## QUESTIONS? WHO TO CALL? ASK FOR HELP!

<table>
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<th>Contact Person</th>
<th>Email Address</th>
<th>Phone Number</th>
</tr>
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<tr>
<td>EXECUTIVE DIRECTOR</td>
<td><a href="mailto:Edward.Peltier@asd-1817.org">Edward.Peltier@asd-1817.org</a></td>
<td>(860) 570-1304</td>
<td></td>
</tr>
<tr>
<td>DIRECTOR OF EDUCATION</td>
<td><a href="mailto:Fern.Reisinger@asd-1817.org">Fern.Reisinger@asd-1817.org</a></td>
<td>(860) 570-2310</td>
<td></td>
</tr>
<tr>
<td>RESIDENTIAL LIFE</td>
<td><a href="mailto:Neil.Tabbert@asd-1817.org">Neil.Tabbert@asd-1817.org</a></td>
<td>(860) 570-1884</td>
<td></td>
</tr>
<tr>
<td>TRANSPORTATION</td>
<td><a href="mailto:Neil.Tabbert@asd-1817.org">Neil.Tabbert@asd-1817.org</a></td>
<td>(860) 570-1884</td>
<td></td>
</tr>
<tr>
<td>ATHLETICS</td>
<td><a href="mailto:Neil.Robinson@asd-1817.org">Neil.Robinson@asd-1817.org</a></td>
<td>(860) 570-2330</td>
<td></td>
</tr>
<tr>
<td>HIGH SCHOOL / C.A.T.S.</td>
<td>TBD</td>
<td>(860) 570-2270</td>
<td></td>
</tr>
<tr>
<td>JUNIOR HIGH SCHOOL</td>
<td><a href="mailto:Rebecca.Abeysa@asd-1817.org">Rebecca.Abeysa@asd-1817.org</a></td>
<td>(860) 570-2311</td>
<td></td>
</tr>
<tr>
<td>ELEMENTARY SCHOOL</td>
<td><a href="mailto:Luisa.Soboleski@asd-1817.org">Luisa.Soboleski@asd-1817.org</a></td>
<td>(860) 570-2399</td>
<td></td>
</tr>
<tr>
<td>PACES PROGRAM</td>
<td><a href="mailto:Karen.Wilson@asd-1817.org">Karen.Wilson@asd-1817.org</a></td>
<td>(860) 570-2298</td>
<td></td>
</tr>
<tr>
<td>PACES RESIDENTIAL</td>
<td><a href="mailto:Ron.Davis@asd-1817.org">Ron.Davis@asd-1817.org</a></td>
<td>(860) 570-1845</td>
<td></td>
</tr>
<tr>
<td>AUDIOLOGY</td>
<td><a href="mailto:Carol.Peltier@asd-1817.org">Carol.Peltier@asd-1817.org</a></td>
<td>(860) 570-1334</td>
<td></td>
</tr>
<tr>
<td>COUNSELING</td>
<td><a href="mailto:Karen.Wilson@asd-1817.org">Karen.Wilson@asd-1817.org</a></td>
<td>(860) 570-2298</td>
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For **NON-ENGLISH speaking parents**, you may want to consider an interpreter when calling ASD.

**Language Line** is a **Personal Interpreter Service for Limited English speaking persons**.

This is a service you may access to contact ASD in your own spoken language. The service is available 24 hours per day – 7 days per week.

There is no membership fee or monthly charge. It costs $3.95 per minute and you can use up to 50 minutes per month. You must have a credit card.

Or call **1-800-528-5888** in North American, **1-831-648-7582** outside North America.
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American School for the Deaf

Mission Statement
The American School for the Deaf serves the deaf and hard of hearing community as a multifaceted innovative institution dedicated to the development of intellect and the enhancement of quality of life, producing educated and self-directed citizens.

Vision Statement
The American School for the Deaf will be the premier comprehensive center providing education and resources for deaf and hard of hearing individuals, their families and educational partners in Connecticut and beyond.
I. General Information

EDUCATIONAL PHILOSOPHY AND SERVICES:
The American School for the Deaf (ASD) is a nonprofit residential/day program operating as a State aided private school, governed by a board of directors which is elected by the school’s Board of Corporators. Founded in 1817, it is the oldest permanent school for the deaf in America, offering a comprehensive educational program for deaf and hard of hearing infants, preschoolers, primary, elementary, junior high school, high school, and post-secondary students, utilizing a Total Communication philosophy. In addition to serving Connecticut’s deaf and hard of hearing children, youth, and adults, and their families, the school enrolls students and clients from other states and from foreign countries.

The educational program is designed to serve students with a diversity of needs, employing individualized instruction; counseling; educational assessment; audiometric, speech, and psychological evaluations; parent education; and the latest developments in educational technology. ASD provides comprehensive educational programming for college-bound academic, cochlear implanted, deaf with special needs, and behaviorally disordered deaf and hard of hearing children. The school offers a child-centered program, addressing the needs of the individual child, all other interests being secondary to his/her education.

ASD operates a comprehensive vocational/technical education programs; an after-hours program of extracurricular activities; and junior varsity and varsity athletics.

The school believes in community education and makes frequent and effective use of community and state resources. It considers itself a resource facility for the entire Connecticut deaf education community, offering and sharing services in audiometric, psychological, and educational evaluation; curriculum development; in-service training; consultation; deaf awareness; teacher recruitment; professional development; and public relations. The school cooperates with colleges and universities as a research facility and a practicum site for undergraduate and graduate students.

ACCREDITATION AND APPROVAL:
ASD is fully accredited by the Conference of Educational Administrators Serving the Deaf and the Commission of Accreditation of Rehabilitation Facilities. In addition, ASD is licensed as an Approved Private Special Education School by the Connecticut State Department of Education, the Connecticut Division of Children and Families, the Massachusetts Department of Social Services and by the Massachusetts Department of Education. The Positive Attitudes Concerning Education and Socialization (PACES) Program is licensed by the Connecticut State Department of Children and Families as a residential treatment facility. Additionally, PACES is approved by the State of New York as an emergency placement facility, the state of New Jersey (NJ) Department of Children & Families as a residential treatment program; the NJ Department of Education; the state of Massachusetts Department of Education and Department of Social Services, the state of VA as a residential treatment facility.

OBJECTIVES OF THE SCHOOL:
ASD endeavors to achieve the following objectives for all students:
1. Develop literacy skills in order to access information needed to live and work independently;
2. Develop an appreciation of our history and a willingness to embrace the future;
3. Develop an appreciation for the traditional and evolving values of our culture, as well as other cultures and peoples;
4. Participate in learning activities for individuals and groups;
5. Develop self-expression and self-discipline;
6. Develop the process of self-renewal and self-education;
7. Prepare for satisfying use of leisure time;
8. Strive for excellence in all disciplines;
9. Promote physical well-being and an appreciation of the lifelong value of physical fitness;
10. Develop an understanding and appreciation of technical and vocational skills; and
11. Develop appropriate career and vocational choices.

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TITLE IX:

Non Discrimination on the Basis of Sex Policy
Consistent with the mandates of the federal law, specifically Title IX of the Education Amendment of 1972, it shall be policy of the American School for the Deaf not to permit unlawful discrimination on the basis of sex in establishing and implementing hiring and employment practices and in establishing and providing educational programs and activities. If there are questions regarding this practice please contact

Director of Human Resources  Director of Education
Terri Davenport  Fern S. Reisinger
(860) 570-1852  (860) 570-2310
STAFF DIRECTORY:

Admissions Office ................................................................. 570-2209
Adult Vocational Services (AVS) ............................................. 570-2383
Athletic Director .................................................................. 570-2330
Audiology ............................................................................. 570-2214
Director of Education ............................................................ 570-2310
Elementary School Office ....................................................... 570-2399
    Principal ......................................................................... (TTY) 570-1837
    Assistant Principal ......................................................... 570-2224
    Coordinator of Student Support Services ......................... 570-2276
Executive Director ................................................................. 570-2304
Family Education Services Office (FES) ................................. 570-2209
    Director ........................................................................ 570-2335
Junior-Senior High School Office (VOICE & TTY) ................. 570-2340
    Principal ......................................................................... (VOICE & TTY) 570-2270
    Assistant Principal ............................................................... (VOICE) 570-2311, (TTY) 570-2263
    Coordinator of Student Support Services ......................... 570-2340
Outreach Services & Support Office ........................................ 570-1884
PACES Office ........................................................................ 570-2223
    Director ........................................................................ 570-2298
Residential Life Services Offices ............................................ 570-1884
    Director of Residential Life and Support Services ............. 570-1884
    Transportation ................................................................ 570-2339
    Dean of Students ............................................................... (TTY) 570-2348
    Dean of Students – Butterworth & Cogswell Dorms (after 3:15p.m.) .............................................(TTY) 570-2398
    Assistant Dean of Students - Holt Dorm (after 3:15 p.m.) ..............................................................(TTY) 570-2381
    PACES Residential Life Office .......................................... 570-1845
    Dean of Students ............................................................... 570-2384
    Assistant Dean – Elementary School Boys and Weekend (Cook Lodge) .......................................570-1841
    Assistant Dean – Jr./Sr. High School Boys and Weekend (Clerc Dorm) ..............................................570-1853 or 2221
Student Health Center (SHC) .................................................. 570-2363
Student Information Officer .....................................................(TTY) 570-2228
Summer Program Information (Director of Education) ........... 570-2310
Transportation ...................................................................... 570-1884

(All telephone numbers are voice/TTY except as noted)

If the person you are calling is not available, you may leave a message on the voice mail system.

