Michigan School for the Deaf
Parent/Student Handbook

2016-2017

A Proud Past and a Bright Future...

Revised by CAW 7/27/16
Notice:
It is the policy of Michigan School for the Deaf not to discriminate on the basis of race, color, national origin, gender, age, disability, hearing status, height, weight, or marital status in its programs, services, or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Sonia Breed, Human Resources Coordinator, 1235 W. Court St., Flint, MI 48503, or breeds@michigan.gov

Disclaimer:
School rules within this handbook are in compliance with federal, state, and local regulations and are reviewed and altered as necessary to remain in compliance and to facilitate the routine operation of the school.
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MSD CAMPUS DIRECTORY

Administrative Manager: Mark Bouvy
Secretary: Janet Kelley
VP: 810 515 8243
Voice: 810 257 1402

Human Resources Liaison: Sonia D. Breed
Voice: 810 257 1449

Main Office:
General Office Assistant: Shannon Dunkle
VP: 810 515 8243
Voice: 800-622 6730 or 810 257 1400

Counselor/Supervisor: Rebecca Calaman
VP: 810 250 7033
Voice: 810 257 1486

Residential Supervisor: Alvin Shaw
VP: 810 515 8137
Secretary: Sue Middlewood
Voice: 810 257 1491

Principal:
General Office Assistant: Val Baker
VP: 810 275 0969
Voice: 810 257 1467

Activities Director: Micki Lewis
VP: 810 275 0991

IEP Coordinator: Linda Stumpo
Voice: 810 257 1425
IEP/Records Office
General Office Assistant: Joanne Ashley
VP: 810-250-7210
Voice: 810 257 1482

Health Center
Voice: 810 257 1448

When the school office is closed, security patrol is on campus. Should you have an emergency and are unable to contact anyone from the above list FIRST, this phone number can be used for a true EMERGENCY ONLY: Voice/Text 810 429 7588

NONDISCRIMINATION POLICY

It shall be a violation of this policy for any person to discriminate against any student, parent, staff member, contract employee, volunteer or community member based on race, color, national origin or ancestry, gender, age, disability, hearing status, religious affiliation, height, weight, or marital status during any program, activity, service or employment. Each administrator shall be responsible for promoting understanding and acceptance of, and assuring compliance with, state and federal laws and the Board of Education policy and procedures regarding nondiscrimination within his/her reporting structure. To request a copy of the State Grievance Procedures or a copy of the complaint form, please contact:

Sonia Breed, MA
Human Resources Liaison
Michigan School for the Deaf
810-257-1449
## Vision Statement

MSD graduates students empowered with a positive Deaf identity and who demonstrate the knowledge, confidence and leadership to become contributing citizens in a diverse, technological and democratic society.

## Mission Statement

To provide academic and social excellence – rich in ASL and English literacy for all students from infancy to graduation, to be the leader in educating Deaf and Hard of Hearing children in Michigan, and to provide services to their families and the community.

## Belief Statements

- We believe that cooperative partnership among the students, family, school, dorm and community is essential for student growth and development.
- We believe students have the right to the general curriculum and/or specialized programs as appropriate where reading, writing, and math skills are developed and where critical thinking, problem-solving, self-advocacy and decision-making skills can be fostered.
- We believe the acquisition of both American Sign Language and English language literacy is of paramount importance and should begin as early as possible at home, school and dorm to ensure fluency.
- We believe the needs of students are best met by staff proficient in ASL and English who affirm that all children can learn, do quality work, develop a positive self-image, and establish career goals that reflect their skills and potential.
- We believe a shared accountability among all stakeholders ensures student outcomes and is the key to a successful academic and residential program.
- We believe exposure to and education about ASL/Deaf Culture enriches the lives of students, their families and staff.
- We believe the opportunity to participate in extracurricular activities, both after school and in the community, are crucial to the personal development of an individual.
- We believe that competency in current technology is critical for information, communication and career opportunities.
- We believe diversity in school and community is to be embraced by nurturing respect, acceptance and appreciation for the differences among human beings.
American Sign Language (ASL)/English Bilingual Education at Michigan School for the Deaf (MSD) recognizes and values both the native Sign Language of the Deaf community (ASL) and the majority language (English). Because it is a visual/spatial language, ASL provides Deaf and Hard of Hearing students with clear, complete and consistent access to linguistic information. Fluency in ASL allows students greater access to developing skills in English literacy (reading, writing and, if appropriate, speaking), improving reading proficiency and increasing academic success. In keeping with our bilingual philosophy at Michigan School for the Deaf, we strive to keep use of the two languages, American Sign Language (ASL) and English, separate. Our goals are:

- To demonstrate respect for both languages,
- To provide accessible communication for all members of the MSD community,
- To assist all MSD students with the development of proficiency in ASL and English.

This language policy impacts on student achievement by ensuring our students have full access to communication and linguistic information as well as providing students with greater opportunities to increase academic skills, improve literacy and achieve their potential. MSD Language Policy applies during all working hours, including coaching, sponsoring and volunteering.

**Guidelines for Communicating in a Space which includes Deaf and Hearing Individuals**

- Maintain direct eye contact with communication partners (eye contact facilitates clear understanding)
- Communicate directly to the person, not to the interpreter, the CART reporter or companion
- Ensure that auditory and visuals cues are available during interactions
- Make sure your signing is visible at all times
- Hold visual/auditory communication when a participant needs to write on a whiteboard, looks down to read a document or to take notes, etc) - resume visual/auditory communication when all participants are re-engaged
- An official note taker should be determined at the beginning of a meeting who will share notes with the group
- Individuals on the Michigan School for the Deaf have an expected level of proficiency
  - It is the expectation that all staff, individually can have conversations about job related issues in both their first and second language
  - Should there be a lack of understanding, based on the proficiency level, an individual may ask for accommodations:
    - An ASL first language user may request documents translated from written English to ASL
    - An English first language user may request an ASL interpreter
- It is the optimum hope that all staff members will become bilingually proficient (See Language Policy) to perform their job functions without the need for a third party to facilitate language access
- It is the optimum hope that all parents, students and community members will become bilingually proficient to interact with all areas of campus, to the best of their ability
- Parents are always given the option of an interpreter for any scheduled interaction
Michigan School for the Deaf has adopted The 7 Habits of Highly Effective People (The 7 Habits) by Stephen Covey as our Positive Behavioral Support System. All behavioral expectations, Code of Conduct, etc., are reflected in our teaching of and response to The 7 Habits, which we infuse in our everyday school culture. Because bullying is a persistent problem in all schools, a specific ANTI-BULLYING policy is highlighted to make students, parents and staff know that we are vigilant about being a BULLY-FREE zone.

Anti-Bullying Policy

The Michigan School for the Deaf is a State school and subject to the State Board of Education. Michigan School for the Deaf recognizes that a school must be an entity that is physically and emotionally safe and secure for all students, allows equal access to language (both American Sign Language and English), promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the Michigan School for the Deaf (in accordance with the SBOE mandate), prohibits acts of bullying, harassment, and other forms of aggression and violence. All pupils are protected under the policy and bullying is equally prohibited without regard to its subject matter or motivating animus. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school’s ability to educate its students and a student’s ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to recognize bullying behavior (both overt and covert) and play an active role in establishing a school culture that refuses to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to be both language and role models to demonstrate behaviors established in both our school Positive Behavioral Support plan (The 7 Habits) model and our school wide anti-bullying initiative. These positive behaviors must be in evidence daily (even when disciplining) in order for students to learn by example those behaviors that we have identified in these programs as valuable.

“Bullying” or “harassment” is any sign, gesture or written, verbal, graphic, or physical act [including electronically transmitted acts – i.e., cyberbullying, through the use of internet, video phone, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students] that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child’s imminent safety or overall well-being may be at issue.
“Bullying” is conduct that meets all of the following criteria:
- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, signed/verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil’s actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

“Harassment” is conduct that meets all of the following criteria:
- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, sign/verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school’s educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- is based on a pupil’s actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyber-bullying/harassment, whether in the classroom, on campus, immediately adjacent to school premises, or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyber bullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

The Michigan School for the Deaf expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Michigan School for the Deaf believes that a comprehensive understanding and use of both American Sign Language and English helps students attain knowledge and critical skills vital to developing appropriate social skills, and learn both the appropriate behaviors and how to seek help in a situation when they are being bullied. These critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

The Michigan School for the Deaf believes that a comprehensive health education curriculum, within a coordinated school health framework, also helps students to become confident self-advocates who are knowledgeable of their responsibilities as citizens for a community and acquire the skills vital to school success, a productive workforce and good citizenship.
The Michigan School for the Deaf recognizes that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees, contract employees, support services and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

The Michigan School for the Deaf believes that standards for student behavior must be set through interaction among the students, parents and guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline and development of these programs continues to contribute to this atmosphere and requires respect for self and others, as well as for school and community property on the part of students, staff, parents, and community members. Their ability to respect the rights of others. At the Michigan School for the Deaf this is attained through training in Behavior Documentation Sequence Handbook, our Positive Behavior Support system (PBS)/The 7 Habits training and yearly training with students and staff in our anti-bullying policy. The continued training and development of these programs continues to contribute to this atmosphere and requires respect for self and others, as well as for school and community property on the part of students, staff, parents, and community members.

The Michigan School for the Deaf believes that the best discipline for aggressive behavior is reflected in our discipline flow chart which is designed to identify students who need corrective action by: (1) supporting students in taking responsibility for their actions, (2) to develop empathy, (3) to teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior, and (4) to help teach students resiliency and how to keep themselves safe in future encounters of possible bullying and harassment. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students’ abilities to develop self-discipline and make better choices in the future.

Since bystander support of bullying and harassment can encourage these behaviors, the Michigan School for the Deaf prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students not to be part of the problem; not to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the principal or the disciplinarian; and to reach out in friendship to the target. Staff holds periodic meetings in both the academic and residence halls to identify the steps to intervene in a bullying situation and to teach bystanders how and when to respond to bullying and harassment incidents. Informal discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

The Michigan School for the Deaf requires its campus administrator to develop and implement procedures that ensure both the appropriate consequences and remedial responses to a student or staff member who commits one or more acts of bullying and harassment. The following factors, at a minimum, were given full consideration by administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.
Factors for Determining Consequences:
  ● Age, development, and maturity levels of the parties involved
  ● Language competency
  ● Cognitive functioning
  ● Degree of harm (physical and/or emotional distress)
  ● Surrounding circumstances
  ● Nature and severity of the behavior(s)
  ● Incidences of past or continuing pattern(s) of behavior
  ● Relationship between the parties involved
  ● Context in which the alleged incident(s) occurred

Note: In order to ensure students’ perception of fair and impartial treatment, a student’s academic or athletic status is not a legitimate factor for determining consequences. Consequences must be perceived as fair and impartial.

