PARENT / STUDENT HANDBOOK

THE OHIO SCHOOL FOR THE DEAF
The Ultimate in Total Education for over 180 Years

500 Morse Road
Columbus, OH  43214-1899
Table of Contents

Foreword ........................................................................................................................................ ii

Chapter 1 - Overview

A Brief History of the Ohio School for the Deaf ................................................................. 2
Our School Today ..................................................................................................................... 2
OSD’s Vision, Mission, Belief, and Value Statements .................................................... 4
The Educational Philosophy of the OSD ........................................................................ 5
The Organizational Structure at Ohio School for the Deaf ............................................. 5
Outreach Services for Parents, Professionals and Students in Public Schools ......... 6
Enrollment Information ...................................................................................................... 6

Chapter 2 - General Policies

Parent/Guardian Phone and Address Information ......................................................... 10
Non-Discrimination Policies (Section 504, Title IX, and ADA Compliance) ............... 10
  Annual Notification ........................................................................................................... 10
  Title IX and Section 504 Grievance Procedures ........................................................... 10
  Policy of Non-discrimination on the Basis of Disability ............................................. 11
Educational Records and Confidentiality Procedures .................................................... 11
  Definitions ....................................................................................................................... 11
  Method of Annual Notification ....................................................................................... 12
  Procedure to Inspect Education Records ...................................................................... 12
  Refusal to Provide Copies ............................................................................................. 12
  Fees for Copies of Records ......................................................................................... 12
  Types, Locations, and Custodians of Education Records ........................................... 12
  Disclosure of Education Records ............................................................................... 13
  Record of Requests for Disclosure ............................................................................. 13
  Directory Information ................................................................................................... 14
  Correction of Education Records ............................................................................... 14
Destruction of Records ................................................................. 15
Bilingual/Bicultural Philosophy for OSD ........................................... 16
Communication Philosophy at OSD .................................................. 16
Campus-Wide Communication at OSD .............................................. 18
Formal Staff Communication ............................................................. 18
General Communication ................................................................. 18
Communication Between Staff and Parents or Visitors ...................... 18
Communication Between Staff and Students ..................................... 18
Definitions ...................................................................................... 19
Sexual Harassment Policy ................................................................. 19
Victim’s Rights .............................................................................. 20
Anti-Bullying, Anti-Harassment and Intimidation ................................. 20
Pregnant and/or Married Students .................................................... 22
Suspected Child Abuse & Neglect ...................................................... 22
Policy on AIDS ............................................................................. 22
Intervention Policy for Students Experiencing a Mental Health Crisis .... 23
Counseling Services ........................................................................ 23
Safety Procedures and Emergency Drills ............................................ 24
Bus/Van Safety Policy ..................................................................... 25
Internet Use Policy ......................................................................... 26
Guidelines for Use of the Internet ..................................................... 26
Policy on Electronic Pagers, Beepers, Sidekicks, and PDA’s .................. 27
School Day ...................................................................................... 27
Day Student Transportation ............................................................. 27
After-School/Dormitory .................................................................. 27
Policy on Searches of Student Lockers, Dormitory Living
Areas and Student Back-Packs/Luggage .......................................... 28
Persons Who Can Search ................................................................. 28
What Can be Searched .................................................................... 28
School Property Statement ............................................................... 28
Policy on Student Publications ................................................................. 29
Cafeteria Policy .......................................................................................... 31
Wellness Policy ............................................................................................ 32
Participation in Extra-Curricular Activities .................................................. 33
Athletics ........................................................................................................ 33
  Intramural Sports ...................................................................................... 33
  Interscholastic Sports ............................................................................... 33
  Academic Eligibility .................................................................................. 34
  Character Eligibility .................................................................................. 34
Student Health Services ................................................................................ 34
  Mission Statement of SHS ...................................................................... 34
  Scope of Medical Support Services ......................................................... 35
  Prescription Medications ........................................................................ 35
  Weekend Visitations ................................................................................ 35
  OSD SHS Responsibility ......................................................................... 35
  Parental Responsibility ........................................................................... 35
  Confidentiality ........................................................................................ 35
  Safety Factors Regarding Medications .................................................... 36
  Important Phone and FAX Numbers for SHS ........................................ 36

Chapter 3 - The Center for Curriculum and Instruction

  OSD Is Fully Accredited ........................................................................... 38
  About the Center for Curriculum and Instruction ................................... 38
  Mission Statement and Goals .................................................................. 38
  Individuals with Disabilities Education Act (IDEA) ............................... 39
    IEP Planning ......................................................................................... 39
  Policy on Taping/Videotaping IEP Meetings .......................................... 39
  Course Selection and the IEP .................................................................. 40
    Dropping or Adding Classes and Canceled Courses .......................... 40
    Transition Planning ............................................................................ 40
    Vocational Assessment ...................................................................... 41
Chapter 5 - Student Code of Conduct

Introduction ........................................................................................................... 71

The *Give Me 5* Initiative ..................................................................................... 71

Progressive Discipline Policy ............................................................................. 71

Behavior Data Sheet ............................................................................................ 71

Student Appeals .................................................................................................. 71

Nonviolent Crisis Intervention (CI Team) ............................................................ 71

The Buckeye Ranch and St. Vincent’s Center ..................................................... 72

In School Suspension (ISS) .................................................................................. 72

Out of School Suspension .................................................................................... 72

Procedures for Out of School Suspension ........................................................ 72

Fair Hearings ........................................................................................................ 73

Suspensions for Up to 45 Days .......................................................................... 73

Expulsion ............................................................................................................. 74

Zero Tolerance ..................................................................................................... 74

Discipline Procedures for Younger Students ...................................................... 75
Chapter 1
Overview

DISCLAIMER: This Parent/Student Handbook will be updated and reviewed as changes in federal and state law warrant.
A BRIEF HISTORY OF THE
OHIO SCHOOL FOR THE DEAF
(For an in-depth history go to:
http://www.ohioschoolforthedeaf.org/history.aspx)

In the early 1800s there were no schools educating deaf children in the state of Ohio. In 1826, the Reverend James Hoge, D.D., became interested in educating deaf children. Dr. Hoge worked to establish the first educational program, which was called the “Asylum for the Education of the Deaf and Dumb Persons” and was approved by the Ohio Legislature in 1827. The first school was held in a small house in downtown Columbus in 1829 with about 25 students in attendance. The Reverend Horatio N. Hubbell was appointed teacher/superintendent.

In 1834, the school was moved to a new site on East Town Street in Columbus and the name was changed to the “Institution for the Education of the Deaf and Dumb.”

In 1908, the name of the school was changed from the Asylum to “Ohio State School for the Deaf.” The East Town Street school building is still standing and you can see the school crest above the door of the building. The dormitory building was destroyed by fire in the early 1980s. A public park with a topiary garden has been built on the site called the “Deaf School Park” behind the main Columbus Library.

In 1953, a new school was built on the corner of Morse Road and Indianola Avenue. The site was once a golf course! Today, the Ohio School for the Deaf is a beautiful 138.07-acre campus and here you will find one of the finest educational facilities for deaf students in Ohio. Academic, preschool and vocational classes are offered, as are a wide range of after-school activities and clubs. Statewide outreach to Ohio’s school community is an important part of the school program as well.

The future is bright for OSD and its students. The State and school administration have long recognized that the school’s physical infrastructure is deteriorating and the school design is woefully inadequate to meet the needs of educating students in the 21st Century. Through collaborative work with the Ohio Legislature, the Office of Budget and Management, and the Ohio School Facilities Commission plans are now in the works to build new classrooms and dormitories. It is anticipated that the new facilities will be ready for occupancy during the 2011-2012 school year.

There are years of fascinating history to be found here at the Ohio School for the Deaf. The Ohio School for the Deaf Alumni Association is a rich source of Deaf heritage. The alumni visit the school often. That history, along with a fine school and student development program, makes the Ohio School for the Deaf an exciting place to be.

OUR SCHOOL TODAY — The Ohio School for the Deaf operates under the auspices and in conjunction with the State Board of Education and the Ohio Department of Education through its Senior Associate Superintendent of Public Instruction for Programs. A comprehensive preschool through grade 12 educational program provides a sequential curriculum for achievement in academic and career-technical development areas which is comparable to Ohio’s public schools.

The educational program at the Ohio School for the Deaf is chartered by the State Board of Education with approved minimum standards for elementary, secondary, and vocational school programs that are
aligned with Ohio’s Academic Content Standards for all learners. Furthermore the school is in full compliance with the Ohio Department of Education’s Operating Standards for Ohio’s Schools Serving Children with Disabilities and the two major federal laws that govern special education at OSD, Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB). Also, the school earned full accreditation status from the North Central Association/Commission on Accreditation and School Improvement (NCA/CASI) and the Conference of Educational Administrators in Schools and Programs for the Deaf (CEASD).

In addition to providing educational and residential programming for on campus learners, the Ohio Department of Education, OSD’s governing authority, has directed the school to develop and implement a comprehensive Center for Outreach Programs and Services to support local school districts serving deaf and hard-of-hearing students within local districts. Those services include professional development for teachers and educational interpreters, technical assistance, periodic direct student services such as student evaluation or distance learning, family education and support, materials and resources development, and inter-agency collaboration.

OSD emphasizes the value of specialized education in the following manner:

- Communication Access – Students can communicate with anyone on campus through sign language. Speech and auditory training is available to students as well. Since staff are proficient in sign language, students have greater opportunities for language development and cognitive development.

- Small Class Size – Students learn in small groups of age-appropriate peers for more individualized attention and ease in communication.

- Focus on Literacy – A reading specialist, tutors, special software and techniques designed for deaf students, and a Literacy Lab help students improve reading and writing skills.

- Learning Around the Clock – After-school activities promote learning through technology, tutoring services, and special learning programs. Interactions with adults during evening hours help students to understand current events and everyday concepts.

- Direct Instruction – Students interact directly with teachers rather than through interpreter services. OSD teachers sign at the advanced level of the Sign Language Proficiency Interview.

- Accesses to Specialists – Students have access to a wide variety of specialists who understand deafness and speak their language. Licensed teachers of the deaf are rated as Highly Qualified for the subjects and grade levels they teach.

- Developing Independence – Guided instruction helps students to increase independence and self-advocacy skills as they grow older. All students care for their own belongings, take care of their dorm rooms, and solve problems, while older students may learn to ride the city bus line, seek a job, obtain a driver’s license, or complete college applications.

- Socialization Opportunities – All students can find a group of friends their own age and with similar interests at OSD. Whether students participate in extracurricular activities, play on a sports team, or just hang out with friends, it’s all fun!

- Self-Esteem / Confidence – There are many deaf adult role-models at OSD to inspire students. At OSD, students know they can become anything they want to be.
Technology for Learning – OSD’s state-of-the-art technology allows students to have computer and Internet access throughout the campus. Students create presentations using PowerPoint with multimedia design databases to analyze information, use word processors, use spreadsheets, and develop newsletters or reports.

Participation in Extracurricular Activities and Athletics – Students have opportunities to participate in various extracurricular activities (e.g., Student Body Government, Prom, Homecoming Dance) and in our sports program, whether it’s flag football for the younger set or basketball tournament action for high schoolers. Coaches speak the players’ language, so it’s easy to feel part of the team!

The Student Life department provides on-campus housing for students in dormitories for boys and girls and organizes recreational and learning activities to help students reach their full potential. Students arrive each Sunday evening and return home after school on Friday with transportation provided by either parents or the student’s home school districts. Youth Leaders supervise students in the dormitories and assist them with homework, personal issues, and life skills.

Also, OSD has a campus security system that involves security personnel, motion lighting, perimeter fencing, and oversight by the Ohio State Highway Patrol. All OSD employees undergo fingerprinting and a thorough background reference check. OSD has a written Safety Plan and procedural guide for responding to emergencies.

Vision Statement — the vision of the Ohio School for the Deaf is:

To be the premier school that meets the needs of Ohio’s deaf and hard-of-hearing students and their families.

Mission Statement — the mission of the Ohio School for the Deaf, an educational facility and resource center on deafness, is:

To ensure that all of Ohio’s deaf and hard-of-hearing students achieve their maximum potential and become successful citizens.

Belief Statements — faculty and staff members at OSD believe:

All children are born ready to learn.
Relationships are essential and influential.
Communication is critical.
Environments matter.

Value Statements — we value:

Family involvement in the educational process.
Early literacy development.
Relevant and individualized education.
Families’ right to make informed choices and decisions.
Collaboration among agencies, schools, teachers, parents, and other professionals.
An environment where communication is accessible.
Opportunities that technology can provide for learning.
Extra-curricular activities that facilitate personal growth.
Our role as a center of the deaf community in the State of Ohio.
An environment that stimulates the learning process before, during and after school.
Children deserve a stimulating environment 24/7.
Continuous improvement to our educational approaches.
Accurate measurements that track student progress.
THE EDUCATIONAL PHILOSOPHY OF 
THE OHIO SCHOOL FOR THE DEAF

The faculty, staff and administrators of the Ohio School for the Deaf recognize that only through education can the American heritage (the right to life, liberty, and the pursuit of happiness) be enjoyed by all segments of the American people. We, therefore, believe that:

1.) Every child, irrespective of individual differences and any other considerations, may as a birthright expect every opportunity for total personality development.

2.) Deaf and hard-of-hearing are deservedly educable, and the incorporation of specialized instructional strategies, as well as considerations for support areas such as specialized facilities, has a statistically positive correlation to the learning and achievement which they demonstrate.

3.) Educational preparation should encompass such areas of academic, career, technological, social, emotional, and physical development as studies and realistic appraisal of individual interest and aptitude indicate possible.

4.) Educating deaf and hard-of-hearing children is a highly specialized endeavor; the instructional programs at OSD have as a pedagogical foundation, a belief that discovery and empathetic development of a student’s potential bridges intellectual excellence, and provides a benefit to society while preparing them for a lifetime of personal fulfillment and enjoyment.

THE ORGANIZATIONAL STRUCTURE AT OHIO SCHOOL FOR THE DEAF

The school has two major program initiatives — (1) to provide educational and residential services to enrolled OSD students and their parents; and (2) to provide information and resource services to Ohio’s schools, teachers, parents and deaf or hard-of-hearing learners statewide through its outreach programs and services. The Ohio School for the Deaf program initiatives can be best illustrated in the program budgeting structure below approved by the Ohio Office of Budget and Management.

- **Educational Program Development and Implementation of Services (P001)** involves the on-site regular education program that OSD is providing comprehensive and sequential educational services in preschool, elementary, secondary, and vocational education to deaf learners with differing levels of ability, achievement, hearing loss, and communication capacity.

- **Residential Program and Services (P002)** enables OSD to provide learners through its residential program with a homelike atmosphere in the dormitories including recreation activities. Youth Leaders and recreation staff supervise learners’ activities outside the classroom.

- **Outreach Programs and Services (P003)** offers OSD’s support, assistance, and resources to deaf and hard-of-hearing learners enrolled in Ohio’s public schools, their teachers, their parents, and their school districts. OSD’s outreach is focused on cooperation and collaboration with the local school districts to provide the support, assistance, and resources needed.

- **Agency Support Services (P004)** consists of administrative support (administration, business and fiscal operations, buildings/grounds maintenance, facilities and grants management, human resources, labor relations/EEO, food services, student health services, safety and security, and technology infrastructure) for Programs 001 through 003 listed above.
OUTREACH SERVICES FOR PARENTS, PROFESSIONALS AND STUDENTS IN PUBLIC SCHOOLS

The Center for Outreach Services at OSD supports local school districts serving students who are deaf or hard-of-hearing in preschool and school-age programs throughout Ohio. The Center provides on-site, regional, or centralized services, as well as programs offered through interactive video distance learning, online courses, or videoconferencing. There is no cost to parents or eligible school districts and their employees for services.

The Interpreting and Sign Language Resources (ISLR) program provides consultation and support to educational interpreters working in public schools through assessment, mentoring, and workshops. In addition, ISLR’s publication and website keep interpreters aware of learning opportunities, licensure requirements, and current issues.

The Assessment Center offers full-service student evaluation to help determine students’ needs for special services. Testing is provided at no cost and includes psychological areas (including intelligence levels, adaptive behavior, visual-motor integration, and social-emotional growth), speech, spoken language, sign language and communication skills, audiology, vision screening and educational and health histories. Play-based assessments are available for children as young as 3 years.

The Parent Mentor provides education and support to parents of deaf and hard-of-hearing children throughout Ohio. The Parent Mentor is available to attend IEP meetings with parents, assist parents in understanding legal rights, and advise parents about the unique and diverse learning needs of students with a hearing loss. Family Learning Experience, a weekend of fun and learning for the whole family, is also coordinated through the Parent Mentor office.

Early Childhood and School-Age Consultants are available to conduct classroom observations and to advise general education teachers and specialists regarding strategies to promote classroom learning for a deaf child. Consultants can provide in-service training on a wide range of topics including Working with the Child with a Cochlear Implant, Visual Learning Environments for Deaf Children, Accommodations and Adaptations, and Language Development. An American Sign Language consultant is available to assist school district personnel in understanding the communication, language, and cultural needs of an individual child.

Summer Learning Enrichment Weeks provide summer fun for Ohio students through residential “camp” experiences at OSD. It’s the perfect way for students from public schools to have additional opportunities for peer interaction, access to deaf role models, exposure to American Sign Language, and socialization while focusing on specific learning topics, such as Driver’s Education School; Basketball Thrills and Drills; Leadership and Literacy Connections; Summer Sports Adventure; and Extreme Independence Experiences. Each week serves different age groups.

ENROLLMENT INFORMATION

Eligibility – Students who are deaf or hard-of-hearing and whose parents or guardians reside in Ohio are eligible for enrollment at the Ohio School for the Deaf. Younger deaf and hard of hearing children (ages 3 months to 5 years) attend the Alice Cogswell Center on campus as day students. Older students (grades K-12) who live near enough to OSD may attend school on a day basis while students who live farther away are eligible to live in the dormitories on campus. Some exceptions are possible for day students to live on campus based on learning needs.

Enrollment Process – Student placement decisions are made by the parents and the students’ school districts of residence following a multifactored evaluation, which generally occurs at OSD.
OSD is recognized as one option in a range of services available to students with a hearing loss. In making placement decisions, the IEP team must consider the following factors:

- The communication needs of the student
- The student’s and family’s preferred mode of communication
- The student’s linguistic needs
- The severity of the hearing loss and potential use of residual hearing
- The student’s academic level
- The social, emotional and cultural needs of the student, including opportunities for peer interactions and communication
- Consideration of the curriculum content and method of delivery
- The student’s need for direct instruction and interaction with teachers

Regular education placement is not required for all students with disabilities. A residential school education may be the least restrictive environment for some children who are deaf or hard of hearing based on the factors listed above.
Every year OSD sends some students to the week-long Space Camp program in Huntsville, AL.
Chapter 2
General Policies
PARENT/GUARDIAN PHONE AND ADDRESS INFORMATION

Every parent/guardian who enrolls their student(s) at the Ohio School for the Deaf is required to provide a current residence address and phone number and the address/phone number of someone who can answer for you in your absence. This includes students who are currently 18 or will turn 18 during the school year. Parents/guardians who change address or phone number after registration at the start of the school year MUST provide current information to the school within 24 hours of establishing a new address or phone number.

NON-DISCRIMINATION POLICIES

Section 504, Title IX, and ADA Compliance
(Revised July 1995)

Annual Notification

The Ohio School for the Deaf ensures equal employment and equal educational opportunities regardless of race, color, creed, national origin, sex, or disability in compliance with state directives and federal mandates.

This policy statement shall be printed in the first issue each year of The Ohio Chronicle (the electronic school magazine) and the school newsletters. This annual notification will inform students, parents, employees and the general public that the Ohio School for the Deaf offers career and technical education without regard to race, color, creed, national origin, sex, or disability.

This policy statement shall also be included on all application/admission forms and on all brochures distributed to the general public, students, parents, or employees.

Students and/or parents may contact the School Office by calling (614) 728-1424 (V/TTY) or (614) 995-0140 (vp) if they feel there is alleged discrimination at school because of race, color, creed, national origin, sex, or disability.

Title IX and Section 504 Grievance Procedures

Anyone who wishes to complain about alleged discrimination may follow this procedure:

1. Discuss the complaint with the OSD’s Title IX and Section 504 Coordinator. (Call the Superintendent’s office to learn who the coordinator is).
2. Submit the complaint in writing to the Principal or the Director of Student Life.
3. Discuss complaint with the Principal or the Director of Student Life.
4. If the student does not feel satisfied, the student can submit complaint in writing to the Superintendent.
5. Discuss the complaint with the superintendent.
6. If the above procedures do not help you, you may submit your complaint to:

   The Ohio Civil Rights Commission
   Cleveland Regional Office
   Frank J. Lausche Building – Suite 885
   615 West Superior Avenue
   Cleveland, OH 44113
   (216) 787-3150 (V/TTY)
Policy of Non-discrimination on the Basis of Disability

The Ohio School for the Deaf does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs and activities. OSD has a designated person to coordinate compliance with the non-discrimination requirements of the Americans with Disabilities Act (ADA). (Call the Superintendent’s office to learn who the ADA coordinator is.)

Students who wish to complain about alleged ADA violations may follow this procedure:

1. Discuss the complaint with OSD's ADA coordinator.
2. If the student does not feel satisfied, the student can submit the complaint in writing to the Superintendent.
3. Discuss the complaint with the Superintendent.
4. If the student still is not satisfied, submit the complaint to the U.S. Department of Justice in Washington D.C.

U.S. Department of Justice
Civil Rights Division
Disability Rights – NYAVE
950 Pennsylvania Avenue, NW
Washington, DC 20530

EDUCATIONAL RECORDS AND CONFIDENTIALITY PROCEDURES
(Per Section 99.6 of the regulation implementing the Family Educational Rights and Privacy Act of 1974 [FERPA])

Definitions
For the purposes of this policy, the Ohio School for the Deaf has used the following definitions of terms:

Student – any person (under the age of 18 or is still a dependent), who attends school or has attended school at the Ohio School for the Deaf.

Eligible student – a student or former student of the Ohio School for the Deaf, regardless of age.