If the person you wish to contact is not listed, you may call the main number (860) 570-2300 and access the automated directory.

Persons calling with a TTY may dial 711 and give the number they are calling.

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STAFF EMAIL:
You may email staff. Staff email addresses are consistent with the following format:

first name.last name@asd-1817.org

Example: fern.reisinger@asd-1817.org

COMMUNICATION PHILOSOPHY:
At the American School for the Deaf, our goal is to educate students so they can communicate effectively with individuals with hearing loss and those with normal hearing and develop competency in English. We work toward providing full access to communication in an environment where each student's skills are developed to the highest level of his/her abilities. ASD recognizes the possible use of variety of communication modes. All means of communication are used including American Sign Language (ASL), written and spoken English. Within the ASD community, students and staff typically use ASL and English. Every student, staff and visitor to ASD has the right to open and accessible communication. Staff members at the American School for the Deaf have an obligation to achieve those receptive and expressive skills to assure full access for clear communication throughout the campus.

EDUCATION PROGRAMS:

Fern Reisinger, M.A., Director of Education, (860) 570-2310 (Voice/TTY); fern.reisinger@asd-1817.org
The American School for the Deaf offers students a full range of programming from pre-school to twelfth grade. The school serves deaf and hard of hearing students (ages 3-21), including those with additional disabilities, as well as offering alternative education for students with emotional/behavioral disorders. Instruction is conducted in small classes with a variety of approaches to meet the needs of diverse learners. Other special services may include instruction in communication skills (speech, auditory training, aural habilitation, speech-reading and sign language), cochlear implant support, counseling (personal and guidance), occupational and physical therapy, "sister school" arrangements with local public schools, access to computer laboratories, enhanced literacy activities and mainstream opportunities. All pre-K-12 curriculum offerings are based on State of Connecticut Framework: K-12 Goals and Standards as established by the state Department of Education.

Elementary School
Luisa Soboleski, M.Ed., Principal, (860) 570-1837 (TTY); luisa.soboleski@asd-1817.org
The elementary program consists of a preschool program, kindergarten through sixth grades and a pre-vocational education program. Beginning with fifth grade some class rotation occurs. Other academic experiences include enrichment class, art, library skills, storytelling and physical education. A variety of educational and recreational activities are offered after school hours until five p.m. Mondays through Thursdays.

Junior High School
Rebecca (Becky) Abeyta, M.S., Assistant Principal, (860) 570-2263 (TTY); rebecca.abeyta@asd-1817.org
The Junior High School Program (7-8 grades) operates on a Quad concept. This is based on four philosophies (Montessori, Gifted and Talented, Adventure Education and Open Classroom). Teams of teachers come together and provide a community approach to teaching and learning.

Senior High School
TBD, Principal (Grades 7-12), (860) 570-2270 (VOICE/TTY); __________@asd-1817.org
The High School Program (9-12 grades) parallels general offerings in public and private schools with class rotation among content areas. The program is divided into three educational strands: the first emphasizes academic curriculum and preparation for postsecondary programs; the second emphasizes vocational-technical education and preparation for postsecondary training while the third emphasizes transitional preparation.

Residential Life Services
Neil L. Tabbert, M.A., Director of Residential Life Services, (860) 570-1884; neil.tabbert@asd-1817.org
June Terry, M.S.H.S., Dean of Students (Residential Life Services), (860) 570-2398(TTY); june.terry@asd-1817.org

Revision: July 2009
Ron Davis, M.S., Dean of Students (PACES), (860) 570-2384; ron.davis@asd-1817.org

Residential Life houses students in both the regular program and the PACES dormitories on campus from Monday through Thursday night. Continuous supervision is provided when school is not in session. A comprehensive after-school program is offered to all students. Arrangements for participation for day students are determined through the Planning and Placement Team. For elementary aged students, activities include a language enrichment program, sports and recreational swimming. For Junior-Senior High students activities include class meetings, clubs and organizations, athletics, on- and off-campus work experiences, recreational swimming, Student Forum, Connecticut Forum, and the Junior Connecticut Association for the Deaf. The athletic program has varsity and junior varsity teams in volleyball, soccer, basketball, cheerleading, wrestling, and track and field. ASD athletic teams are members of the Eastern Schools for the Deaf Athletic Association Division I, and compete with area public and private schools. The Student Health Center and Transportation are also under the auspices of Residential Life Services. Dormitories for PACES students are licensed residential treatment facilities. PACES is open 12 months a year, seven days a week for students whose needs require full time attention.

PACES
Karen Wilson, M.A., LPC, NW, Director of Psychological, Counseling, and Evaluations Services &
Director of PACES Residential Treatment Program, (860) 570-2298; karen.wilson@asd-1817.org

PACES serves deaf and hard of hearing students whose emotional/behavioral disorders prevent them from participating in regular academic or other special education settings. Intense psychological and individualized education programs are offered to students placed in this residential treatment program. PACES is 12 months and PACES students are eligible extended for school year.

Students referred to PACES are only accepted after a comprehensive evaluation by clinical staff at the American School for the Deaf.

Services provided by PACES include individual structured behavior management programs, family services, transitional services, access to psychiatric services, speech, counseling services, occupational and physical therapy. Students who remain on campus in the seven-day program participate in life skills activities and leisure activities on- and off-campus. * See page 67 for further program description.

Learning Resource Center
Roselle Weiner, M.A., M.S., Coordinator, (860) 570-2370 (TTY); roselle.weiner@asd-1817.org

The Learning Resource Centers (LRC) and individual building libraries provide information and media support to the educational programs on campus. Resources include books, newspapers, magazines, professional resources for staff, computer laboratories with librarian selected databases and book loan programs. Parents may borrow from our collection during summer and extended vacations. There is a large collection of video materials for viewing. Staff who works in the LRC provides teaching support with storytelling in the Elementary School and assist older students in developing research and other library skills, which help them with their schoolwork.

Admissions and Family Education Services
Cindy A. Paluch, M.A., Director, (860) 570-2335 (voice/TTY); cindy.paluch@asd-1817.org

The prospective student’s Local Education Agency (LEA) makes referrals for admissions. Parents, guardians or a social service agency may initiate requests for admissions information, visits and tours. If a referral is not initiated by the LEA, it is recommended the LEA be included so that an admission evaluation process can begin as soon as possible.

Following a comprehensive pre-admissions evaluation and a decision by the LEA Planning and Placement Team, the team comes together to develop and implement an appropriate Individualized Education Plan. Each student's school performance is monitored and formal reports are made, including progress reports and report cards.

Family Education Services offers a variety of activities to meet the needs of families. Services include sign language classes, parent support groups, and family events such as Curriculum Night, open houses, Family Learning Weekend, Mothers' Weekend, Fathers' Weekend, holiday gatherings, food drives, "Together We Read," a Family Lending Library and summer programs. Translators/interpreters are available to families whose preferred mode of communication is in a language other than English. Transportation and childcare are available for specific events.

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ASD has a Parent Advisory Committee (PAC) whose role is to advise the school on educational matters and assist in
developing and implementing programs for parents and families.
II. Parent Information

PARENT SERVICES AND ACTIVITIES:
The American School for the Deaf (ASD) strongly encourages parent participation in activities designed for parents and students. Family Education Services (FES) provides information on parent activities. Parents are encouraged to visit their child's classroom and dormitory. We do ask that parents call in advance when they plan to visit. Parents may request teacher conferences at any time. For information of the below services, contact Cindy Paluch at (860) 570-2209.