Factors for Determining Remedial Measures:
Personal
  ● Life skill competencies
  ● Experiential deficiencies
  ● Social relationships
  ● Strengths
  ● Talents
  ● Traits
  ● Interests
  ● Hobbies
  ● Extra-curricular activities
  ● Classroom participation
  ● Academic performance

Environmental
  ● School culture
  ● School climate and lack of connectedness
  ● Student-staff relationships and staff behavior toward the student
  ● Level of consistency in staff responses to bullying or harassing behaviors
  ● Level of consistency in application or severity of consequences given to students
  ● Staff-staff relationships witnessed by students
  ● General staff management of classrooms and other educational environments
  ● Staff ability to prevent and de-escalate difficult or inflammatory situations
  ● Social-emotional and behavioral supports
  ● Social relationships
  ● Community activities
  ● Neighborhood culture
  ● Family situation
  ● Range and number of opportunities for student engagement, involvement, and recognition for achievement (beyond academics and athletics)
Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from a corrective action plan to a disciplinary action up to and including (for students) removal, (for staff) corrective action up to and including dismissal. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students (as addressed in the Michigan Department of Education Handbook, Collective Bargaining Agreements and the MSD Student Abuse and Mistreatment Policy).

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student’s history of problem behaviors and performance, and must be consistent with the Michigan School for the Deaf’s approved code of student conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach with a range of consequences identified in the MSD Student Code of Conduct. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences:
- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Removal from a sports team
- Classroom or administrative detention
- Referral to disciplinarian
- Alternative Classroom Arrangement (placed 1-1 with a teacher)
- Out-of-school Removal
- In Dorm Restriction (IDR)
- Police Report

Examples of Remedial Measures:

Strategies for Individual Behavioral Change
- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services
team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Developmental Referral team
- Behavioral Intervention Plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences

Strategies for Environmental Change (Classroom, School Building, or School District)
- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies)
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Adjustments in hallway traffic
- Modifications in student routes or patterns traveling to and from school
- Increased supervision and targeted use of monitors (e.g., hallway, cafeteria, bus)
- General professional development programs for certificated and non-certificated staff
- Professional development plans for staff in key disciplinary roles
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parent input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increased communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions
The Michigan School for the Deaf requires the campus administrator, the principal and/or the principal’s designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the campus administrator, principal or the principal’s designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The Michigan School for the Deaf requires the principal and/or the principal’s designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the campus administrator, the principal and/or the principal’s designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. In the case of allegations against staff the corrective action process will be followed in conjunction with the collective bargaining agreement and the Michigan Department of Education Employee Handbook. The parents and legal guardians of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

The Michigan School for the Deaf prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation.

The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the campus administrator after consideration of the nature, severity, and circumstances of the act.

The Michigan School for the Deaf prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from a corrective action plan to a disciplinary action up to and including (for students) removal in an Interim Alternative Educational Setting (IAES), reconvening the IEP to be placed in a different program, and (for staff) corrective action up to and including dismissal. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students (as addressed in the Michigan Department of Education Handbook, Collective Bargaining Agreements and the MSD Student Mistreatment Policy).

The Michigan School for the Deaf requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, and at all school-sanctioned functions. The campus administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff.

The school district shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.
STUDENTS VISITING OTHER HOMES

The Michigan School for the Deaf (MSD) assumes responsibility for the safety and care of students while on campus or at school sponsored events. As with any school, students will have social interactions with other students outside of the school day. It is our duty to ensure students go home on the correct transportation, or are released only to adults identified by parents/guardians in writing.

- Families are responsible to make the following arrangements:
  - Inform MSD in writing 48 hours before the event
  - Arrange transportation
  - Make all arrangements with the other family
  - Permission letters must be sent by both the sending and receiving families
- MSD does not arrange for transportation on busses with other school districts
- MSD does not vet the other family for safety or family habits
- Any staff member that allows a student to visit their home must have the release from the parents in writing if they are taking the student from campus
- MSD does not assume responsibility for these visits nor the condition of the Staff’s home
- MSD Staff are expected to follow the MDE Handbook of professional conduct and all state and federal laws

PREAMBLE MSD EXPECTATIONS OF STUDENT CONDUCT

All members of the Michigan School for the Deaf (MSD) community (students and families, school and residential staff, administration, support personnel) have the right to a safe, productive and bully-free environment that promotes pro-social behaviors and minimizes norms-violating behaviors.

All members of the MSD community (students and families, school and residential staff, administration, support personnel) also have the responsibility to conduct themselves according to the rules, policies and procedures established to maintain a safe, productive and bully-free environment which promotes and supports studying and learning.

As a school community, the majority of students, school and residential staff at MSD have been trained in the 7 Habits of The Leader in Me (*Be Proactive* *Begin With the End in Mind* *Put First Things First* *Think Win-Win* *Seek First to Understand, Then to Be Understood* *Synergize* *Sharpen the Saw*). These core beliefs will guide our rules, policies and procedures. These Positive Behavior Support systems will be reflected in our Handbook, particularly in our Code of Conduct. Anti-bullying training for staff and students, instruction in the new state-mandated anti-bullying law, and the Child Internet Protection Act (CIPA) will be provided to staff, students and parents.

The Michigan School for the Deaf believes that students should strive to adhere to the following individual expectations while at school. Each student will be expected to:

- Respect the inherent human dignity and worth of each individual
- Be informed and adhere to the rules and regulations established
• Study diligently and maintain the best possible level of academic achievement  
• Be punctual and maintain good school attendance  
• Be respectful and follow the Michigan School for the Deaf Code of Conduct in all buildings on campus and when representing MSD in all school or school-related functions held on or off the campus grounds  
• Adhere to the school dress code  
• Help keep MSD bully free for all students

The Expectations of Student Conduct on the following pages of the MSD Student Handbook are established in order to maintain a safe and respectful environment for all members of the MSD community.

| ACADEMICS |

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**Dress Code**

The Dress Code is intended to reflect community standards in appropriate, respectful attire that supports the desired school environment as well as maintain proper decorum and safety in an educational environment. It is the responsibility of students and parents/guardians to observe the regulations outlined in the Dress Code. **It is the responsibility of all staff to enforce the Dress Code.**

**Code consistently and fairly.** Students unsuitably attired will be asked not to leave the residence hall until compliance with the dress code occurs. Final decisions and interpretations will be the responsibility of the Campus Administrator or his designee (school principal/RCA supervisor). The basic dress code is listed below. This is not a complete list.

**During school time students may NOT wear:**

<table>
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<th>Shirts</th>
<th>Pants</th>
<th>Accessories</th>
<th>Other</th>
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<tbody>
<tr>
<td>Low Cut</td>
<td>Short shorts or skirts (mid-thigh/fingertip)</td>
<td>Sunglasses</td>
<td>Any gang related clothing</td>
</tr>
<tr>
<td>Midriff baring</td>
<td>Low riding pants</td>
<td>Hat or caps in school (religious head coverings are exempt)</td>
<td>Pajamas</td>
</tr>
<tr>
<td>Shirts cut out to expose armpits</td>
<td>Tight leggings without a shirt covering to mid-thigh</td>
<td>Sharp jewelry or spikes</td>
<td>House shoes/bedroom slippers</td>
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<tr>
<td>Spaghetti straps <em>(must have at least a two inch strap)</em></td>
<td>No pants with holes above the knee</td>
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<td>Flip flops or slides in the Winter</td>
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<th></th>
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<th>Clothing that advertises drugs, violence, alcohol, obscene or degrading messages</th>
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<td></td>
<td></td>
<td>Torn clothing</td>
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Students in violation of the Dress Code will be asked to comply immediately by: changing into the appropriate clothing before leaving the residence halls, returning to the residence halls, having a parent contacted to bring appropriate clothing, changing into other clothing they have available or changing into clothing provided by a school administrator. Dress code violations should be handled expediently so as to not take away from valuable learning time. **Failure to comply results in a violation of the Student Code of Conduct.**

**Non-Suicidal Self Injury (NSSI)**

When a student is identified as self-injuring (ie cutting) they will go to the MSD Health Center for treatment of the wound, the parent will be called, and a NSSI Risk Assessment will be administered to determine intent. The student will be seen by a counselor as soon as possible (the next day if event occurs during the night). A student determined to be a low risk for injury may stay on campus with support of the counselor and parent. Parents will be given supportive information and resources for their student. If a student continues to self-injure and there has been no intervention (family doctor, outside counselor) Child Protective Services may be called.

**Graduation Requirements**

Students who attend the Michigan School for the Deaf for their high school course work must follow a program of study leading either to a diploma of a certificate of completion.

The Common Core Standards focus on mastery of subject matter and the ability of students to demonstrate proficiency in order to receive a diploma. All Michigan students, who do not complete the graduation requirements, may be allowed a 5th or 6th year to master the curriculum and still receive a diploma. Students at the Michigan School for the Deaf will be assessed prior to entrance into high school. Students who need significant intervention may need additional time to master content and earn credits towards their diploma. This additional time is focused on both remediation and learning core content. This dual approach will support the student to gain mastery, and pass the assessments needed to receive a diploma. This will also make high school 5 or 6 years for many of our students. The option of a Diploma or Certificate of Completion is discussed yearly at the IEP.
The Michigan Core of academic courses-Leading to a DIPLOMA

- 4 credits of English Language Arts
- 4 Credits of Math (1 year of Algebra I, Geometry, Algebra II and an additional Math class in the Senior Year)
- 3 Credits of Science (Earth Science, Biology and a choice of Chemistry or Physics)
- 3 Credits of Social Science (World History, Geography, US history and Government)
- 2 Credits of a World Language
- 1 Credit of Health/PE
- 1 Credit of Visual and Performing Arts
- 1 Credit of On Line Experience (20 documented hours from middle school through high school)
- 10 documented hours of Community Service during the 4 years of High School

The Michigan Core of Academic courses-Leading to a Diploma with a PERSONAL CURRICULUM

The legislative intent of the Personal Curriculum (PC) is to individualize the rigor and relevance of the educational experience. In this context, “practicable” is an inclusive term meaning as much of the subject area content expectations as possible during high school instruction. The Personal Curriculum is an option any student or family can explore as a way to modify certain graduation requirements and earn a diploma. The purpose of a secondary education is to prepare students for life after high school.

The Personal Curriculum is a process to modify specific content requirements and/or expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the Michigan Merit Curriculum (MMC) as well as students who need to individualize learning requirements to meet the MMC requirements. Students not pursuing a high school diploma or students who are unable to meet modified MMC requirements are not eligible for a Personal Curriculum.