Parent – either natural parent of a student, a guardian, or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Education records – any record (in handwriting, print, tape, film, computer, or other medium) maintained by the Ohio School for the Deaf or an agent of the Ohio School for the Deaf which contains information directly related to a student, except:

1. A personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.
2. Records created and maintained by the Ohio School for the Deaf for medical purposes.
3. Records created and maintained by the Ohio School for the Deaf for law enforcement purposes.
4. An employment record which relates exclusively to an individual in his or her capacity as an employee of Ohio School for the Deaf and which is not available for any other use.
5. Alumni records which contain information about a student after he or she is no longer in attendance at the Ohio School for the Deaf and which do not relate to the person as a student.
**Method of Annual Notification**

Parents will be notified of their Family Educational Rights and Privacy Act (FERPA) rights annually at the beginning of each school year during registration. Printed and videotaped ASL versions will be available upon request.

**Procedure to Inspect Education Records**

Parents of students or eligible students may inspect and review the student's education records upon request.

Parents or eligible students should submit to the student's school principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect.

The Principal (or appropriate school official) will make the needed arrangements for access as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. Access must be given in 45 days or less from the date of receipt of the request.

When a record contains information about students other than the parent's child or the eligible student, the parent or eligible student may not inspect and review the portion of the record which pertains to other students.

**Refusal to Provide Copies**

The Ohio School for the Deaf reserves the right to deny a parent or eligible student a copy of the student's education records in the following circumstances, unless failure to provide a copy would effectively prevent the parent or eligible student the right to inspect and review the records:

1. The parent or student has an unpaid financial obligation to Ohio School for the Deaf.
2. The education record requested is an exam or set of standardized test questions. (An exam or standardized test which is not directly related to a student is not an education record subject to FERPA's access provisions.)

**Fees for Copies of Records**

The fee for copies will be 5¢ per page. There is no fee for search and retrieval of the records or postage.

**Types, Locations, and Custodians of Education Records**

The following is a list of the types of records that the OSD maintains, their locations, and their custodians.

<table>
<thead>
<tr>
<th>Types of Records</th>
<th>Location of Records</th>
<th>Custodian of Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative School Records</td>
<td>School Office</td>
<td>Principal</td>
</tr>
<tr>
<td><em>(Current students)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative School Records</td>
<td>Archives</td>
<td>Principal</td>
</tr>
<tr>
<td><em>(Former students)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Records</td>
<td>Student Health Services</td>
<td>Director of Student Health Services</td>
</tr>
</tbody>
</table>
## Types of Records

<table>
<thead>
<tr>
<th>Types of Records</th>
<th>Location of Records</th>
<th>Custodian of Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Life Records</td>
<td>Residential Supervisor’s Office</td>
<td>Director of Student Life</td>
</tr>
<tr>
<td></td>
<td>Dormitories</td>
<td></td>
</tr>
<tr>
<td>School Transportation Records</td>
<td>Student Life Office</td>
<td>Director of Student Life</td>
</tr>
<tr>
<td>Transition Records</td>
<td>Transition Coordinator’s Office</td>
<td>Transition Coordinator</td>
</tr>
<tr>
<td>Special Test Records</td>
<td>Multi-Factored Evaluation Center</td>
<td>Principal</td>
</tr>
<tr>
<td>Pre-Admission—(Speech &amp; Language, Audiology, and Psychological Records)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Test Records</td>
<td>School Office</td>
<td>Principal</td>
</tr>
<tr>
<td>Cumulative—(Speech &amp; Language, Audiology, and Psychological Records)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occasional Records</td>
<td>Principal will collect the records</td>
<td>Principal</td>
</tr>
<tr>
<td>(Student education records not identified above; such as those in superintendent’s office, in the school attorney’s office, or in the possession of teachers.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Disclosure of Education Records

The Ohio School for the Deaf will disclose information from a student's education records only with the written consent of the parent or eligible student, in compliance with the Family Educational Rights and Privacy Act, unless an exception applies.

1. **NOTE**: A school district is required to specify the criteria for determining who school officials are and criteria for determining what constitutes legitimate educational interests. The following are examples.

A school official is:
- A person employed by the Ohio School for the Deaf as an administrator, supervisor, instructor, or support staff member, including health or medical staff.
- A person elected to the School Board.
- A person employed by or under contract to the Ohio School for the Deaf to perform a special task, such as an attorney, auditor, medical consultant, or therapist.
- A person who is employed by the Ohio School for the Deaf Law Enforcement Unit.
- A student serving on an official committee, such as a disciplinary or grievance committee, or who is assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official is:
- Performing a task that is specified in his or her position description or by a contract agreement.
- Performing a task related to a student's education.
- Performing a task related to the discipline of a student.
- Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
- Maintaining the safety and security of the campus.
2. To officials of another school, upon request, in which a student seeks or intends to enroll. (A reasonable attempt to notify the parent or eligible student of the records request will be made.)

3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with audit or evaluation of certain state or federally supported education programs.

4. In connection with a student's request for, or receipt of, financial aid; to determine the eligibility, amount, or conditions of the financial aid; or to enforce the terms and conditions of the aid.

5. State and local officials or authorities if specifically required by a state law that was adopted before November 19, 1974.

6. Organizations conducting certain studies for or on behalf of the Ohio School for the Deaf.

7. To accrediting organizations to carry out their functions.

8. To parents of an eligible student if the student is a dependent for income tax purposes.

9. To comply with a judicial order or a lawfully issued subpoena. Parents shall be notified when a subpoena is received and have a grace period in which to contest the subpoena in court.

10. To appropriate parties in a health or safety emergency.

11. To individuals requesting directory information so designated by the Ohio School for the Deaf.

**Record of Requests for Disclosure**

The Ohio School for the Deaf will maintain a record of all requests for and/or disclosures of information from a student's education records. The record will indicate the name of the party making the request. Any additional party to whom the information may be re-disclosed to the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the parents or eligible student.

**Directory Information**

The Ohio School for the Deaf designates the following items as Directory Information: student's name and photograph, parent's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized school activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and awards received, most recent previous school attended. OSD may disclose any of those items without prior written consent, unless notified in writing to the contrary.

**Correction of Education Records**

Parents or eligible students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

1. Parents or the eligible student must ask the Ohio School for the Deaf to amend a record. In so doing, they should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of the student's privacy rights.

2. The Ohio School for the Deaf may comply with the request or it may decide not to comply. If it decides not to comply, the Ohio School for the Deaf will notify the parents or eligible student of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
3. Upon request, the Ohio School for the Deaf will arrange for a hearing, and notify the parents or eligible student, reasonably in advance, of the date, place, and time of the hearing.

4. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the Ohio School for the Deaf. The parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The parents or student may be assisted by one or more individuals, including an attorney.

5. The Ohio School for the Deaf will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.

6. If the Ohio School for the Deaf decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the parents or eligible student, in writing, that the record has been amended.

7. If Ohio School for the Deaf decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the parents or eligible student that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

8. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If the Ohio School for the Deaf discloses the contested portion of the record, it must also disclose the statement.

**Destruction of Records**

The following information will be maintained indefinitely in student files following graduation or withdrawal: name, last known address, date of birth, social security number, high school transcript with grades and classes taken and date of graduation, attendance, and IEP information.

The Principal or designee will meet with graduating seniors to inform them of their right to have their files purged upon graduation, except for the above information. The students will be advised that it may be helpful to their postsecondary career or education goals to maintain evaluation reports which verify their deafness, academic levels, or other skill areas. In the absence of a student's decision to purge all non-required material, the Principal or designee will review each graduating seniors files to determine which materials (including behavior data sheets) are unnecessary to maintain for up to the next ten (10) years. [NOTE: Files of withdrawn students will be purged after the normal (expected) graduation date.]

Consideration will be given to the age of the information, its relevance to other potential agencies attempting to assist the student in developing plans for employment, education, or independent living, and its relevance to the Ohio School for the Deaf in verifying the special education program and services provided while the student was enrolled.

In the event a student or parent requests removal of non-required material, which the Principal or designee deems relevant and should be maintained, the student or parent will be advised of their rights and the procedure of filing for remedy under due process.

*
BILINGUAL/BICULTURAL PHILOSOPHY FOR THE OHIO SCHOOL FOR THE DEAF
(Approved July 26, 1996)

OSD’s philosophy is based on the belief that deaf people are members of a linguistic and cultural minority whose unifying force is the use of American Sign Language (ASL). OSD recognizes that, for most deaf students, ASL is the language most accessible for communication and cognition. ASL, when fully developed as a primary language, can facilitate the acquisition of a second language, English, which is used by the linguistic majority in the United States. While the majorities of people in the United States speak, read, and write the majority language English, this majority comprises diverse cultural backgrounds. OSD seeks a bilingual/bicultural approach through which deaf students can achieve competency in American Sign Language and English.

Culture is expressed through language. The two cannot be separated. Linguistic competence in both ASL and English offers deaf students two opportunities: (1) to develop their self-identity as members of the deaf community, and (2) to develop their understanding of how to function effectively in a culturally diverse hearing community.

OSD recognizes that the self-esteem and self-identity of deaf students result from the interaction of language, culture, and learning. OSD's bilingual/bicultural approach offers its deaf students the opportunity to achieve the following outcomes (from Philip & Small, 1991):

Language: enhanced communication interaction; literacy in both American Sign Language and English.

Culture: American traditional culture and diverse minority and foreign cultures, including deaf culture, and their history and literature; multiculturalism (respect for diversity).

Learning: active, self-confident learners; creative problem-solvers; enjoyable learning experiences; increased knowledge; high academic standards.

Self-Esteem/Identity: individual and group identity; self-expression and exploration of interests; pride and self-esteem as deaf individuals; positive feelings about hearing people and other cultures.

OSD's bilingual/bicultural philosophy embraces, rather than reduces or excludes, diversity. American Sign Language and English are both rich and powerful languages necessary for successfully communicating in culturally appropriate ways in order to maintain respect for individual communicative needs. These individuals’ needs are accommodated within a range of communicative methods: ASL; spoken, written, and signed English; and speech reading and the use of residual hearing.

The bilingual/bicultural philosophy opens the door to Deaf and hearing people alike to proudly and competently interact in both languages, in both worlds.

COMMUNICATION PHILOSOPHY AT THE OHIO SCHOOL FOR THE DEAF
(Approved July 26, 1996)

The primary mission of the Ohio School for the Deaf is the education of its students. The needs of students are most critical. Communication should be based on the best interests of the students.
OSD offers deaf students an environment where they can receive information directly and visually. In the classroom, this enhances learning opportunities. Outside the classroom, this allows development of social and personal skills. OSD also offers students an opportunity to see deaf and hearing staff interacting in an open, communicative barrier-free environment.

Communication is both more than and less than language. Every person has a right to be exposed to an accessible, bona fide language. Use of a common language facilitates clear communication. Good communication may occur without the benefit of a shared language when all parties are flexible and accommodating.

PRINCIPLES:

1. The purpose of communication is the exchange and discussion of ideas. Clear communication supports the learning environment, enhances students’ understanding of lesson contents, and facilitates resolution of disciplinary problems. When signing is marginal, the level of class content suffers. One measure of effective communication in the classroom is student learning.

   Learning occurs most effectively in a student’s primary language. Concepts learned in the primary language transfer readily to second language instruction.

   All our students should have the fullest possible access to information, whether they are proficient in ASL or in English or have not yet developed a bona fide language. Because our student population is diverse, it is sometimes necessary to code-switch in the classroom.

2. Communication at OSD must be inclusive, respectful, and flexible. Everyone must be willing to make accommodations to foster understanding.

   OSD encourages respect for individuals’ backgrounds and their communication styles and abilities. ASL users may differ in degree of proficiency, accent, and dialect. Signing is generally clearer when done without voice. However, signing with or without voice is sometimes a matter of choice to be negotiated between signer and audience.

   Students from different backgrounds have different needs; all should feel welcome however they communicate. The debate should not be about who is deafer than whom; it should be about communication that considers everyone’s needs. We must respect ASL and deaf culture, but students should not feel discriminated against or subject to criticism because of the way they communicate.

3. Attitude is a key ingredient of successful communication. Creating a campus climate that accepts differences is the key. We must be patient with people who are learning sign language. New signers should be helped and encouraged. Leaders on campus, both deaf and hearing, must model attitudes of inclusive and respectful communication.

4. Members of the OSD community need to understand and practice communication etiquette suitable for an environment which includes both deaf and hearing people. Everyone should sign all the time in campus public places and whenever someone who is deaf is present in order to allow equal access. Whichever language we use, it is possible to use behaviors that leave people out. Private conversations should be conducted in private.

5. Good training and assessment support good communication. Appropriate training and evaluation are crucial. People who work at OSD are encouraged to learn American Sign Language. OSD strives to make classes as accessible as possible to all staff members. Administrators and supervisors encourage all employees to attend sign classes. Deaf students and staff who know ASL still need to formally study ASL.
6. Direct communication is crucial to OSD. Every member of the OSD community has the right and responsibility to understand and be understood through direct communication.

OSD faculty should sign well enough for them to communicate clearly and spontaneously. OSD staff members should sign well enough after a fixed period to communicate without an interpreter in the completion of their duties.

When direct communication is impossible, we should rely on the professional interpreters who work for OSD. We need to remember that when interpreters are present they are there for everyone, both Deaf and hearing.

(NOTE: This communication philosophy and supporting statements were adapted from Gallaudet University.)

CAMPUS-WIDE COMMUNICATION AT THE OHIO SCHOOL FOR THE DEAF
(Approved July 26, 1996)

Formal Staff Communication:

- Departments/committees should request interpreters for meetings when they predict that the content will be particularly sensitive, in-depth, et cetera, so that people can use their primary language in an unadulterated form.
- General meetings at OSD are interpreted.

General Communication:

- Interaction following general meetings is encouraged with signing to ensure a communicative barrier-free environment.
- Signing is encouraged at all times in conversation when a deaf person is present.

Communication Between Staff and Parents or Visitors:

- Staff can request interpreter services for parents/visitors who do not know or are not comfortable with ASL/English.
- Staff is encouraged to use sign language (voice on or voice off) with parents/visitors, depending on their skill level, when a Deaf person is present.
- When no interpreter is present, staff will do their best to accommodate communication.

Communication Between Staff and Students:

- Staff/students should request interpreters for meetings when they predict that the content will be particularly sensitive, in-depth, et cetera, so that people can use their primary language in an unadulterated form.
- In group settings, staff/students should communicate using their best ASL.
- Signing is encouraged at all times in conversation when a Deaf person is present.
• During instructional time, staff and students follow the classroom language strategies.

**Definitions:**

- *English, specifically American English:* The language spoken and written by the majority in the United States.

- *American Sign Language (ASL):* The language signed by deaf people in the United States of America.

- *Bilingual enrichment program:* An educational program which attempts to encourage preservation of and continued growth in the student’s primary language while introducing and encouraging growth in a second language, e.g., American Sign Language and English.

Since one goal of such programs is to maintain the primary language, the use of the second language does not exceed fifty percent of the school day. Language use may be determined by subject (e.g., ASL for Algebra, English for American History), by teacher (one teacher primarily an ASL user, another primarily English), or by mode (ASL signed, English written). A variety of modes of English (i.e., written, spoken, signed) might constitute the portion of school work done in English.

Bilingual enrichment programs have been shown to be equal to English-only programs in facilitating acquisition of conversational English and superior to English-only programs in teaching content material.

- *Primary language:* 1.) The language a student acquires first; 2.) The language a student uses most often; or 3.) The language used most often in the student’s home. (Adapted from the Lau remedies.)

- *Code-switching:* A rule-governed process bilinguals follow to change from one language to another. Code-switching may occur for a number of reasons. The bilingual may be more fluent in one language, and may not know how to state something in the second language. The bilingual may be adjusting to the linguistic competence of the listener. Deaf bilinguals sometimes use code-switching for community cohesiveness: ASL is used with members of the community, English with outsiders.

## SEXUAL HARASSMENT

POLICY — The Ohio School for the Deaf strictly prohibits all forms of sexual harassment on school grounds, school buses, and at all school-sponsored activities, programs and events — including those that take place at locations outside the Ohio School for the Deaf.

Under both Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments Act of 1972, sexual harassment is considered “unlawful discrimination on the basis of gender.” Also, sexual harassment/assault by any individual, regardless of age, may constitute a sexual crime or child abuse under the Ohio Revised Code. Sexual harassment can be student to student, adult to student, student to adult, male to female, male to male, or female to female.

School districts are obligated to act on reports of sexual harassment, and to make reasonable attempts to correct the situation. Therefore, what might seem to be a minor situation or an insignificant incident to a parent or a student is a very serious matter for school officials. All children deserve to learn in an environment that is free from the threat of harassment.
Students who engage in sexual harassment will face consequences based on the severity of the incident. These consequences range from counseling and educating the student to suspension for more serious infractions (see Rules of Conduct A-8, B-3, and B-4). In addition student’s behavior may be reported to the proper law enforcement authority.

Examples of unacceptable sexual behaviors which may constitute sexual harassment:

1. Criminal behaviors of rape, attempted rape, sexual assault (unwelcome touching of private body areas), attempted sexual assault, forcible sexual abuse, and hazing;
2. Unwelcome sexual invitations or requests for sexual activity in exchange for something desirable;
3. Unwelcome and offensive displays or public affections;
4. Unwelcome sexual communication that is suggestive or degrading, including rumors and sexual jokes;
5. Unwelcome and offensive name-calling or profanity that is sexually suggestive or gender based;
6. Unwelcome close physical contact, cornering, or following;
7. Unwelcome physical pranks or touching of an individual’s clothing;
8. Unwelcome staring, use of sexual gestures, or slang;
9. Clothing with sexually explicit or suggestive pictures or messages;
10. Offensive skits, assemblies, or productions (suggestive, degrading, or based on stereotypes); and
11. Unwelcome photos, video, internet materials, or magazines of a pornographic nature.

An individual who knowingly makes a false report or malicious report regarding sexual harassment may face criminal penalties and school consequences.

Victim’s Rights

The Ohio School for the Deaf will support the rights of victims of alleged abuse as fully as possible. This includes, but is not limited to:

1. Accepting reports of allegation of abuse in a manner that is nurturing, supportive and non-judgmental;
2. Protecting student confidentiality as much as possible, while strictly adhering to mandatory reporting requirements, throughout the investigation process;
3. Providing a staff member to advocate for the student alleging abuse, if indicated;
4. Providing counseling/psychological services as indicated;
5. Contacting parents/guardians as quickly as possible after the report of alleged abuse has been received, and maintaining clear and open communications with the parents/guardians throughout the process.

NOTE: Students 18 years old or older have the right to request that information NOT be shared with their parents/guardians.

ANTI-BULLYING, ANTI-HARASSMENT AND INTIMIDATION

In accordance with Ohio House bill 276 and the policy of the State Board of Education, the Ohio School for the Deaf has adopted this policy to prevent harassment, intimidation or bullying of students. These efforts are aimed in creating a positive school climate that emphasizes and recognizes positive behaviors, promotes non-violence, and emphasizes inclusion, understanding, and acceptance of all students. A positive school climate allows students to focus on learning, development of peer relationships, and effective problem solving strategies.
This policy covers all school related activities and locations, including the school building, school grounds, dormitories, school-sponsored transportation, and off-campus sites where school-sponsored extra-curricular, student life, or athletic events occur. Specifically, this policy states:

1. Harassment, intimidation or bullying of any student is prohibited.
2. Harassment, intimidation, or bullying is defined as:
   a. An intentional written, signed, verbal, graphic, electronically transmitted, or physical act that a student or group of students exhibit toward a particular student more than once, which:
      i. causes mental or physical harm to the student; and
      ii. is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for that student or even other students who witness the behavior.
3. Students, parents or guardians are encouraged to report prohibited incidents to school personnel, specifically teachers or administration in the school building or student life.
4. Any staff member who witnesses or receives reports from students or parents is required to report the matter to the Principal or Director of Student Life immediately; school personnel will intervene when necessary to protect any student who appears to be the victim of bullying, intimidation, or harassment.
5. OSD’s administration will arrange to conduct an investigation of alleged acts of intimidation, bullying, or harassment in a timely manner, including designing prevention strategies.
6. Allegations of criminal misconduct will be reported to legal authorities immediately.
7. Students guilty of harassment, intimidation, or bullying may be subject to disciplinary actions (including suspension from school) and instruction; their parents shall be made aware of the rule infraction and consequences for students.
8. Students found guilty of intentional false reports of bullying, intimidation, or harassment will likewise face disciplinary consequences.
9. School employees, students, or volunteers shall be individually immune from liability in a civil action for damages arising from reporting an incident in good faith according to established school procedures.

The types of conduct that constitute bullying, harassment, or intimidation include but are not limited to:

- Physical violence, stalking, and/or attacks;
- Threats, taunts, and intimidation through words, signs, visual images, or gestures;
- Extortion, damage or stealing money and/or possessions;
- Exclusion from the peer group or spreading rumors, and
- Repetitive and hostile behavior with the intent to harm others through the use of technology (e-mail, text messaging, posting slurs on web logs, using camera phones to take embarrassing photos, using Web sites to circulate gossip, or making false reports about inappropriate use of Internet sites).

Complaints and Investigations: Parents or students may file complaints that are formal, informal, or anonymous in nature. Formal complaints are written reports that contain specific information, dates, number of incidents, and names of witnesses if any. Informal complaints are similar but involve a conversation between a parent or student and a staff member receiving the complaint. Students may make informal complaints with the understanding that their identity will be maintained in confidence. All types of complaints require an immediate investigation, although any investigation regarding complaints that are anonymous must not disclose the identity of the complaining student. The investigation of an anonymous complaint may be limited due to the need to protect the identity of the alleged victim. Administration will complete a written report following the investigation of alleged incidents. If the investigation substantiates the allegation, the report will indicate intervention strategies and disciplinary actions, if appropriate. OSD’s administration will assure that any student who is alleged to have committed acts of harassment will be provided his/her due process rights during investigation and
during disciplinary actions. Unless the investigation of an anonymous complaint can be otherwise substantiated, disciplinary action cannot occur but intervening strategies can be put in place.

**Education:** OSD’s instructional and Student Life programs include activities to teach students at an age-appropriate level how to recognize and prevent harassment, bullying, and intimidation, including student rights and ways to report incidents. Peer mediation will be offered to complaining students to resolve minor issues and to discourage acts of bullying. In addition, staff training includes instruction on these topics as well.

