician.

New York School for the Deaf is a member of the Eastern Schools for the Deaf Athletic Association and competes in soccer, volleyball, cheerleading, basketball, and track & field.

Academic Bowl

Each year, New York School for the Deaf creates a team of four high school students to compete in the Academic Bowl for Deaf and Hard of Hearing High School students. The Academic Bowl is a tournament, where teams of high school students across the country compete against each other on a national level.

The goal of the Academic Bowl is to foster the pursuit of academic excellence, promote a spirit of academic competition and sportsmanship, and provide social opportunities related to higher education such as college and universities.

Student Body Government & Jr. National Association of the Deaf (NAD)

Student Body Government (SBG) and Jr. NAD students are the student body leaders of New York School for the Deaf. With members representing each class, the SBG represents the interests and concerns of the student body. They participate in and organize school activities, fundraise for class and school related events and facilitate in communication between the student body and school administration.

DIGNITY FOR ALL STUDENTS ACT
(DASA): New York State's Anti-Bullying Law

New York School for the Deaf's Code of Conduct is aligned with New York State's *Dignity for all Students Act* (DASA), which was enacted in July of 2012. All children have the right to attend school in a safe, welcoming, and caring environment. DASA specifically ensures this for New York State school students. The Dignity Act promotes civility and creates a safe, nurturing environment.

Goal of the Dignity Act:

To provide students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, on a school bus, or at a school function.

What does the *Dignity for all Students Act* mean? All students and employees have the right to feel safe at school, on the bus, and at all school functions.

NYSD does not tolerate or accept behaviors that make a person feel unsafe at school, at school functions, or on the school bus. Behaviors not accepted include (but are not limited to):

- * Intimidation
- * Verbal/signed/written threats
- * Physical actions or threats

NYSD does not accept discrimination or harassment based on the following (but are not limited to):

- | | |
|--------------------------------|----------------------|
| * gender | * disability |
| * sex | * bullying |
| * sexual orientation | * cyberbullying |
| * perceived sexual orientation | * background/culture |
| * language usage | * color |
| * religion | * weight |

Students and/or staff members who display behaviors that are NOT aligned with the *Dignity for all Students Act* will be addressed by Administration immediately and appropriately. All behavior not aligned with the *Dignity for all Students Act* on school property or at school related functions will not be tolerated.

Additionally, the New York State Education Department (NYSED) provides information on and related to the *Dignity for all Students Act*.

The Dignity for all Students Act

<http://www.p12.nysed.gov/dignityact>

Please also refer to the *Parent Resources* section of the NYSD website for additional information or to access the link. If you have any questions regarding the material in these guides, please feel free to contact us directly.

New York School for the Deaf Student Bullying and Cyberbullying Policy

New York School for the Deaf believes that students are entitled to learn in a school environment that is safe and secure. By following the actions outlined in this policy, the New York School for the Deaf will take reasonable steps to protect all students from the harmful effects of bullying and cyberbullying that occur at school and/or that interferes with student learning and orderly school operations.

Students are expected to conduct themselves with respect for others and in accordance with this policy. School leadership is committed to implementing this policy, and by doing so, creating a safe, positive, productive, and nurturing educational environment for all students.

Aggressive behavior, bullying, harassment, and similar acts toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes (but is not limited to):

1. physical abuse
2. verbal (oral or written) abuse
3. electronically transmitted (cyber or high-tech) abuse, and
4. psychological abuse

New York School for the Deaf will not tolerate any gestures, comments, threats, or actions, which cause or threaten to cause bodily harm or personal degradation.

Students are prohibited from bullying and cyberbullying actions or communications directed toward other students which:

1. Occur on, or are delivered to, school property or a school-sponsored activity or event on or off school property; or
2. Occur off school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

This policy applies to all *School sponsored* activities, including activities on school property or while en-route to or from school-sponsored activities and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control.

This policy also applies to activities that take place *off-campus* if the activities cause emotional distress to an individual that substantially disrupts or interferes with the operation of a school or an individual student's ability to receive an education.

The School believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. Since students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior; treat others with civility and respect, and refuse to tolerate bullying and/or harassment.