Updated PERSONAL CURRICULUM information may be found on our website. Two key links are:


The Core of Academic Courses-Leading to a CERTIFICATE OF COMPLETION will include an academic program best suited to meet the student’s academic needs when the student is not able to effectively meet the rigorous course requirements established for a diploma, even with accommodations, as stated above.

Promotion/Retention

For a student to successfully earn credit, master required content and be promoted to the next grade at the Michigan School for the Deaf the student must:

- be in school *(or be excused via an IEP that places a student on reduced standards of mastery or homebound services)*
- participate in class work and discussions
- complete classwork and homework
- meet course objectives as set forth in the course syllabus
- show progress on the goals and objectives written for them specifically in their IEP
- meet the standards set forth for a high school diploma or certificate of completion
Students, who do not attend school regularly, do not participate in class, do not complete assignments both in and out of class and do not complete course objectives as put forth in the syllabus put their ability to gain credit at risk. If students are absent and/or work is incomplete, parents will be notified and a case conference-academic will be scheduled. If the student still fails to meet the requirements above, they may be given a No Credit (NC) and credit will not be earned for the course. This could delay graduation and credit accumulation will be addressed in the IEP. As referenced in the ATTENDANCE portion of this handbook, students who are absent 14 consecutive days may have an IEP called to determine best placement and how a student receives FAPE. Students failing to achieve the course objectives will not be viewed as failing students, however credit cannot be given for classes in which course objectives are not met due to excessive absenteeism or refusal to complete assigned work.

Retention of a student is a serious issue and is determined on a case by case basis. It is the culmination of a process that will have active parent involvement, meetings, academic interventions and results in an IEP meeting determining placement for the following school year.

**Tardies**

For any student to actively engage in the educational process fully, they must be in class and on time. Students not in class on time, without a pass, will have it documented by the teacher of record. Teachers will reflect in their grading policy or syllabus how tardies (missed instructional time) will be addressed. Repeated tardies from the same class will be referred to the disciplinarian and the Principal’s office. Teachers will inform the parents that lack of timeliness will affect attendance and/or participation points thereby resulting in a possible reduction of grade earned.

**Grading Policy**

The Michigan School for the Deaf believes that any student should be committed to education first and excellence on the playing field second. We acknowledge that significant life lessons are learned during athletic competitions and on the playing fields.

Each teacher will be able to explain their grading policy to you in writing and High School Teachers will have the grading policy clearly stated in their syllabus.

It is our commitment that any student who maintains their grades and adheres to the MSD Positive Behavioral Support System of The Seven Habits would represent us well as student athletes. These students may try out and play any sport and wear the MSD “M” with pride.

Please refer to the Athletic Handbook distributed to every athlete at the Michigan School for the Deaf.
Reporting Student Grades to Parents

Progress reports are mailed mid-quarter either at the request of a parent or mandatory for each teacher if the student is in danger of failing their class. Report cards and IEP goals and objectives reports are mailed to parents/guardians at the end of each of the four marking periods. Parent/Teacher conferences are held in the Fall and Spring. (For appeal of student grades see [michiganschoolforthedef.org](http://michiganschoolforthedef.org). In addition, the Michigan School for the Deaf has a PARENT PORTAL in Skyward (our school information system). Parents should receive a password to log in to the Parent Portal and view grades, assignments, missing assignments and upcoming classroom events. This access allows parents to have regular access to their student’s education.

Confidentiality/School Records

The Family Education Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (‘eligible students’) certain rights with respect to the student’s education records. They are:

1. **The right to inspect and review the student’s education records within 45 days of the day that MSD receives a request for access.** Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. **The right to request the amendment of the student’s education records which the parent or eligible student believes is inaccurate or misleading.** Parents or eligible students may ask MSD to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they would like changed, and specify why it is inaccurate or misleading. If MSD decides not to amend the record as requested, the parent or eligible student will be notified of the decision and advise them of their right to a hearing regarding the request for amendment. Information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. **The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.** One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by MSD as an administrator, supervisor, instructor or support staff person (including health or medical staff); a person with whom MSD has contracted to perform a special task (such as attorney, auditor, medical consultant or therapist) or a parent or student serving on an official committee such as disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

A School Official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, MSD discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll. To file a complaint with the U. S. Department of Education concerning alleged failure by MSD to comply with the requirements of FERPA, send to:

**Family Policy Compliance Office**

**U. S. Department of Education**

400 Maryland Avenue, SW

Washington, DC 20202-4605
Transfer of Student Rights (Age of Majority)

At the age of 18 years (age of majority), parental rights will transfer to the student unless the parent or guardian secures legal custody. Parents/guardians will be apprised of this transfer at the IEP meeting held prior to the student’s 18th birthday. Please be aware that as students move toward adulthood, the discussion of SSI and SSDI comes up both in social conversations with friends and as students begin to apply for college entrance. It is at this juncture that students often ask for transition support to become their own payees.

Academic Probation/Academic Ineligibility

High School or Middle School Students who earn failing grades in two classes or who have an overall GPA below 2.0 on their mid-quarter progress reports or report cards will be placed on academic probation (AP) for the subsequent five weeks. Please see MSD Code of Conduct. The Educational Resource Center (ERC) is one avenue to receive direct Academic Support after school. Students who are on AP must complete all school work prior to practicing or playing in any games. Coaches will work closely with teachers to assure students improve their grades. Any student whose grades do not improve will be removed from the team for academic ineligibility.

Agenda Books

Agenda Books are visual organizers. The ability to organize and complete work in a timely manner is an essential job skill. To ensure that our students are college and career ready, every student enrolled in MSD will be issued an agenda book. Elementary, Middle School and High School students will be taught how to organize their classwork and how to study. The Agenda Books are one tool to assist in mastering that transition skill. Students are required to write down class expectations and any homework given. All students are required to use an Agenda Book unless they are carrying a 3.0 average and have gotten a waiver from the Principal’s office.

Attendance in Class

MSD emphasizes the value of regular attendance in enabling students to benefit from the school’s education program. Students who have regular and punctual attendance in class perform better in school. Each day’s lesson is important to the individual student. Each student’s participation in class contributes to the education of others in the class. Frequent absences and tardiness are certain to adversely affect the student’s schoolwork, and will be required to be made up following MSD’s policy:

- A student who is absent one school day has one school day to make up the work
- A student who is absent two school days has two school days to make up the work
● A student who is **absent for more than fourteen school days** will be identified via letter to their local school district for possible **Home Bound Services**
● Work not received within these time lines will be registered as incomplete work and will impact negatively on credit being earned for the class and the student will risk No Credit. NC at the minimum requires retaking the course and may impact on being promoted to the next grade and graduation

### Absences from School

Student (unexcused) absences are required to be reported to the Federal Government in a comprehensive count done yearly. This affects the school report card and identifies students as truant for 10 or more absences. It is the Parents/Guardians’ responsibility to notify the Attendance Office at (810) 257-1491 or email at middlewoods@miscooldeaf.org prior to 1:00 pm on the same day the student is absent. Failure to notify the school prior to the student’s return to school (via phone call or written note) will result in an automatic unexcused absence. A **call for each day of absence** is expected unless the absence is a result of hospitalization, a death in the family or a prearranged absence. A prearranged absence is a planned absence of two days or longer. It is recommended the Principal’s office be contacted at least five school days before the absence so that Teachers have time to give and receive make-up work, if required. It will also give Parents/Guardians time to receive teachers’ responses regarding the student missing school. Each student is expected to be in class on a daily basis, on time and prepared for class. Students who have frequent absences may jeopardize their placement at the Michigan School for the Deaf. In an effort to work cooperatively with local school districts and provide quality education, the following procedure has been developed: when a student reaches a total of 8 absences, 14 absences and again at 21 absences (excused or unexcused) in a quarter, letters will be sent to the Resident School Districts, the parents and a copy generated for each student’s file. We are aware that medical absences are often necessary. Please inform us of those circumstances and MSD will team with your Resident School Districts to address any needs that arise. Please be aware that continued absences from the school program could jeopardize placement here and bring forth the request for a new IEP.

### Out of Dormitory Removal (ODR)

Any student who is removed from the Residence Halls MAY attend school if parents are able to arrange transportation. Parents MUST call the main office to state whether their student is or is not able to attend school after a suspension or they will automatically be marked **UNEXCUSED**.

### Participation in Activities

To participate in after-school and extracurricular activities, the student must be in attendance for a minimum of four class hours at the middle school level and a minimum of three class hours at the high school level on the day of the activity. If a student has been in an Alternate Classroom Arrangement, (ACA), Out of Dormitory Removal (ODR), After School Detention (DET) or on Academic Probation (AP) they will NOT be allowed to practice or play that day.

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Drug Free Schools
(Tobacco, alcohol or controlled substances)

Quality education is not possible in an environment affected by drugs. MSD will seek, for the benefit of students, to establish and maintain an educational setting which is not tainted by the use, or evidence of use, of any controlled substances, alcohol or tobacco. Students violating this policy could be subject to search and/or seizure and will be subject to discipline.

Search: Random searches of school lockers, dorm rooms, purses, vehicles and their contents have a positive impact on deterring violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for pupils and personnel. Accordingly, the Michigan Department of Education pursuant to the Revised School Code, 380.1306(5), 2000 PA 87 authorizes the Campus Administrator or his/her designee to search lockers/rooms (purses and vehicles) and contents at any time, without notice, and without parental/guardianship or pupil consent.

Seizure: When conducting searches, the Campus Administrator or his/her designee may seize any illegal or unauthorized items in violation of the MSD Code of Conduct or those in violation of state and federal laws, or any items reasonably determined by the Campus Administrator or his/her designee to be a potential threat to safety or security of others. Such items include but are not limited to firearms, explosives, flammable material, illegal controlled substances, or controlled substance analogues or other intoxicants, contraband, poisons or stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items or seizure of items that schools are required to report to the law enforcement agencies under the School-wide School Safety Information Policy. Any items seized by the Campus Administrator or his/her designee shall be removed from the locker/room and held by school officials as evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian of a minor pupil, or a pupil eighteen (18) years of age or older, shall be notified by the Chief Administrator or his/her designee of items removed from the locker/room.

MSD reserves the right to call the Police Department and request the drug sniffing dogs at any time when there is a concern about our Drug Free status.

State ordinance prohibits the use of tobacco on school premises and in any school vehicles including all the buildings and grounds owned or leased by the State of Michigan. For purposes of this policy, ‘use of tobacco’ means a cigar, cigarette, pipe, chewing tobacco, snuff or any other matter or substance that contains tobacco. Like other public schools in Michigan, the Michigan School for the Deaf chooses to be a smoke free campus. This is to model a healthy lifestyle for our students. AT NO TIME are any students, school or residential Staff, Parents or Visitors permitted to smoke tobacco on our campus.
Education Resource Center (ERC)

Michigan School for the Deaf’s Educational Resource Center (ERC) is one of the educational components of our residential program. In addition to extracurricular and leisure activities, time should be allotted for homework and study. Moreover, one of the key components in each student’s education and leadership growth is the communication liaison between residential life program and the school.