---

**PREGNANT AND/OR MARRIED STUDENTS**

The Ohio School for the Deaf shall provide equal access to educational opportunities for all students, without regard to marital status or pregnancy. This policy shall comply with Title IX Educational Act Amendment of 1972, Section 106.40(a) and (b), numbers 1-5, inclusively. Students may voluntarily participate in separate educational programs. Students may be required to present certification of ability to continue to participate in normal education.

Students who qualify for a leave of absence from school due to pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of the aforementioned shall be referred to the local school district for a change in placement (e.g., home instruction), as would be necessary for a temporary disability. Students shall be permitted to return to the Ohio School for the Deaf following an appropriate placement decision by the local education agency and with doctor’s permission. Credit earned during temporary placement shall be transferable to the Ohio School for the Deaf.

---

**SUSPECTED CHILD ABUSE & NEGLECT**

Section 2151.42.1 of the Ohio Revised Code mandates that all school employees must report any knowledge or suspicion of abuse or neglect of a child. The staff person will report the information to the children services agency in the county in which the suspected abuse or neglect is or has occurred. This requirement also relates to students up to the age of 21 who are “mentally retarded (cognitively disabled), developmentally delayed (cognitively disabled), or physically impaired.”

When a suspected incident of abuse or neglect has occurred on the OSD campus, or at an OSD event, a staff supervisor reports the allegation to Administration personnel who in turn contact the Ohio State Highway Patrol (OSHP). In the case that the allegation involves a teacher or administrator or other staff member certificated by the Ohio Department of Education, the Administration personnel will also contact the Ohio Department of Education.

To ensure the safety and well-being of all OSD students, all OSD staff receives training in this important area as required by Ohio Revised Code 3319.073 and Ohio Administrative Code 3301-57-01(A).

---

**POLICY ON AIDS**

The Ohio School for the Deaf believes in maintaining a cautious and protective stance to prevent and control the spread of communicable illnesses and diseases. The school has a responsibility to students and the school community. The school strives to balance the rights of the individual student with that of the public, especially classmates. In regards to Acquired Immune Deficiency Syndrome (AIDS), the interest of the student centers on the right to a public education in the school setting with the right to privacy. The interest of the public concerns the health and well-being of those in the school who are not
infected with human immunodeficiency virus (HIV). Exposure of staff and children to potentially infectious body fluids from children with AIDS has raised several issues regarding school admission. Therefore, the following policy has been developed:

Children with AIDS or HIV infection should be allowed to attend OSD and to participate in school and after-school programming. The benefits of an unrestricted setting outweigh the risks of their acquiring harmful infections. The risk of transmitting the virus to others is almost nonexistent. Staff, parents and students should be cognizant that all children have the constitutional right to a free and appropriate education. It is prohibited under the law to prevent children with AIDS from participating in school or to screen children for HIV before they begin school.

The Americans with Disabilities Act (ADA) of 1990 prohibits discrimination against people with disabilities solely on the basis of their disability. AIDS is considered a disability under ADA. Thus, students with AIDS should be allowed to attend school. In compliance with the law and the Health Department recommendations, the Ohio School for the Deaf will make every attempt to make our campus a barrier-free environment for a child who has AIDS.

The right to privacy must be respected. Knowledge of a student’s health shall be confined to those who have a need to know as determined by the medical staff and administrators, by state statutes or by regulations. The number of people who are aware of the student’s condition should be kept to the minimum needed to assure proper care of the child who is infected and who may be suffering from medical problems. Notification must be done by a process that will maintain the student’s privacy.

**Personnel at the Ohio School for the Deaf who have been informed of a student’s health status must remain acutely aware that they are not at liberty to share that privileged information.**

*INTRODUCTION POLICY FOR STUDENTS EXPERIENCING A MENTAL HEALTH CRISIS*

OSD’s policy is to provide immediate intervention for students who express plans to injure themselves or others, thoughts of suicide, or engage in self-harming behaviors. Students struggling with these symptoms are to be immediately referred to a counselor to assess lethality and to nursing staff, if injuries are present, for medical care. The student’s parents/guardians are to be notified.

If the assessor determines that the student is a significant risk to himself/herself, OSD will initiate a referral to a community mental health crisis provider and transport the student for necessary assessment and services. The student’s parents/guardians will be updated by staff of OSD and the community provider until they are able to join their child at the provider’s office. Upon return to OSD, the student must have a statement from a mental health professional that indicates the following:

OSD’s procedures are as follows:
- Safety factors that need to be considered upon the student’s return;
- Risk factors that may contribute to additional suicide ideations or attempts;
- Name or designation of the primary mental health professional for the student’s care;
- Support services necessary to maintain the student at OSD.

*\*

**COUNSELING SERVICES**

OSD employs several professionals who are able to provide counseling and related support to students. The mental health counselor is available to students and families for consultation and crisis intervention,
as well as ongoing counseling sessions. OSD provides crisis services as needed but will obtain permission to provide ongoing counseling. The counselor also meets with students in peer groups to improve interactions and promote healthy relationships within the school and dorm settings. When families elect to engage in counseling services within their home communities, a release of information can be completed. The mental health counselor then can coordinate the sharing of progress updates and application of counseling recommendations at OSD.

A social worker is available to assist families in negotiating entitlements and medical needs for the student. The psychologist offers extensive assessments to help guide educational decisions and identify any mental health needs. A Behavior Evaluation & Support Team (BEST) meets on regular basis to review the overall needs of students from many perspectives, including representatives from the school, nursing, counseling, and student life. This team often provides guidance to teachers and student life staff by sharing intervention strategies that can benefit our students.

Confidentiality of clients is of high priority with the parent, guardian, or adult-aged student retaining the right to privacy of records. Exceptions to this rule include: (a) emergencies where there is an immediate threat to the physical safety of self or others, (b) physical, sexual, or emotional abuse which supersedes any requirements of confidentiality, and (c) reporting a felony. All counseling personnel are primarily agents of the school and, therefore, may be required to provide documentation to administration when the welfare of the child is in question.

*SAFETY PROCEDURES AND EMERGENCY DRILLS*

The Ohio School for the Deaf is constantly vigilant as to the safety and security needs of students and staff. In that regard, OSD has developed safety and emergency procedures known as ASAP (Agency-Wide Safety/Security Action Plan) as required by the Ohio Revised Code. In addition, OSD involves students in practicing for emergency or disaster situations. Practices occur throughout the year and include both school day and dormitory drills. Students are taught the correct procedures for different kinds of emergencies so that they might be prepared in case of a real event. OSD has multiple systems to notify staff and students of drills or emergency situations. All Youth Leaders, nurses, security officers, aides, coaches, and other personnel are trained in first aid and CPR for emergency care.

In the case of a real event, parents will be notified as soon as it is safe and feasible to do so. If there is a real emergency, parents should know that OSD will take care of students until arrangements can be made for students to go home or for parents to pick up students. **Even if you hear about an emergency through the radio, television, or Internet, please do not call OSD; rather, wait for OSD to call you.** It does not help to jam the phone lines in an emergency. Further, it may be necessary for OSD to have sufficient time to determine appropriate off campus evacuation sites, to assess our needs for student medical care, or to call in other staff members to assist us. OSD has a system to contact parents efficiently once all important details are known. Please be sure that OSD always has multiple phone numbers/text pager numbers to reach you or family members you trust.

A brief synopsis of our response to various kinds of emergencies is below:

- **Fire or explosion** – students and staff will evacuate to exact locations; walkie talkies and text pagers are used to communicate medical needs and to account for all students on campus.
- **Medical emergency** – OSD’s Student Health Services (SHS) will assess medical emergencies on site, will relay information to emergency medical squad personnel, and will provide emergency care and life saving techniques until EMS arrives; occasionally SHS staff will provide transportation for less severe injuries.
• Lockdown – OSD buildings will be in “lockdown” in the case of a potential threat to the school and until the threat is resolved; local police and the state highway patrol will respond to the emergency.
• Tornado – students will assume the tornado position in a part of the building which can offer the best protection.
• Bomb Threat – OSD administration will coordinate the response to bomb threats in conjunction with fire and police units.
• Evacuation off campus – in the event of a major disaster affecting our area of the state, evacuation efforts will be coordinated with the Franklin County Emergency Management Agency, which will determine safe sites for evacuation.

*  

BUS/VAN USE SAFETY POLICY  

In order to ensure the safety of all students on all of OSD vehicles (bus or van) for transportation, the following Bus/Van Use Safety Policy has been devised. Students failing to follow the Bus/Van Use Safety Policy may have their bus or van privileges suspended. The safety features are as follows:

1. Students must stay seated at all times.
2. Students are NOT permitted to sit backwards on the seat to talk to another student in the rear.
3. A group of students of a specific gender shall sit together either in the front or back of the bus.
4. Yelling is NOT permitted on the bus or van.
5. Eating and/or drinking is not permitted on the bus or van.
6. Absolutely NO sticking hands or heads out of the bus or van windows are allowed.
7. Littering is not permitted on the bus or van.
8. No items are to be thrown out of the bus or van windows.

Failure to adhere to Bus/Van Use Safety Policy will result in:
   First Offense: Verbal warning/written warning
   Second Offense: Written-Up/Consequence
   Third Offense: Consequences will be given (such as cleaning the bus)
                  Suspension from a sport game or transportation

NOTE regarding Activities Transportation: Any student who rides to an event on a school bus will also return on the bus unless the sponsor has written permission from the parents for the student to return home some other way.

OSD expects our students to remain safe and respectful during their transportation to and from the school on vehicles that are provided by the student’s Local Education Agency (LEA). In cooperation with each LEA, the school may choose to discipline students who have failed to demonstrate safe and respectful behavior while transitioning to and from the school. The school’s code of conduct will be followed in these instances and parents will be notified of the rule infraction.

*  

INTERNET USE POLICY  

In order for students to use the Internet at the Ohio School for the Deaf, they must read the policy and sign the agreement. The agreement must be returned to the school office after the parent or guardian has signed as well.
OSD is pleased to offer Internet access as a means to further educational goals and resources. The Internet offers vast, diverse, and unique resources to both the student and teachers. The goal in providing access to the Internet is to promote educational excellence at OSD by facilitating resource sharing, innovation, and communication. The Internet is a vast, global network linking computers at universities, schools, science laboratories, and other sites. Because of the enormous size of the Internet, it has the potential for abuse and this Internet Use Policy at OSD serves as a guide for the appropriate use of the Internet and e-mail. Prior to granting access to the Internet, the students and faculty will be required to receive training in using the Internet and e-mail in an appropriate manner.

Any person with an Internet access privilege takes full responsibility for their own actions. Because of the size of the Internet, many kinds of materials eventually find their way onto the system at OSD. Should any person happen to find materials that may be deemed inappropriate while using the Internet, they shall refrain from downloading this material or share the location of the material. Students and faculty should understand the regulations of the Internet prior to signing the agreement.

Access to the Internet at OSD is a privilege and not a right. Inappropriate use will result in restriction or cancellation of those privileges. The decision on disciplinary action will be determined by the administration and staff.

Vandalism will not be tolerated and will result in cancellation of privileges. By definition, vandalism is the act of any malicious attempt to harm or destroy computer hardware, data of other user, software, Internet, uploading or creation of computer viruses.

OSD believes that the benefit of the Internet access to faculty and students to information and resources far exceed any disadvantages. The Internet can provide or enhance many educational opportunities, including the following:

- Access to global resources for broader research capabilities.
- Use of electronic (e-mail) to improve communication skills.
- Enhance students’ problem-solving and decision-making capabilities.
- Develop students’ critical thinking and reading and writing (typing) skills.

Technical Services provided through OSD involve:

**E-mail** — E-mail will allow faculty, staff, and students to communicate with people throughout the world.

**World Wide Web (www)** — the Web is a valuable research tool for students and faculty. The Web provides access to a wide range of information in the form of text, graphics, photographs, video, and sound from throughout the world.

**File Transfer Protocol (FTP)** — FTP allows users to download large files and computer software. The use of FTP will be strictly restricted to designated areas with supervision when the download of certain material is needed.

When using the Internet for class activities, teachers will select materials that are appropriate. Teachers will provide guidelines and lists of resources to assist their students in doing their research activities effectively and properly.

**Guidelines for Use of the Internet**

Listed below are behaviors/actions for students that are either acceptable or unacceptable.

**Acceptable**

1. May use the Internet to research assigned classroom projects.
2. May browse the Internet for recreational or personal information needs.
3. May send electronic mail (e-mail) to others. Cannot send e-mail to unacceptable users (see Unacceptable #1, #2, #3, and #4 below).
4. Will abide by the rules of network etiquette which include using appropriate language and respecting the privacy of other users.
5. Will respect the rights and privacy of other users by not accessing private files or signing on the network using other users’ passwords.
6. Will adhere to agreements involving copyrights.

Unacceptable
1. Do not send messages that are abusive to others. Be polite!
2. Do not swear, use vulgarities or any other inappropriate language.
3. Do not access or transmit materials that are obscene or sexually explicit.
4. Do not send hate mail, harassment, discriminatory remarks, and other anti-social behaviors.
5. Do not attempt to modify, harm, or destroy other users’ data.
6. Do not reveal any personal addresses or phone numbers for safety reasons.
7. Do not access pornography sites. If a pornography site or material was accidentally accessed, inform staff IMMEDIATELY.
8. Do not download any sites from the Internet.
9. Do not illegally use the other user’s screen name or password.
10. Students using the computer may not relay information for a student whose computer privileges have been suspended.
11. High School students can access chat rooms with friends only during after school hours. Chat rooms with unfamiliar persons are not permitted.

POLICY ON THE USE OF ELECTRONIC PAGERS, BEEPERS, SIDEKICKS, AND PDA’s
(Ohio Revised Code 3313.75.3)

School Day:
Students enrolled at the Ohio School for the Deaf are prohibited from carrying/using electronic pagers, beepers, Sidekicks, Blackberries or other electronic communication devices during regular school hours (8:15 a.m. - 3:30 p.m., Monday through Thursday; 8:15 a.m. - 3:00 p.m., Friday) unless granted prior permission by the Principal or Director of Student Life. Permission to carry electronic communication device will be considered for only a few situations, primarily when the student is studying or working off campus and needs the communication device to remain in contact with the school in the event of an emergency. High School Seniors may carry electronic communication devices to the cafeteria and use them during lunch. Following lunch, electronic communication devices must be returned to school lockers. Use of electronic communication devices is a privilege at the school. Consequences for misuse of such devices will result in submission of the device to the Director of Student Life or the Principal for the day. If chronic misuse is indicated, the device will be sent home and the parent will be instructed not to allow the device to return to the school.

Day Student Transportation:
High School day student use of such communication devices on daily transportation shall be governed by the rules/policies of the transportation providers. High School day students must keep communication devices in their school lockers during school hours, with the exception of the above policy statement relating to High School Seniors.

After-School/Dormitory:
High School students may use electronic communication devices during After-School/Dormitory time, except during identified study hours. High School Freshmen, Sophomores, and Juniors must leave
electronic communication devices with Youth Leaders per the schedules posted in each of the dormitories.

* 

POLICY ON SEARCHES OF STUDENT LOCKERS, DORMITORY LIVING AREAS AND STUDENT BACK-PACKS/LUGGAGE  
(Ohio Revised Code 3313.20 (B)(1), (B)(2))

(NOTE: This section is posted in school hallways and dormitory areas.)

Persons Who Can Search:

The following persons are appointed by the OSD Superintendent as those who can search student lockers, locker contents, dormitory living areas and student back-packs/luggage:

- Superintendent
- Principal
- Director of Student Life
- Student Life Supervisors
- Director of Safety & Security

What Can Be Searched?

The Ohio School for the Deaf Administration reserves the right to search/inspect the following student areas:

- Locker Search – A school locker may be searched. This may be done whether or not administration reasonably suspects that the locker or its contents contain evidence of violation of a criminal statute or school rule. The normal procedure is for the school official to accompany the student to his/her locker and require the student to show the official the contents. Whenever possible, a second staff person will observe.

- Dormitory living area furniture, or any other furniture or appliance used by students for the purpose of storage may be searched when the administration reasonably suspects that the furniture or its contents contain evidence of violation of a criminal statute or school rule.

- Student Vehicle – When illegal or dangerous items are suspected to be in a student’s vehicle on school property, permission of the driver or owner will be secured to search the vehicle. If permission to search the vehicle is denied, the Ohio State Highway Patrol may be called to search the vehicle.

- Any student’s locker, and/or contents of the locker, dormitory living area furniture, or any other furniture or appliance used by students for the purpose of storage at any time that an emergency situation exists, or appears to exist, that might threaten the health or safety of any person at the Ohio School for the Deaf.

School Property Statement:

Lockers, dormitory living area furniture and any other furniture or appliance supplied by OSD and used by student(s) for the purpose of storage of personal items is the property of the Ohio School for the Deaf.

*
POLICY ON STUDENT PUBLICATIONS

Definition:

“Student Publications” are defined as any organized expression originated/created by OSD student(s) for the purpose of dissemination or viewing to any/all areas of the OSD School Community. “Student Publications” may also refer to student-generated print media of any kind, photographs, art work, videos, drawing and/or other graphics for the same purpose of dissemination or viewing to any/all areas of the school community. Student publications must be authored by OSD students currently enrolled and attending school.

Sponsorship:

Student publications must have an approved faculty sponsor for the purpose of oversight and coordination of the student publication. The sponsor will provide guidance to the students involved in the creation of the publication, and will serve as faculty advisor/editor of the publication.

Administrative Approval:

Student publications must have administrative approval prior to dissemination from the Principal and/or Director of Student Life.

Guidelines:

Student publications should reflect the best possible written/expressive work of the students involved. Student publications should reflect honesty, good taste, and positive purpose. Student publications may not:

1. contain obscene language or pictures
2. contain obscene or profane signs
3. contain language offensive due to racial, religious, ethnic, disability and/or generational reasons
4. cause embarrassment or humiliation to another person
5. cause disruption of educational and/or residential programs because of content or intent.

POLICY ON HOMELESS CHILDREN AND YOUTH AND ENROLLMENT DISPUTE RESOLUTION

Rights of Homeless Children: The Ohio School for the Deaf believes that children within the age range served at the school, including homeless children, have a basic right to equal educational opportunities. This policy refers to students in our targeted population of deaf and hard-of-hearing youth who attend the Ohio School for the Deaf. Accordingly, OSD must enroll each homeless student referred by local educational agencies when placement is determined to be in the student’s best interest under IEP provisions, regardless if all of the necessary paperwork, such as school or medical records, is available at the time of admission due to the “homeless” circumstances of the family or child.

Rights of homeless parents and their children include the right to:

- Go to school, no matter where they live or how long they’ve lived there;
- Stay in school that the child was attending before becoming homeless or the school he or she last attended, if it is the parent’s choice and if it is feasible;
- Enroll the child immediately;
• Access the same special programs and services provided to other children, including special education, migrant education, and vocational education.

If the child is assigned to a school not of the parent’s choosing, the LEA needs to explain its decision to the parent in writing, with a copy to OSD if applicable. Parents have the right to appeal the district’s decision about placement and the child has the right to attend the school of the parent’s choosing while the dispute is being resolved.

Federal Definition of a Homeless Child: The McKinney-Vento Act defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes –

• Children and youth who are:
  o sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as double-up);
  o living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
  o living in emergency or transitional shelters;
  o awaiting foster care placement.

• Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings:
  o Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
  o Migratory children who qualify as homeless because they are living in circumstances described above.

Residential Placement: Placement in OSD’s residential program cannot be a substitute for locating appropriate dependable housing for the child through social services at the local level, which must be addressed by the LEA. Placement in OSD’s residential program is dependent upon available space in an age appropriate dormitory and the determination of educational needs based on IEP decisions for those students whose primary nighttime residence is too far away to allow daily transportation during the school week. The residential program at OSD does not provide weekend food or lodging for any child.

School District of Residence Responsibilities: The local school district which is the last known Ohio residence of the parent is the school district of residence (or whichever district currently has physical custody of the child if a previous location in Ohio for the parent is unknown). As such that school district of residence is responsible for placement decisions and IEP responsibilities, will coordinate transportation, and will facilitate referrals to social agencies to assure the child’s welfare until such time that the child’s situation changes and he/she is no longer homeless.

This policy reflects federal law and supports the procedures local school districts have established for their homeless children including dispute resolution procedures at the local district level. If the child’s parent is not available, the Ohio School for the Deaf expects the local school district to assign a parent surrogate as soon as feasible so that IEP decisions and progress reports may be monitored by an appropriate responsible agency or individual in the ongoing interests of the child. The policy is available on OSD’s website and is disseminated annually to parents;

Assurances: The Ohio School for the Deaf ensures that:

1. It reviews and revises this policy and regulations to eliminate barriers to the enrollment, retention, and success in school of homeless students;
2. OSD does not segregate homeless students into separate schools or programs within the school based on the student’s status as homeless;
3. OSD appoints a coordinator for homeless students who ensures that students enroll and succeed in school; and
4. Homeless students are provided with transportation by the local education agency as stipulated in special education laws and regulations for students with disabilities in a manner comparable to those transportation services provided to non-homeless students.

The coordinator for homeless students ensures compliance and coordinates services for homeless students with local social service agencies, when necessary, the local school district, and the parent, if available, including those funded under the Runaway and Homeless Youth Act.

CAFETERIA POLICY

The following Cafeteria Policy has been devised to promote a healthy and nutritious lifestyle as well as instill in students proper dining etiquette. These rules were also developed to ensure a safe and sanitary environment for students. All students are required to attend the cafeteria for meals.

In order to promote a safe and sanitary dining environment:

- Middle School – no more than four (4) students per table.
- High School – no more than six (6) students per table.
- Trays must be used in the cafeteria at all times.
- Students are required to clean their table and push back their chairs before leaving the cafeteria area.
- Staff may reassign student’s seating arrangements for those who act inappropriately in the cafeteria.
- Students must ask permission, sign out of and back into the cafeteria when going to the restroom, SHS, and study hall.
- Students may not use more than two (2) cups at a time and may go back for refills (environmental preservation).
- Students are expected to follow posted cafeteria rules.