Responsibilities
1. Complete and return all permission forms,
2. Call the school when your child is absent;
3. Notify the school of address, telephone, emergency contact information and health insurance changes;
4. Report any developmental, medical, behavioral changes or issues in your child;
5. Attend parent conferences as requested;
6. Attend your child’s annual IEP meeting; and
7. Inform the bus company if transportation is/is not needed.

Parent Advisory Committee
Parents are encouraged to participate in the Parent Advisory Committee (PAC). If you would like to participate, please contact the Director of Education at (860) 570-2310 or the Director of Admissions/Family Education Services at (860) 570-2335.

The purpose of PAC is:
1. To advise the school on the educational matters;
2. To provide assistance to the school in securing regional, state, community and parent support;
3. To advise the school on the educational matters;
4. To provide assistance to the school in securing regional, state, community and parent support;
5. To assist the school in developing and implementing beneficial programs for parents and families;
6. To assist the school in fulfilling its mission; and
7. To assist parents through involvement in their child's education by promoting networking.

Family Education Services
ASD provides many opportunities for parents to get involved in both their child’s education and in the general programs of the school. The mission of FES is to cultivate and maintain parent/family involvement and to provide services and resources to parents thereby bridging the gap between home and school. Our goals, as a family-focused department are to:
1. Educate parents on all aspects of deafness;
2. Empower parents to become advocates for their deaf child;
3. Facilitate better communication at home between child and parent; and
4. Help families feel comfortable in the school environment.

FES offers a variety of services to meet the needs of families (see below). Childcare is provided during our evening programs and limited transportation is available for all programs. We encourage parent and family participation and are open to feedback and suggestions.

Services

Parent-to-Parent Sign Language
This parent-taught class is offered to parents, family members, and friends on Tuesday mornings.

Parent/Sibling/Children Sign Language
These classes are offered to all family members on Thursday evenings. A sibling class is also offered.
Regional or Home-based Sign Language
Classes may be available in the home of families who cannot attend our on-campus classes due to distance or other circumstances.

Summer Family Sign/Swim
Early evening classes are offered to family members. After each class, everyone is invited to socialize and enjoy a swim in ASD’s pool.

Parent/Family Events
• Orientation for Parents of New Students
• Family Learning Weekend*
• Welcome to Jr. / Sr. High School Orientation
• Pizza Socials
• Fish-a-thon (Family Fishing at Isola Bella)
• End-of-the-Year Picnic
• Mothers’ Weekend at Camp Isola Bella
• Fathers’ Weekend at Camp Isola Bella
• Holiday Party
• Parent Curriculum Night

Together We Read
A program where a trained tutor is sent to the home to teach parents/guardians how to read to deaf children. It is designed to make book sharing more effective. To participate, please contact Cindy Paluch at (860) 570-2355 (voice/TTY); cindy.paluch@asd-1817.org.

Parent Center
The center located in the Cogswell Building allows parents to gather and socialize in a comfortable and relaxing room. Parents are welcome to use our computer programs on our parent-friendly computer, view the many videotapes on sign language, and look over our resource library with its vast collection of children’s and informational books, sign language dictionaries, and many other materials related to deafness.

Family Lending Library
This special family library, located in the Parent Center, is open Monday through Friday from 8:30 a.m. to 4 p.m. throughout the school year, and during summer family activities. Our library catalog lists all offerings. All materials are available for a two-week loan program.

ATTENDANCE:
Regular attendance is vital to each child’s educational success. Attendance is part of each student's permanent record. For that reason, however, we discourage keeping your children home unless it is necessary. We do recognize that illnesses and emergencies arise. If you need to keep your child home, please report his/her absence to the school offices. If you need to pick up your child early from school, please be sure to sign him/her out with the appropriate offices. Parents should contact the appropriate administrator to arrange approved absences.

Approved absences
• Death in the family
• Religious holidays
• Illness
• College visits
• Health care
• Other absences approved by the Principals

Unapproved absences
• Unexplained absences without a note from parents
• Truancy
• Missing school before or after a social event, such as the Prom
• Unexcused absences may lead to:
  ♦ Grades being lowered
  ♦ Make up tests or homework not approved
  ♦ Parent conference scheduled
Procedures
Parents must call the school by 8:15 a.m. each day of the student absence. Please call the secretary of the department in which your child is enrolled. See Staff Directory on page 9.

School absences must be followed with a written note. The notes must have dates and reasons for absence.

If the total number of unexcused absences exceeds five days, a letter outlining ASD’s attendance policy will be sent to the parents/guardian and the LEA. The Principal/Designee will call a conference with the student to discuss the attendance record and the implication of further absences. The Principal/Designee will request a conference with the parents. If a student has more than five unexcused days in a quarter, there may be a loss of credit.

Tardiness
Please ensure your child arrives to school on time. When children arrive late, they miss valuable classroom time and interrupt others in classes already in progress.

Dismissal/Early Departure – If you need your child dismissed early:
1. Send a note prior to early dismissal.
2. Pick up your child in the office, after signing her/him out.
3. No child is to leave the building unescorted during the school day.
4. Parents must call the school and send in written permission with their child if they have given permission for a friend or family member to pick up their child. If that person is unknown to us, we will ask for identification.

STUDENT RECORDS:
The American School for the Deaf protects the confidentiality of educational records and complies with the Connecticut General Statutes as part of standard operating procedures.

Access to student records shall be in accordance with the Connecticut General Statutes, Section 10-76d-18(b) (1) (2): Parents shall have the right to inspect and review any educational records related to their child, which are collected, maintained or used by the American School for the Deaf. (1) A request to inspect and review a child's records shall be in writing. The American School for the Deaf shall comply with such request within ten days of such request or within three days of such request if the request is in order to prepare for a meeting regarding an individualized education program or any due process proceeding. (2) The parent’s right to inspect and review the child’s records shall include the right to one free copy of those records. A request for the free copy shall be made in writing. The American School for the Deaf shall comply with such request within five days of such request.

PPT LIAISONS:
Every student enrolled at ASD is assigned a PPT Liaison. This person is the primary contact for Education Planning as it relates to the child’s IEP and annual PPT. Parents should contact Principals/Assistant Principals to review concerns regarding day-to-day school issues in the classrooms.

SCHOOL TO HOME COMMUNICATION:
A monthly parent newsletter is sent home monthly. Communication specific to your child will be mailed accordingly including progress reports, mid-quarter reports, and report cards. Parents may access information about ASD and events by using our web site. www.asd-1817.org

COMPUTER ETHICS AND GUIDELINES:
See page 58.

INDIVIDUAL EDUCATION PLAN (I.E.P.):
Special Education Law (IDEA) requires an annual meeting to review each student's IEP. Parents, the student, LEA, and appropriate ASD teachers/staff are invited to the meeting.
The I.E.P. meeting is when the school district and parents jointly determine needs of the student and develop an educational plan for the child. Students are enrolled in school through the PPT process. The educational team, which includes parents, school administrator, school district representative, teacher and possibly others, meet annually to review educational performance levels. Annual goals and objectives are also discussed. Related services that need to be provided are also listed at this annual meeting. Students aged 15 and older are active participants at the I.E.P. meeting. Beginning at age 15, an individual transition plan is developed and reviewed annually until graduation. This plan includes activities to prepare a student for transition from school to post-school activities.

Students, 15 or older begin to develop a plan, in collaboration with their families and educational staff, for transitioning into post-secondary education, training or employment. This can include developing post-secondary education and career goals, getting work experience while still in school, and setting up links with adult service providers such as the vocational rehabilitation agency (BRS).

**Educational Evaluations**

Periodically school psychologists, teachers and parents evaluate the education progress and potential of students. According to regulations, we must re-evaluate each student every three years to assure that the child is making good progress and that the placement is appropriate.

**PPT Meetings**

PPTS are scheduled annually to write an Individual Education Program (I.E.P.). The local school district (L.E.A.) will arrange for the meeting time. The IEP is a written plan developed by parents, ASD staff and the Special Education Director representing the school district. Parent participation in this meeting is very important. This is the time for parents to review their child's program and ask for services and evaluations. Parents should feel free to ask questions if there are IEP items they do not understand.