Students will have the opportunity to access the ERC, which provides a quiet study area along with tools for learning, computers, books, SmartBoard, and projector. Residential students are expected to study daily from Monday through Thursday. Those who are day students are encouraged to study at ERC until 5 PM. Visitation policy requirement are in place. Parents are responsible to pick up their child by 5 PM.

ERC is supervised by qualified staff who provides middle and high school students with support and assistance towards their academic success through:
- Homework exercises and activities assigned by classroom teachers to supplement and enrich all academic content areas
- One-on-one and small group tutoring services to meet the needs of individual students
- Approved computer access given by staff for word processing and PowerPoint assignments, internet research, creative problem solving, and skill development in various content areas
- All residential middle school, freshmen, sophomores, and juniors are required to attend ERC daily to develop a solid foundation in study skills and continued learning
- Seniors will have the choice of either studying in the ERC or on their own; however, if they have a GPA under 3.0, they will be referred to ERC for required study time

<table>
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<tr>
<th>ERC TIMES</th>
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<tr>
<td>Middle School and High School</td>
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<td>Mondays – Thursdays</td>
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<td>3:45 PM – 5:00 PM</td>
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<td>6:00 PM - 8:30 PM</td>
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*Hours may vary depending on season*

Middle and High School Guidelines and Procedures
- Students are expected to document their homework assignments in their agenda book and/or calendar
- Parents, legal guardians, and residential care advisers (RCAs) are strongly encouraged to review the log of their student’s homework daily with them to ensure completion of all assignments
- Homework assignments should be communicated and emailed by teachers to ERC’s email at ERC@miscooldeaf.org no later than 3:00 PM daily
- Homework assignments are to be turned in on time.
Expanded Student Programming

The Expanded Student programming (EXP’s) is the Michigan School for the Deaf’s response to a unique transitional need for our students primarily aged 18-26, still attending school on the Certificate of Completion path. Many students arrive with a significant need for language acquisition and pre-vocational skills. The traditional classroom setting does not meet their needs and this classroom is a unique blend of language acquisition, life skills and work skills.

The Classroom staff work closely on both the student’s identified strengths and deficit areas. Informal assessments on such things as sweeping, washing windows, folding clothes, and making video phone calls are done to see what kinds of goals each student needs. Once identified, these skills are integrated into both their daily classroom work and their daily on-campus jobs. Part of the curriculum is to cross-train all students (to the best of their physical ability or their accommodated physical ability) to perform individual jobs around the school. This teaches not only time management and responsibility, but allows them to give back to their school in a demonstrable way. Community Field trips allow our students to be exposed to multiple careers and job sites and further determine job choices they might like to pursue in the future.

Other collective areas of need are vocabulary development presented bilingually (ASL/English), and financial awareness (identifying money, coins, making change, budgeting, purchasing personal items).

All of these collective and individual needs coalesce and our ultimate goal is to prepare our EXP students for independence or supported independence. To that end, we also focus heavily on Social Stories and a character program entitled “What Would You Do?” The social exposure allows students to problem solve in a safe supported environment what the best response would be. The students determine what situations they can handle without support and which situations would require support. Some universal topics are: safe use of social media, social media options, friendship, personal safety, a medical emergency, and what to do in the event of a communication breakdown.

PUPIL PERSONAL ACCOUNT

A Pupil Personal Account is kept for each residential student. We recommend that at least two weeks allowance be deposited. Bank Days are offered once a week so that students can make their allowance withdrawals. Students are discouraged from carrying excess amounts of money or leaving money in their lockers or bedrooms. MSD will not assume any responsibility for lost or stolen money or articles, although we will do our best to attempt to locate such items.

Payments
MSD accepts VISA/MASTERCARD. When sending checks or money orders to the Michigan School for the Deaf for your child’s Pupil Account or any other type of payments, please mail to

- Michigan School for the Deaf
  1235 W. Court Street
  Flint, MI 48503-5015
- Online payments: [https://www.thepayplace.com/mi/education/schdeaf/billpreview.aspx](https://www.thepayplace.com/mi/education/schdeaf/billpreview.aspx)
Please note: Any accounts in arrears from the previous school year will be collected at the time of registration. If, as a family, you need support in managing some costs, please contact the Campus Administrator’s office for criteria to get aid.

LIABILITY

The staff at the Michigan School for the Deaf takes the supervision of students in their care seriously. However, MSD will not assume any responsibility for lost, stolen or “borrowed” articles. We will do our best to attempt to locate and return said articles to their rightful owner.

RECREATION FUND

A recreation fee of $30.00 for residential students and $20.00 for day students will be assessed at the time of registration each year. The purpose is to support after school recreational activities, such as parties, movies, etc, throughout the school year. In addition, this fund is used to pay for repairs and purchase game room equipment as needed. A portion of the recreation fee ($5.00) is transferred to the school’s Athletic Fund to enable MSD student’s free admission to all HOME athletic events WITH THE EXCEPTION OF ANY DISTRICT GAMES or parties that are considered FUNDRAISERS.

HEALTH CENTER

The MSD Health Center is staffed by Registered Nurses under the direction of a contracted school physician. The primary mission of our Health Center is to provide school health services to the students enrolled in the educational program. Health issues can impact student achievement since health and education are interdependent. The MSD Health Center works collaboratively with school personnel and parents to address these health issues. Families WILL BE CONTACTED if an injury occurs while your child is in our care! There is no cost for medical treatment at the MSD Health Center. ** If there is a concern about ASL Fluency in any medical interaction, staff communication support or an interpreter will be provided**

The Nursing staff routinely may perform, but are not limited to, the following duties: Administering medication and routine care per instructions from the child’s physician; providing First Aid: assessing student’s general health and communicating with families regarding health issues. Under special circumstances a student may be seen by the school physician. MSD staff will contact a parent/guardian prior to the child’s doctor visit. If an emergency arises necessitating the need for immediate medical care, your child will be transported to the nearest emergency room for treatment.
Student Injury or Illness

All injuries must be reported to a teacher or office personnel. If the injury is minor, the student will be treated by the nurse and may return to class. If medical attention is required, the student will be sent to the MSD Health Center. The nurse will determine if the student should remain in school or be sent home. The nurse will contact parents if the student is ill or injured. No student will be released from school without proper parental permission. If an illness exceeds the scope of the Health Center or an injury requires emergency room treatment/hospitalization, the student will be transported to the hospital or 911 will be called. The nurse will contact the Parent/Guardian to meet their student at the emergency room/hospital.

Medication Policy

All long term prescription and homeopathic medications are strictly controlled on our campus. Immediately upon arrival to the MSD campus, the medication(s) must be given to a dorm parent. The drugs will be received from the dorm parent and logged by the nursing staff. All medications, including controlled substances will be counted and documented. Any staff aware of a student holding their own medication during the school day or evening hours must report it to their supervisor.

- Parents are responsible to refill any medications in a timely manner. Empty bottles will be sent home for parents to refill unless otherwise instructed. In the event medication is sent home, the nurse will inform parents in advance so they will be expecting it to arrive.
- All medications are stored in a locked cabinet in the Health Center. Students are not permitted to keep their medications in their dormitory, locker, backpack or on their person. Both Michigan law and MSD policy forbid students to have medication (prescribed by a doctor or over the counter non-prescription) on their person, in their backpacks, lockers, personal luggage or bedroom.

Medications will only be administered when:

- Medications are in the original bottles
- We have a written order from the physician (the name of the Rx, dosage, length of time the medication will be prescribed and reason the medication is being given)
- The parent or guardian requests in writing that the Rx be administered
- A new physician authorization is required at the beginning of each school year medicine is being given

A short-term medication may be administered when:

- The Rx is in original pharmacy container with the name of the student, the medication dosage, frequency and prescribing doctor’s name
- A written note from the parent must accompany the Rx explaining why the medicine is needed and requesting that the nurses administer the medication
**Immunizations**

Childhood diseases can easily be spread in settings where children gather, including schools. Michigan Law requires that children be vaccinated before they enter school. A child may not be allowed to attend school until they have received the required shots that will protect them from childhood diseases. *To update your child's shots, we suggest you go to your family physician or contact your local health department.*

**STUDENTS TRANSPORTED TO THE HOSPITAL**

In the event that any MSD student must be transported to the hospital in an emergency situation via ambulance or MSD Vehicle, MSD staff will:

- contact the parent/guardian regarding the event
- contact the hospital to ensure an interpreter is available
- ride or follow the ambulance to the hospital to ensure the student is not alone and to carry the medical history and the permission to treat for the student
- be scheduled to stay with the student for up to the first 24 hours until a parent/guardian arrives at the hospital
- after 24 hours, the Hospital Social Worker will be informed that MSD staff will be leaving and not returning
- The hospital staff will determine whether to contact CPS/APS if the parent/guardian does not arrive

**CAMPUS WIDE EXPECTATIONS**

**Internet Policies and Procedures**

In order to have Internet access privileges, each user must:

- Sign the Acceptable Use Agreement for Internet Resources
- Receive training on how to use the hardware and software before being given access to the Internet
- Have a parent/guardian sign the Acceptable Use Agreement prior to Internet use
Acceptable Use Agreement for Internet Resources

The MSD’s goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation and communication. The Internet resources are part of the curriculum and are not a public forum for general use. All use of the Internet must be in support of MSD’s curriculum.

MSD meets the standards as described in the Children’s Internet Protection Act (CIPA). MSD provides protection measures to block or filter internet access to pictures that are inappropriate for our students such as: obscene pictures, child pornography, or sites that may be harmful. MSD works to monitor all on campus, online activity of students to prevent from unsafe network use.

Michigan’s Cyber Safety Initiative (CSI) helps us to educate our students about appropriate online behavior, including cyber-bullying awareness and how to appropriately interact with others on social networking sites (i.e. Facebook, Twitter, YouTube, etc.)

MSD provides Internet access for students and staff on campus. This includes equipment, Video phone access and personal devices. MSD takes precautions to prevent access to inappropriate materials and does not permit its usage. However, on a global network, it is impossible to control all material and an industrious user may discover inappropriate material. Ultimately, parents are responsible for setting and conveying the standards that their child should follow.

To that end, MSD supports each family’s right to decide whether or not to agree to independent Internet access. The Technology use agreement is available and infractions are referenced in the MSD Code of Conduct.