It is important for students to eat a healthy and nutritious diet as well as develop proper dining etiquette, therefore:

- Throwing food, playing with food or wasting food is not permitted.
- Soda pop, candy, and food orders are not allowed in the cafeteria.
- Limit of one (1) dessert per meal. Seconds are allowed after all students receive their share.
- Hats, caps, hoods, and other headgears must be taken off.
- Food and drinks are not allowed to be taken from the cafeteria unless the student is involved with sports or attends work.
- Laying heads on table is not permitted.
- Placing feet on chairs is not permitted.
- Straddling legs is not permitted.
- Placing hands on another student’s thigh is not permitted.
- Displaying public affection is not appropriate.

All other Parent/Student Handbook rules must be followed in the cafeteria. Students not following the rules will be given consequences.
WELLNESS POLICY

The Ohio School for the Deaf is committed to providing a school environment that enhances learning and the development of lifelong wellness practices. OSD recognizes that wellness and healthy eating are important to the physical and academic achievement of all children.

1. GOALS.

   a. **Nutrition education.** OSD aims to teach, encourage, and support healthy eating by students. Staff members shall teach healthy living skills as part of the regular instructional program and provide the opportunity for all students to understand concepts and skills related to health promotion and disease prevention.

   b. **Physical activity.** OSD shall adopt and implement a comprehensive health and fitness curriculum, consistent with state academic content standards. All students in grades Pre-K through 12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its equivalent) by a certified physical education teacher for the entire school year. OSD shall provide daily recess period(s) for preschool and elementary school students, featuring time for unstructured but supervised active play, preferably outdoors.

   c. **School-based activities.** All school-based activities shall be consistent with local wellness policy goals. OSD will create a total school environment that is conducive to healthy, safe habits and being physically active.

2. NUTRITION GUIDELINES. All foods and beverages made available on campus (including through vending, concessions, a la carte, student stores, parties, and fund-raising) during the school day shall be consistent with the current U.S. Dietary Guidelines for Americans. OSD shall provide school breakfasts and lunches that meet the nutritional standards required by state and federal school breakfast and lunch programs.

3. GUIDELINES FOR REIMBURSABLE SCHOOL MEALS. OSD shall provide free breakfasts and lunches to students according to the terms of the National School Lunch and Breakfast Programs and the laws and rules of the state. OSD shall inform parents or guardians of the eligibility standards for free or reduced-price meals. OSD shall make reasonable efforts to protect the identity of students receiving such meals.

4. A PLAN FOR MEASURING IMPLEMENTATION OF THE POLICY.

   a. **Superintendent.** The superintendent will ensure compliance with the established school-wide nutrition and physical activity wellness policy. The principal will ensure compliance with the policy at OSD and report on the school’s compliance to the superintendent.

   b. **Food service staff.** OSD food service staff will ensure compliance with the nutrition policy within school food service areas and will report on this matter to the superintendent.

   c. **Summary report.** The superintendent will develop a summary report every quarter on OSD’s compliance with established nutrition and physical activity wellness policy. The superintendent will provide the report to the Ohio Department of Education as well as to all school health councils, parent/teacher organizations, principal, and school health personnel.

5. COMMUNITY INVOLVEMENT. Students, staff members, food service manager and staff, parents, and other community members shall be included on an ongoing basis at the Ohio School for the Deaf.
Each student must have an eligibility card on file with the Athletic Director’s office. This card must be completed each year. The student must be examined by his/her home physician and submit a signed release to play sports from this home physician prior to participation in practice or scheduled games.

All athletes will follow OSD rules. No athlete will be excused from alternative interventions and mentoring (AIM) or in-school suspension (ISS) for games or practice. Students will need to make alternate arrangements for lesser consequences such as the dormitory intervention program (DIP). Clearance for arrangements for these consequences must be conducted through the high school principal and/or the student life staff. Staff members reserve the right to refuse to make alternate arrangements for students to attend games or practice based on the rule infraction. All athletes must maintain a GPA of 2.0 to preserve eligibility for sports participation. OSD is also a member of the Central States Schools for the Deaf (CSSD) with the following state schools – Illinois, Indiana, Michigan, and Ohio.

**Academic Eligibility**

Students must have a GPA of at least 2.0 during the previous 9-weeks grading period to be eligible for play during the current 9-week grading period. Students with GPA’s below 2.0 may practice along with his/her team with permission from teachers. Any student with a GPA below 2.0 can appeal to the Athletic Academic Eligibility Committee and the sports team coach at the interim period of the nine weeks.

**Character Eligibility**

All athletes will show good sportsmanship toward teammates, coaches, officials, fans, and guests from the opposing school. Student athletes must demonstrate good behavior in school and after-school and attend school regularly. Student athletes must not use tobacco products (regardless of age) or alcohol or illegal drugs. Students who do not follow OSD rules on our campus or at another school may be suspended from practice or games for one to two weeks or for the rest of the season, if the rule infractions are serious, dangerous to others, or repeated. Coaches and the athletic director may suspend athletes for one to two weeks; decision to suspend an athlete for the rest of the season should be discussed with the Principal.

*STUDENT HEALTH SERVICES (SHS)*

**Mission Statement of SHS:**

Student Health Services will foster an environment that promotes optimal health and wellness in order to support students in achieving to the best of their potential.

**Scope of Medical Support Services**

The SHS at the Ohio School for the Deaf, in the normal course of operations, provides a wide range of services for students utilizing a combination of medical, dental, pharmaceutical and nursing personnel. A general practitioner provides acute medical services. A general dentist checks the student’s teeth. Students needing dental work are referred to their personal dentist. Pharmaceutical services are directed under the Pharmacy Services Center under the Department of Mental Health, Office of Support Services. Primary and specialized health care beyond the regular scope of activities at the SHS will be referred to parents and family physicians for evaluation and follow-up.

While we consider the health and well-being of a child to be primarily the parent’s responsibility, the school’s registered nurses are available to assist parents with questions and concerns that relate to your child’s physical and emotional health. Parents are encouraged to call the nurses for information and health guidance.
Prescription Medications

Prescription medications will be administered on the written order of a physician. Medication is administered to our students following Ohio’s law. Therefore, parents are required to provide us with the following:

1. The medication must be brought to SHS in the original container.
2. The label on the container must state the physician’s name, the student’s name, and specific directions for use, the name of the drug, the prescription number, and the number of refills remaining.
3. Each medication prescribed for a student must be accompanied by a Physician’s Statement Form signed by the home physician.

Weekend Visitations

Should your child be visiting another home for the weekend, the parents shall be responsible for making medication arrangements with the weekend host/hostess. SHS will package medications for the visiting student at the written requests of the parents.

OSD SHS Responsibility

• SHS nurses will provide standard school-nurse medical care to students.
• The nurse will contact parents when their child stays overnight in the clinic, when the student has been involved in a serious accident, sustained a serious injury, or in the event of an emergency.
• When day students become ill, the nurse will contact the parents and request that they pick up their child as soon as possible.
• SHS nurses will contact parents at the student’s request.

Parental Responsibility

• Parents are responsible for supplying and refilling the medications.
• Parents are responsible for follow-up care (e.g., dental services, follow-up appointments, special referrals including, but, are not limited to: counseling, therapy services.
• Parents are responsible to pick up their sick child per nurse’s request. Determination for sending a sick student home includes the severity of the illness, if the illness is contagious, if the student has reached the maximum stay of three (3) days in the clinic, or if SHS beds are full.
• Parents are responsible for having sports physicales completed by the student’s home physician.
• When sending medications for the school week, parents are responsible for notifying the SHS nurse. This can be done by calling, e-mailing, or faxing SHS.
• Parents are responsible for counting the medications sent to SHS and notifying the nurse of the amount sent. This can be done by placing a note inside the medication container, or by calling, faxing, or e-mailing SHS.
• Parents are responsible for ensuring that each medication is accompanied by the Physician’s Statement Form.
• Parents are responsible for contacting SHS to arrange medication for weekend visitations.

Confidentiality

Your home physician, in accordance with HIPPA regulations, may require a release form to be signed by the parents prior to releasing medical information to the SHS nurses. We ask that you sign this form and have it placed in your child’s medical records in the home physician’s office to allow SHS nurses to share and discuss your child’s health concerns with their primary care provider. Please be assured that SHS
nurses follow the American School Health Association guidelines for protecting your child’s student health information.

**Safety Factors Regarding Medication**

We ask that all medications be delivered to the SHS. For the safety of our students all medications are dispensed by the OSD nursing staff. No medications are to be kept in the dormitories or student lockers. These guidelines are in place for the protection of your child. Thank you for helping us to maintain them.

**IMPORTANT PHONE AND FAX NUMBERS FOR SHS**

The phone (voice and TTY) and FAX numbers for the Student Health Services are as follows:

- SHS Nurse Desk – (614) 728-4068 (voice/videophone)
- SHS FAX – (614) 995-0047
- Director of SHS – (614) 995-3500
- Email Address – **SHS@osd.oh.gov**
OSD IS FULLY ACCREDITED — The Ohio School for the Deaf is proud to be accredited by the North Central Association Commission on Accreditation and School Improvement (NCA/CASI – the regional agency under AdvancED) and by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD, an accrediting agency for national schools for the deaf). OSD's curriculum adheres to Ohio’s Academic Content Standards for all students and its assessment requirements. The individual learner’s assessment requirements in math, reading, and writing track the progress made each year and influence instructional strategies for that learner. All teachers at OSD are highly qualified, having licenses to teach in deaf education and a concentrated field of study in the subjects or grade levels they teach. All teachers are fluent in American Sign Language to maximize opportunities for direct instruction, including those teachers in art, physical education, career technical education, and computer technology.

The standards covered under NCA/CASI and CEASD are:

<table>
<thead>
<tr>
<th>NCA/CASI STANDARD AREAS</th>
<th>CEASD STANDARD AREAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision and Purpose</td>
<td>Philosophy, Vision and Beliefs</td>
</tr>
<tr>
<td>Resource and Support Systems</td>
<td>Student Life and Student Activities</td>
</tr>
<tr>
<td>Governance and Leadership</td>
<td>Governance and Leadership</td>
</tr>
<tr>
<td>Teaching and Learning</td>
<td>Facilities</td>
</tr>
<tr>
<td>Documenting and Using Results</td>
<td>Organizational Design and Staff</td>
</tr>
<tr>
<td>Commitment to Continuous Improvement</td>
<td>Health and Safety</td>
</tr>
<tr>
<td>Stakeholder Communications and Relationships</td>
<td>Educational Programs</td>
</tr>
<tr>
<td></td>
<td>Finances</td>
</tr>
<tr>
<td></td>
<td>Student Services</td>
</tr>
<tr>
<td></td>
<td>Planning</td>
</tr>
<tr>
<td></td>
<td>Assessment of Student Learning</td>
</tr>
<tr>
<td></td>
<td>Early Intervention</td>
</tr>
<tr>
<td></td>
<td>Outreach</td>
</tr>
<tr>
<td></td>
<td>Learning Media Services and Technology</td>
</tr>
</tbody>
</table>

ABOUT THE CENTER FOR CURRICULUM & INSTRUCTION

**Mission Statement and Goals**

**Mission:** To provide the highest quality individualized instructional program to each student by collaboration with all other stakeholders in the OSD Learning Community in order to facilitate and ensure preparedness for the school-to-work transition and an enthusiasm for life-long learning.
**Mission Statement:**  All children learning well.

**Center Goals:**

**Preparation:**
- Commitment to the development of an appropriate and challenging IEP for each student.
- Commitment to on-going faculty professional development.
- Commitment to systematic, research-based curriculum construction and review.

**Implementation:**
- Development and incorporation of individualized prescriptive educational program for each student.
- Incorporation of authentic documentation of student progress.
- Realization of a demonstrated commitment to increasing verifiable levels of student achievement.

**Assessment:**
- Documentation of increased performance of students on the Ohio Proficiency Tests/Ohio Graduation Test at each level.
- Documentation of a decreased percentage of students identified for alternate assessment.
- Realization of an increase in the positive responses of all stakeholder groups on school survey probes regarding the instructional programs at OSD.

---

**INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**

**IEP Planning**

The educational program for students at the Ohio School for the Deaf is guided by a written Individual Education Program (IEP) catering to the individual needs of the student and the parent(s). The school follows all federal and state regulations for Individual Education Plans. The IEP, developed at least once each year, indicates the student’s level of functioning, goals and objectives for learning, a plan to evaluate student progress, related services, and placement in a school setting. The IEP is based on evaluation information about the student and is developed with the input of a team consisting of teachers, administrators, the parent, and the student. Parents are encouraged to contact the IEP coordinator, the principal or the teachers if concerns arise regarding their child’s progress. Per law, parents may request an IEP meeting at any time during the year, but the team must meet at least annually to review progress and draft a new IEP.

**POLICY ON TAPING/VIDEOTAPE IEP MEETINGS**

IEP meetings may be audio/video taped at the request of a parent, or student who has reached the age of 18 by the date and time that the IEP meeting is being held. Such requests must be made in writing, and must be made at least 48 hours in advance of the scheduled meeting.

Such audio/video taping will be at the parent’s / student’s expense and all equipment necessary to tape/document the IEP meeting must be provided by the parent/student. Any interpreting services required for the sole purpose of making said audio/video tape will also be at the expense of the parent/student making the request.
In the event that an IEP meeting is audio/video taped at the request of a parent/student, the Ohio School for the Deaf will reserve the right to also produce an audio and/or a video recording of the IEP meeting. Such recording/documentation will remain the property of the Ohio School for the Deaf, and will remain exclusive from the duplication responsibilities of OSD for other documents produced at the IEP meeting as required by Federal and State laws and rules pertaining to IEPs.

COURSE SELECTION AND THE IEP

When the child reaches high school age, the parents and child begin course selection for high school courses. Course selections will reflect discussions during the IEP meeting, courses that are required to meet Ohio standards for high school graduation and courses of interest to the student, considered electives, during the coming year. Schedules are completed prior to the end of the academic year and mailed for the student and parent review during the summer months. Please note that schedules are subject to change based on course availability and teacher assignments. Schedules are also subject to change based on the student’s participation in off campus work experiences or alternative educational settings.

Dropping or Adding Classes and Canceled Courses

Students may add or change courses after the master schedule of classes has been developed during the summer. Students may drop or add non-required classes during the first week of each semester. Students may change required class assignments only at the recommendation of the high school principal and high school teachers or as determined during an IEP meeting.

It is possible that some courses may need to be canceled due to circumstances beyond the administration’s control, such as insufficient enrollment or staffing. In these circumstances, the principal and/or designee will meet with the student to discuss alternative offerings and adjust the student’s schedule accordingly.

Transition Planning

Transition planning is defined as a coordinated set of activities for a student, designed with an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, career and technical training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities MUST be based on the individual student’s needs, taking into account the student’s preferences and interests, and include instruction, community experience, the development of employment and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and functional vocational evaluation (IDEA, P.L. 101-476).

Federal law (Individuals with Disabilities Education Act – IDEA) requires that transition plans be a part of IEP planning for children, age 16, or sooner if appropriate. Ohio law requires a transition statement to begin during the year of the child’s 14th birthday. It is important that students and their parents be actively involved in the transition process. This planning is discussed during the annual IEP, but can be scheduled at other times.

Transition services at OSD is offered to help students and families establish a vision for the future concerning where students live and work; how they will pursue further education; and, how they will participate in their community. The Transition Department has reached out to other schools in Ohio by traveling to their home sites and consulting with their teachers that are working with students who are
deaf with vocational evaluation ideas, social assessments and needs, student placement consultation and information sharing. The 4Plus program, meaning 4 years in high school plus 1 or 2 more years’ focuses on transition skills, assists students in employment, further education, independent living skills, and communication skills. OSD established this program because of the trend in which students are postponing graduation and exercising their rights to stay in school and benefit from the transition support services. If interested in the 4Plus program, please contact the school office.

OSD also provides an Individual Transition Plan (ITP) and this ITP focuses on planning for the “life after high school” in areas such as employment and post-secondary education outcomes, independent living outcomes and community participation. Some students need a great deal of assistance in these areas; others may need only to document their plans. OSD has a full-time Transition Coordinator who coordinates implementation of the ITP’s. OSD offers an array of after school transition classes that parents and the student may elect to take based on discussion during the student’s IEP meeting.

**Vocational Assessment**

During the student’s freshman year, or their first year in high school enrolled at the Ohio School for the Deaf, the student will receive a vocational assessment, including an Interest Inventory, personality characteristics, aptitude and career preferences. This report will be submitted to the parents upon completion and the information will be used during future IEP meetings to determine course selection and career planning.

**Career & Technical Education**

Career & Technical Education (CTE) classes are available for all levels of students including Academic, CTE, and Target.

With the help of career counseling, aptitude and vocational testing, students’ interests and needs, the student is enrolled in the technical classes that will enable them to develop employable work skills needed for future careers.

Middle School students enter CTE careers classes to prepare them for the future workplace. Upon entering High School, students may explore careers in cluster areas such as Business Office Education, Culinary Arts, Horticulture and Auto Maintenance through the Ohio School for the Deaf’s course offerings. These classes may be used as electives for academic students, or based on student skill level and interest; CTE students will choose concentrated study in a specific career cluster. CTE students who complete the cluster of classes for a specific area will receive a Certificate of Completion. Those receiving Certification will have either entered the workforce or be prepared to do so upon graduation.

**Delaware Area Career Center**

During the high school years, students may elect to tour and apply for their local career center or the Delaware Area Career Center (DACC). Students may sign up for a tour of the Center during the fall of their sophomore year or their first year enrolled at OSD, whichever comes first. After completing a tour, if the student is interested, h/she may complete an application form for review by the DACC committee. Students should discuss these options with their parents and may seek assistance completing the form from their homeroom teachers or the transition department. DACC will review all applications and send letters of acceptance to those students accepted during February or March. Once a student has been accepted, an IEP meeting needs to convene to discuss the changes made to the IEP, course selections, and interpreter arrangements. OSD typically provides transportation to and from the Center and may provide tutoring assistance on a case by case basis.

Students attending DACC are eligible for a Certificate of Completion at the end of their two year program. Students attend DACC for their CTE coursework during half of the school day and return to OSD to complete their academic coursework. Coursework completed at the Center will be transferred for credit towards a high school diploma from the Ohio School for the Deaf.
Work Agreements

OSD staff will refer any high school students for job placement only with employers who do not discriminate against people on the basis of their race, sex, national origin, or disability.

The participating student, the OSD staff member in charge of the program, the parents, and the employer will sign a written work agreement. This agreement will outline the conditions of employment, including work hours, levels of employment, levels of responsibility, and pay. Work experience may be done on campus or off campus. For most students, work experience typically starts on campus and gradually transitions off campus when the student is ready for this challenge. Students receive credit towards graduation during work experience.

As a part of the work experience program block, (work experience that is three periods in length during the school day) the student will learn basic banking skills. Students will be allowed to open a simple account with a local bank and the classes will travel to the bank every two weeks. Typically, each student deposits 80 percent of their earnings in the bank and is allowed to keep 20 percent for personal spending. However, this is not a requirement. The money deposited is the students’ money and they may make more withdraws if they choose to do so. The goal is for each student to have some money saved to use for living expenses upon graduation. A letter explaining the bank account and process goes home with all work experience students in the fall of the school year. Parents with concerns may contact the teacher of the class or the school principal.

Senior Apartment Living

A valuable aspect of transition centers on independent living. Students take transition classes during and after their high school years. If the student has demonstrated reasonable independence, the student is encouraged to take part in a month long independent living model on campus – the Senior Apartment. In the senior apartment, three students of the same gender live together for a month. Supervision is much more minimal than in the dormitories. Students develop a meal budget and learn to shop for food, prepare meals and budget for living expenses. Staff members work closely with students during the evenings and a certified teacher checks on student’s progress during the mornings. If interested in learning more about the Senior Apartment program, please contact the Student Life office.

Interactive Video Distance Learning

Students both at OSD and in public schools may elect to access some coursework through OSD’s Interactive Video Distance Learning (IVDL). At OSD students access public school classes through video and are expected to follow all expectations set forth by the public school teacher. Students have interpreters provided by OSD and often have a teacher or a teacher’s aide assigned to help them work through the coursework. Students from the public schools may elect to enroll in OSD’s classrooms through IVDL as well. The OSD teacher administers the grades and the workload for these students. Students’ grades are noted on their report cards from OSD and students earn full credit for these IVDL classes.

OSD currently teaches American Sign Language through IVDL to approximately 60 deaf, hard of hearing and hearing students throughout the state of Ohio.

PROMOTION/RETENTION CRITERIA POLICY FOR ACADEMIC PROGRAMS

Elementary School Program

Classes in the elementary school follow grade levels. Language Arts classes are structured based on the student’s current reading level, from the annual Bader testing, and IEP recommendations. Language Arts
classes are for 90 minutes in duration, following the school schedule. Classes in mathematics are also grouped according to students’ current mathematic levels, from the annual Star Math testing and based on IEP recommendations. Classes in mathematics are 60 minutes, following the school schedule.

Science and Social Studies classes follow the Ohio Curriculum Standards of the student’s current grade level, with modifications in order for the student to learn effectively. Students are generally promoted to the next grade at the end of the school year. In elementary, we take pride on student achievement. Lessons are catered to students’ current levels and are within manageable limits. Student strengths and areas in need of focus are discussed regularly with parents and during IEP meetings. Students, making academic and behavioral progress, are generally promoted to the next grade. However, in the fifth grade, in order to be considered for promotion to middle school, the following factors will be taken into consideration:

- the student should be passing the majority of his/her classes;
- the student shall not miss more than 20 days of school, excluding weather absences;
- the student shall demonstrate behavioral maturity, as evidenced by monthly percentages on the Give Me Five systems.
- the student shall pass the 2nd grade writing assessment if academically able to do so;
- the student shows academic improvements in reading and math scores.

In the event there are concerns about the student’s promotion, concerns will be discussed during a scheduled Individual Education Planning meeting and the IEP team will make a decision and a plan of action to address said concerns.