**TRANSPORTATION:** (860) 570-1884

Each school district is responsible for providing transportation for students residing in their district. The district may use their vehicles or they may contract the services to an outside company. In either event, parents should be aware of the arrangement which been made by their district and should retain the name and phone number of the driver and contact person who is responsible for the child’s transportation. Should circumstances arise that would present a problem for the child’s safety, welfare and access to education, parents should immediately call their district liaison and the transportation company to report the incidents.

**It is important that the Director of Residential Services have on file the regular transportation arrangement for all residential and day students.** At the beginning of the school year, every effort is made to secure this information from the towns. Parents should make certain that the Dean is informed of transportation changes that occur during the school year. If the student is not using his regular transportation for a particular day or week, please notify the transportation company and the Dean of Students.

**WEEKEND VISITATION PROCEDURES:**

Students are required to go home each Friday on their assigned buses. The school will not accept the responsibility for facilitating visitations amongst students. Arrangements for students who wish to visit each other on weekends are to be made by parents. All visitations arrangements must take place from home or parents meet their child at ASD. Student Visitation Forms must be completed by both parents of student visiting and parents of students inviting a student.

There may be emergency situations that require alternative arrangements. The Dean of Students will handle this accordingly.

ASD has full rights to deny visitation request.

International students who reside on campus will have their weekend plans managed by the Dean of Students/Designee.

Visitation Form must be submitted to the Director of Residential no later than Tuesday of the Visitation Week. Form needs to be signed by parent/guardian of each student regardless of student age.

Revision: July 2009
FEES:
Refer to the Parent and Family Information Handbook for specific list of fees and see page 28 – Outstanding Fees.

TELEPHONE MESSAGES FOR STUDENTS:
Students may not receive or make personal calls during class time. Changes in personal appointments and reminders of appointments are not school matters and are expected to be handled within the home.

VISITING ASD:
Security and safety of our students and staff are very important to us. We therefore ask you to abide by the following procedures.

All visitors must sign in at the School Receptionist located at the Campus Safety Kiosk to obtain a visitor’s badge. The visitor’s badge must be visible at all times. Visitors must report to the main offices of those buildings to obtain a pass.

1. If visitors arrive after 4 p.m., they should sign in at Campus Safety Kiosk to obtain a visitor’s badge. If no one is at the Campus Safety Kiosk, the visitor should push call button. The Campus Safety Officer will respond.
2. The exceptions to this are athletic and special events. No visitor’s badge is needed for this type public event.
3. Follow campus rules at all times.
4. Visitors should be limited to the areas of approval only.

Parents: School Day
The American School for the Deaf welcomes parents/guardians to visit the school to observe their child in the classrooms/residence halls. In order to minimize classroom disruptions, walk-in observations are discouraged. Visits to classrooms may be arranged by calling

1. Cogswell Office (Elementary Programs)  (860) 570-2399 V/TTY
2. Junior/Senior High Office (860) 570-2311 V/TTY
3. Carreer Academy & Transitional Services (CATS) (860) 570-2340 V/TTY
4. PACES (860) 570-2223 V/TTY
5. Some offices have videophones (VP). A videophone directory is in the Appendix on page 69.

If parents wish to meet with teachers, definite appointments need to be made in advance. This enables us to arrange coverage for the classroom if need be.

If parents find it necessary to deliver personal belongings, the items must be labeled and left in the office. Classroom instruction is not to be interrupted.

Parents: After School
Parents are encouraged and welcome to observe and visit their children in extracurricular activities and in the residence halls. Arrangements to do so should be made by calling the Dean of Students’ office at (860) 570-2339 V/TTY or the Assistant Deans:

1. for the Residential Life Program, call (860) 570-2348
2. for PACES, call (860) 570-2384
3. Some offices have videophones (VP). A videophone directory is in the Appendix on page 69.

If a parent wishes to meet with a Residential Counselor, appointments need to be made in advance to enable us to arrange coverage.

Parents with questions or concerns should feel free to telephone or e-mail the Dean or the Assistant Deans at any time.

In cases of emergencies, exceptions to the above guidelines may be arranged with the appropriate program administrator. For telephone emergencies, parents may call (860) 570-2333 if they are in need of assistance.
Other Family Members/Visitors:
All other visitors must have written permission from parents/guardians to visit classrooms or residence halls. Visitors will be instructed to sign in at the Campus Safety Kiosk or Residence Halls (Evening).

If there is no written permission, the appropriate program manager will be contacted to approve the on campus visit. Once the visit is approved, the appropriate staff will be informed.

Visitors with School Related Business
Visitors with School Related Business must sign in at the School Receptionist Office located at the Campus Safety Kiosk and obtain a visitor’s badge. The receptionist will contact the appropriate office to inform them that the visitor is here.

Unauthorized and/or Noncompliant Visitors
Staff is asked, as they believe appropriate, to politely stop visitors and ask if they can assist or direct them. If the visitor is noncompliant or exhibits unusual behavior, staff may use their judgment and contact a school administrator and/or Campus Safety (x333) after 4:00 p.m. or call the local police.

Unscheduled Visitors
ASD often receives unscheduled visitors. They are to be directed to the Campus Safety Kiosk for assistance. Depending upon school business and staff availability, an effort will be made to accommodate unscheduled visitors.

Sporting Events
Visitors for after school events, which are held in the gym or playing field, are not required to sign in.

EDLINE- PARENT COMMUNICATION GUIDELINES:
Edline is an electronic resource for parents to access information about classroom happenings. You will be able to see what your child is learning, and even better, get a glimpse of the various homework assignments. Edline is a means for teachers and parents to collaborate and communicate about academic progress. While we encourage communication, we do offer the following guidelines:

1. Do focus on:
   a. Child’s work
   b. Clarification of Assignments
   c. Child’s grades
   d. Child’s behavior
2. If you have serious concerns, arrange to come to ASD or contact the Instructional Leader/Principal.
3. Each teacher can only answer questions about his/her specific class.
4. Teachers will only discuss your child’s progress.
5. Teachers are not permitted to relay messages to other people.

PARENT NEWSLETTERS:
Parent Newsletters will be sent out monthly.

FOOD SERVICES - NUTRITION:
ASD participates in the Free Lunch Program. Forms are sent to parents in the summer. Please complete the form and return as requested.

It is very important to remember to complete and return the application for Free Lunch, even if you do not qualify!

ASD serves well-balanced, nutritious meals. Day students pay for lunch or may bring lunch from home. Residential students’ meals are “no charge” to the student.

Day students, not eligible for free and reduced meals are charged for meals. Payment is made by cash or parents are billed.
• Breakfast: $3.50
• Lunch: $4.50
• Dinner: $4.50
III. Student Information

DAILY CLASS SCHEDULE:
Elementary School / PACES Elementary School

Preschool (3-5 years old) & Elementary Program
Class Time: 8:30 a.m. – 11:45 a.m.
Lunch Time/Recess: 11:45 a.m. – 12:45 p.m.
Class Time: 12:45 p.m. – 3:00 p.m.
Dismissal: 3:00 p.m.
* Students in Elementary Classes attend Art and Library once/two times a week and Physical Education one to two times a week during class time.