Electronic Devices

Students are permitted to have cell phones/pagers in their possession at school, but they are required to be turned off and not be accessed during the school day. Phones often serve as distractions and must be kept in backpacks or lockers (out of sight). It is a violation of school code to use personal electronic devices during instructional class time at school or in the residence during quiet hour or after lights out. Camera attachments or built-in cameras to cell phones/pagers may be used as any camera is used, with the other person’s permission and within the bounds of decency.

(No suggestive or inappropriate pictures). No videos may be taken on campus and posted on a social media site without express permission of campus administration and permission from the individuals being filmed if it is not deemed a public event. Any student accessing a blocked site (R rated, suggestive content, adult sites) will have their device confiscated and the parent will be contacted. Please see the MSD Code of Conduct for consequences from loss of device, up to and including removal from school.

In the residence halls:

- **Middle School students** will be expected to have their devices turned off no later than 9 pm
- **Freshman/Sophomores** will be expected to turn their devices off no later than 10 pm
- **Juniors/Seniors/Transition students** will be expected to turn devices off no later than 11 pm
Student safety and family comfort remain our first priority. Students and parents still have options if they need to be in contact. For example: Unit phones or Video phones, students asking the RCAs for a rare exemption to use their device for parental contact, parents/guardians asking for phone calls or Face Time at a scheduled time. Contacting the Supervisor in case of emergency is still the best practice option.

Students are NOT allowed to use personal electronic devices during instructional time nor any meal time (breakfast, lunch or dinner).

MSD Wifi and student gmail addresses are for school use only. Students found misusing either the use of Wifi or the times set for electronic devices will be asked to give their device to staff. Repeated misuse will result in the device being returned only to the parent/guardian.

**Child Protection Law (Child Abuse)**

The Michigan Protection Law, 1975, PA 238, requires the reporting of child abuse and neglect by certain persons (called mandated reporters). At the Michigan School for the Deaf, all staff with direct student oversight have been classified as mandated reporters. The law requires that mandated reporters report suspected child abuse and neglect to the Department of Human Services (DHS) This report must be made directly to DHS. There are civil and criminal penalties for a mandated reporter’s failure to make a report. Likewise, there is civil and criminal immunity for someone making a report in good faith. This law is also referenced in our Student Abuse Code which all staff sign each year. The link for further information is: [http://www.michigan.gov/dhs](http://www.michigan.gov/dhs)

**Closed Campus**

The Michigan School for the Deaf is a closed campus. This means that students stay on campus for the duration of the school day. Students are not allowed to leave campus with a friend, via bus or in their own transportation during the school day unless it is part of their school program or they are attending another school program and with prior written approval. Residential students do not leave campus in the evening unless it is a “school sanctioned event” and they are accompanied by a staff member.

Any student who leaves campus either as an adult (own guardian) or for a parent approved appointment must put in writing that they are leaving. Once a student leaves, they must return prior to the 9:00 pm campus lockdown or may not return to campus until the following morning. For special circumstances please contact the School Principal or the Dorm Supervisor.
REQUESTING PLACEMENT IN THE DORMITORY

Day Students may be considered for dormitory placement in event of family concerns, transportation issues, to allow for participation in after school activities and/or court involvement. A day student will only be placed in the dorm after an official written request is received by the Campus Administrator, Principal or the Dorm Supervisor. The request will be reviewed and either granted or denied. Day students may be asked to leave the dorm in the event of overcrowding, or behavioral challenges that necessitate removal. Day student placement in the dormitory will be only be considered for a Monday thru Friday schedule.

To secure any day student placement in the dormitory, parents/guardians need to contact Alvin Shaw via his secretary Sue Middlewood, (MiddlewoodS@michigan.gov or V 810 257 1481 or VP 810 515 8137) to set up a meeting. No day student will be placed in the dormitory without the meeting, regardless of arrangements made in previous years.

STUDENT LIFE EXPECTATIONS

General Residence Hall Expectations

There are common expectations across all dormitory units. These expectations may be altered throughout the year based on student needs. Any change in general expectations will be communicated with parents and staff prior to their implementation.

- Wrestling, horseplay, physical aggression are prohibited PERIOD on the campus during student life hours
- Students are not allowed to enter/socialize in other student’s bedrooms
- Common areas (in each Unit and the Tartar Center) are used for socialization
- Students are expected to clean their rooms daily according to the standards set forth (beds made, floors swept, etc)
- NO food is to be left in the bedrooms
- Wastebaskets are to be emptied daily
- No glass bottles are allowed in the bedrooms
- No borrowing of phones, shoes, clothes, other personal items, etc
- Daily Quiet Time is a requisite of each Unit (homework, reading)
- Due to confidential information, students may not enter the Unit office without permission
- Students are expected to clean the bathroom area after their use
- Students are expected to make sure toilets are flushed and hands washed before exiting the bathrooms
- Rooms will be inspected daily by the RCA’s
- No one goes off campus without staff supervision
Students are expected to dress appropriately according to the weather and in accordance with the MSD Dress Code

**Telephone/Video Phones/Technology**

- Videophones (VP’s) are available in each unit and in strategic places around the campus. Outgoing calls are encouraged from these phones
- No calls will be made from or received during Quiet Hour or after 10:30 pm Sunday thru Thursday except for emergencies
- Students are required to put their personal devices away at bedtime. (Times are referenced in “Electronic Devices”)
- If there is a personal or family emergency, staff can be contacted
- An update of staff contact information will be made available to each parent
- No student may take or post an “on campus” video without express permission from the person being filmed and the campus administration
- Derogatory statements or Cyberbullying will be handled according to Michigan law and the MSD mandated Anti-bullying policy filed with the Michigan Department of Education
- Any adult sites either for personal use or shared with other students will result in the confiscation of the device and the Code of Conduct consequences being levied

**Private Cars**

Any student who anticipates driving a private car on/to campus must **first obtain written approval** from the Principal’s Office. The forms will be available in the Principal’s office and require a parent/guardian signature for those students under the age of 18. Those students who are their own guardian will need to complete the form themselves. The form MUST BE completed prior to the car being brought to campus.

Under no circumstances may a residential or day student drive or move their car during the school week without written permission from their parents and approval from the campus administration. Students MAY NOT have other students as passengers in their vehicle without the same written permission from both sets of parents/guardians and the written permission on file in the Principal’s Office.

**Movies/Video Games Shown in Residence Halls**

- Movies rated G or PG may be shown in the residence halls without directly requesting prior parental permission
- Movies rated PG 13 **MUST** have prior written consent if students are under the age of 13
- **No R rated movies will be shown**
- Video Games with an E rating may be played by students
• Games with a T rating may ONLY be played by students aged 13 and above with written parental permission
• Games with a M rating will not be played

Bicycles, Skateboards, Scooters, Roller Blades, Parkour

• Any of these items must have preapproval from the Campus Administrator, Principal or RCA Supervisor
• All students allowed to use these must be in the company of a staff member
• All students must have a helmet and elbow pads and knee pads, if appropriate, for biking, scooters, roller blades or parkour

Residence Hall Progress Reports

Residential students will be assigned a primary RCA at the beginning of each school year. Students will meet with their primary RCA at the beginning of each quarter to review expectations and set new goals. At the end of each quarter, they will meet again to discuss progress and establish new goals for the next quarter. These goals and updates will be captured in writing and copies will be sent home and to the principal’s office.

Residence Hall Rooms

Each student is expected to respect the rights and property of others. Students will bring their own personal items from home (sheets, pillows, comforters, towels, toiletries, etc).

Alarm Clocks

An alarm clock with a flashing light or bed shaker is encouraged for all students to develop personal responsibility skills. While all students are supervised, older students are encouraged to develop the skills to wake up on their own, get ready for school, report to breakfast and to report to school on time. RCA's will assume a parental role in making sure students are appropriately groomed and showered according to the school dress code.
Dorm Visits

Non-residential students (day students) have the right to participate in dorm visitations. Day students may visit the dormitory 2 afternoons per week. Additional visits (for special circumstances such as performances, field trips etc.) must get special approval from the Dorm Supervisor. No visits are permitted on travel days. All day students must bring weekly parental permission forms to the school office by **12:00 pm** on Thursday of the prior week.

The Main School office will send a weekly list of visiting day students to the Student Life division so that they are aware of which students have permission to stay. If a parent/guardian has not completed the weekly form, their child will be asked to leave via regular transportation (i.e., their school bus, van, etc.) at the end of the school day. If students **do not** have a bag lunch or money for dinner, parents must pick their child up by **5 pm**. **Parents and guardians of day students are expected to pick up their day student promptly before 6 pm unless they are involved in a specific activity that runs past that time.**

Members of athletic teams, Singing Hands, or other extracurricular activities who are on a current roster are often visitors in the dorm. Please contact the main office to leave a message for the Activities Directors to inform them when your child either quits or is removed from a team or involved in extra-curricular activities so we will have a current count of students. **On game/performance days:** day students involved in a game or performance are provided a meal. If students **do not** have a bag lunch or money for dinner, parents must pick their child up immediately after practice is completed.

Students who are not dorm residents are expected to pay for the evening meal. Parents are allowed to pay for meals in advance and use the banked money to pay for dinner. However, if meals are NOT paid for in advance, the student does not bring a bag dinner, sufficient money with them, or have enough money in their Pupil Personal account, he/she will be sent home on his/her normal transportation after school or the parents will be billed for the meal. The Activities Department and cafeteria workers will be notified through email which day which students will attend sporting events and eat dinner at the Jeter Center.

The RCA supervisor reserves the right to have designate specific celebrations for dorm students only. As a result, day students will be asked not to visit the dorm on a particular evening that a ‘dorm only’ event is scheduled. Those dates will be posted clearly and in a timely fashion in The Parent Connection on the MSD website (www.michiganschoolforthedeaf.org) and on our school Facebook page.

Day students who are in defiance of the MSD Code of Conduct may be removed from dorm visitations which may range in length from one day to a full semester. Day students may be asked to reduce visits in the event staffing issues force the MSD to be conscious about the staff to student ratio.
Off Campus Visits

Middle of the week transportation arrangements need to be made through the Principal's office. If a student is to leave campus and return the same evening, the same requirements apply. Last minute arrangements will not be approved except under special circumstances. Of course, parents may routinely pick up or visit with their student at any reasonable time (prior to buildings closing for the evening.) Parents/Guardians will be asked to sign their child out and back in. If the campus is closed for the evening, Parents/Guardians may be asked to return their child the next school day.

TRANSPORTATION

Day Students - Drop Off

The school building is neither open nor available for drop off until 7:30 am. Students are to be dropped off and picked up in the bus turnaround in front of the Michigan School for the Deaf School building. Staff are waiting there to supervise student arrivals. Parents are allowed to drop off and pick up in their vehicles. If parents/guardians stay for longer than drop-off, they must park in the parking lot to relieve congestion in the bus turn around. Vehicles left in the bus turn around will be asked to move.