Middle School Program

Generally, middle school students are promoted to the next grade at the end of each year. However, in order to be considered for promotion to high school programming, the eighth grader must pass not only 7th-grade Ohio history and 8th-grade American history, but also show satisfactory progress throughout the middle school years. Middle school schedule follows a one hour and five minute block time frame with students taking Core classes (Language Arts, Mathematics, Science and Social Studies) during this time frame. Students also take exploratory electives for 45 minutes daily, following a 9 week rotation. Electives may include Art, ASL, Video Media, Physical Education and Career Education. In the event a student is not showing satisfactory progress, an IEP meeting will be called to discuss concerns and possible grade retention. The decision to retain a student in a specific grade is left at the discretion of the IEP team, including the parent(s), teachers, administrators and the child’s Local Education Agency representative.

High School Program

Students may be promoted at the high school level if they have earned:

- 5 credits – to enter 10th grade
- 11 credits – to enter 11th grade
- 17 credits – to enter 12th grade
- 25 credits – to graduate

In addition, students must complete high school graduation requirements and proficiency testing, unless exempt, in order to receive a high school diploma.

Graduation Requirements

In order to receive a diploma from the Ohio School for the Deaf, a high school student must earn at least 25 credits. One credit is defined as one Carnegie Unit – one credit is awarded for earning a passing grade in a class that meets for a class period for the entire school year. In addition, a student must earn credits in specific courses as specified by the Ohio Legislature, the Ohio Department of Education, and the Ohio School for the Deaf. Graduation requirements are:
### COURSE AREA

<table>
<thead>
<tr>
<th>COURSE AREA</th>
<th>NUMBER OF UNITS REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3 (Must include one unit Biology and one unit Physical Science)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>American History</td>
<td>½</td>
</tr>
<tr>
<td>Government</td>
<td>½</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½</td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>1 (Counts as an elective credit)</td>
</tr>
<tr>
<td>Technology</td>
<td>1 (Counts as an elective credit)</td>
</tr>
<tr>
<td>Career Education</td>
<td>1 (Counts as an elective credit)</td>
</tr>
<tr>
<td>Electives</td>
<td>7*</td>
</tr>
<tr>
<td><strong>Total Required</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

- Rule 3301-35.04 states that each student’s electives must include either one full unit or two half units in: business/technology, fine arts, and/or foreign language. Each class is one credit for a full year, with the exception being Physical Education which is by law a half credit for a full year.

#### Grading Scale

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 93</td>
<td>A</td>
</tr>
<tr>
<td>92 - 90</td>
<td>A-</td>
</tr>
<tr>
<td>89 - 87</td>
<td>B+</td>
</tr>
<tr>
<td>86 - 83</td>
<td>B</td>
</tr>
<tr>
<td>82 - 80</td>
<td>B-</td>
</tr>
<tr>
<td>79 - 77</td>
<td>C+</td>
</tr>
<tr>
<td>76 - 73</td>
<td>C</td>
</tr>
<tr>
<td>72 - 70</td>
<td>C-</td>
</tr>
<tr>
<td>69 - 68</td>
<td>D+</td>
</tr>
<tr>
<td>67 - 66</td>
<td>D</td>
</tr>
<tr>
<td>65</td>
<td>D-</td>
</tr>
<tr>
<td>64 or Below</td>
<td>F</td>
</tr>
</tbody>
</table>

A grade of I indicates the coursework has not been completed yet. An updated grade will be submitted after all coursework has been completed and entered into the system.

#### POLICY ON OSD HONOR ROLL

**Middle School Honor Roll**

Middle School students may achieve Honor Roll status each quarter if: the cumulative grade point average of all classes for the quarter is 3.0 or above.

**High School Honor Roll**

High School students may achieve Honor Roll status each quarter if: the cumulative grade point average of all classes for the quarter is 3.0 or above.
HIGH SCHOOL ENROLLMENT

Students in the High School Department at OSD are enrolled in courses designed to meet their academic and career education needs, satisfy the goals and objectives contained in their Individual Education Programs (IEPs), and assist them in meeting the requirements for graduation as established by OSD, pursuant to action by the Ohio State Legislature.

In addition, students are enrolled in courses that will help them prepare for the adult world in the best manner possible. Whether they are hoping to enter a postsecondary educational program, attend a vocational-technical training program, or directly enter the world of work, a student’s enrollment plan is individually determined and monitored annually.

The High School Department at OSD consists of both academic and career-technical education areas. In addition, the students in the department are enrolled in classes and sessions using the following criteria:

- Previous course work and instructional background
- Independent reading level/ability as determined by the Bader Reading Inventory
- Independent study skill maturation
- Student’s areas of interest wherever applicable.

Enrollment in the high school department is accomplished in an enrollment meeting conducted with the student, the student’s parents (as appropriate) and OSD school administration, following contact with the school’s enrollment coordinator. As much as possible, student interests are incorporated into each student’s annual and 4-year program.

Graduation from the High School Department

Graduation is a special event in the lives of OSD students and their parents. It represents their accomplishments during their high school years, and celebrates the beginning on a new chapter in their lives as adult citizens.

OSD recognizes this special time by sponsoring and coordinating graduation ceremonies during which time graduating seniors, dressed in traditional academic regalia of gowns with mortarboard caps with tassels, receive their diplomas. As a part of the Graduation ceremonies, seniors who meet the criteria are honored as Valedictorian, Salutatorian and Honor Graduates. The criteria for these honors are as follows:

**Valedictorian:**

1. Enrolled in courses in the academic division of the high school department.
2. Maintained the highest cumulative grade point average, calculated at the end of the Fall Semester of the senior year, of those students enrolled in courses in the academic division of the high school department.
3. Passed all five parts of the Ohio Graduation Test under standard conditions as outlined by the Ohio Department of Education.
4. By vote of the high school academic and career-technical education (CTE) faculties, has demonstrated outstanding school citizenship.

**Salutatorian:**

1. Enrolled in courses in the academic division of the high school department.
2. Earned the second highest cumulative grade point average, calculated at the end of the Fall Semester of the senior year, of those students enrolled in courses in the academic division of the high school department.
3. Passed all five parts of the Ohio Graduation Test under standard conditions as outlined by the Ohio Department of Education.
4. By vote of the high school academic and career-technical education (CTE) faculties, has demonstrated outstanding school citizenship.

Both students will receive the honorary designation. In addition to receiving honor cords and/or medals, the valedictorian and salutatorian will give speeches during the graduation ceremony.

**Honor Graduates:**

1. Enrolled in courses in the academic division of the high school department.
2. Earned a cumulative grade point average of 3.0 or above as calculated at the end of the Fall Semester of the senior year.
3. Participated in the Ohio Graduation Test (OGT) under standard conditions as outlined by the Ohio Department of Education.
4. By vote of the high school academic and career-technical education (CTE) faculties, has demonstrated outstanding school citizenship as defined by the *Character Counts!* curriculum.

**CTE Department Honor Graduates:**

1. Must be enrolled in OSD’s CTE or Joint Vocational/Technical School classes for a majority of the school day (three periods or more) during the junior and senior years.
2. Must have a junior-senior cumulative grade point average of 3.0 or above.
3. Must be employed or have an appointed work experience, or must be enrolled in a continuing educational experience for at least one quarter. This requirement cannot be satisfied by placement at Comprehensive Program for the Deaf (Columbus Speech and Hearing Center).
4. Must demonstrate good school citizenship by having no A or B level behavior incidence reports during the junior and senior years.
5. Must have a written recommendation from at least one teacher in the CTE Department, and one teacher from the Academic Department or youth leader from the Student Life Department.

---

**TERMINATION OF ELIGIBILITY OF SERVICES AT AGE 22 YEARS**

Students with a disability at the Ohio School for the Deaf (OSD) are eligible for a free and appropriate public education (FAPE) from ages 3 to 21 years. Upon the student’s 22nd birthday, eligibility for FAPE is terminated in accordance with federal and state laws. Upon the student's 22nd birthday, he/she is considered to be graduated and may then be eligible for adult services through his/her county of residence. Students will not be able to stay at OSD after their 22nd birthday in either the educational or residential programs.

Students whose 22nd birthday occurs prior to the last day of school may return to OSD to participate in commencement exercises providing they have met the requirements for a high school diploma, including an adequate number of credits as established through the Ohio Revised Code. However, those individuals who are 22 years of age will not be able to participate in other activities planned for activity-enrolled students between the time of the individual's 22nd birthday and the commencement date.

In preparation for the transition between FAPE eligibility and possible eligibility for adult services, OSD personnel will provide annual notice to the student and his/her parent, if applicable, of this policy starting when the student reaches the age of majority (18 years old). Three (3) months prior to the student’s 22nd birthday, OSD personnel will provide written notice to the student, his/her parent (if applicable), the local school district, and any involved Bureau of Vocational Rehabilitation (BVR) or adult services providers involved in the student’s transition plan activities that eligibility for services terminates on the student’s 22nd birthday. Every attempt will be made to effect a smooth transition between educational programming and adult services through transition planning starting when the student becomes 16 years of age.
STUDENT’S RIGHTS AND RESPONSIBILITIES

Student Rights at OSD:

1. Going to school at OSD does not cost money.
2. You may join a public school near your home.
3. You may ask your OSD teachers and staff about OSD rules, rights, and responsibilities.
4. When you have a problem at OSD, you may have a meeting with an OSD staff member to solve the problem. Your parents may come to the meeting with you; or you may choose another adult to come to the meeting with you; and you can explain your problem at the meeting.
5. You may see your school file.
   - You may see your school file with an OSD staff person.
   - OSD cannot let other people see your school file, unless your parents have given permission.
   - If you are 18 years old or older, you must give permission to let other people see your OSD file.
6. You may join any group or club at OSD.
7. You may meet with other students. Your meetings must be peaceful!

Your Responsibilities as an OSD Student:

1. You will be responsible for your behavior at all times on the OSD campus.
2. You will be responsible for your school work, and you will be responsible to learn all you can.
3. You will be kind to other people.
4. You will respect other people and yourself.
5. If you do not understand, you will be responsible to ask questions.
   - You may ask teachers to explain school work to you.
   - You may ask an OSD staff member to explain rules to you.
6. You will be responsible to learn good citizenship at OSD.
   - You will be clean and neat.
   - You will obey OSD rules.
   - You will take care of your things.
   - You will take care of OSD things.
   - You will obey the State of Ohio laws and the laws of the United States of America.

SCHOOL DRESS CODE

Student Dress Code for OSD

The Ohio School for the Deaf is committed to providing a safe, friendly learning environment for its students. Attire is not only a reflection of the individual student, but also of the general learning environment. Students have the responsibility to wear clothing that projects a positive attitude of pride in self, school, and the community. Students are required to wear appropriate, comfortable and safe clothing that is neat, clean and in good taste. No article of clothing shall be worn that distracts from the educational process. Following are guidelines for students:

1. **Students will wear clothing that is appropriate for school:**
   - Clothing must be clean and neat.
   - Shoes or sandals must be worn at all times.
   - Shirts, blouses, or sweaters must cover the stomach and must be long enough to be tucked in.
   - Tank tops are not permitted.
   - All undergarments are to be covered.
• Shorts and skirts must be appropriate (no shorter than the middle of the thigh).
• Symbols, statements, or logos on clothing must be appropriate for school.
• Clothing with words or pictures that are related to drugs and drug use, tobacco, alcohol or alcoholic beverages, sexual references, violence or bigotry are not permitted. Any attire or statement that may cause a hostile, intimidating, degrading, offensive, harassing or discriminatory environment is prohibited.
• Bandannas or hats (or other head coverings) and sunglasses are not permitted to be worn inside the school building or the cafeteria unless approved by the Principal, a physician and/or the nurse.
• Chains and/or studded accessories are prohibited and will be confiscated until the end of the school year.
• Accessories that increase a student’s risk for accidents are not permitted. Excessive piercing or accessories are prohibited.
• Clothing that has excessive rips, tears or holes is not permitted.
• Coats are to be worn to and from school only and must be placed in student lockers.

2. **Students will wear safe clothing.**
Students must follow Career-Technical Education and work experience safety rules. Students will dress properly for off-campus internships.

3. **Students shall NOT wear caps (hats or other headgears) during the school day.**

4. **Backpacks, coats and CD-players must be placed in lockers.**

5. **If students wear clothes to school that are not appropriate or that break any of the rules described above, they will be asked to change their clothes.**

Failure to comply with the Dress Code guidelines is considered to be an insubordinate act and will be treated as such.

## ATTENDANCE POLICY AND PHILOSOPHY

We believe that students learn best when they attend school regularly. The purpose of this attendance policy is to:

• provide accurate information to students and parents regarding the state of Ohio’s expectations for school attendance.
• provide accurate information to students and parents regarding the Ohio School for the Deaf’s attendance policy and procedures.
• encourage students to attend school regularly and discourage absenteeism due to minor reasons.
• ensure accountability of each student throughout the school day.

We will maintain daily records about student attendance as required by state codes (HB 55, SB 204) and rules, and we will contact parents each day that a student is reported absent from school. We will report student absences on quarterly grade reports. In the event of excessive absences, we will notify the parent or guardian after the 5th, 10th and 15th day of absence for one academic year in writing. On the 20th day of absence, we will send the parents a letter notifying them of their child’s risk of failure due to excessive absences and the school’s intent to review the child’s overall maturity and academic progress before the end of the academic year. We will report absenteeism and truancy to the Ohio Bureau of Motor Vehicles, and we will report excessive student absenteeism to your local school district officials and
representatives from other state agencies as indicated. This is especially true in situations where an extended illness will require a change in IEP to the local school district for the provision of hospital or homebound services.

**Ohio Laws Regarding School Attendance**

**Senate Bill 204:**
OSD will report chronic, excessive tardiness to the Ohio Bureau of Motor Vehicles (BMV); the BMV may suspend a student’s driver license or permit (temporary) license. Excessive absences under SB 204 are more than ten (10) consecutive days without a legitimate reason or more than 15 days, consecutive or not, without an acceptable reason.

**Amended House Bill 55:**
(Ohio Revised Code 3313.531)
If a student’s absences are eighteen (18) days in one school year or more and if h/she fails at least two (2) subjects, h/she will not be promoted to the next grade, unless the High School Principal and teachers agree the student is prepared academically.

Each school district reserves the right to determine attendance policies. At the Ohio School for the Deaf, our policy is listed below:

Students must be in class and prepared to begin instructional activities at the start of the school day and at the start of each class period. A student may not miss more than 10 days within a semester for a one-semester class or 20 days for the entire year for a full-year class.

Students who miss more than 20 days of school for a full-year class, or who miss more than 10 days for a one-semester class, will be at the risk of academic failure unless the principal and teacher(s) agree h/she is prepared academically.

Parents will receive written notification from the Office of Student Records when their child has been absent five (5) times, ten (10) times, and fifteen (15) times. When a student has been absent for twenty (20) days or more, notification will be sent indicating the child’s risk of academic failure and the school’s intent to review the child’s academic progress before the end of that academic year.

Absences from class that are not included in this policy will include, but are not limited to:
- absence related to a school-sponsored trip.
- absence related to a school-sponsored activity.
- absence related to an instructional or educational activity required by either the Ohio Department of Education, the Office for Exceptional Children, or the Ohio School for the Deaf.
- absence due to assessment or evaluation-related activity.
- absence related to In-School Suspension (ISS).

Students who are not in the classroom at the start of the school day or at end of each class change will be considered **tardy**. A hall pass from the teacher/staff member where a student is arriving from that is presented when the student arrives will excuse a tardy. Five unexcused tardiness in a class will count as one absence.

Students who miss school must make up missed school work as determined by teachers and school administration. Not completing schoolwork can have a serious effect on a student’s grades and may hinder promotion to the next grade.

Students must be in attendance in order to participate in school-related activities or to participate in athletic programs. Students on suspension are considered absent and may not participate in sports
activities scheduled for that day. If the suspension occurs on a Friday, the student may not participate in sports or sports-related activities over the weekend. In both of these cases, students are responsible for making up missed work.

We realize that there might be situations in which a student might be absent from school due to an extended illness. In this event, special arrangements may be made with the student’s local school district to provide homebound instruction for the student during the period of illness or convalescence OR, with written permission from the physician indicating the nature and duration of the illness, the principal or designee may determine if schoolwork can be sent home to the student during this period.

**Parental Responsibilities**

Parents **must** call the school office at 614-728-1422 (for High School, contact Mrs. Dolores Rawdon at 614-995-5234) to report when a student must be absent and to state the reason why. Parents **must** send a note to the school office that is dated, signed and lists the reason for the absence when the student returns to school.

We understand that, at times, family needs are very important, and we will try to work with families of our students. Please contact the school office at least two weeks ahead of time when a student will miss school for a family planned vacation, including days near holidays.

When a student misses the school district provided transportation due to illness or an appointment, it is the parent’s responsibility to make arrangements to transport the student back to OSD the next day or as soon as the student is well again.

**Student Responsibilities**

Attend school every day if possible; avoid missing school for minor reasons. Bring notes from home with parent signatures after missing school. See your teacher(s) ahead of time to get make-up work if you know you will be gone for an appointment, a field trip, a sports event, or other reason. See the teacher immediately upon return to school after illness to get make-up work, and schedule the amount of time you have to make up that work. If you feel that a decision regarding your absence from school is not fair, you may appeal that within two weeks.

**Appeal Process**

Students and/or parents may appeal decisions of this rule within two (2) weeks in writing to the Principal if they feel there are special circumstances or legitimate reasons for the absences.

**POLICY ON HOMEWORK MISSED DUE TO ABSENCE**

**Homework Missed:**

Any time that a student is absent from a class, or from part or all of the school day, he/she might also miss homework assignments. This policy establishes a timetable or schedule of how missed homework may be made up.

**Timetable:**

<table>
<thead>
<tr>
<th>If a student misses:</th>
<th>Days to complete Homework assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 class period</td>
<td>1 day</td>
</tr>
<tr>
<td>2 class periods</td>
<td>1 day</td>
</tr>
<tr>
<td>3 class periods</td>
<td>2 days</td>
</tr>
</tbody>
</table>
4 class periods  2 days
5 class periods  3 days
6 class periods  3 days
7 class periods  3 days
8 class periods  3 days
1 week of class  1 week
2 weeks of classes  2 weeks
3 or more weeks  at the discretion of the Principal

**Attendance Procedure for Determining Athletic Eligibility:**

School attendance is an important aspect of being a student athlete. All athletes are expected to attend school on a regular basis and keep up with academic assignments. In the event a student needs to miss school for an acceptable reason, the student will see the high school attendance officer with a note from the parent. The principal will review the list daily. Students may not be eligible to participate in games and practice depending on the length of absence that day. Determination of participation eligibility shall be determined by the Principal and Athletic Director.

**ACADEMIC EXPECTATIONS**

**School Work**

Students in grades K-12 are expected to complete school work and homework as assigned. Some assignments involve team work, while others require independent learning. Some assignments involve completion of hands-on learning, while others require reading, writing, and calculation with paper and pencil. Some learning tasks involve practice drills using computer software, while others promote creation of some learning product off the Internet. Some learning occurs in the classroom, while other learning might occur off campus. Students are expected to pay attention, try their best, move in a safe manner, and have appropriate supplies and books with them.

**Homework**

Students are required to do homework every night Monday through Thursday. Some middle school and high school students may also have assignments over weekends or school vacations. On average, students should expect the following amounts of homework each evening:

- Elementary School (K-5) — 15 to 30 minutes
- Middle School (6-8) — 45 to 60 minutes
- High School (9-12) — 1 to 3 hours, depending on the number of academic classes

Students are expected to use their study hour in the dormitories wisely. They may read, study, or write letters if they have already completed their homework; but students should never bother others during study hour. Students may volunteer to attend either the before-school study hall, the before-school computer lab, or the after-school study hall, if they wish to have additional quiet time with adult assistance. Students often need to make choices regarding the use of their discretionary time in the evenings to decide if they should continue doing school work or join recreation activities. Student athletes must manage their own time and complete all assigned work – even though they may miss the study hour due to games or practices.

High school students who have chronic homework difficulties may be referred for mandatory 7:30 study hall daily until grades improve. Elementary and middle school students may be referred for after school tutoring for assistance with homework if concerns are present.
General Expectations for Homework

Students shall comply with teacher directed expectations for each homework assignment. Parents may contact the teacher if questions arise.

ATHLETIC ELIGIBILITY

The Athletic Director and the Principal will coordinate determinations of eligibility for sports on a quarterly basis. OSD students must maintain a GPA (Grade Point Average) of 2.0 to participate in sports. The GPAs are calculated on a nine (9) week basis. Students who earn less than a 2.0 GPA when report cards are issued at nine (9) week intervals may petition the athletic eligibility review committee at four (4) weeks into the new nine (9) week grading period for permission to re-join the team if there is noticeable improvement in grades and grades calculated at the interim break to reflect improvements at an interim GPA or 2.0 or better.

SCHOOL VISITORS

Parents are encouraged to come to their child’s classes during normal operating hours. Such visitations allow parents to experience their child’s education first hand and enable students to know that their parents value education. Since many of OSD’s parents reside some distance away from Columbus, we are grateful when parents take the time to visit the school and will try to accommodate needs to the extent possible to avoid too much class interruption. Visitors, while welcome, do change the learning environment.

Please bear in mind that it is important to the learning process that students have uninterrupted learning time and that teachers have uninterrupted teaching time. With that in mind, some policy requirements are necessary. Teachers cannot stop teaching to confer with parents who stop by without an appointment and, consequently, such unscheduled visits to classrooms are not permitted by this policy.

- In order to maintain the high standards of safety, security, and accountability of our students and staff, all parents are asked to sign in and sign out in the school office and obtain a visitor’s badge.
- Parents may either visit the classroom at the teacher’s/school’s invitation or request to make a formal observation of a classroom. Making an appointment with the school at least two (2) days in advance of an observation is not only a courtesy and a requirement, but enables you to schedule the observation for the maximum benefit. Siblings and friends are not permitted to attend observations.
- Parents may schedule up to two (2) classroom observations of thirty (30) minutes in duration each 9-week grading period. Additional visitation time needs to be requested in advance through the Principal’s office.
- Staff may accompany visitors to the classroom.
- The use of cameras (including cell phone cameras) and audio/video recorders are not permitted.
- Parents can schedule a Parent/Teacher conference.
- Generally, parents are welcome to visit the cafeteria and eat lunch with their child; however, please check with the Principal’s Office ahead of time for the lunch ticket.
- Non-custodial parents generally do not have the same rights as custodial parents. Legal agreements and specific circumstances will be reviewed when a non-custodial parent wants to visit classes.
- Students who leave with their parents prior to the end of the educational day are also expected to sign out in the school office as are students who arrive after the educational day has started (8:10 am).
On a case by case basis, the superintendent or the principal (or designee) has the right to take reasonable actions to preserve and protect a proper learning environment, including removing any visitor from the school. The administrators retain the authority to deny access to the school for any visitor who has not complied with the provisions of this policy on parent visitation, other policies of OSD, has been disruptive, whose presence may disrupt or disturb the learning environment, or who lacks a valid or legal purpose for entering the school. Our shared commitment and cooperation is essential for the safety of our students and staff.