DEFINITIONS:

The following definitions are provided for guidance only. If a student or other individual believes there has been aggressive behavior by a student or adult that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

For the purposes of this policy, the following definitions shall apply:

- **“Aggressive Behavior”** is defined as inappropriate conduct, whether a single isolated incident or repeated incidents that are serious enough to negatively impact a student's or employee's educational, physical, or emotional well-being. This type of behavior is a form of intimidation and harassment. It includes, but is not limited to, behaviors such as stalking, bullying/cyberbullying, intimidating, menacing, coercion, name-calling, teasing, taunting, making threats, and hazing. Aggressive behavior can occur off-campus and individuals committing such aggressive behavior may be disciplined as provided in this policy.
- **“Bullying”** means exercising power or control over another by inflicting physical hurt or psychological distress on one or more students or school employees. Acts of bullying can be a single significant incident or a pattern of incidents involving a written, signed, verbal, electronic or high tech communication, or a physical act or gesture,

- Physical: (such as...hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact, etc)
- Causes emotional distress to a person. (such as... taunting, malicious teasing, insulting, name calling, sexual, religious, or racial harassment, making threats, spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, intimidation, dehumanizing gestures or public humiliation, etc.

For the purposes of this policy, the term “emotional distress” means distress that impairs the student’s ability to participate in academic or other school-sponsored activities, or to receive an education. The term “emotional distress” does not include the unpleasantness or discomfort that accompanies an unpopular viewpoint;

- Interferes with a student’s educational environment;
- Creates a hostile educational environment; or
- Substantially disrupts the orderly operation of the school.

“Bullying” shall also include actions motivated by an imbalance of power based on a student’s actual or perceived personal characteristics, behaviors or beliefs, or motivated by the student’s association with another person and based on the other person’s characteristics, behaviors or beliefs if those actions cause one or more of the results in paragraphs above.

Bullying or cyberbullying of a student on the basis of sex, sexual orientation, race, color, ancestry, national origin, religion, age, marital status, familial status, pregnancy, physical or mental disability may constitute illegal discrimination under federal and/or state laws.

- **“Relational Aggression”** is behavior that is intended to harm someone by damaging or manipulating his or her relationships with others. Relational Aggression is not always obvious and can include physical, verbal (malicious gossip, putdowns, insults, spreading rumors, lies, telling secrets, name calling and threats to withdraw friendships), or covert (body language, eye rolling, social exclusion, ignoring) aggression.
- **“Cyberbullying”** means conduct defined in Paragraphs 2 that takes place through the use of electronic or high tech devices. “Cyberbullying” can occur through communication technologies such as e-mail, cell phone, video phone, pager, text messages, instant messaging (IM), personal social media web sites, and online personal pooling web sites, whether on or off school campus, to engage in deliberate behavior by an individual or group, to threaten or harm others, or to cause emotional distress to an individual to substantially disrupt or interfere with the operation of a school or an individual student’s ability to receive an education.

The School recognizes that cyberbullying can be particularly devastating to young people because:

- cyberbullies more easily hide behind the anonymity that the Internet provides;
- cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
- cyberbullies do not have to own their own action, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions; and
- the reflection time that once existed between the planning of a prank - and enacting that prank - has nearly been erased when it comes to cyberbullying activity.

Cyberbullying includes, but is not limited to the following: posting slurs or rumors or other disparaging remarks about a student or school employee on a web site or on a web blog; sending e-mail or instant messages that are mean or threatening, or so numerous as to drive up the victim’s cell phone bill; using a camera phone to take and send embarrassing photographs of students or school employees; posting misleading or fake photographs of students or school employees on web sites. The physical location or time access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated.

- **“Cyberstalking”** means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to the person and serving no legitimate purpose.

1. **"Electronic devices"** include but are not limited to video phones, pagers, telephones, cellular phones, computers, electronic mail, instant messaging, text messaging, social media, and websites.
2. **"Harassment"** for purposes of this policy, includes, but is not limited to, any threatening, insulting, or dehumanizing act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written, computer generated or physical nature directed against a student or school employee that:
 - a. Demeans a person;
 - b. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
 - c. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
 - d. Has the effect of substantially disrupting the orderly operation of a school.
3. **"Harassment, intimidation, or bullying"** means "threatening, stalking or seeking to coerce or compel a person to do something; intentionally placing or attempting to place another person in fear of imminent physical injury; or engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practices, gender, sexual orientation, age or disability that substantially disrupts the educational process" (8 NYCRR §120.2[gg][1][vi][j]). This includes any act that substantially interferes with a student's educational benefits, opportunities, or performance, that takes place on or off school grounds, at any school- sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of:
 - Physically harming a student or damaging a student's property;
 - Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
 - Creating a hostile educational environment; or
 - Substantially disrupting or interfering with the operation of a school or an individual student's ability to receive an education.
4. **"Hazing"** shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, team, or organization that causes or creates a substantial risk of causing mental or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.
5. **"Intimidation"** includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another's property, cause substantial inconvenience, subject another to offensive physical contact, or inflict serious physical injury.
6. **"Menacing"** includes, but is not limited to, any act intended to place a school employee, student, or third party in fear of imminent serious physical injury.
7. **"Sexting"** includes, but is not limited to: "sending, receiving or forwarding sexually suggestive nude or nearly nude photos through text message or email"
8. **"Staff"** includes all School employees.
9. **"Third parties"** include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter- district or intra-district athletic competitions or other school events.
10. **"School property"** means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.
11. **"Perpetrator"** means a student who engages in aggression, bullying or cyberbullying.
12. **"Victim"** means a student against whom aggression, bullying or cyberbullying has been perpetrated.