Day Students - Pick Up

Students may be picked up in the same location after the completion of the school day.

Residential Students - Drop Off

The dorm opens at 5:00 pm on Sunday evenings (or Monday PM after a holiday). Students will not be accepted before 5:00 pm nor after the building is locked down for the night at 9:00 pm. Parents/Guardians must be sure that the Residential Care Aide (RCA) sees you and is aware of your child's arrival. Students must sign in upon entering the dorm. All visitors must sign in with the Dorm Supervisor before entering the Tartar Center or Units.

Residential Students - Pick Up

Student pick up begins on Friday (or other special departure days) after the completion of school at 11:53 am. Lunch is provided to all students prior to departure. Students are picked up from the Stevens Hall Game Room. Parents/Guardians must be sure to be available to the RCA on duty in order to remove your child from campus. Children must be picked up from Stevens Hall no later than 2:00 pm on Fridays (or any other special departure days).

Parents/Guardians who bring their child to school after the start of classes must sign in at the Main Office before taking your child to class.
NO CHILD shall be removed from campus unless:

- The person attempting to pick up is a Parent or Guardian
- The person attempting to pick up is authorized in writing by the Parent or Guardian
- The student is signed out in the school/dorm office by a Parent or Guardian (for an appointment, illness, etc.)

Any student not picked up after the campus closes on departure day will have their parents contacted and may be reported for neglect if a responsible adult cannot be contacted.

Weekend Visitation Policy

Many MSD students arrange to visit at the homes of other students during weekends. **To do so, the following must occur:**

- Written permission slips from Parents/Guardians of both students must be received in the Principal's Office at least 48 hours prior to the visit
- Parents will need to contact their transportation service
- Staff on campus will handle departures

To reduce the number of problems associated with student weekend visitation, it is **ESSENTIAL** that the MSD have the cooperation of both students and their Parents/Guardians.

- The visitations should be arranged at **least 2 SCHOOL DAYS in advance** (except for family emergencies)
- Written permission from both students’ parents/guardians showing dates, whose home the student will be visiting, and means of transportation MUST be given to the RCA Supervisor/Principal’s office
- It is the responsibility of the Parents to arrange transportation through school district, bus ticket or private transportation (*Please note: Some school districts will not transport out of district students*)
  - These arrangements must be relayed to the Dorm Director/Principal’s office at the same time as the permission slips.
- Parents/Guardians are responsible to notify their regular transportation of any changes or cancellations
- **IN EMERGENCIES ONLY**, a phone call to the RCA Supervisor/Principal’s office will be acceptable as long as a written permission is faxed to 810-257-1490 the same day the call is made.
- Sufficient clothing should be brought from home prior to the visit
- Parents should contact the school/dorm to be sure their child has returned to MSD.

If you have any questions in regard to this visitation policy, please discuss this with the Principal’s/RCA Supervisor’s Office. Cooperation will eliminate any confusion.
STUDENT CODE OF BEHAVIORAL EXPECTATIONS

The Michigan School for the Deaf will be using Stephen Covey’s The 7 Habits of Highly Effective People.

The Seven Habits

Be Proactive
- Take initiative * Keep your commitments * Think before you act * Take responsibility

Begin With the End in Mind
- Know where you want to go * Set personal and team goals * Have goals and priorities * Focus on your desired outcomes

Put First Things First
- Focus on the important things first * Plan * Eliminate low priorities and time-wasters * Plan your time wisely

Think Win-Win
- Build high-trust relationships * Build effective teams * Apply successful collaboration skills * Use effective collaboration

Seek First to Understand, Then to Be Understood
- Good interpersonal communication * Overcome communication pitfalls * Apply effective listening skills * Understand others * Reach mutual understanding * Communicate viewpoints effectively * Apply productive input and feedback

Synergize
- Embrace diversity * Apply effective problem solving * Apply collaborative decision making
  * Value differences * Build on divergent strengths * Celebrate creative collaboration * Embrace and promote innovation

Sharpen the Saw
- Achieve life balance * Apply and seek to learn continuously * Succeed in all phases of your life: body, heart, mind and spirit

The Michigan School for the Deaf firmly believes that cooperative partnership among the students, family, school, dorm and community is essential for student growth and development. In order to make this a reality, the MSD staff will teach, model and reinforce the 7 Habits concept as described above. If students struggle with the Habits, or the Code of Conduct, the first action taken by each staff member will be CORRECTIVE ACTION. If the issue cannot be resolved by a documented intervention, then it may become a discipline issue. A DISCIPLINE ISSUE will entail written documentation regarding the Code of Conduct violation, and a consequence assigned by an administrator. This issue will be documented for our federal reporting mandates and submitted to the state of Michigan for inclusion in the State Annual Report to the Federal Government.

Corrective Action (shall include but not limited to)

1. The student has an opportunity to meet with the staff member. A statement of the Student’s viewpoint may be obtained from the student in either ASL or English and is deemed critical when
there is a differing viewpoint between students or staff and students. It will be seen from the student’s perspective and will be obtained and used to help craft/personalize the corrective action.

2. A Staff member will problem solve with the student, have the student determine how their actions were not in alignment with the 7 Habits of Highly Successful People and the MSD Code of Conduct.

3. The Student needs to determine how to align their behavior with The 7 Habits or what adult help they need to resolve the problem.

4. The student will make a decision on what to do next by completing a CORRECTIVE ACTION PLAN (CAP).

5. Parents will have routine ongoing communication via the Disciplinarian, the Case Manager or Primary RCA or the Administrator of record.

6. A verbal or written warning may be given to a student that a specific behavior is unacceptable and may result in a stronger action if the behavior is not corrected.

7. The student may be referred to an administrator for discussion and guidance.

8. Counseling services may be recommended to help strategize a course of action.

9. A face to face meeting with the staff or student involved in the incident (with the exception of bullying and sexual harassment as this is not recommended for either situation).

10. A CASE CONFERENCE (Academic or Behavioral) may be convened to ensure that all actions are being taken to have a unified approach to remediating the problem before it becomes a Disciplinary Action.

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**Disciplinary Action (shall include but not be limited to)**

1. The student will be sent to the Disciplinarian, RCA Supervisor or the Principal’s office to complete a Corrective Action Plan to alter behavior and reenter class.

2. **Incident Report**- A written notice to the principal’s office indicating an infraction of the Behavioral Expectations.

3. The incident report will trigger administrator involvement and reflect the Code of Conduct violation. Each Code of Conduct violation has a menu of responses for violations. Students can refer to the Code for specific consequences.

4. Parents will be contacted.

5. **A meeting** may take the form of a Case Conference, Behavioral (CC-B) or Academic (CC-A), a Behavior Intervention Plan Meeting (which may include a Functional Behavior Assessment Plan (FBAP), an Administrative Review Team (ART), A Manifestation Determination Review (MD) or placement outside of the MSD Community in an Interim Alternative Education Setting (IAES). The counselor or Dorm Director may request a CC-B meeting to gather a team together to address a student’s behavior. The Principal or case manager may request a CC-A for academic concerns. Both CC-A and CC-B will also include an invitation to the parents, case manager, Residential Care Aides and/or other people directly involved with the student. This meeting will result in a specific Action Plan to focus on behavior(s) that interfere with school success.

   a. **Functional Behavioral Assessment Plan (FBAP) and Behavior Intervention Plan (BIP)**: A meeting is held to discuss behaviors to develop a specific, individual plan. The plan lists accommodations, behavior strategies and consequences that will be implemented by all staff across the campus.
b. **Administrative Review Team (ART)** - Administrators meet prior to a new student entering MSD to discuss intake data and possible academic and behavior data. In the case of a student struggling, ADM will track student progress and, if no signs of improvement are documented, will call an ART to develop further supports for this student. Administrators will work with staff or students to ensure the changes needed actually occur. This may be done anytime, but is a must before an Interim Educational Alternate Setting (IAES).

6. **Consequences for specific actions/behaviors may include such things as:**  
A lunch detention (lunch bag), an apology letter, removal from activities, In Dorm Restriction (IDR), In Dorm Room restriction (IDRR), Out of Dorm Removal (ODR), Alternate Classroom (ACA) Out of School Removal (OSR)) or being placed in an alternate setting (IAES) - this list is not exhaustive.  
*(See Student Code of Conduct for specific disciplinary actions commensurate with the actions)*

**Please Note:** ACA is not an appealable discipline. All discussion relative to ACA must take place with the Disciplinarian or the School Principal.

### Out of School Removal (OSR) Out of Dorm Removal (ODR)

**Bullying and Sexual Harassment** are clearly stated in Federal Law and MSD adheres to all state and federal laws, including the School Code. Because of the nature of Bullying and Sexual Harassment (ability to report as an individual), these out of school removals are not appealable.

When other methods (like those listed above) fail to attain satisfactory behavioral changes, or where required by the nature of the problem (*gross misdemeanor, inappropriate behavior or persistent disobedience such as: bullying, physical threats or violence, misuse of the internet, sexual harassment, vandalism, or sexual behavior*) a student may be suspended for up to ten school days. Any occurrence which may be deemed as causing “great bodily harm” under the Michigan School Code shall be cause for immediate expulsion of anywhere from 45 days to 365 days.

**Gross misdemeanor** may be defined as conduct which:
- Significantly violates one of The 7 Habits
- Substantially interferes or disrupts education
- Jeopardizes the physical and/or mental health and/or safety of staff and/or students
- Willfully disregards or disrespects the authority of the school
- Willfully destroys school property
- Consists of an accumulation of infractions, none of which may be serious enough on its own to warrant suspension
- Pornographic material
- Bullying particularly related to race, gender, and/or sexual orientation

**Great bodily harm** may be defined as a conduct which:
- Results in significant identifiable, physical harm such are Criminal Sexual Conduct (rape/attempted rape), dismemberment, loss of a body part
## CODE OF CONDUCT WITH SPECIFIC DISCIPLINARY ACTIONS

### Infractions

A partial list of behaviors considered disruptive to a school environment and not in alignment with The 7 Habits are listed below. Both corrective action and disciplinary action are given. **Please note that this list is NOT all inclusive, and behaviors not listed may also result in disciplinary action.** Any individual who aids, assists, counsels, induces, encourages or persuades another to participate in any of the behaviors listed below may be subject to the same consequences to which the person actually involved is subject.