The above-referenced policy does not apply to (i) any visits to the Principal’s or Superintendent’s Office; (ii) any school-wide or classroom activities or extracurricular activities open by invitation to all parents/guardians, or that are open to the community in general; or (iii) participation by invitation in meetings with professional staff.

Dr. Gordon Gee, President of the Ohio State University, reading a book to OSD students.
We, the community of Student Life, promote the individual student’s transition to the maximum potential through education, empowerment, and communication.

To enrich the **Social**
*Physical*
*Intellectual*
*Cultural*
*Emotional*
*Spiritual*

aspects in our students’ lives

...all via a barrier-free communication environment using American Sign Language and written English.
STUDENT LIFE PHILOSOPHY

It is a well-known fact that all children learn most of Life’s lessons outside the classroom. It is OSD’s belief to expose our Deaf and hard-of-hearing students to as many activities/events as possible to help them develop into well-rounded individuals by the time they graduate from high school. After school, our students participate in off-campus community recreation and parks programs, swim at the public pools, attend open-captioned movies, skate at roller/ice skating rinks and attend other major events held in Columbus such as the circus, car shows, and sporting events. OSD also offers club organizations, intramural sports, drama, community service projects, and leisure time activities right here on campus. The Recreation Staff promotes to assist each student to reach their maximum potential whether it is to help them be a good team player or to be a good leader among their fellow peers. Each child has an opportunity to fully participate in any activities of his or her choice, as there are no communication barriers or limits to their participation.

Student Organizations at OSD

The following Student Organizations are available at the Ohio School for the Deaf to inspire leadership, commitment, and a sense of community:

- Book Club
- Drama Club
- Junior National Association for the Deaf (Jr. NAD)
- Key Club
- Student Body Government (SBG)
- Class Organizations: (Freshman/Sophomore/Junior/Senior)
- Ski Club
- Spartan Club
- Recreation Council
- Prom Committee
- Adopt-a-Grandparent

Students holding officer’s positions are expected to maintain good grades and behavior status. They may be removed from their officer positions for failing to uphold the school rules.

CHANGE IN RESIDENTIAL STATUS

Parents and students 18 years and older who wish to change their residential status to day student status must consult with their school district. The Ohio School for the Deaf will not acknowledge change in residential status until it receives proper verification from the school district indicating the school district’s approval. It is the parents and students’ (18+) responsibility to make the proper arrangements. Without proper documentation, the Ohio School for the Deaf will not honor the change in residential status.

COMPUTER USE POLICY

The Student Life Department recognizes the importance of technology in today’s modern world. Therefore, each dormitory has computers set aside for student’s use. Students are encouraged to use the computer to communicate with their family members as well as to develop technical skills. The following computer safety policy has been devised to ensure that students access sites that are appropriate as well as refrain from potentially exposing themselves to predators on the Internet. Refusal to adhere to the computer policy will result in suspension of computer privileges.
1. Student MUST sign in the Computer Log Sheet prior to using the computer, (e.g., Jane Doe #4 – 5:20 p.m. - 5:50 p.m.).
2. Students may NOT change the Active Desktop settings (wallpaper, screen saver, color setting, etc.) without prior approval from staff.
3. Students shall not observe other students working/operating computers. Students shall work alone.
4. Staff reserves the right to monitor/check students operating computers. Students are not allowed to shut off the computers, close the program, or block staff viewing. This may result in loss of computer privileges.

**High School**
High school students may access Chat Rooms as well as IM with an unlimited number of members. Students may use the computer up to 30 minutes if other students are waiting. If no other students waiting, students may continue to use the computer.

Maximum length of computer usage is 2 hours per day.

**Middle School**
Middle school students may only use IM with family members and are not permitted to access Chat Rooms. Students may use the computer up to 20 minutes if other students are waiting.

Maximum length of computer usage is 1 hour per day.

**Elementary School**
Elementary school students may use the computer for various games as well as access to the Internet to educational sites. They are not permitted to access Chat Rooms. Youth Leaders will be monitoring their progress. Students may only communicate through IM with their family members. Parents/Guardians are responsible for supplying their screen names to Youth Leaders. Students may use the computer up to 15 minutes if other students are waiting.

**Consequences**
See consequences for non-compliance of Dorm Rules.

**Low Grades**
Students on low grades will be restricted from computer use (with the exception of e-mailing parents and completing homework assignments). IM (instant messaging) contact with parents will be allowed for a maximum of 20 minutes.

**DAY STUDENT POLICY**

One of the most enriching learning experiences often happens outside of the classroom. In order for students to maintain well-rounded lives, the Student Life Department strives to provide various enriching experiences through various extra-curricular activities and programs to both day and residential students. Day students are more than welcome to participate in the Student Life program after school hours. Please check the monthly Recreation Calendar for schedule of activities available.

The following policy for Day Students has been devised to promote fair and safe accessibility to the Student Life program.

**Elementary and Middle School Students**

In order to ensure the well-being and safety of the student, it is imperative for parents to make arrangements at least ONE DAY in advance with the Youth Leader to have their child join the after-school program. Parents are required to submit written permission indicating specifically the date and time the
student will be staying after school, as well as the time the student will be picked up and by whom. There
is a 7:30 p.m. curfew for both elementary and middle school students; therefore, parents/legal guardians
are required to pick up the student by that time.

In order to ensure that all students are accounted for, parents/legal guardians are REQUIRED to sign
their child out in the child’s dormitory when picking them up.

Sample of Permission Note:

My daughter, Jane Doe, is allowed to stay after-school on October 3rd. I will be picking up Jane at
7:30 p.m. Jane’s Youth Leader confirmed the visit. Sincerely, Linda Doe

High School Students

High School day students are NOT required to bring in written permission from their parents to participate
in the after-school program. However, the students should assume the responsibility of making
arrangements with their parents indicating their plans for the after-school program.

High School Day students are required to report to the dormitory to SIGN-IN immediately after school as
well as upon returning to campus from town. They are also required to SIGN-OUT of the dorm when they
are ready to go home. The following curfew times for High School students indicate the time the day
student must leave the premises:

Freshmen/Sophomores: 9:00 p.m.
Juniors/Seniors: 9:45 p.m.

High School Day students may bring their cars on campus; however, they are required to follow our
Student Automobile Use policy and complete car registration forms, which are available in the Student
Life office.

Parents are expected to pick up their child according to the curfew times. Frequent tardiness will result in
loss of privileges to stay after-school.

Overnight Campus Privileges

Day students are welcome to stay overnight in the dormitory; however, due to limited space in the
dormitories, requests for staying overnight will be carefully scrutinized. Day students wishing to stay for
special events such as Prom, Homecoming, Alumni, PSA day, etc., will need to contact the Youth Leader
Supervisor to obtain prior approval. Athletic day students who have early morning departures on out-of-
state trips, or late arrivals from game will be given priority to staying overnight in the dormitories. Day
students may stay overnight for activities that go past the curfew times. Again prior approval from the
Youth Leader Supervisor must be obtained. Parents/legal guardians and Day students over the age of 18
will be responsible to make arrangements for approval with Youth Leaders. Arrangements must be made
at LEAST ONE DAY in advance. (See Residential Programming for Day Students, page 58.)

Disciplinary Problems

Day students are required to follow the Student Life policies while participating in the after-school
program. Failure to follow the Student Life policies may result in restriction from participating in the after-
school program.
RESIDENTIAL PROGRAMMING FOR DAY STUDENTS

Students who live within transportable distance to OSD are day students, returning home after school each day. Day students over age 6 years may remain on campus for a few hours to participate in after school activities, tutoring, or sports (ages 12 and older), assuming that they have demonstrated sufficient maturity and that their parents have made arrangements to pick up the students at an appropriate time. In addition, there are two general conditions where day students may reside in dormitories:

1. Convenience (based on the discretion of administrators)
2. Educational value (based on IEP requirements)

Convenience: If students on a sports team will return to campus after an athletic event past 8:30 P.M. or face an early morning departure for an out of state athletic event, the day student may spend the night in the dorm so that he/she will be able to get sufficient rest. Some special events that end late, such as prom or sports practices, may also provide an opportunity for day students to sleep overnight on campus. Parents need to make requests in writing for this opportunity. Students' parents must state their intentions for picking up elementary and middle school day students in writing on the day of the event so that communications are clear. High school day students are responsible for communicating with their parents and making arrangements with dorm youth leaders. Decisions are based on dorm space and students’ maturity and are at the discretion of the Principal and the Director of Student Life.

Educational value: Sometimes, deaf and hard of hearing day students need additional opportunities to develop social skills, communication skills, leadership potential, familiarity with Deaf Culture, or to interact with age appropriate deaf peers or adults, as might be provided during residential hours. These needs may be due to developmental delays or lack of opportunity for this development when the student was younger. While day students may benefit from residential programming, benefit is not the same as need. A day student’s need for residential programming is determined by the IEP team and is based on the following factors as they relate to the student’s developmental level:

- Adequacy of sign communication skills/interaction
- Adequacy of personal responsibility and self-control
- Adequacy of social interaction skills
- Knowledge of Deaf Culture
- Adequacy of transitional skills (daily living skills, community interactions)
- Need for additional academic support

An IEP determination for residential programming for a day student will state the duration of time and number of days per week. An IEP determination also requires written goals, activities, and an evaluation procedure. An IEP determination that a student needs residential programming in no way usurps the parent’s responsibility for the child’s overall welfare, housing and nutrition, medical needs, or educational support. However, the IEP team will consider the student’s distance from home to school in determining the need for residential services and the availability of space in an age-appropriate dormitory, in that residential students have priority over day students for dorm space. The IEP team will honor the wishes of a parent who disagrees that the child needs residential programming.

Any day student for which residential programming would present a danger to self or others may not be considered for residential programming at OSD.

PARENTAL RESPONSIBILITY

In order to ensure that students have a smooth transition between home and residential life, parents/legal guardians are responsible in the following areas:
**Absenteeism**
Parents/legal guardians are required to call their child’s Youth Leader on returning Sundays/Mondays to inform them of their child’s absenteeism.

**After-School Hours for Day Students**
Please read the *Day Student Policy* regarding the requirements for elementary and middle school students. Also, please read the transportation arrangements for students participating in after-school program.

**Arrivals Past Curfew**
Parents/legal guardians are required to contact their child’s Youth Leader or the Student Life secretary if they plan on arriving past the student’s curfew. It is imperative for the parents/legal guardians to take on this responsibility as it ensures the accountability of all students.

Parents who frequently return students way past curfew times will be contacted by the Director of Student Life for a conference.

**Sign Out**
Parents/legal guardians are required to sign out their child at the child’s dormitory. It is imperative that all students are accounted for.

Parents are expected to pick up students at a reasonable hour. Concerns regarding pick-up times will be addressed to the parents by the Director of Student Life.

**Weekend Visitations**
Each year, students make arrangements to visit another student’s home for the weekend. Parents/guardians must adhere to the following guidelines regarding weekend visitations:

- Parents are responsible to make sure that the home their child is visiting is safe.
- Parents of both students must submit a written and signed note indicating their permission in allowing the child to have weekend visitation at another student’s home.
- The permission note must include the following information: the date and time, whose home the student will be visiting, and the means of transportation from and to the school.
- Parents are responsible to contact the SHS to arrange medication for the weekend.
- Student Life secretary must receive notes no later than 9:00 p.m. on Wednesdays.
- FAXED permission notes are acceptable.
- No verbal consents over the TTY, VP, or phone will be accepted.
- Students 18 years of age are required to submit their own notes to the Student Life secretary.
- Parents are responsible for securing transportation means.
- Parents/legal guardians are responsible in contacting the county transportation service and obtaining permission for an additional student to ride the van or bus.
- Fraudulent permission notes may result in suspension from school and/or weekend visitations.
- *Students who visit friends for the weekend are expected to return to school on Sunday/holiday Monday prior to curfew or in the morning of the first school day. Upon arrival to campus, students must remain in the dormitories.*

**NOTE:** All weekend visitation plans are FINAL. Last minute changes will not be accepted, as it would create unnecessary hardship on both parties and the students themselves.

**ADDITIONAL NOTE:** the Ohio School for the Deaf accepts NO responsibility or liability for any actions, consequences of, or situations related to student visitation that is not related to an authorized and approved school activity. This includes students visiting another student over the weekend. Parents/guardians are advised that OSD will not be responsible for or involved in coordination of weekend visitations.
**Overnight Stays**
On a school night, residential students may **NOT** stay overnight off-campus unless they go with family members. Students who visit friends for the weekend are expected to return to school on Sunday/holiday Monday in the evening or the morning of the first school day. Residential students, with parental permission, may visit day students’ houses during the weekday. They need to return to their dorms according to curfew times. Below are examples of written permission slips from parents (if transportation is provided by the school district, the note should resemble the following):

1.) Mary Doe has my permission to spend the weekend of March 10-12, 2008 with Sue Smith. The school district has agreed to transport the children at 3:15 p.m. on Friday, March 10, and bring the children back to the school at 6:00 p.m. on Sunday, March 12.

   Sincerely, Linda Doe  
   Date:

2.) Sue Smith has my permission to take Mary Doe home with her on the weekend of March 10-12, 2008. The school district has agreed to pick up the children at 3:15 p.m. on Friday, March 10, and drop them off to school at 6:00 p.m. on Sunday, March 12.

   Sincerely, Linda Doe  
   Date:

If parents provide the transportation, the note should resemble the following:

1.) Mary Doe has my permission to spend the weekend of March 10-12, 2004 with Sue Smith. Mrs. Smith has agreed to transport the children at 3:15 p.m. on Friday, March 10, and bring the children back to the school at 6:00 p.m. on Sunday, March 12.

   Sincerely, Linda Doe  
   Date:

2.) Sue Smith has my permission to take Mary Doe home with her on the weekend of March 10-12, 2004. I will pick up the children at 3:15 p.m. on Friday, March 10, and drop them off to school at 6:00 p.m. on Sunday, March 12.

   Sincerely, Linda Doe  
   Date:

**PHONE USE POLICY**
Sorenson Video Relay Services graciously donated videophones for students to call from the dormitories. The following videophone guidelines have been established to ensure fairness and availability of phone usage:

- 20-minute phone limit at a time
- Phone calls cannot be placed during study hour
- If there is no other student who would like to use the phone the student may continue to use the phone
- High School students may use the phone in the mornings (AM):
  - to inform their employer that they are ill or are running late for work
  - to call their families
The time limit should be 10 - 15 minutes
- Two students at a time when making a call together
- Students MUST sign in the log sheet prior to using the videophone
- Calls cannot be made from dormitories to recreation and recreation to dormitories
- Calls may be made from dormitories to dormitories with a specific guideline posted in the dorms
- Appropriate behavior/conversation is expected. Abuse of the videophone means loss of phone use

Students may use staff's phone if they prefer to conduct voice-to-voice calls. The 20-minute phone limit applies.

See consequences for non-compliance of Dorm Rules.

STUDENT VEHICLE USE POLICY

Procedures:
1. The following information must be on file in the Student Life office.
   a. Name of the registered owner of the vehicle.
   b. Student's driver license number and date of expiration.
   c. The name of the liability insurance carrier and policy number.
   d. The “Release of Liability” and permission form signed by parent/guardian.
   e. The model, make, and year of the vehicle.
   f. Vehicle license plate number.
   g. Copy of registration form.

2. In addition, a Car Permission Form must be on file in the Student Life office. Students will adhere to the following guidelines:
   a. Automobiles shall not be driven on campus except via the most direct route to park them.
   b. All student vehicles must be parked in a specifically designated area on campus. Residential students are to park behind the Administration building in front of B4 dormitory. Day students are to park in designated spaces by the Recreation lounge.
   c. Students must drive their own vehicles.
   d. Students are not allowed to drive other students’ cars.
   e. Juniors and/or Seniors are allowed to ride in other people’s cars with parental permission on file. Students 18 years old or older may sign out independently; however, they must inform the Youth Leader and the Student Life supervisor who the driver is. The driver, when taking students off campus, must show and/or allow OSD to photocopy his or her driver’s license.
   f. Vehicles are not to be driven during the school day except for jobs, off-campus classes or home.
   g. Freshmen/Sophomores are not allowed to drive cars at any time during the week. Cars are to be used from home to school and back only. Residential Freshmen and Sophomores must upon arrival to campus turn in their car keys to the Youth Leader. They may pick up their car keys Friday morning. Juniors may receive special permission to drive to/from work.
   h. During the week, Seniors may drive their cars to town. They can go to stores, restaurants, and work. They cannot visit private residence(s).
   i. Students with driver’s permit are not allowed to drive cars without a parent or a legal guardian. If a student violates this policy, he/she will be reported to the police.
   j. Low grades and/or serious and/or frequent rule infractions will result in loss of driving privileges.

See consequences chart in Parent/Student Handbook for violations to Student Vehicle Use policy.

If you want to fill out an automobile form, you may contact the Student Life Office at any time or during Registration Day.
VISITORS’ (AFTER-SCHOOL HOURS) POLICY

Visitors are always welcome to visit the Ohio School for the Deaf during special events that are open to the public, such as sporting events, PSA Day, Homecoming Day, and/or Alumni Day. At any other time, visiting hours for the after-school program are scheduled for:

Days: 1st Sunday of the Month
Time: 6:30 P.M. to 9:00 P.M.

Visitors younger than 16 must be chaperoned by parents and/or responsible adults deemed acceptable by the student life supervisor.

Important Information:

1. Visitors are REQUIRED to check-in at the Student Life Office upon arrival.
2. Visitors must obtain a Visitor's ID badge before gaining admittance to the recreation lounge or gym to visit with OSD students.
3. Visitors need to abide by the check-out time and leave promptly.
4. Drugs, alcohol, and smoking are prohibited on campus.
5. Visiting in the parking lot is prohibited.
6. At the end of your visit please return your Visitor's ID badge to the Student Life Office.
7. If the visit is inappropriate, the visitor will be asked to leave and/or be prohibited from visiting.

Special consideration will be given to out-of-town visitors as well as former alumni attending college who wish to visit their alma mater.

Please note that a group of visitors who wish to visit the after-school program must obtain prior approval from the Student Life Office. The group’s leader will be responsible for supervision.

BICYCLE, SKATEBOARDING, AND ROLLERBLADING SAFETY POLICY

The following policy has been devised to ensure that all students who ride on their wheels (bicycles, skateboards, rollerblades, etc.) are protected and safe. Please note that this policy applies to 18+ year old students as well.

1. Students may not ride on the ramps.
2. Students are required to wear safety gear such as helmets, and arm/knee pads.
3. Students may not ride in the dark.
4. Students must only ride in the designated areas.
5. Borrowing of other students’ recreational wheels (bikes, rollerblades, skateboards) is not permitted.
6. Skateboarding/rollerblading off homemade ramps is not permitted.
7. Students must follow the designated routes for riding bikes and walking as stated on the map posted in the dormitories.
8. Running on the ramps/hallways is not permitted.

JUKEBOX USE POLICY

OSD has the state-of-the-art jukebox that can hold 100 CDs for student’s recreational use in the Recreation Center. Today, any CD with questionable language now carries a "PG – Parental Guidance" on its cover. So, our policy is very simple: OSD will only allow CDs that are NOT labeled "PG – Parental Guidance" to be inserted into the Recreation Department Juke Box.
STUDENTS’ RIGHTS AND RESPONSIBILITIES

The Student Life Department believes that each individual regardless of age should be made aware of and knows their rights and responsibilities. All OSD students have the right to ask staff to explain to them OSD rules, their rights, and clarify their responsibilities.

Rights
Students have the right to request:
• To review their Student Life file with an OSD staff.
• To join any organization on campus at OSD.
• To have another adult such as their parent/guardian, and/or staff person at OSD joins a particular meeting to resolve an issue.
• To have a Fair Hearing regarding a suspension.
• To make Student Appeal (make a complaint about) a suspension.

NOTE: Students 18 years old and older have the right to request that information NOT be shared with their parents and/or legal guardians.

Fair Hearing
Students and parents/legal guardians have the RIGHT to request a hearing regarding a suspension.

Student Appeals
If a student does not agree with the Class A write-up on the Behavior Data Sheet, they have the RIGHT to talk with the people listed below to resolve the issue. Please note that the student should try to follow this order.

1st — Youth Leader
2nd — Student Life Supervisor
3rd — Director of Student Life
4th — Superintendent

Student Body Government
The Student Body Government (SBG) is a political organization run by the students themselves that addresses campus-wide issues, which impact on the lives of students. SBG empowers students to voice their opinions, ideas, as well as make suggestions on how to improve the overall quality of Student Life. The Student Body Government is one of students’ strongest allies, as well as a political system, which allows students to follow proper channels to make students’ concerns known.

18+ Years Old Rights and Policy
Students 18 years of age and older are mandated to abide by Student Life and Dormitory policies. Consequences will be implemented to students who do not abide by the rules. The Student Life Office will not call nor share information with parents WITHOUT prior approval from the student.

On a school night, students may not stay overnight off-campus.

After-School Dress Code
The following dress code was developed for the after-school program. Students not following the after-school dress code policy will be told to change to appropriate clothing or face possible consequences for insubordination.