PROCEDURES FOR REPORTING

Procedures for reporting bullying, harassment, or similar acts covered by this policy including provisions that permit a person to anonymously report such an act are as follows:

- (a) Any student who believes s/he has been or is the victim of bullying, harassment, or aggressive behavior should immediately report the situation to the Director of Academics or the Superintendent. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official.
- (b) Every student is encouraged, and every staff member is required, to report any situation that they believe to be bullying, harassment or aggressive behavior directed toward a student.
- (c) A school employee, school volunteer, student, or parent who promptly reports in good faith an act of bullying, harassment, or similar act to the appropriate school official designated in this policy and who makes this report in compliance with the procedures set forth in this policy is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.
- (d) Any written or oral reporting of an act of bullying, harassment, or similar act shall be considered an official means of reporting such act(s). **Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.**

INVESTIGATION OF REPORT:

The prompt investigation of a report of bullying, harassment, or similar act is deemed to be a school-related activity and begins with a report of such an act. Every incident reported shall be investigated within five (5) school days from the initial reporting of the complaint or report of bullying, harassment, or similar act. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying, harassment, or similar act, and the investigative procedures that follow.

DISCIPLINARY CONSEQUENCES AND INTERVENTION PROGRAMS

New York School for the Deaf firmly holds that all forms of aggression will not be tolerated. Cyberbullying, as a form of electronic aggression, and sexting are inappropriate and will not be tolerated on school grounds or at school-sponsored events or functions, using either school or personal information technology equipment.

Administrators have the discretion to determine appropriate disciplinary consequences and/or interventions for violations of this policy based upon the relevant facts and circumstances in a particular case, including but not limited to the age and maturity of the students involved; the type and frequency of the behavior; a student's willingness to cooperate in the investigation and correct behavior; and the student's prior disciplinary record.

If the Director of Academics substantiates the bullying/cyberbullying report, he/she shall, in consultation with the Superintendent, determine what remedial and/or disciplinary actions should be taken against the perpetrator(s) and determine what further assistance should be provided the victim(s), if any.

In addition, students may be required to participate in education programs, mediation, counseling and/or other programs and/or activities to address and prevent recurrence of bullying and cyberbullying behavior.

The consequences for a student, employee, visitor, volunteer or contractor of the New York School for the Deaf who commits an act of bullying, harassment, or similar act shall be determined as follows:

* Disciplinary consequences for students may include, but are not limited to:

- o detention
- o suspension
- o expulsion from school
- o transfer to alternative setting
- o transfer to law enforcement

* Disciplinary consequences for employees may include up to discharge

* Disciplinary consequences for parents, guests, volunteers, and contractors may include up to exclusion

Immediate notification to parents/legal guardians of the aggressor and the victim, the Superintendent, and local agencies where criminal charges may be pursued against the perpetrator shall be provided in accordance with the following:

1. The Director of Academics or designee shall immediately notify by telephone, personal conference, and/or in writing, the parents/legal guardians of each student who has experienced aggressive behavior, bullying, harassment, or similar act as well as the parents/legal guardians of the perpetrator(s) of an act of bullying, harassment, or similar act on the **same day** an investigation of the incident(s) has been initiated.
2. Notification shall also be given to all local agencies where criminal charges may be pursued against the perpetrator. Notification must be consistent with the student privacy rights.
 - * **Referral to the school counselors** for intervention and prevention support; Informal consultation with parent/legal guardian with school staff (initiated by either the parent or the school staff) to determine the severity of concern and appropriate steps to address the concern.