*Counseling will be an option to problem solve possible strategies in changing overall student behavior. It is NOT to be used as routine discipline nor to take the place of interactions with the Disciplinarian or School Administration.*

<table>
<thead>
<tr>
<th>INFRACTIONS</th>
<th>Corrective Action-(CA)</th>
<th>Possible Administrator’s Disciplinary Actions-(DA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Dishonesty</strong></td>
<td>Corrective Action Plan</td>
<td>Incident Report, Parent Contacted, Lunch Detention, Alternate Classroom Arrangement (ACA) , Case Conf-A Out of School Removal (OSR) 1-3 days</td>
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<tr>
<td></td>
<td>1st offense: 0 for the assignment</td>
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<td></td>
<td>2nd offense: 0 for the assignment and parent contacted</td>
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<td></td>
<td>Student viewpoint may be obtained through the student’s 1st or 2nd Language. A written statement is required when there is need for documentation to clarify a conflict in views.</td>
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<tr>
<td><strong>Cutting Class/Tardies</strong></td>
<td>Student Corrective Action Plan (CAP)</td>
<td>Incident Report, Parent Contacted, Lunch Detention, Alternate Classroom Arrangement , Case Conf-A Out of School Removal (susp) 1-3 days</td>
</tr>
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<td><em>Student viewpoint may be obtained through the student’s 1st or 2nd Language. A written statement is required when there is need for documentation to clarify a conflict in views.</em></td>
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<tr>
<td><strong>Defiance/Disrespect of Campus Staff:</strong></td>
<td>CAP referred to Disciplinarian/Principal/ RCA Supervisor, Parent Contacted</td>
<td>Incident Report, Parent Contacted, Lunch Detention, Alternate Classroom Arrangement , Case Conf-A</td>
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<tr>
<td>Refusal to comply with reasonable staff</td>
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<td><strong>requests-Displaying disrespect or contempt for school staff.</strong></td>
<td><strong>Student viewpoint may be obtained through the student’s 1st or 2nd Language. A written statement is required when there is need for documentation to clarify a conflict in views.</strong></td>
<td><strong>Out of School Removal (susp) 1-3 days</strong></td>
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</tbody>
</table>
| **Destruction of Campus Property Simple vs Significant** | **SIMPLE**  
CAP referred to ADM, Parent Contacted  
Restitution determined  
*Student viewpoint may be obtained through the student’s 1st or 2nd Language. A written statement is required when there is need for documentation to clarify a conflict in views.* | **SIGNIFICANT**  
Incident Report Completed, Parents contacted,  
Family/student pays for damages and/or student does community service/work detail |
| **Disorderly Conduct:**  
Disruption to the campus environment including: profanity, obscenity, preventing instruction | **CAP referred to**  
Disciplinarian/Principal/ RCA Supervisor, Parent Contacted  
*Student viewpoint may be obtained through the student’s 1st or 2nd Language. A written statement is required when there is need for documentation to clarify a conflict in views.* | **Incident Report, Parent Contacted, Lunch Detention, Alternate Classroom Arrangement, Case Conf-A Out of School Removal (susp) 1-3 days** |
| **Dress Code Violation** | Student changes clothes, secures pants or referred to Disciplinarian/Principal/RCA Supervisor, Parent Contacted | **Incident Report Completed, Parents contacted**  
Continued non-compliance will result in ACA or Out of School Removal  
**ADM Meeting with Parents prior to return** |
| **Electronic Devices:** (see electronic** | **1st offense**  
**CAP referred to**  
Disciplinarian/Principal/RCA Supervisor  
Device held for one day  
*Student viewpoint may be obtained through the student’s 1st or 2nd Language. A written**** | **2nd offense**  
Warning letter to parents. Device held for one week or Device left home  
Continued infraction could result in a semester campus wide ban on use of electronics. **Parent Meeting with ADM** |
<table>
<thead>
<tr>
<th><strong>Fighting</strong>: Engaging in physical contact for the purpose of inflicting harm on another person. Self-defense or defense of others may be taken into account.</th>
<th><strong>CAP referred to Disciplinarian/Principal/ RCA Supervisor, Parent Contacted</strong>  <em>Student viewpoint may be obtained through the student’s 1st or 2nd Language. A written statement is required when there is need for documentation to clarify a conflict in views.</em></th>
<th><strong>Incident Report, Parent Contacted, Lunch Detention, Alternate Classroom Arrangement , Case Conf-A Out of School Removal (susp) 1-3 days</strong></th>
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<tr>
<td><strong>Forgery</strong></td>
<td><strong>CAP referred to Disciplinarian/Principal/ RCA Supervisor, Parent Contacted</strong>  <em>Student viewpoint may be obtained through the student’s 1st or 2nd Language. A written statement is required when there is need for documentation to clarify a conflict in views.</em></td>
<td><strong>Incident Report, Parent Contacted, Lunch Detention, Alternate Classroom Arrangement , Case Conf-A Out of School Removal (susp) 1-3 days IF Police called ( Police contact sheet completed)</strong></td>
</tr>
<tr>
<td><strong>Gangs</strong> Students participating in gang memberships, gang signs, graffiti or gang activities (e.g. bandanas or colors)</td>
<td><strong>CAP referred to Disciplinarian/Principal/ RCA Supervisor, Parent Contacted</strong></td>
<td><strong>Incident Report, Parent Contacted, Lunch Detention, Alternate Classroom Arrangement , Case Conf-A Out of School Removal (susp) 1-3 days</strong></td>
</tr>
<tr>
<td><strong>Public Display of Affection (PDA)</strong> PDA’s include but are not limited to: making out, prolonged hugs, touching private areas, sexual gestures</td>
<td><strong>CAP referred to Disciplinarian/Principal/ RCA Supervisor, PDA form completed Parent Contacted</strong>  <em>Student viewpoint may be obtained through the student’s 1st or 2nd Language. A written statement is required when there is need for documentation to clarify a conflict in views.</em></td>
<td><strong>Incident Report, Parent Contacted, Lunch Detention, Alternate Classroom Arrangement , Case Conf-A Out of School Removal (susp) 1-3 days  <strong>Can result in loss of dorm placement for day students</strong> Parent Contacted</strong></td>
</tr>
<tr>
<td>Physical Aggression</td>
<td>CAP referred to Disciplinarian/Principal/ RCA Supervisor, Parent Contacted</td>
<td>Incident Report, Parent Contacted, Lunch Detention, Alternate Classroom Arrangement, Case Conf-A Out of School Removal (susp) 1-3 days <strong>Can result in loss of dorm placement for day students</strong> Parent Contacted</td>
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<td><strong>Misuse of Internet or the use and/or sharing of inappropriate content</strong> (adult sites, x rated material, foul or inappropriate language on the phone or device including any VP conversations unsupervised)</td>
<td>CAP referred to Disciplinarian/Principal/ RCA Supervisor, Parent Contacted Device confiscated</td>
<td>Incident Report, Parent Contacted, Lunch Detention, Alternate Classroom Arrangement, Case Conf-A Out of School Removal (susp) 1-3 days <strong>Can result in loss of dorm placement for day students. Will use internet access and ability to use personal devices. VP calls to parents supervised</strong></td>
</tr>
<tr>
<td>Use of <strong>tobacco</strong> products on campus. MSD is a smoke-free campus. This is not allowed regardless of age.</td>
<td>CAP referred to Disciplinarian/Principal/ RCA Supervisor, Tobacco confiscated Parent Contacted</td>
<td>Incident Report, Parent Contacted, Lunch Detention, Alternate Classroom Arrangement, Case Conf-A Out of School Removal (susp) 1-3 days</td>
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<tr>
<th><strong>SERIOUS OFFENSES</strong> (including but not limited to)</th>
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<tr>
<th><strong>INFRINGEMENTS</strong></th>
<th><strong>Corrective Action (CA)</strong></th>
<th><strong>Disciplinary Action (DA)</strong></th>
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<tbody>
<tr>
<td><em>Assault</em></td>
<td></td>
<td>Incident Report, Parent Contacted, Alternate Classroom Arrangement (ACA), Out of School Removal (OSR) or removal from dormitory (1-15 days) Possible Police Contact (Police reporting form completed) *Student viewpoint obtained through the student’s 1st or 2nd Language. A written statement is required when there is need</td>
</tr>
<tr>
<td><em>Arson</em></td>
<td>Incident Report, Parent Contacted, Alternate Classroom Arrangement (ACA), Out of School Removal (OSR) or removal from dormitory (1-15 days) Possible Police Contact (Police reporting form completed) Administrative Team Meeting (ART), Manifestation Determination (MD) Interim Alternative Educational Setting (IAES) 45 day removal</td>
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<tr>
<td><em>Bomb Threat/False Alarm</em></td>
<td><em>Student viewpoint may be obtained through the student’s 1st or 2nd Language. A written statement is required when there is need for documentation to clarify a conflict in views.</em></td>
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<tr>
<td>CAP, referred to ADM. Counseling <em>Student viewpoint may be obtained through the student’s 1st or 2nd Language. A written statement is required when there is need for documentation to clarify a conflict in views.</em></td>
<td>Incident Report, Parent Contacted, Alternate Classroom Arrangement (ACA), Out of School Removal (OSR) or removal from dormitory (1-15 days) Possible Police Contact (Police reporting form completed) Administrative Team Meeting (ART), Manifestation Determination (MD) Interim Alternative Educational Setting (IAES) 45 day removal</td>
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<tr>
<td><em>Bullying</em> Actions defined clearly in Anti-bullying policy</td>
<td>for documentation to clarify a conflict in views. Administrative Team Meeting (ART), Manifestation Determination (MD) Interim Alternative Educational Setting (IAES) 45 day removal</td>
<td></td>
</tr>
</tbody>
</table>
| **Extortion*** | (IAES) 45 day removal), ART, MD, IAES (45 day removal)  
Removal is not appealable |
|----------------|---------------------------------------------------------------------|
| *Extortion* The solicitation of money, or something of value, from another regardless of the amounts, in return for protection or in connection with a threat to inflict harm. | Incident Report, Parent Contacted, Alternate Classroom Arrangement (ACA), Out of School Removal (OSR) or removal from dormitory (1-15 days)  
Possible Police Contact (Police reporting form completed)  
Administrative Team Meeting (ART), Manifestation Determination (MD) Interim  
Alternative Educational Setting (IAES) 45 day removal |
| **Possession and/or use of drugs or alcohol*** | Incident Report, Parent Contacted, Alternate Classroom Arrangement (ACA), Out of School Removal (OSR) or removal from dormitory (1-15 days)  
Possible Police Contact (Police reporting form completed)  
Administrative Team Meeting (ART), Manifestation Determination (MD) Interim  
Alternative Educational Setting (IAES) 45 day removal |
| Student referred to the nurse for medical evaluation.  
Accompanied by Disciplinarian/Principal/RCA Supervisor or designee | |
| **Possession and/or use of weapons*** | Incident Report, Parent Contacted, Alternate Classroom Arrangement (ACA), Out of School Removal (OSR) or removal from dormitory (1-15 days)  
Possible Police Contact (Police reporting form completed)  
Administrative Team Meeting (ART), Manifestation Determination (MD) Interim  
Alternative Educational Setting (IAES) 45 day removal |
| Weapon confiscated safely or area evacuated  
*Student viewpoint may be obtained through the student’s 1st or 2nd Language. A written statement is required when there is need for documentation to clarify a conflict in views. | |
<table>
<thead>
<tr>
<th><strong>Criminal Sexual Conduct</strong></th>
<th>*Student viewpoint may be obtained through the student’s 1st or 2nd Language. A written statement is required when there is need for documentation to clarify a conflict in views.</th>
<th>Incident Report, Parent Contacted, Alternate Classroom Arrangement (ACA), Out of School Removal (OSR) or removal from dormitory (1-15 days) Possible Police Contact (Police reporting form completed) Administrative Team Meeting (ART), Manifestation Determination (MD) Interim Alternative Educational Setting (IAES) 45 day removal</th>
</tr>
</thead>
</table>
| **Sexual Harassment**  
Sexual Harassment: unwelcome sexual behavior EVEN by a person who happens to witness the behavior. Includes but is not limited to: showing sexual gestures, name calling /profanity that is suggestive or gender based, sexually explicit clothing, unwelcome photos, videos, internet materials and printed materials of a pornographic nature. | referred to Disciplinarian/Principal/ RCA Supervisor, Parent Contacted  
*Student viewpoint may be obtained through the student’s 1st or 2nd Language. A written statement is required when there is need for documentation to clarify a conflict in views.* | Incident Report, Parent Contacted, Alternate Classroom Arrangement (ACA), Out of School Removal (OSR) or removal from dormitory (1-15 days) Possible Police Contact (Police reporting form completed) Administrative Team Meeting (ART), Manifestation Determination (MD) Interim Alternative Educational Setting (IAES) 45 day removal |
| **Suicidal Ideation/attempt** | | Parents called immediately and asked to pick student up. Suicide evaluation done by trained staff. Possible transport to hospital. Re-integration plan (risk assessment) developed prior to reentry to school. ART called (See [www.michiganschoolforthedeaf.org](http://www.michiganschoolforthedeaf.org) for more complete information) |
| **Theft**  
The taking of property not belonging to the student. This includes the knowing possession of stolen goods. | CAP referred to Disciplinarian/Principal/ RCA Supervisor, Parent Contacted  
Staff searches for property | Repeated theft or articles over $100  
Incident Report, Parent Contacted, Alternate Classroom Arrangement (ACA), Arrangement Out of School Removal (OSR) or |
Behavior can be progressive and therefore require more significant intervention and/or consequences. Please be mindful when writing Incident Reports, etc, that you clearly identify the behavior exhibited.