Students are required to wear clothing that is appropriate for after-school.
• Tops (shirts, blouses, sweaters, etc.) must cover the chest and stomach areas.
• Pictures on clothing about drugs, alcohol, bigotry, sex, or violence are not permitted.
• Midriffs may not be worn in the cafeteria.
• Long-cut underarm tank tops are NOT permitted.
• See-through clothing (shirts, blouses, pants, etc.) are NOT permitted.
• Caps and hats are NOT to be worn during meals in the cafeteria and assemblies in the gym. Fashionable headwear e.g. ladies’ scarf is acceptable.
• Bandannas are allowed at recreation and in dormitories.
• Clothing and/or headwear depicting gang insignia are NOT permitted at any time on campus.
• Shorts must be appropriate (neat, not torn, and be of reasonable length. They should not reveal buttocks.
• Students shall abide by school dress code.

Only high school students may wear shorts during winter time. Elementary and middle school students may only wear shorts or tank tops when the weather is nice (e.g., sunny and mild) and temperature is 65 degrees or higher in the morning.

NOTE: To prevent clothing from disappearing, being “stolen” or misplaced, there is absolutely no consensual borrowing of clothing permitted among students. Please note that the Ohio School for the Deaf will not be liable for any clothing that is lost or stolen.

ACADEMIC EXPECTATIONS

The Student Life Department strongly believes in promoting excellence in education. The following policies have been designed for students to maintain good academic status as well as achieve internal growth. Our Youth Leaders constantly strive to assist student in a variety of ways that will allow students to grow academically and independently. Youth Leaders provide their expertise by offering homework assistance as well as teaching students independent living skills through practical everyday settings in the dormitories. Tutors are available during the evening hours.

Study Hour
In order to assist students in maintaining good academic status, each department (Elementary, Middle, and High School) has a designated specific study hour. During study hour, students are expected to study and complete their homework. Upon completion of homework, students are still mandated to engage in educational related activities such as reading, playing educational games, and using the computer for educational research. Non-educational activities are not permitted during study hour.

Since the study hour’s main purpose is to assist students to concentrate on their academic requirements, there are restrictions imposed to prevent students from deferring educational related tasks. Therefore, NO food, usage of phone, mobile telecommunication devices, computers, radio, talking, watching TV, and playing videos are permitted.

Refusal to comply with the study hour policy will result in DIP.

Low-Grade Policy
A Low Grade intervention method has been established for students whose academic grades fall below the accepted standards. The object of the Low Grade policy is for students to bring up their grades to acceptable passing standards. The Student Life program has tutors who works closely with students at risk and continues to monitor individual progress and meet with teachers and Youth Leaders to develop intervention plans. The intervention plans may involve loss of Student Life privileges, tutoring assistance, extended study hour and structured homework logs.

The Student Life Privileges include:

• Recreation time
• Off-campus privileges
• Going to games, movies, and other fun activities
• Dorm visitations
• Television
• Phone/pager
• Video Games
• Sports Events
• Computer & the Internet (for non-academic related purpose)
• Job/Work
• Other privileges the students enjoy

The elementary youth leaders maintain regular communication with the teachers regarding the students’ homework and academic progress.

The middle school youth leaders receive weekly low grade reports from teachers to monitor the students’ academic progress.

The high school youth leaders receive grade reports from teachers on a 4½-week basis.

The intervention plan is determined on an individual basis and developed by the Youth Leader and teacher.

**Daily Independent Living Skills**
Another part of educational and internal growth revolves around independent living skills. Our youth leaders use their expertise in teaching independent living skills by applying them into everyday practical tasks. The youth leaders work closely with the transition department and they try to incorporate as much transitional material into their teaching as possible. For example: the youth leaders teach students proper grooming and hygiene; how to measure liquids and solids when baking, cooking or doing the laundry; apply mathematical skills by playing with students educational games such as Payday; practicing how to use the TTY/VP to communicate with hearing individuals on the phone; teach safety measures, among other things.

Transition classes are offered in the evening hours. Students are expected to attend classes.

**Dorm Programs**
One of the most beneficial and informative programs, which occur in the dormitories every month, is the Dorm Program. The intention of the Dorm Program is to provide and expose students to new ideas and/or information, which will allow students to absorb a variety of topics that will assist them in becoming independent. The youth leaders in each dormitory strive to present a topic, which is suitable and most beneficial for the particular age group. Some examples of Dorm Programs are: *Deaf Culture, How to Use an Interpreter, How to Say NO, Ohio Relay Service*; as well as presenters from Columbus Zoo, Planetarium, Deaf Service Center, MADD, Comprehensive Program for the Deaf, and the Bureau of Vocational Services.

**SCHEDULES/RULES**
The schedule for students is available through the Youth Leaders and is posted in the dormitory for students. The schedule involves daily routines (e.g., wake up, meal times, study hour, playtime, shower time, work duty, and bed time).

**Computer Use**
Youth Leaders will be monitoring elementary students when they are using the computer. Elementary and middle school students may communicate with their family members through e-mail or on the
Internet. However, parents are obligated to fill out a permission form indicating the screen-names the student is permitted to communicate with.

**Dorm Check-in**
In order to ensure that all students are safe and accounted for, Youth Leaders will pick up the elementary and middle school students at school. High school students are required to report to the dorm after school.

**Off-Campus Privileges**
*Sophomores, juniors and seniors have off-campus privileges without staff supervision. Parental consent is required. Students 18 or older may sign their own off-campus consent forms.* Students must maintain a GPA of 2.0 to earn off-campus privileges. Off-campus hours are posted in the dormitories.

**Hall Pass**
To ensure the safety of the students, elementary students are always supervised.

Middle School students who walk independently to the following designations (Student Life Office, Student Health Service, and Recreation Center) must possess a hall pass.

High school students will have a Hall Pass to the following designated areas: Student Life office, Student Health Services, school building, transition classes, going to recreation after 8 pm and leaving recreation before 9 pm.

Students not possessing a hall pass will be written up for being in the **Wrong Area**.

**Mobile Telecommunication Devices (Pagers/Sidekicks/Blackberries)**
Elementary and middle school students are not permitted to have mobile telecommunication devices at any given time. High school students may use mobile telecommunication devices during after-school hours only. Students must adhere to pager rules listed in the high school schedule posted in the dormitories. These mobile telecommunication devices shall not be used during organization meetings, dorm programs, special events and transition classes.

**Dorm Visiting Hours**
Juniors and Seniors are allowed to visit the dorms of the opposite sex only in the afternoons. Visiting shall be limited to the living room area. Freshmen and Sophomores may only visit same sex dorms.

---

**DORM EXPECTATIONS**

**Bedtime & Wake-Up Time**
Students must go to bed on time during night time and wake up on time in the mornings. Bed time schedules are posted in the dormitories.

**Work Duties**
Students are expected to perform their dorm chores as assigned.

**Sports**
Students arriving late from the sport game are to serve DIP the following day.

**Bedroom**
Students’ bedrooms must be clean and beds must be made before students report to cafeteria for breakfast. Clothes and towels must be put away.
**ADDITIONAL NOTE:** Visiting in bedrooms is restricted. Students cannot enter other students’ bedrooms. Visiting/socializing is allowed in the living room and recreation lounge.

**Food Orders/Soda Pop**
Students must follow the designated Food Orders/Soda Pop policy – students ordering later than the designated time will not be able to eat their delivered food that night.

**Kitchen**
The kitchen must be clean at all times and food and utensils must be put in their proper place.

**Living Room**
Absolutely **NO FOOD and/or DRINKS** are permitted on the sofas, sofa chairs, coffee and end tables.

**Laundry**
The designated Laundry Policy will be posted in the dormitories.

**Pager/Phone/Computer**
Students must follow the High School schedule that is posted in the dormitories. If there is excessive abuse, this may become a Rule B-10 violation and may result in loss of privileges for the rest of the school year.

**Video Games**
Video games must be of appropriate rating (e.g., EC, E, T — only for 13/older, and M — only for 17 and older). If students in the dormitories are underage, the player cannot play the videogame designed for mature audiences.

**Town**
Students must follow the designated Town Curfew Policy as stated in the High School Schedule.

Students given DIP will have *Behavior Data Sheet* documented indicating the consequence.

**IMPORTANT NOTE:** All of the rules apply to Middle School students except for Pager and Town privileges.
OSD students are shown playing outdoors during one of the after-school recreational activities.
Chapter 5
Student Code of Conduct
INTRODUCTION – This CODE OF STUDENT CONDUCT is written so students and family members know what behavior is expected and/or accepted and what behavior is prohibited at the Ohio School for the Deaf or at school activities. It is helpful if parents are aware of school and dormitory rules so they can help support them from home.

THE GIVE ME 5 INITIATIVE

The Give Me 5 initiative at OSD is an approach to creating a positive school climate that helps students feel supported and appreciated. It is an application of an evidence-based nationwide concept called Positive Behavioral Supports (PBS). The Give Me 5 rules help students be: Ready, Respectful, Responsible, Safe, and Aware. Using PBS and Give Me 5, OSD directly teaches behavior expectations, includes students in modeling and learning social skills, and helps staff increase positive interactions with students and families.

PROGRESSIVE DISCIPLINE POLICY

The Ohio School for the Deaf has established rules to ensure the safety and well-being of all OSD students and staff. The following information is provided so that students and parents are aware of the various options as well as their rights.

Behavior Data Sheet

If an OSD student breaks a rule, a staff member will write a Behavior Data Sheet. The sheet will describe the student's behavior and the consequence for that behavior. The student will read the sheet and sign it. Signing the sheet means that the student has read the paper and understands it. Refusal to sign the sheet does not excuse the student from the consequence.

Student Appeals

If an OSD student does not agree with the Behavior Data Sheet, the student may talk to the following people in this order:

- Teacher or Youth Leader
- Assistant Principal or Youth Leader Supervisor
- Principal or Director of Student Life
- Superintendent

Nonviolent Crisis Intervention (CI) Team

The Nonviolent Crisis Intervention (CI) team consists of staff that are specifically trained and certified in dealing with extenuating circumstances. The CI team receives intensive training each school year in dealing with situations where the safety of a student or others becomes endangered. The CI team possesses the problem-solving skills and techniques to deal with emotional situations as efficiently and delicately as possible. The CI team is also certified in physically restraining students who endanger themselves or others. If a physical restraint occurs, parents/guardians will be immediately notified.
The Buckeye Ranch and St. Vincent’s Center

The Ohio School for the Deaf also collaborates with The Buckeye Ranch and St. Vincent’s Center programs to better serve the needs of our students. Please note that neither The Buckeye Ranch nor St. Vincent’s Center are a part of the Ohio School for the Deaf.

IN SCHOOL SUSPENSION (ISS)

Students assigned to ISS will complete school work under the direction of the ISS Teacher as provided by classroom teachers. Students may turn in the work to classroom teachers for grading and full credit.

OUT OF SCHOOL SUSPENSIONS

Students who behave in such a way that their actions are a threat to health, safety, or property, constitute criminal activity or a disruption of school activities, or involve serious acts of insubordination may be suspended out of school for up to ten (10) days in any one school year. Suspensions may occur for actions that occur during school hours, after school hours, or during school-sponsored activities on or off campus. When a student is suspended from school, his/her parents must come immediately to pick up the student and he/she is not allowed on school grounds or at a school-sponsored activity during the suspension period.

In addition, students who commit serious violations can face criminal charges from the Ohio State Highway Patrol. Parents are contacted immediately regarding suspension of their student, and it is their responsibility to come and pick up their child. A Suspension Letter will be sent to all parents regarding their child’s suspension. The letter will include specific information as to the infraction(s) of the Code of Student Conduct that occurred, the length of the suspension, the date that the student may return to the OSD campus and the right to appeal the suspension (see Fair Hearings section below). A copy of the Suspension Letter will be sent to the superintendent of the local school district of the child’s residence.

If a student has been suspended for a cumulative total of 10 days, before the student can be suspended again, a formal hearing and an IEP meeting must be convened. The student’s IEP may be re-written with information from functional behavior assessments (FBA) and manifestation determination (MD). The student may have to be placed back in the local school district. Record of a student’s suspension is kept in his/her school file; however, this information is kept confidential and is not shared with anyone without written permission from the parent(s) or student (if over age 18). For example, if a prospective college requests a transcript from OSD, grade records are all that is sent. Suspension information is not shared.

In the event a student is suspended from OSD, it is the parents/legal guardian’s responsibility to immediately come and pick up their child. In the event the parent/legal guardian is not able to come, it is the parents’ responsibility to provide transportation means to have the student picked up and transported home or to send another family member to have the student picked up. Please note that it is imperative for the parents/legal guardians to pick up their child immediately when the student is suspended. If parents are noncompliant, the Children Service Bureau in their home area will be notified.

Procedures for Out of School Suspension:

1. Administration investigates the circumstances of the rule infraction;
2. Administration notifies the parent of the suspension and reason for the suspension; the parent needs to make arrangements to come to pick up the student as soon as possible; unfortunately, if the parent
cannot make arrangements to come immediately or have a relative pick up the student, OSD may need to notify the Children Services Bureau of neglect of duty;

3. The student will remain in either the In School Suspension classroom, the School Office, or the Student Life Office until the parent arrives. Normal meals will be served to students while waiting for parent pick-up;

4. Administration reviews official suspension notification documents with the student using his/her language preference, including making the student aware of his/her right to add information that may be pertinent and conditions of the suspension and obtaining acknowledgement signatures from the student. A copy of the documents is kept for the parent;

5. An official suspension notification letter is prepared to give to the parent when the student is picked up; the letter includes the specific information about the rule infraction(s) of the Code of Student Conduct, length of the suspension, conditions of the suspension (stay at home under the supervision of the parent; not to come onto school grounds or go to any school function), the date the student may return to school, requirement for a post-suspension phone or in person conference, and the parent’s right to appeal the suspension (See Fair Hearings Section below);

6. A copy of the Suspension Letter will be sent to the student’s school district of residence;

7. For more serious or repeated offenses, a conference between OSD and the parent will be required before the student may return to school. In these situations, when the student is picked up, the administrator or supervisor on duty will ask the parent whether they prefer a phone conference or a face-to-face conference with the Director of Student Life or Principal (Monday through Friday in the morning) on the day that the student is to resume school; the conference is required to:
   a. Give the parent an opportunity to discuss the incident more fully, if he/she wants to;
   b. Involve the student in the discussion, if appropriate, so that the student knows that the parent and the school are working together to assist the student in developing appropriate behaviors for school;
   c. Provide the student an opportunity to show that he/she knows that the misbehavior was not appropriate and to consider alternative behaviors that would be appropriate in the future;
   d. Provide an opportunity to discuss strategies that might prevent such actions from re-occurring; and
   e. Explore any need for other support services (such as counseling) for the student;

8. Arrangements for the post-suspension conference, if required, will be communicated to the parent and the administration.

Students who are suspended out of school may need to complete assignments as provided by their classroom teachers during or soon after the suspension. Work needs to be completed so that gaps in learning do not occur. The classroom teacher will review completed assignments to determine if the student needs remedial assistance on the topics covered, but no credit will be given for work assigned during an out of school suspension. Students will earn zero (0) credit for assignments.

**Fair Hearings**

All OSD students/parents have the right to ask for a hearing regarding a suspension. They also have the right to appeal (make a complaint about) the suspension and should make arrangements for an appeal through the Superintendent’s office within three (3) days of the date of the suspension.

**SUSPENSIONS FOR UP TO 45 DAYS**

*(Special Disciplinary Circumstances Relating to Weapons, Illegal Drugs, and Serious Bodily Injury)*

In general, students with disabilities may be suspended out of school for only up to ten days in any one school year unless FAPE (a free and appropriate public education) is provided in an interim alternative educational setting (IAES). However, a student who violates one of the following Code of Conduct rules may be suspended for up to 45 days, although FAPE requirements still apply, regardless of whether the misbehavior has been determined to be a manifestation of the student’s disability or not:
- Carrying a weapon to or possessing a weapon on school grounds or at a school function;
- Possessing or using illegal drugs or selling or attempting to buy a controlled substance while at school; or
- Inflicting serious bodily injury upon another person while at school or at a school-sponsored activity (necessitating medical treatment at a hospital or urgent medical facility).

Such a suspension is referred to as a change of placement for disciplinary reasons. OSD must follow the following procedures when weapons, illegal drugs, or serious bodily injury infractions occur:

- Notify the parent in writing of the decision by at least the day on which the decision was made;
- Provide the parent with a copy of *Whose IDEA Is This?* (a publication from the Ohio Department of Education) which contains information about parents’ rights and due process procedures;
- Follow normal suspension procedures; and
- Ensure that the student will continue to receive FAPE although in another setting through communications with the student’s school district of residence.

Further, special education procedures allow for an IAES when the school believes that the student’s current placement is substantially likely to result in injury to self or others. In these rare circumstances, OSD must arrange to:

- Convene an IEP team meeting to review the IEP and address the reasons for the concern OR
- Immediately request an expedited due process hearing without holding an IEP meeting OR
- Pursue an injunction from a court or other legal provisions
- Parents are entitled immediately to:
  - Notification by phone or FAX of an expedited hearing
  - A copy of *Whose IDEA Is This?*
- Normal appeal procedures apply

**Expulsion**

The expulsion of students from OSD is governed by federal and state laws and rules. Specific guidelines are contained in the booklet, *Whose IDEA Is It?* that all parents received at the beginning of the school year.

**Zero Tolerance**

Amended House Bill 55 was passed by the Ohio General Assembly in August of 1997. It requires that each school in Ohio develop a “zero tolerance” policy for violent, disruptive, or inappropriate behavior and strategies to address the misbehavior, ranging from prevention to intervention. In addition, given the student violence at schools across our nation, spoken, written, or signed threats of violence toward another student or toward a staff member will also not be tolerated. This means that student acts of violence toward fellow students or adults will always have consequences, including routine reporting of incidents to the Ohio State Highway Patrol. Actual consequences at the Ohio School for the Deaf for violent and disruptive behavior will be determined based on the severity and duration of the offense, but might include:

- A warning with student counseling
- Time Out (less than an half-hour)
- Consequences such as lunch detention (40 minutes), Dorm Intervention Program (DIP – all evening), In-School Suspension (ISS – all day), Alternative Intervention and Mentoring (AIM – all evening).
- Report to the Ohio State Highway Patrol
- Out of School Suspension (1 to 10 school days)
- Referral to a treatment facility (at least several months)
- An IEP review to change placement from OSD to a local program or home instruction (out of OSD completely)

DISCIPLINE PROCEDURES FOR YOUNGER STUDENTS

Students in grades K-3 and some slightly older students with special needs are in the process of developing self-control, exercising personal responsibility, learning social and school expectations, and recognizing dangerous situations and actions. This is a developmental process that requires instruction, modeling from parents and other adults, and reinforcement everyday. We ask all parents to be patient as younger students learn these important skills.

When students have developed some habits that are detrimental to our goals for student behavior, it is important to teach correct replacement behaviors. For example, aggressive behaviors are replaced with conflict resolution skills. Teaching children to organize their materials in a safe place replaces disorganization, loss of items, or coming to class without necessary materials. Impulsive actions are replaced with learning to stop, think, and consider consequences before acting. Hurtful words and signs and disrespectful comments are replaced with kind words and acts of respectfulness. Students are taught to reflect upon their own actions, to state whether their actions were appropriate or not, and to tell other actions that might be more appropriate in the case of wrong behavior. Students are encouraged to seek adult assistance if other students are hurting them (this is different from “tattling” which is telling an adult with the purpose of getting another student in trouble).

Whenever possible, OSD advocates the use of positive consequences to reinforce the behaviors we want from younger students. Negative actions are used only as a last resort and only in conjunction with counseling from staff members. Corporal punishment and humiliating students are NEVER used. We may “ignore” some minor misbehaviors while we focus on more critical skill development areas with some students. While we try to be fair with all students, some students may have unique needs that require special interventions as indicated by a formal behavior plan through the IEP process. OSD’s Positive Behavior Support (PBS) program is a school-wide effort to teach appropriate social and behavior skills using positive recognition and consequences by focusing on a different skill area each week. Classroom use behavior incentive systems to promote good habits.

Occasionally, it is necessary to assign negative consequences to even younger students for more significant misbehaviors, particularly acts of aggression. Such consequences might include missing part of recess, a short time out, sitting in a separate area during mealtime, sitting with an administrator, cancelling recreation activities, assigning an early bedtime, or a short period in In School Suspension (ISS). Students may be suspended out of school for a day. Parents will be notified when negative consequences have been assigned.

ACADEMIC DEPARTMENT STRATEGY FOR EFFECTIVE DISCIPLINE

Various types of behavior modification programs are used at OSD. The most commonly used is called the In-School Suspension (ISS).

In-School Suspension (ISS)
In-School Suspension or ISS is one of the alternative consequences for students who violate school rules. Students are assigned to ISS, by school administration where they work with a certificated teacher.
They work on class work, homework, or they work on assignments related to the behavior or situation. Students in ISS are counted as “in attendance” for the school day.

**Lunch Detention**
Students who violate school rules may serve lunch detention in the ISS room during their lunch period. Lunch will be delivered to ISS room.

**STUDENT LIFE STRATEGIES FOR EFFECTIVE DISCIPLINE**

*Alternative Interventions and Mentoring (AIM)*
The Alternative Interventions and Mentoring (AIM) program specifically targets students who commit serious rule infractions. Through this program, the AIM mentors implement behavior modifications that best address the particular behavioral problem by performing a community service to the school.

Students given AIM as a consequence will start the program at 3:30 P.M. and remain in the program until being dismissed at 8:00 P.M. Students serving AIM **CANNOT** participate in sports. This means students **CANNOT** attend practice or participate in the game. Special consideration will be given to paid events.

*Dorm Intervention Program (DIP)*
Dorm Intervention Program (DIP) consists of various disciplinary methods designed to specifically address less severe rule infractions. These methods include but are not limited to: community service, educational research, work duties, work with elementary/pre-school, and making a dorm presentation.

Students given DIP as a consequence will be expected to follow through with the designated disciplinary strategy Mondays through Thursday from 3:30 p.m. until 8:00 p.m. On Sunday, students are exempted from serving DIP; however, the may be required to stay in the dormitory and lose recreation privileges. Students who are involved in sports will be excused from DIP to attend and participate in sports. However, they will be expected to make up the consequence at the very next available time.

Students serving DIP are eligible to attend:

- official sport practices/games
- organization/class meetings
- dorm programs

Students serving DIP are **NOT** eligible to:

- attend recreational activities/games
- watch television
- play video games/computer games
- use phone, e-mail, or pager
- listen to walkman/radio
- go out to town

Students serving DIP are expected to do a variety of assigned chores. Refusal to perform the assigned duties may result in prolongation of DIP and suspension for insubordination and disruption of school activities.