Junior/Senior High School / PACES Junior/Senor High School

SAMPLE DAY

<table>
<thead>
<tr>
<th>Student Activity</th>
<th>Time</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awake, dress, eat (Residential Life)</td>
<td>6:30 a.m. – 8:30 a.m.</td>
<td>Tuesday – Friday</td>
</tr>
<tr>
<td><strong>Homeroom</strong></td>
<td>9:50 a.m.</td>
<td>Mondays</td>
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<tr>
<td></td>
<td>8:30 a.m.</td>
<td>Tuesday -Friday</td>
</tr>
<tr>
<td><strong>School Day</strong></td>
<td>9:50 a.m. – 3:15 p.m.</td>
<td>Mondays</td>
</tr>
<tr>
<td></td>
<td>8:20 a.m. – 3:15 p.m.</td>
<td>Tuesday – Thursday</td>
</tr>
<tr>
<td></td>
<td>8:20 a.m. – 1:00 p.m.</td>
<td>Fridays</td>
</tr>
<tr>
<td>Residential Life/After School Activities</td>
<td>3:15 p.m. – 5:00 p.m.</td>
<td>Monday – Thursday</td>
</tr>
<tr>
<td><strong>Dinner</strong> (Residential Life)</td>
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<td></td>
</tr>
<tr>
<td>Junior High</td>
<td>5:00 p.m. – 5:30 p.m.</td>
<td>Monday – Thursday</td>
</tr>
<tr>
<td>Senior High</td>
<td>5:30 p.m. – 6:00 p.m.</td>
<td>Monday – Thursday</td>
</tr>
<tr>
<td><strong>Study Hall</strong> (Residential Life)</td>
<td>7:00 p.m. – 8:15 p.m.</td>
<td>Monday – Thursday</td>
</tr>
<tr>
<td><strong>Evening Tutorial</strong> (Residential Life)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students on Academic Probation</td>
<td>6:00 p.m. – 7:00 p.m.</td>
<td>Tuesday and Thursday</td>
</tr>
<tr>
<td>Referral to Tutorial</td>
<td>7:00 p.m. – 8:00 p.m.</td>
<td>Tuesday and Thursday</td>
</tr>
<tr>
<td><strong>Bedtimes</strong> (Residential Life)</td>
<td></td>
<td></td>
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<tr>
<td>Grade 7&lt;sup&gt;th&lt;/sup&gt; – 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>10:00 p.m.</td>
<td></td>
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<tr>
<td>Grade 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>10:30 p.m.</td>
<td></td>
</tr>
<tr>
<td>Grade 10&lt;sup&gt;th&lt;/sup&gt; – 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:00 p.m.</td>
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<tr>
<td>Grade 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11:30 p.m.</td>
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</tbody>
</table>

Classes begin on Mondays at 9:50 a.m. Friday dismissal is at 1:00 p.m.
PROGRAM OF STUDIES:

Deaf with Special Needs (DSN) Program
The Deaf with Special Needs program works within the structure of the Academic Program to meet the needs of students who benefit from hands-on learning, addressing their individual needs. The classes in the program include language arts, math, consumer education, science, and Career Academy/Transition Services (CATS) courses. Teachers use a functional and visual approach to learning. Class size is reduced for optimal learning experience for students placed in this program.

Placement of students in the DSN program is determined at the PPT. Contributing factors to placing a student in this program is based on the recommendation of school staff through the PPT Liaison, classroom performance, results of assessment (SAT-HI, CMT, MCAS, etc) and input from other staff at the PPT meeting.

QUAD 1 Functional Program
Quad 1 is a community based, experiential instructional program, which incorporates integrated academics to real life situations. Interwoven within these units are skills to develop: self-concept, team building, individual and group supports systems, problem solving and decision making. The teams of teachers work closely to plan and make learning more meaningful and applicable to independent living situations. Subjects taught in Quad 1 include Transitional Education, Communication Activities, English, Math and Health & Safety Education. Students placed in Quad 1 have learning handicapping conditions in addition to their hearing impairment. Placement in Quad 1 is determined by the educational team at the annual PPT.

Mainstreaming Opportunities
There are limited opportunities for students to obtain mainstreaming experiences. Students who live within commuting distance from ASD may opt to take courses in their local school district providing they meet specific criteria. Assessment scores along with other data are considered when contemplating the decision to mainstream a student. Students also need to demonstrate appropriate social and emotional skills. For more information on mainstreaming opportunities, please contact your child's PPT Liaison. The PPT Liaison will contact the hometown LEA and review this request. This placement change needs to be approved at the PPT.

Any transportation issues are managed between their parents and hometown LEA.

COURSE SEQUENCE:

Junior/Senior High School
Students in the Jr./Sr. High School are assigned to classes based on the results of the Planning and Placement Team meetings (PPT). The Junior High department is comprised of 7th and 8th grades. The Senior High school is comprised of grades 9 through 12. In general, students in the College Bound program follow a traditional academic sequence of courses. Students in the Standard Program follow a sequence to enhance academic ability and vocational technical preparation. Students in functional academics follow a sequence designed to be developmental, experientially focused and enhance independent living skills.

Requirements for ASD High School Diploma
1. 4 years of Language Arts (reading and writing)
2. 4 years of Mathematics
3. 3 years of Social Studies (including American History and Government)
4. 3 years of Science (including Biology) and 3 years for College Bound students)
5. 1 year of Health and Safety Education
6. 1 year of Physical Education
7. 1 year of Technology (Computer focus)
<table>
<thead>
<tr>
<th>Grades 7 and 8 - Academic Program</th>
<th>Grades 7 and 8 - Standard Program (Deaf with Special Needs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: Language Arts (Literature and Writing)</td>
<td>English: Language Arts (Literature and Writing)</td>
</tr>
<tr>
<td>Mathematics: Math 7, Pre-Algebra</td>
<td>Mathematics: Math 7, Applied Pre-Algebra</td>
</tr>
<tr>
<td>Social Studies: Geography/ World Culture, American History I</td>
<td>Social Studies: Geography/ World Culture, American History I</td>
</tr>
<tr>
<td>Science: Physical Science, Life Science, Physics on Rotation Basis</td>
<td>Science: General Science, Life Science, Physical Science on Rotation Basis</td>
</tr>
<tr>
<td>Health and Safety Education</td>
<td>Health and Safety Education</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Career Academy and Transition Services (CATS):*</td>
<td>Career Academy and Transition Services (CATS):*</td>
</tr>
<tr>
<td>• Graphic Arts</td>
<td>• Graphic Arts</td>
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<tr>
<td>• Computer Concepts</td>
<td>• Computer Concepts</td>
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<tr>
<td>• Graphic Arts and Design</td>
<td>• Graphic Arts and Design</td>
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<tr>
<td>• Business Education and Communication Technology</td>
<td>• Business Education and Communication Technology</td>
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<tr>
<td>• Power Technology</td>
<td>• Power Technology</td>
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<tr>
<td>• Woodwork Design &amp; Technology</td>
<td>• Woodwork Design &amp; Technology</td>
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<tr>
<td>• Culinary Arts</td>
<td>• Culinary Arts</td>
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<tr>
<td>• Visual Arts Design &amp; Technology</td>
<td>• Visual Arts Design &amp; Technology</td>
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<tr>
<td>• Human Services</td>
<td>• Human Services</td>
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<tr>
<td>• Animal &amp; Environmental Services</td>
<td>• Animal &amp; Environmental Services</td>
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<tr>
<td>• Transitional Applied Vocation (TAV)</td>
<td>• Transitional Applied Vocation (TAV)</td>
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</tbody>
</table>

In the 7th and 8th grade, students will rotate within selected scheduled content areas during their vocational block.

* Not all C.A.T.S. classes are offered at all times.

In the 7th and 8th grade, students will rotate within selected scheduled content areas during their vocational block.

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<table>
<thead>
<tr>
<th>Grade 9 - Academic Program</th>
<th>Grade 9 – Standard Program (Deaf with Special Needs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English: Language Arts (Literature and Writing)</td>
<td>English: Language Arts (Literature and Writing)</td>
</tr>
<tr>
<td>Mathematics: Algebra I</td>
<td>Mathematics: Applied Algebra 1, Math Applications</td>
</tr>
<tr>
<td>Science: Physical Science, Life Science, Physics</td>
<td>Science: General Science, Life Science, Physical Science</td>
</tr>
<tr>
<td>Health and Safety Education</td>
<td>Health and Safety Education</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
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<tr>
<td>Career Academy and Transition Services (CATS):*</td>
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<tr>
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<tr>
<td>• Transitional Applied Vocation (TAV)</td>
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</tbody>
</table>

In the 9th grade, students will focus on two career majors from scheduled class offerings.

* Not all C.A.T.S. classes are offered at all times.