<table>
<thead>
<tr>
<th>Horseplay</th>
<th>Defiance</th>
<th>Physical Aggression</th>
<th>Fighting</th>
<th>Assault</th>
</tr>
</thead>
</table>

**Out of School/Dorm Removal Appeal Procedures**

A decision to remove a student may be appealed by the student and his/her Parent and/or Guardian. Such appeals will be conducted as follows:

1. The request for an appeal must be made to the Campus Administrator’s office within two school days of the removal being levied. Appeal hearings should be scheduled within the term of the removal when possible. A student may not attend school while awaiting the hearing for an OSR, but may attend school for an ODR; however, he/she may attend if the hearing is held after the term of the removal. The consequence stands until the appeal.

2. The Campus Administrator or his designee will appoint an impartial committee to hear the appeal. This committee will be comprised of the Campus Administrator or his designee, an MSD school staff and an MSD Dorm staff member. One of these three persons will be designated as the chair. It is considered desirable to have a parent on this committee as well. If this is not possible, the hearing may proceed as scheduled.

3. The Parent(s)/Guardian(s) and student must be present and may be accompanied by an advocate, if desired. If the Parents do not plan to be present, they must be represented at the appeal and must give written notification of this, including the name of their representative, to the Campus Administrator’s office. **If no Parents or representatives are to be present, the appeal will be cancelled.**

4. Students who are 18 or older may waive the appearance of their Parents and may represent themselves.

5. During the hearing, no more than four persons may represent the interest of the student, including the student.

6. Should the student’s suspension involve a staff member(s), the staff member(s) shall be allowed no more than four persons, including the staff member(s) themselves, to represent them.

7. The committee shall inform the Parent(s), student, and Campus Administrator’s office of their decision within three (3) school days of the meeting. The committee’s decision is binding upon the school administration. A majority vote prevails.
8. If the removal is revoked and the committee’s decision is that the student should not have been removed, he/she will be given the opportunity to make up the work missed and all absences will be excused absences.

If this is determined to be a Pattern of Removal or the eleventh day of removal, a Manifestation Determination Review meeting will be scheduled. A Manifestation Determination Review is a meeting to determine if the student’s behavior is related to their disability, if the IEP was implemented fully, and what the student needs in order to be provided FAPE. If a student’s behavior is NOT related to their disability and serious in nature as defined by Michigan Law, State Board of Education Policy and/or the MSD Code of Conduct, then the Campus Administrator has the right to remove a student from campus for 45 days (an Interim Alternative Education setting or IAES). If the behavior continues even off campus (involvement with law enforcement, drug charges, assault, rape, weapons), then the Campus Administrator has the right to extend the IAES for an additional 45 days.

### GLOSSARY OF TERMS

**Academic Probation/Ineligibility (AP)**: Any student in Middle School or High School with an overall GPA of less than a 2.0 on their mid-quarter reports or reports cards will be placed on AP and MUST complete homework prior to practice or playing sports. If homework is not completed, the student is ineligible to practice or play. If grades do not improve with this measure, the student will be removed from the team for the season.

**Activities Director (AD)**: A part-time position created to handle extra-curricular activities such as sports, Singing Hands, and Drama. This position is comparable to the Athletic Director in public school. The AD directly oversees this program and reports to the Principal.

**Administrative Review Team (ART)**: A meeting of campus administrators such as the Chief Administrator, Residential Supervisor and Principal to discuss student-specific issues either prior to the arrival of a new student at MSD or when a significant incident occurs. This can occur anytime, but must occur before an IAES.

**Alternative Classroom Arrangement (ACA)**: A disciplinary consequence given to a student who has violated the Code of Conduct. The student remains on campus, but receives their instruction from one teacher, in one classroom for each day they receive ACA.

**Appeal**: to apply for review of a suspension from the Chief Administrator’s office. Appeal procedures are sent home with each suspension letter and have a specific time line attached. Sexual Harassment and Bullying suspensions are not appealable.

**Case Conference**: A meeting of a core group of people including but not limited to Parents/Guardians, student, case manager, teachers, RCA’s, Support Staff, Coaches. This conference is held to discuss
ongoing problems and problem solve ways to address the concerns be they academic (CC-A) or behavioral (CC-B). An Action Plan will be developed and distributed to staff working with the student. An FBAP or BIP may be another result (see below).

**Case Manager**- The academic staff member assigned to each student who runs their IEP, ensures that all services placed in the IEP are being delivered, follows the academic progress of the student, and serves as primary contact with the parent/guardian.

**Child Protective Services/Mandated Reporter Status**- All MSD staff and contracted employees are deemed mandated reporters which means by law any suspected child abuse or neglect must be reported to the Department of Human Services.

**Confidentiality**- Any information pertaining to a student or student’s records: IEP conferences, grades, files, Action Plans, BIPs, etc., may only be shared with those professionals who have a direct interest in the student’s education or welfare. Other discussion of a student or their education, behavior, etc, will be considered a violation of the Federal Educational Rights and Privacy Act (FERPA) law.

**Corrective Action Plan (CAP)**- An action plan developed between the student and an adult that encourages problem solving better ways to address the problem that arose. This provides the students with an opportunity to self-correct before disciplinary action is warranted.

**Disciplinary Action (DA)**- When a student violates the Code of Conduct or the law, consequences are attached to that action. (See MSD Code of Conduct).

**Functional Behavioral Assessment (FBA)**- A team (parents, teacher, RCA, counselor, etc) reviews identified student behavior that may be obstructive to learning. Data will be gathered to determine the frequency of the behavior, possible antecedents and strategies already attempted. The team will complete the FBAP form to determine whether action needs to be taken. This information may result in a BIP.

**Behavior Intervention Plan (BIP)**- If action from the FBAP is deemed necessary, a formal plan that identifies behaviors, rewards, deterrents and consequences will be drafted and signed. Those who will sign may include, but not be limited to, all parties that were involved in the FBAP meeting and/or those who have direct student contact and need to implement the plan. A copy of the BIP is placed in the student’s IEP binder. Monitoring of the BIP will take place regularly to ensure the plan is still appropriate, needs revision and/or may be closed.

**Disciplinarian’s Office**- The Disciplinarian’s Office is an established place where students may go (or be sent to work on behaviors that interfere with their learning or the learning of others classmates) and develop a written plan for re-entry into class.
**Incident Report (IR)**: An internal form used to document student infractions to the MSD Code of Conduct.

**In Dorm Room Restriction (IDRR)**: A disciplinary consequence given to student who has violated the Code of Conduct. The student remains on campus, but privileges are reduced and the student remains in their room during unstructured evening hours.

**Out of Dorm Removal (ODR)**: The student does not remain on campus in the residence hall. Students may attend school if they receive ODR. Parents need to call the Principal’s Office and also arrange transportation. Parents/Guardians receive a letter and appeal procedures (sexual harassment and bullying may not be appealed)

**Out of School Removal**: The student does not remain on campus nor in the residence hall. The student may return when the removal is over. Parents/Guardians receive a letter and appeal procedures (sexual harassment and bullying may not be appealed).

**Pattern of Behavior**: MSD will keep track of all discipline data. If a pattern of removal is detected (suspended for the same reason, problems on one specific day, problems with one specific staff) a Pattern of Behavior worksheet will be completed and a case conference or an ART will be convened to address the problem(s).

**Personal Curriculum**: The Personal Curriculum is a process to modify specific content requirements and/or expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the Michigan Merit Curriculum (MMC) and/or students who need to individualize learning requirements to meet the MMC requirements.

**Primary Residential Care Aide**: The residential staff member assigned to each student who works with students to develop their own yearly goals, ensures that students are being supported, follows the academic progress of the student, and serves as primary contact with the parent/guardian.

**Residence Hall Progress Reports**: Transition goals (personal hygiene, work habits, study habits, independence) that are drafted by the Primary RCA and focus on what the student will be working on quarterly in the residence halls.

**Student Viewpoint**: A student can tell their side of the story in either L1 or L2 to make sure they are clear regarding the events that happened. The viewpoint may be recorded in ASL or English.

**Transfer of Age of Majority**: At the age of 18 years (age of majority), parental rights will transfer to the student unless the parent or guardian secures legal custody.