**Breakfast Detention**
Students who violate dorm rules in the mornings may be assigned to the breakfast detention room during breakfast. Students will eat breakfast separate from the other students.
STUDENT CODE OF CONDUCT

Rules and Consequences

The Ohio School for the Deaf Student Code of Conduct is specifically designed in a non-complicated language, which clearly states the rules and consequences for students to abide by. The rules and consequences are to ensure the safety and well-being of all OSD students, teachers, youth leaders, and staff. Rules at OSD are divided into three classes — A, B, and C. Class A rules have the most severe consequences, while class C rules have the least severe consequences. Consequences vary according to the nature of the rule and the number of times it has been violated.

Class A Violations:

Class A rules are about illegal or life-threatening activities. Any staff member witnessing this type of activity should report it immediately to his or her supervisor who will then inform the Superintendent. The Ohio State Highway Patrol and/or other appropriate law enforcement authority may be contacted depending on the type of the violation. Parents will be contacted immediately in these types of violations.

Consequences for Class A violations may include but are not limited to: 1 day to 10 days out-of-school suspension from OSD, 1 to 5 days of in-school suspension (ISS), alternative intervention or mentoring (AIM), after school detention (ASD), and/or suspension of sport and special school, dormitory or recreational activities.

Please note that students who have been suspended for 10 days during the school year will have a mandated IEP review during which alternative placements will be discussed. Alternative options for placement may include: The Buckeye Ranch (BR), St. Vincent’s Center (SVC), or referral back to the student’s local school district.

Class B Violations:

Class B violations are often serious although not life-threatening. Class B violations are handled by the Principal and/or the Director of Student Life. Any staff member witnessing this type of behavior should report it to his or her supervisor in writing on a Behavior Data Sheet. Parents will be notified of the rule violation through a phone call or letter. Parents who wish to be notified by electronic mail (e-mail) or have questions regarding B rule violations should contact the school office at 614-728-1424 (TTY or voice), 614-995-0140 (VP), or the Student Life Office at 614-728-4049 (TTY or voice).

Please note that repeated Class B violations may result in Class A action with the Principal, Director of Student Life and/or Youth Leader Supervisor’s approval.

Consequences for Class B violations may include, but are not limited to, any or any combination of the following: 1 day to 3 days of ISS, suspension from sport, dormitory, recreational, and/or special school activities, AIM, DIP, lunch detention, referral to counseling services, and parental involvement.

Class C Violations:

Class C violations are the least serious of the three Code of Conduct violations. Class C offenses which happen during the school day will be handled by the school staff and during after-school by youth leaders and recreation staff members. Teachers and staff members witnessing this type of behavior will use their own discretion in determining consequences. Consequences should be related to the misbehavior and designed to assist students in making better choices in the future.
A Behavior Data Sheet shall be completed for all Class C violations. Parents are notified of Class C violations through school correspondence. Parents who would like to be notified of these types of violations should contact the school office at 614-728-1424 (TTY or voice), 614-995-0140 (VP), or the student life office at 614-728-4049 (TTY or voice).

Please note that repeated Class C violations may result in Class A or Class B action with the Principal, Youth Leader Supervisors, or Director of Student Life’s approval.

Consequences for Class C violations may include, but are not limited to, any or any combination of the following: written or signed correction, written or signed warning documented with a Behavior Data Sheet, student written letter of apology to their parents, joint call to the parents, DIP, private meeting with student, written or signed correction, removal to time-out area, an apology to the offended person, extra chores, lunch detention, staff/student mediation, zero grade for class participation, exclusion from special academic/dormitory/recreation activities.

EXCEPTIONS — Administrators may decide on an alternative consequence for the rules violation.

Character Counts!
It does here at OSD and elsewhere!
THE OHIO SCHOOL FOR THE DEAF
STUDENT CODE OF CONDUCT

<table>
<thead>
<tr>
<th>Types of Violations</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>1</td>
</tr>
<tr>
<td>AWOL</td>
<td>2</td>
</tr>
<tr>
<td>Beepers/Pagers</td>
<td>3</td>
</tr>
<tr>
<td>Bribery/Extortion</td>
<td>4</td>
</tr>
<tr>
<td>Bullying/Insulting</td>
<td>5</td>
</tr>
<tr>
<td>Bus/Van/OSD</td>
<td>6</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>7</td>
</tr>
<tr>
<td>Computer – Misuse</td>
<td>8</td>
</tr>
<tr>
<td>Damage/Destruction of Property</td>
<td>9</td>
</tr>
<tr>
<td>Disrespectfulness</td>
<td>10</td>
</tr>
<tr>
<td>Disruption of After-School Activities</td>
<td>10</td>
</tr>
<tr>
<td>Dress Code</td>
<td>11</td>
</tr>
<tr>
<td>Falsification or Forgery</td>
<td>12</td>
</tr>
<tr>
<td>Fighting</td>
<td>19</td>
</tr>
<tr>
<td>Fire Regulations</td>
<td>17</td>
</tr>
<tr>
<td>Gang Related Insignia</td>
<td>11</td>
</tr>
<tr>
<td>Harassment</td>
<td>5</td>
</tr>
<tr>
<td>Horseplay</td>
<td>13</td>
</tr>
<tr>
<td>Illegal Action / Activity</td>
<td>14</td>
</tr>
<tr>
<td>Illegal Drugs</td>
<td>1</td>
</tr>
<tr>
<td>Inappropriate Media</td>
<td>15</td>
</tr>
<tr>
<td>Inattentive to Speaker</td>
<td>16</td>
</tr>
<tr>
<td>Inhalants</td>
<td>1</td>
</tr>
<tr>
<td>Insubordination</td>
<td>10</td>
</tr>
<tr>
<td>Intoxication</td>
<td>1</td>
</tr>
<tr>
<td>Lighter/Matches</td>
<td>17</td>
</tr>
<tr>
<td>Littering</td>
<td>18</td>
</tr>
<tr>
<td>Loss of OSD Property</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of Violations</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lying/Dishonesty</td>
<td>12</td>
</tr>
<tr>
<td>Non-Prescription Drugs</td>
<td>1</td>
</tr>
<tr>
<td>Physical Assault</td>
<td>19</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>12</td>
</tr>
<tr>
<td>Pornography</td>
<td>15</td>
</tr>
<tr>
<td>Profanity (Dirty Language)</td>
<td>20</td>
</tr>
<tr>
<td>Public Display of Affection</td>
<td>21</td>
</tr>
<tr>
<td>Rape</td>
<td>21</td>
</tr>
<tr>
<td>Rx – Drugs</td>
<td>1</td>
</tr>
<tr>
<td>Safety Codes</td>
<td>22</td>
</tr>
<tr>
<td>Safety Violation</td>
<td>24</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>21</td>
</tr>
<tr>
<td>Sexual Behavior</td>
<td>21</td>
</tr>
<tr>
<td>Sexual Gestures</td>
<td>21</td>
</tr>
<tr>
<td>Smoking</td>
<td>27</td>
</tr>
<tr>
<td>Student Vehicle</td>
<td>23</td>
</tr>
<tr>
<td>Study Hour</td>
<td>24</td>
</tr>
<tr>
<td>Tampering of Emergency System</td>
<td>25</td>
</tr>
<tr>
<td>Theft</td>
<td>26</td>
</tr>
<tr>
<td>Threats</td>
<td>19</td>
</tr>
<tr>
<td>Threats – Staff</td>
<td>19</td>
</tr>
<tr>
<td>Tobacco</td>
<td>27</td>
</tr>
<tr>
<td>Town</td>
<td>28</td>
</tr>
<tr>
<td>Unauthorized / Force Entry</td>
<td>29</td>
</tr>
<tr>
<td>Weapons</td>
<td>19</td>
</tr>
<tr>
<td>Wrong Area</td>
<td>29</td>
</tr>
<tr>
<td>Use of Unnecessary Force</td>
<td>30</td>
</tr>
<tr>
<td>School Related Violations</td>
<td>31</td>
</tr>
</tbody>
</table>
### ALCOHOL / ILLEGAL DRUGS / PRESCRIPTION (Rx) DRUGS / NON-Rx DRUGS / INTOXICATION / INHALANTS / PARAPHERNALIA

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
</table>
| A1   | $ Sale or exchange of alcohol / drugs.  
$ Use or possession of alcohol / drugs.  
$ Being under the influence of alcohol / drugs on campus.  
$ Being under the influence of an inhalant (glue, paint, etc.).  
$ Possession of drug paraphernalia. |
| B1   | $ Possession of prescription (Rx) drugs.  
$ Sale or exchange of prescription (Rx) drugs and non-Rx drugs. |
| C1   | $ Possession of non-Rx drugs.  
(Repeated offenses will step up to B rule violation.) |

### AWOL (Absent Without Official Leave)

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>• Repeated or serious AWOL.</td>
</tr>
</tbody>
</table>
| B2   | • AWOL – On- or Off-Campus.  
(If repeated or serious offenses, step up to Rule A2 violation.) |
| C2   | • AWOL – On-campus.  
Automatically steps up to A or B Rule if the incident involved the CI, Highway Patrol, and/or Police in the incident.  
(Repeated or serious offenses will step up to A or B rule violation.) |

### BEEPERS / PAGERS / OTHER MOBILE TELECOMMUNICATION DEVICES

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>C3</td>
<td>• Sidekick, Blackberry, Cell Phone and other mobile telecommunication devices.</td>
</tr>
</tbody>
</table>

### BRIBERY / EXTORTION

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
</table>
| A4   | • Bribery – the offering of money or other incentives to persuade somebody to do something dishonest or illegal.  
• Extortion – obtaining something by illegal threats or force; charging excessive amount of money for something. |

### BULLYING / INSULTING / HARASSMENT / SLANDER

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
</table>
| A5   | • Repeated bullying / insulting.  
• Repeated harassment.  
• Repeated slander. |
| B5   | • Bullying / insulting – intimidating or mistreating somebody weaker or in a more vulnerable situation.  
• Harassment – to persistently bother or attack somebody relating to gender, hate, race, color, sexual orientation or disability.  
• Slander – saying something false or mean that damages a person’s reputation.  
(Repeated or serious offenses will step up to A rule violation.) |
### C5
- Insulting – saying hurtful and offensive comments to another person.
  
  *(Repeated or serious offenses will step up to A or B rule violation.)*

### BUS / VAN / OSD TRANSPORTATION

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>B6</td>
<td>Violation of OSD bus, van, home going or public transportation rules.</td>
</tr>
<tr>
<td>C6</td>
<td>Misconduct on OSD bus, van, or public transportation.</td>
</tr>
</tbody>
</table>

### CAFETERIA

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
</table>
| C7   | Inappropriate behavior in the cafeteria.  
       | Inappropriately dressed in the cafeteria.  
       | Food and beverage taken out of the cafeteria.  
       | Brought food orders in to the cafeteria.  
       | Not following posted cafeteria rules. |

### COMPUTER — MISUSE

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>B8</td>
<td>Violation of Electronic Information Source Contract.</td>
</tr>
</tbody>
</table>

### DAMAGE / DESTRUCTION OF PROPERTY / LOSS OF OSD PROPERTY

*Please note that students will be responsible to incur the cost of damage regardless of which rule they were written up.*

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
</table>
| A9   | Malicious / deliberate destruction of property.  
       | Vandalism.  
       | *Value over $25.00* |
| B9   | Reckless damage to property.  
       | Minor damage to property.  
       | Minor vandalism  
       | *Value under $25.00* |
| C9   | Accidental damage to property.  
       | Loss of school property; lock for lockers; key to the closet wardrobe, etc. |

### DISRESPECTFULNESS / DISRUPTION OF AFTER-SCHOOL ACTIVITIES / INSUBORDINATION

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A10</td>
<td>Disruption of academic or after-school programs.</td>
</tr>
</tbody>
</table>
| B10  | Disruption of academic programs.  
       | Disruption of after-school activities.  
       | *(NOTE: Includes involvement of supervisor and/or CI team.)*  
       | Repeatedly disrespecting staff member (2 or more occasions with the same staff person). |
| C10  | Disrespect.  
       | Insubordination |
DRESS CODE / GANG-RELATED INSIGNIA

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>C11</td>
<td>• Dress Code</td>
</tr>
<tr>
<td></td>
<td>• Gang-related insignia or colors: wearing of inappropriate clothes.</td>
</tr>
<tr>
<td></td>
<td>• Wearing of caps, hats, or any kind of headgear in the school building or in the cafeteria.</td>
</tr>
</tbody>
</table>

FALSIFICATION / FORGERY / LYING / DISHONESTY / PLAGIARISM

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A12</td>
<td>• Falsification or forgery of OSD records or checks.</td>
</tr>
<tr>
<td>B12</td>
<td>• Plagiarism / forgery of non-legal papers (Hall Pass / accountability form / Town Card).</td>
</tr>
<tr>
<td>C12</td>
<td>• Lying / dishonesty.</td>
</tr>
</tbody>
</table>

HORSEPLAY

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>B13</td>
<td>• Serious horseplay resulting in an injury or possible injuries.</td>
</tr>
<tr>
<td>C13</td>
<td>• Horseplay / pranks.</td>
</tr>
</tbody>
</table>

ILLEGAL ACTION / ACTIVITY – PLANNING ON

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>B14</td>
<td>• Making arrangements to conduct an illegal action or activity (e.g., exchange of drugs, cigarettes, tobacco products, theft, assault, property damage, fire, or any type of harm).</td>
</tr>
<tr>
<td></td>
<td>• Planning an illegal action.</td>
</tr>
</tbody>
</table>

INAPPROPRIATE MEDIA / PORNOGRAPHY

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A15</td>
<td>• Sale or exchange of inappropriate media.</td>
</tr>
<tr>
<td>B15</td>
<td>• Pornography.</td>
</tr>
<tr>
<td></td>
<td>• Inappropriate media.</td>
</tr>
</tbody>
</table>

INATTENTIVE TO SPEAKER

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>C16</td>
<td>• Inattentive to speaker (assembly, discussion group, field trip, or an outing).</td>
</tr>
</tbody>
</table>

LIGHTERS / MATCHES / FIRE REGULATIONS

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A17</td>
<td>• Violation of fire regulations.</td>
</tr>
<tr>
<td></td>
<td>• Use of lighter / matches in a threatening way.</td>
</tr>
<tr>
<td>B17</td>
<td>• Possession of lighter / matches (17 years old and under)</td>
</tr>
</tbody>
</table>

LITTERING

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>C18</td>
<td>• Littering (throwing things on the floor or ground).</td>
</tr>
</tbody>
</table>

PHYSICAL ASSAULT / FIGHTING / THREATS / WEAPONS

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A19</td>
<td>• Possession of weapons. (Weapons include guns, bomb, knives, envelope opener, glass, razor blade, box cutter, or any item intended to hurt another person.)</td>
</tr>
</tbody>
</table>
• Serious physical assault / fighting / attack / menace that requires medical treatment and/or hospitalization.
• Using a weapon or weapons to inflict harm.

PHYSICAL ASSAULT / FIGHTING / THREATS / WEAPONS — (Continued)

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>B19</td>
<td>• Significant physical assault / fighting / with demonstrable injury.</td>
</tr>
<tr>
<td></td>
<td>• Threatening to hurt someone.</td>
</tr>
<tr>
<td></td>
<td>• Possession of toys resembling weapons.</td>
</tr>
<tr>
<td>C19</td>
<td>• Simple assault / fight without demonstrable injury.</td>
</tr>
</tbody>
</table>

PROFANITY

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>C20</td>
<td>• Profanity.</td>
</tr>
<tr>
<td></td>
<td>• Dirty (signed, spoken, or written language or sexual gesture) language.</td>
</tr>
</tbody>
</table>

PUBLIC DISPLAY OF AFFECTION / RAPE, SEXUAL ASSAULT / SEXUAL BEHAVIOR / SEXUAL GESTURES

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A21</td>
<td>• Rape or sexual assault.</td>
</tr>
<tr>
<td>B21</td>
<td>• Sexual behavior (hands inside another person’s clothes, indecent exposure, masturbating, consensual sexual behavior, and oral sex).</td>
</tr>
<tr>
<td></td>
<td>• Exposing or touching private area (includes breast, penis, vagina, buttock, and anus).</td>
</tr>
<tr>
<td>C21</td>
<td>• Unacceptable public display of affection.</td>
</tr>
<tr>
<td></td>
<td>• Sexual gestures.</td>
</tr>
</tbody>
</table>

SAFETY CODES

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>C22</td>
<td>• Violation of work safety codes.</td>
</tr>
</tbody>
</table>

STUDENT VEHICLE

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>B23</td>
<td>• Violation of student vehicle policy (driving without license, insurance or permission)</td>
</tr>
<tr>
<td>C23</td>
<td>• Violation of student vehicle policy (not following car curfew).</td>
</tr>
</tbody>
</table>

STUDY HOUR

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>C24</td>
<td>• Refusal to follow study hour.</td>
</tr>
</tbody>
</table>

TAMPERING WITH EMERGENCY SYSTEM

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>B25</td>
<td>• Tampering with emergency system.</td>
</tr>
<tr>
<td></td>
<td>(Repeated Offense.)</td>
</tr>
<tr>
<td>C25</td>
<td>• Tampering with emergency system (e.g., emergency button; security door alarm).</td>
</tr>
<tr>
<td></td>
<td>See A17 for fire violation.</td>
</tr>
</tbody>
</table>
### THEFT

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A26</td>
<td>• Serious theft.</td>
</tr>
</tbody>
</table>

### THEFT — (Continued)

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>B26</td>
<td>• Minor theft.</td>
</tr>
<tr>
<td>C26</td>
<td>• Petty theft.</td>
</tr>
</tbody>
</table>

### TOBACCO / SMOKING

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
</table>
| A27  | • Possession of tobacco (under 18 years old).  
      | • Sale or exchange of tobacco (under 18 years old).  
      | • Smoking and/or chewing tobacco on- or off-campus (under 18 years old). |
| B27  | • Smoking and/or chewing tobacco on-campus (over 18 years old). |

### TOWN / CUTTING CLASS / LATE FOR CLASS / LEAVING CLASS EARLY

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
</table>
| C28  | • Arriving late to class or leaving early from class without permission.  
      | • Late arrival from town.  
      | • Failing to carry off-campus ID cards.  
      |   [Cutting class(es) will be considered as AWOL.] |

### UNAUTHORIZED ENTRY / FORCED ENTRY / WRONG AREA / FENCE / CHECK-IN / CHECK-OUT

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A29</td>
<td>• Unauthorized entry / forced entry into building on OSD campus.</td>
</tr>
<tr>
<td>B29</td>
<td>• Entering an unauthorized area, classroom, or someone's personal items.</td>
</tr>
<tr>
<td>C29</td>
<td>• Wrong area / fence.</td>
</tr>
</tbody>
</table>

### USE OF UNNECESSARY FORCE

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
</table>
| C30  | • Use of unnecessary force.  
      | • Improper hallway conduct. |

### SCHOOL RELATED VIOLATIONS — NON-ACADEMIC ITEMS IN SCHOOL / CHEATING / RESPONSIBILITY / CAPS IN SCHOOL

<table>
<thead>
<tr>
<th>RULE</th>
<th>TYPE OF VIOLATION</th>
</tr>
</thead>
</table>
| C31  | • Bringing non-academic items into classroom or school building without staff member’s permission.  
      | • Cheating.  
      | • Lacking responsibility in personal assistive devices (as listed on IEP under Services). |
# OSD PROPERTY PRICE LIST

*Students who damage the property listed below are expected to pay for it.*

<table>
<thead>
<tr>
<th>WINDOWS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 24”</td>
<td>$30.00</td>
</tr>
<tr>
<td>15” x 50”</td>
<td>41.00</td>
</tr>
<tr>
<td>30” x 30”</td>
<td>47.00</td>
</tr>
<tr>
<td>40” x 50”</td>
<td>65.00</td>
</tr>
<tr>
<td>50” x 60”</td>
<td>85.00</td>
</tr>
<tr>
<td>Screen (small)</td>
<td>10.00</td>
</tr>
<tr>
<td>Screen (large)</td>
<td>12.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WALLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Small hole (12” x 16”) repair</td>
<td>$25.00</td>
</tr>
<tr>
<td>Large hole (16” plus) repair</td>
<td>35.00</td>
</tr>
<tr>
<td>Repaint marked surface (8’ x 10’)</td>
<td>20.00</td>
</tr>
<tr>
<td>Repaint marked surface (8’ x 20’)</td>
<td>35.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FURNITURE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td>$216.00</td>
</tr>
<tr>
<td>Desk</td>
<td>407.00</td>
</tr>
<tr>
<td>Desk Hutch</td>
<td>197.00</td>
</tr>
<tr>
<td>Wardrobe Closet</td>
<td>618.00</td>
</tr>
<tr>
<td>Mattress</td>
<td>190.00</td>
</tr>
<tr>
<td>Wooden Bed</td>
<td>506.00</td>
</tr>
<tr>
<td>Swivel Barstool</td>
<td>60.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOORS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>One surface, skin repair</td>
<td>$20.00</td>
</tr>
<tr>
<td>Door (interior, hollow)</td>
<td>100.00</td>
</tr>
<tr>
<td>Door (exterior, hollow)</td>
<td>100.00</td>
</tr>
<tr>
<td>Door Screen repair</td>
<td>35.00</td>
</tr>
<tr>
<td>Door handle / lock</td>
<td>90.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIGHTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interior fluorescent, each</td>
<td>$5.00</td>
</tr>
<tr>
<td>Exterior, metal halide bulb</td>
<td>26.00</td>
</tr>
<tr>
<td>Exterior, metal handle fixture</td>
<td>100.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Porcelain sinks</td>
<td>$115.00</td>
</tr>
<tr>
<td>Soap dish / towel racks</td>
<td>12.00</td>
</tr>
<tr>
<td>Commode seats</td>
<td>11.00</td>
</tr>
<tr>
<td>Rest Room divider</td>
<td>60.00</td>
</tr>
<tr>
<td>Smoke detectors</td>
<td>100.00</td>
</tr>
</tbody>
</table>