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* Not all C.A.T.S. classes are offered at all times.
<table>
<thead>
<tr>
<th>Grade 10 - Academic Program</th>
<th>Grade 10 - Standard Program (Deaf with Special Needs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Literature and Writing)</td>
<td>English (Literature and Writing)</td>
</tr>
<tr>
<td>Mathematics: Geometry</td>
<td>Mathematics: Algebra I (optional), Basic Geometry, Everyday Applied Math</td>
</tr>
<tr>
<td>Social Studies: Civics/World History (*)</td>
<td>Social Studies: Government and Community Services/General World History (*)</td>
</tr>
<tr>
<td>Science: Biology/Chemistry (*)</td>
<td>Science: Basic Biology/Basic Chemistry (*)</td>
</tr>
<tr>
<td>Health and Safety Education</td>
<td>Health and Safety Education</td>
</tr>
<tr>
<td><strong>Electives:</strong> (when offered)</td>
<td><strong>Electives:</strong> (when offered)</td>
</tr>
<tr>
<td>• French</td>
<td>• French</td>
</tr>
<tr>
<td>• Deaf Studies</td>
<td>• Deaf Studies</td>
</tr>
<tr>
<td>• Drama</td>
<td>• Drama</td>
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<tr>
<td>Career Academy and Transition Services (CATS):</td>
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<td>• Animal &amp; Environmental Services</td>
<td>• Animal &amp; Environmental Services</td>
</tr>
<tr>
<td>Students will select one or two Technology Education classes pending academic schedule.</td>
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</tr>
<tr>
<td>10th graders elect one major career area for concentration.</td>
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</tr>
<tr>
<td><strong>Electives are not offered every school year and are optional.</strong></td>
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</tr>
</tbody>
</table>

(*) Alternating years combined with 11th grade.
| **Grade 11 - Academic Program** | **Grade 11 - Standard Program**  
(Deaf with Special Needs) |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>English (Literature and Writing)</td>
<td>English (Literature and Writing)</td>
</tr>
<tr>
<td>Social Studies: World History/Civics (**))</td>
<td>Social Studies: General World History/ Government and Community Services (**))</td>
</tr>
<tr>
<td>Science: Chemistry/Biology (**))</td>
<td>Science: Basic Chemistry/Basic Biology (**))</td>
</tr>
<tr>
<td>Health and Safety Education</td>
<td>Health and Safety Education</td>
</tr>
<tr>
<td><strong>Electives:</strong> <em>(when offered)</em></td>
<td><strong>Electives:</strong> <em>(when offered)</em></td>
</tr>
<tr>
<td>• French</td>
<td>• French</td>
</tr>
<tr>
<td>• Deaf Studies</td>
<td>• Deaf Studies</td>
</tr>
<tr>
<td>• Drama</td>
<td>• Drama</td>
</tr>
<tr>
<td>• Career Education</td>
<td>• Career Education</td>
</tr>
<tr>
<td>• Virtual High School <em>(optional)</em></td>
<td></td>
</tr>
<tr>
<td>Career Academy and Transition Services:</td>
<td>Career Academy and Transition Services:</td>
</tr>
<tr>
<td>• Graphic Arts</td>
<td>• Graphic Arts</td>
</tr>
<tr>
<td>• Computer Concepts</td>
<td>• Computer Concepts</td>
</tr>
<tr>
<td>• Graphic Arts and Design</td>
<td>• Graphic Arts and Design</td>
</tr>
<tr>
<td>• Business Education and Communication Technology</td>
<td>• Business Education and Communication Technology</td>
</tr>
<tr>
<td>• Power Technology</td>
<td>• Power Technology</td>
</tr>
<tr>
<td>• Woodwork Design &amp; Technology</td>
<td>• Woodwork Design &amp; Technology</td>
</tr>
<tr>
<td>• Culinary Arts</td>
<td>• Culinary Arts</td>
</tr>
<tr>
<td>• Visual Arts Design &amp; Technology</td>
<td>• Visual Arts Design &amp; Technology</td>
</tr>
<tr>
<td>• Human Services</td>
<td>• Human Services</td>
</tr>
<tr>
<td>• Animal &amp; Environmental Services</td>
<td>• Animal &amp; Environmental Services</td>
</tr>
<tr>
<td>Students will select one or two Technology Education classes pending academic schedule.</td>
<td>Students will select one or two Technology Education classes pending academic schedule.</td>
</tr>
<tr>
<td>11th grade students continue in their career major concentration.</td>
<td>11th grade students continue in their career major concentration.</td>
</tr>
</tbody>
</table>

**Electives are not offered every school year and are optional.**

(**) Alternating years combined with 10th grade.
<table>
<thead>
<tr>
<th>Grade 12 - Academic Program</th>
<th>Grade 12 - Standard Program (Deaf with Special Needs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Literature and Writing)</td>
<td>English (Literature and Writing)</td>
</tr>
<tr>
<td><strong>Mathematics: Pre-Calculus, Consumer Mathematics</strong></td>
<td>Mathematics: Life Skills; Consumer Mathematics</td>
</tr>
<tr>
<td>Science: Advanced Maritime Studies</td>
<td>Science: Maritime Studies <em>(teacher recommendation)</em></td>
</tr>
<tr>
<td>Health and Safety Education</td>
<td></td>
</tr>
<tr>
<td><strong>Electives:</strong></td>
<td><strong>Electives:</strong></td>
</tr>
<tr>
<td>• French</td>
<td>• French</td>
</tr>
<tr>
<td>• Deaf Studies</td>
<td>• Deaf Studies</td>
</tr>
<tr>
<td>• Drama</td>
<td>• Drama</td>
</tr>
<tr>
<td>• Psychology</td>
<td>• Psychology</td>
</tr>
<tr>
<td>• Career Education</td>
<td>• Career Education</td>
</tr>
<tr>
<td>• Community College Credit option</td>
<td></td>
</tr>
<tr>
<td>Career Academy and Transition Services:</td>
<td>Career Academy and Transition Services:</td>
</tr>
<tr>
<td>• Graphic Arts</td>
<td>• Graphic Arts</td>
</tr>
<tr>
<td>• Computer Concepts</td>
<td>• Computer Concepts</td>
</tr>
<tr>
<td>• Graphic Arts and Design</td>
<td>• Graphic Arts and Design</td>
</tr>
<tr>
<td>• Business Education and Communication Technology</td>
<td>• Business Education and Communication Technology</td>
</tr>
<tr>
<td>• Power Technology</td>
<td>• Power Technology</td>
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<td>• Woodwork Design &amp; Technology</td>
<td>• Woodwork Design &amp; Technology</td>
</tr>
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<td>• Culinary Arts</td>
</tr>
<tr>
<td>• Visual Arts Design &amp; Technology</td>
<td>• Visual Arts Design &amp; Technology</td>
</tr>
<tr>
<td>• Human Services</td>
<td>• Human Services</td>
</tr>
<tr>
<td>• Animal &amp; Environmental Services</td>
<td>• Animal &amp; Environmental Services</td>
</tr>
<tr>
<td>Students will select one or two Technology Education classes pending academic schedule.</td>
<td>Students will select one or two Technology Education classes pending academic schedule.</td>
</tr>
<tr>
<td>12\textsuperscript{th} grade students continue in their career major concentration.</td>
<td>12\textsuperscript{th} grade students continue in their career major concentration.</td>
</tr>
</tbody>
</table>

**Electives are not offered every school year and are optional.**

***Higher level Mathematics may be offered depending on the student.***

The work experience program during the Junior/Senior Year is tailored to each student’s needs and interests as identified in the IEP. Some work experience are “internships” and not paid [On occasion, we are able to obtain paid employment. Students earn credit for the work experience.**

Revision: July 2009
Quad I (7th – 12th grade) is a community based instructional program and offers functional academic learning opportunities to students placed in this program. The classes are developmental in terms of abilities and applicability. For students in the older grades, there is an emphasis on transitional planning to prepare for postsecondary independent living and work experience. Instruction in all levels is experientially based.

**CAREER ACADEMY & TRANSITION SERVICES (CATS):**

The Career Academy and Transition Services is organized into three career clusters:

**Technology and Business**
- Graphic Design
- Graphic Arts
- Computer Concepts
- Communication Technology
- Business Education

**Trades and Skilled Crafts**
- Visual Arts Design and Technology
- Culinary Arts
- Power Technology
- Wood Design and Technology

**P4**
- People and Professions – Human Services
- Pets and Plants – Animal and Environmental Services

The Career Academy and Transition Services has a Junior High Transitional Applied Vocational (TAV) program. In the Senior High School, the Transitional Applied Vocational- Specialization (TAV-S) serves students with cognitive and/or severe social/ emotional disabilities who have maximized their progress and success in the “traditional” CATS program. Based on the student’s determined date of graduation this allows students to expand and improve skills for successful employability by giving them:
- Full inclusion in the CATS curriculum;
- 2-3 additional years of training;

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<table>
<thead>
<tr>
<th>Quad I-Functional Program 7, 8, 9&lt;sup&gt;th&lt;/sup&gt; grades</th>
<th>Quad I-Functional Program 10, 11, 12&lt;sup&gt;th&lt;/sup&gt; grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts (Applied reading and writing)</td>
<td>Language Arts (applied reading and writing)</td>
</tr>
<tr>
<td>Health and Safety Education / Physical Education</td>
<td>Health and Safety Education</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Transitional Education</td>
<td>Transitional Education</td>
</tr>
<tr>
<td>Technology Education: Transitional Applied Vocation/ Student Work Group (on campus)</td>
<td>Technology Education: Transitional Applied Vocation Specialization/ Work Study Program (may be on or off campus)</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication</td>
</tr>
</tbody>
</table>
An expanded training curriculum;  
Modified curricula, lessons and activities;  
Individualized interest surveys; and  
Individualized monitoring of progress and job placement.