PREVENTION & TRAINING

In support of this policy, New York School for the Deaf promotes preventative educational measures to create greater awareness of aggressive behavior, including bullying. The Superintendent or designee shall provide appropriate training to all members of the School community (Students, Parents, Teachers, School Administrators, Counseling Staff, School Volunteers) related to the implementation of this policy and its' accompanying administrative procedures.

All training regarding this policy and administrative procedures and aggressive behavior and bullying in general will be age and content appropriate. Evidence based violence prevention curriculum will be included in a comprehensive educational program.

- Notice of this policy will be circulated annually to students and staff.
- This policy will be discussed annually with students, at an age appropriate level.
- This policy will be incorporated into the Student Code of Conduct and in all employee handbooks.
- School climate: This may be the single most important factor in preventing, limiting, and/or dealing with bullying and cyberbullying incidents. New York School for the Deaf will work diligently to create a school environment that values and teaches respect for all. We believe that the most positive school climates are culturally sensitive and model positive behavioral interactions that clearly show that no tolerance exists for certain types of behaviors, including, but not limited to, bullying. We believe that there is no such thing as an innocent bystander as it relates to aggression and bullying.

New York School for the Deaf will continue to align their practices with the NYS Office of Mental Health's Guidelines and Resources for Social and Emotional Development and Learning (SEDL) to develop a positive school climate.

Athletic Policy – Code of Conduct

In order to promote sportsmanship, academic performance and positive growth, New York School for the Deaf has implemented a school-wide policy. This policy impacts all students and parents who are involved in the athletic program.

To maintain fairness and respect, students and parents are to display a high standard of sportsmanship. All members will follow the below rules and standards of conduct (behavior).

- Students are to keep a positive attitude of encouragement toward their peers at all time.
- Students are to promote their academic studies by maintaining an average GPA of 2.5 or higher and to complete all assigned work. Failure to do so will result in a suspension on the team. (Academic and preparedness for career or college shall take priority.)
- Parents are to support and value all rules and policies set forth by New York School for the Deaf.
- Parents are to refrain from behaviors such as:
 - Heckling
 - Belittling of other players
 - Threats
- Parents should promote the emotional and physical well-being of their child ahead of any personal desire to win.
- Parents should set good examples for their child by extending the same respect to all players, coaches, fellow parents/guardians, fans, and officials.

Failure to follow the code of conduct will result in suspension or dismissal from the team.

New York School for the Deaf
Technology Resources
Student Acceptable Use Policy

Purpose

Technology resources, including Internet access, will be used to promote innovation and educational excellence consistent with the goals of the New York School for the Deaf (NYSD). This places ethical responsibilities on all technology users, including students. Students are responsible for appropriate behavior on NYSD's computer networks just as they are in classrooms or hallways. Proper behavior, as it relates to the use of computers, is no different than proper behavior in all other NYSD activities.

A Local Area Network is available to students and staff at the New York School for the Deaf. NYSD also offers access to an electronic mail ("Email") system. Internet access is available everywhere on campus via Wireless Fidelity Connectivity (WiFi). The goal of the Local Area Network, Email system and Internet access is to improve NYSD's educational programs by facilitating communication, enabling resource sharing, and creating unique environments for learning. The purpose of this policy is to ensure that the Local Area Network, the Email system and Internet access are used appropriately. The Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). Only current students or employees are authorized to use the network.

Network Ownership

NYSD's computers, servers and network are the property of NYSD. As such, all Email messages, including any attachments, that are created, sent or received using NYSD's computers, servers or network are the property of NYSD. Users should have no expectation of privacy in any materials sent, stored or accessed through NYSD's computers, servers or networks, including Email messages. NYSD's computers, network, Email messages and all materials stored on or accessed through NYSD's computers or network are subject to review and monitoring by NYSD's System Administrator, with the consent of the Superintendent.

General Computer Use Guidelines

- Other than Teacher and Student Laptops designated as available for home use, no computer equipment, peripherals, programs or supplies may be removed from the school.
- It is very important that there be NO FOOD OR DRINKS around computers at any time.
- Software licensed to the school may not be copied for personal use.
- If any computer parts or programs do not seem to be working and you are not sure what to do, please DO NOT try to fix the issue. If you have any problems of any kind, please send an email to helpdesk@nysd.net. The request will be prioritized and a member of the Technology Support Team will respond in a timely manner.
- If you are not sure how to use any of NYSD's technology assets, please also send an email to helpdesk@nysd.net requesting assistance.