EXCEL 1000:  
EXCEL 1000 is a program for young adult students preparing to enter the work force after graduation. Changing from a student to a valued employee requires good career skills, independence in communication with employers and co-workers and the confidence to succeed. EXCEL 1000 may provide 1000 hours of EXperience in Career Employment and Literacy. Five hundred hours concentrate on EXperience in an off-campus Career Employment placement – a real job in the community that earns credit for graduation. The employer gives the student their report card grade. Five hundred hours concentrate on Literacy related to the student’s job placement.

A dedicated team of professionals work closely with the EXCEL 1000 students, parents, home school district representative, vocational rehabilitation counselors and other agency representatives. The EXCEL 1000 team includes: a job placement specialist and job coach, three academic teachers (English Language Arts, Math and Human Growth & Development) and a C.A.T.S. major instructor, an individual planning counselor and the employer. EXCEL 1000 graduates will have an employment portfolio to show future employers that will include a resume with references, an on the job communication system and a certificate documenting the hours of career coursework and job experience completed.

GRADUATION REQUIREMENTS AND CREDITS:
The American School for the Deaf complies with state regulations regarding graduation requirements. (Connecticut, New York, Massachusetts, Vermont, New Hampshire, New Jersey and Virginia).

ASD will continue to issue ASD high school diplomas to students in accordance with state and local school district regulations, including mandated state assessments. For students who fail to pass their state’s mandated tests, ASD may consider other in-school assessments, i.e., EXPLORE, PLAN, ACT, SAT-HI, and DRPs as part of meeting the state required high school criterion for graduation and diploma or certificate status. Students who function at the bottom 50% of the quartile will have other options which include a certificate of completion. This will mean the student has met all the IEP goals. Endorsement will include clock hours earned in each major. For students with severe cognitive impairments, a skills checklist is being developed and will be additional documentation toward completion of high school. We will also weigh in the student portfolio which will consist of sample pieces of written work or videotapes.

The PPT team will make the final determination in regards to diploma status. (ASD and/or school diploma).

To graduate from the American School for the Deaf a student must have satisfactorily earned a minimum of 32 credits. Students must achieve educational goals as identified in the IEP. The American School for the Deaf offers various diploma options and students will earn such in accordance with individual achievement.

Upon approval of the Director of Education, requirements for graduation may be met, in part, on an equivalency basis as designed by the PPT and school regulations.

Course Credits
Students earn 1.0 credit per academic year for each academic, vocational-technology or physical education course, passed successfully. (D-/NI letter grade or above). Courses offered for one semester will earn .50 credits.

Credits Required for Graduation
A minimum of 28 credits earned (9th-12th grades) will be required for the issuance of an ASD diploma. Such credits must be earned as follows:

- 9th grade: 7 credits
- 10th grade: 7 credits
- 11th grade: 7 credits
- 12th grade: 7 credits

It is MANDATORY for students to pass all English and Math courses throughout each quarter of grades 9-12.

Revision: July 2009
COMMUNITY SERVICES:
The American School for the Deaf requires juniors and seniors to engage in community service. We believe this type of requirement is constructive and will help students gain an understanding of giving back to the community.

Community service will not interfere with the school day or extracurricular activities. The expectation is that each junior and senior meet the community service requirement of 15 hours by May 1st. Completion of community service will be required for junior and senior Monte Scholarship applicants and for seniors to participate in senior activities. It is the student’s responsibility to seek off-campus community service. We want to provide all students with a well-rounded experience. We will continue to communicate about community services throughout the school year. Students with extenuating circumstances will need to meet with the Coordinator of Student Support Services.

Day students who reside in the dorm with the permission of the Dean of Students must provide an additional 20 hours of community service during a year they reside in the dorm. This is a privilege that requires giving back to the community.

Community service is a service that helps others without pay or expectation of some kind of compensation. Doing chores around the home is not considered community service. There is an ASD form that must be completed by the person or organization for which community service was performed. The community service form is available from the Coordinator of Student Support Services. Suggestions of off-campus locations for service:

- Churches
- YMCA
- Libraries
- After school volunteer programs (not at ASD)
- Walk for Charity
- Hospitals

Doing chores around the home is not considered community service.

Deferring Graduation
Deferring graduation is a decision made at the PPT meeting and recommended for a variety of reasons. Seniors who postpone graduation will join the graduation line and may receive an ASD diploma from the American School for the Deaf for the year in which they actually graduate.

Transfer Students
Students who transfer in from other programs will have their credits adjusted in accordance to the courses they have already taken and passed. Any courses failed at the previous school will cause credit deduction from the potential transferred credits. The Jr./Sr. High School Principal or designee, (or Director of PACES as appropriate) will compute the credit status of all high school students after their enrollment and will inform student, parent(s), and LEA of the student’s credit transfer, projected graduation date and diploma type, pending program placement (Academic, Standard, Functional). The PPT will determine the students’ grade.

Additional Credits
Credit may be earned for courses taken outside of the normal school year. These courses will be credited on a pass/fail system and will not affect the student’s Grade Point Average (GPA). The amount of credit awarded will depend on the number of hours each course requires, with thirty hours of instruction or training equal to one credit. Prior approval is required from the appropriate instructional leader.

Outstanding Fees
All outstanding fees to the school must be paid in full prior to end of school year. Seniors who have accumulated fees must pay prior to going on the Senior trip or receipt of a diploma. Fees include overdue library book fees, lost library books, lost school textbooks, damage to school properties, lunch program and other identified fees. If a family is experiencing extenuating circumstances, other arrangements for payment or waivers can be made through the office of the Director of Education.
HONOR BANQUET:
Students who achieve the following will be honored at this annual event held in May:
   1. Maintain a cumulative grade point average of at least 3.00 for four consecutive quarters: fourth (previous year), first, second, and third; and
   2. Maintain an exemplary behavior record (no home suspensions) for four consecutive quarters: fourth (previous year), first, second, and third.

MONTE SCHOLARSHIP:
In 1998 ASD received a very generous gift from an alumna of the school, Mrs. Alberta Monte. Mrs. Monte graduated from ASD in 1929, and due to hard times of the depression, she was unable to attend college. Mrs. Monte did not want to see any other deaf children miss an opportunity for further education. Accordingly, she has left this gift to ASD for the purpose of providing scholarships to qualified ASD students who intend to go to college.

Scholarship funds are awarded Seniors, Juniors and Sophomores who will be attending college. Monetary awards are held until graduation from ASD and are released directly to the college upon proof of enrollment. College registration paperwork must be dated on or after the first day of classes. Students who leave ASD before graduation or are suspended will lose their scholarships.

Monte Scholarship Applications are mailed home in March. The deadline for returning completed Monte Scholarship Applications is May 1st. When May 1st is on a weekend, the following Monday is the deadline. Incomplete applications will not be accepted.
IV. Academic Program

JUNIOR/SENIOR HIGH SCHOOL / PACES JUNIOR/SENIOR HIGH SCHOOL:
The Junior/Senior High School / PACES program includes all students in grades 7 - 12. Satisfactory performance leads to an ASD high school diploma at completion. Jr./Sr. High School /PACES students are encouraged to take advantage of the opportunity to acquire the best possible education by forming good study habits as well as putting forth their best efforts. Parents are urged to take an active interest in their child's academic, vocational and social programs at ASD.

Grading Systems (GPA)

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
<td>EX Excellent Work</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
<td>GW Good Work</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>SA Satisfactory Work</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>DS Developing Skills</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>NI Needs Improvement</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>UN Unsatisfactory</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
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<tr>
<td>D+</td>
<td>1.33</td>
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<td>D</td>
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<tr>
<td>F</td>
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</tbody>
</table>

Honor Roll
The Honor and High Honor rolls are calculated using the above grade point values. Students achieving a grade point average of 3.00 - 3.32 will be listed on the honor roll for that quarter. Students achieving a grade point average of 3.33 or better will be listed on the high honor roll for that quarter.