User Responsibilities

- It is essential for each user to recognize his or her responsibility in having access to NYSD's network, Email system and to the Internet.
- Users shall limit their use to accessing, receiving and sending materials and messages of direct educational value or of direct relevance to their work at NYSD.
- Incidental, occasional and brief personal uses are permitted. Any messages or other files pertaining to such personal use will be treated no differently than any other messages or files, i.e. they are property of NYSD, subject to the user responsibilities and prohibited uses listed in this policy and subject to review. In general, personal uses should be restricted to non-work hours.
- Users may not download or install software or programs onto NYSD's computers or the NYSD network without permission from the Director of Technology.
- Users may not move, repair, reconfigure or modify NYSD's desktop computers or network.

- Laptops may not be repaired or reconfigured.
- Users shall obey all applicable copyright laws. Materials accessed through the Internet must be properly cited when referenced.
- Users are expected to use the highest ethical standards when receiving or transmitting information over the network.
- Users shall use care in composing and sending Email messages to ensure that they are sent only to the intended recipients and are treated with the same care and discretion as any other formal means of communicating, such as written letters.
- Students and staff should immediately report to the Technology Support Team all violations of this policy they witness or of which they have otherwise become aware.

Prohibited Uses

Users are specifically prohibited from engaging in any of the following activities:

- Placing unlawful information on a system;
- Viewing, accessing, transmitting, downloading or storing text, images or materials that are abusive, inflammatory, defamatory, harassing, offensive, discriminatory or otherwise prohibited by NYSD's harassment and non-discrimination policies;
- Viewing, accessing, transmitting, downloading or storing text, images or materials of a sexually explicit, obscene or pornographic nature;
- Viewing, accessing, transmitting, downloading or storing text, images or materials that portray excessive, socially unacceptable violence;
- Uploading, downloading, copying, disseminating or printing copyrighted materials (including software) in violation of applicable copyright laws;
- Gambling or engaging in any other activity in violation of federal, state or local law;
- Sending messages that are likely to result in the loss of recipients' work or damage to the recipients' systems;
- Soliciting business opportunities or money for personal gain and/or conducting business for personal gain;
- Intercepting or disclosing the contents of Email messages without permission of the sender or receiver;
- Using someone else's identity on the network;
- Disclosing confidential, personal or student information that is protected by law or without the permission of the individual or his/her parent or guardian;
- Allowing another person to use, or failing to protect use of, one's network account;
- Making unauthorized statements about NYSD or communicating, transferring, viewing, making, sending, receiving, retrieving, printing or disseminating unauthorized messages concerning NYSD, its operations or its potential competitors.
- Unauthorized posting of any material on the World Wide Web.

As users of the network, individuals may be allowed to access other networks (and/or the computer systems attached to those networks). Each network or system has its own set of policies and procedures. It is the user's responsibility to abide by the policies and procedures of these other networks/systems, as well as NYSD's own policies and procedures.

Violation of this policy may result in discipline up to and including suspension or expulsion and loss of computer privileges. In addition, law enforcement agencies may be informed of specific violations consistent with appropriate laws and regulations.

Controversial Material and User Protection

With widespread access to computers and the Internet also comes the availability of material that may not be considered to be of educational value in a school setting or that may be contrary to the values, mores and culture of the school and community. NYSD has taken available precautions, including the installation of monitoring and blocking hardware and software, to restrict access to objectionable materials on the Internet

and is in full compliance with the Child Internet Protection Act (CIPA). Student email is a closed system and is configured to only accept email exchanges between students and staff.

On a global network it is impossible to control all materials and users may be able to discover controversial material. We firmly believe that the value of the information and interactions available far outweighs the possibility that users may obtain material that is inconsistent with NYSD's educational goals and values. Users should report immediately to the Director of Technology any access to objectionable materials of which they become aware.

Laptop Program

Students eligible for NYSD's one-to-one laptop program may be assigned a laptop only with the written permission of their parents/guardians. Students and their parents/guardians should be aware that the aforementioned user protection does not extend beyond NYSD's Network.

Students assigned laptops may not store a large number of files with no direct relevance to their work at NYSD on the hard drive. Files of this nature may be deleted at any time, and without warning, at the discretion of School Administration.

All questions related to use of or access to computers, NYSD's network, email system, or the Internet should be directed to the Technology Department or the Director of Academics.

Approved by NYSD Board of Trustees - 9/21/10