Note: Newly enrolled students' cumulative grade point averages and behavior records are figured using the information from the quarters since they enrolled.

Academic Probation (AP)
1. 7th Grade and quad 1 students are NOT placed on AP
   a. These students are on “ACADEMIC IMPROVEMENT” (AI).
   b. Academic Improvement requires residential students to go to Evening Tutoring but DOES NOT affect their involvement in sports or other activities.
   c. 7th Grade and quad 1 Students are NOT placed on AP.
2. Residential students on AP or AI must attend the evening tutorial center. An operating schedule will be posted in the dormitories and classroom.
3. Students are placed on Academic Probation or Academic Improvement for one or more of the following reasons:
   a. One “F” or equivalent on report card.
   b. Two or more “D”s or equivalent on report card.
   c. Cumulative Grade Point Average (GPA) below 2.0
4. ANY student on AP may attend sports practices, but may not participate in:
   a. Any athletic events (games, meets, etc.)
   b. Certain dorm activities (at the discretion of administrators)
5. Placement on AP or AI occurs at the end of an academic quarter (November, January, April, or June).
   a. **PLEASE NOTE:** Placement on AP/AI can only occur at the END of the quarter; a student not already on AP/AI cannot be placed on AP or AI at mid-quarter time; AP/AI may **continue** at mid-quarter, but it cannot **start**.
      • A student NOT on AP/AI at mid-quarter time who receives one or more mid-quarter reports MAY CONTINUE with athletic and dorm events and is encouraged to attend Evening Tutoring.

6. Midway through the quarter a student’s term on AP or AI is reviewed and one of the following actions is taken:
   a. Student receives one or more mid-quarter reports and remains on AP or AI for the remainder of the quarter.
      • AP students may NOT return to athletic and dorm activities.
   b. Student receives NO mid-quarter reports and is **REMOVED** from the AP/AI list and may return to athletic and dorm activities.

7. At the end of the quarter, student may remain on AP or AI for the following quarter if s/he still meets one of the above AP/AI criteria.

**Incompletes**
If a student receives an incomplete grade for a course in any quarter, the student is granted a **4-week extension** immediately following that quarter to make up the incomplete work. Parents are informed when a student receives an incomplete grade so that they may assist the student in completing the work. Teachers, with supervisor approval, may establish their own deadlines for individual students to complete work within that timeframe. Students must submit completed work for grading within that time. Make-up work will be graded. A final grade is submitted for the student's file and credits.

If a student neglects to complete work, or submits unsatisfactory work, he or she will receive a failing grade and no credit for that quarter of the course will be issued. If the course cannot be made-up (such as with Physical Education), the student may receive a "N/A" (Not applicable) grade, with no credit given. Total required credits for graduation will be reduced accordingly.

**Extensions**
During the first three quarters of the senior year, a student who has failed to complete the required work for a course may request up to one-quarter extension from the classroom teacher. The teacher with approval from the appropriate Principal/designee will determine the timelines. The teacher will determine the work that the student must submit for grading. If the student does not complete the work, or if the work is unsatisfactory, the original grade will stand.

During the last quarter of their senior year, seniors will be warned if the teacher suspects a failing grade so that he or she may request make-up work or tutoring. Failure to complete all work may mean the student will be ineligible for a diploma (and receive a Certificate of Attendance). He or she may submit a request to their LEA to return to school during the following fall quarter to make up work and receive a diploma or attend summer school in their local school district.

**Driver Education Program**
ASD offers a certified Driver Education Program to students who are eligible. According to the Connecticut State Law, each student must complete at least 30 hours of instruction in order to receive a certificate and have at least eight hours of behind the wheel driving practice and a two hour parent education class. The cost for behind the wheel training is $500.00 for ten hours of driving practice. Parent must provide additional driving experience prior to a student taking the road test. The law requires new drivers to obtain a Learner's permit at least 120 days before applying for the actual driver's license.

Class size is limited to 8 students. Seniors and juniors are given first priority.

Revision: July 2009
Payments, deposits and all installment payments must be paid before students will be issued the certificate for the Department of Motor Vehicles. There will be no refund to students who do not pass the course, withdraw or are terminated from the program. For information on fees and installment payments, please contact the Career Academy Transition Services department. Please note, taking the course does not insure a driver’s license upon completion.

Assessment
Each year most school-aged students take State Assessments. Assessment include:

1. **MCAS** (MA Students – Grades 3 – 8 and 8 – each Spring)
2. **CAPT** (10th Grade CT Students only – each Spring)
3. **CMT** (CT Students only – Grades 3 – 8 – each Spring)

The school also offers students the opportunity to take the PLAN and ACT for college admissions and placement purposes.

<table>
<thead>
<tr>
<th>CMT and CAPT Testing Window</th>
<th>SPRING 2010</th>
<th>SPRING 2011</th>
<th>SPRING 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIXED DATES 2010</td>
<td>March 1 – March 26</td>
<td>March 2 – March 29</td>
<td>March 5 – March 30</td>
</tr>
<tr>
<td>FIXED DATES 2011</td>
<td></td>
<td>FIXED DATES 2012</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CMT Direct Assessment of Writing</th>
<th>SPRING 2010</th>
<th>SPRING 2011</th>
<th>SPRING 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, March 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, March 8</td>
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</table>

<table>
<thead>
<tr>
<th>CAPT Interdisciplinary Writing One</th>
<th>SPRING 2010</th>
<th>SPRING 2011</th>
<th>SPRING 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, March 2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Tuesday, March 8</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CAPT Response to Literature</th>
<th>SPRING 2010</th>
<th>SPRING 2011</th>
<th>SPRING 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, March 3</td>
<td></td>
<td></td>
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<tr>
<td>Wednesday, March 9</td>
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<table>
<thead>
<tr>
<th>CAPT Interdisciplinary Writing Two</th>
<th>SPRING 2010</th>
<th>SPRING 2011</th>
<th>SPRING 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, March 4</td>
<td></td>
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</tr>
<tr>
<td>Thursday, March 10</td>
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</tbody>
</table>

**ASD Transition Planning Guide**

Transition refers to activities meant to prepare students for adult life. At ASD, it is our aim to help students achieve their personal and professional goals. This is done through career exploration classes, vocational and academic assessments, work-study, and other experiences that match their interests, abilities, skills and needs.

You are your child’s connection to programs and services when they are under the age of 18. After the age of 18, many children may still need assistance negotiating service delivery and post-secondary agencies.

**Transition Planning Assessments**

During the Freshman year, your child may be recommended to take the EXPLORE, an assessment to determine initial interest areas and academic ability in English, Mathematics, Reading and Science. ASD does not charge a fee to administer this exam.

During the Sophomore year, your child may be recommended to take the PLAN, an assessment to determine possible career options and measure academic achievement. Scores provide an early indicator of college success. ASD does not charge a fee to administer this exam.

During the Junior and Senior year, your child may be recommended to take the ACT (American College Test) at a cost of $30.00-$40.00. The fee and a signed permission form are required for students to take the exam. ACT scores measure the student’s current level of educational development and skills that are essential for admission to college. Generally, the minimum score for college admission to Gallaudet University and NTID is 14.

**Transition Planning Agency Information**

During your child’s sophomore year, you should contact your state’s Vocational Rehabilitation Service agency. In Connecticut, it is called the Bureau of Rehabilitation Services (BRS). In Massachusetts, it is called the Massachusetts Rehabilitation Commission (MRC). In New York, it is called the Office of Vocational and Educational Services for Individuals with Disabilities (VESID).

Vocational Rehabilitation can assist you and your child to plan for life after high school, with services such as post-secondary education options, employment support, assistive devices and job training. Vocational Rehabilitation counselors will work closely with you and your child to determine if you are eligible for services. Eligibility is determined by a review of records, assessments and evaluations. Establishing the need for services is a critical decision and the final decision is made by your state agency.
Be advised, adult services are not automatic and not what is considered an ‘entitlement’. This is a change for you and your child. You must start this process early and be persistent in working with the new systems. Please refer to the Transition Planning Resource List that is included on page 71.

**Student Transition Services (Student Work Placement)**

Some students may have work experience as part of their school schedule. This will be decided during a PPT meeting.

1. Students selected for one of these programs will earn academic credit and grades for their work, in lieu of instruction.
2. Students may participate in work experience on ASD’s campus or in the local community, depending on skill level and placement availability.
3. The focus of this program is to acquire entry-level work skills, develop positive work ethics, and communicate appropriately with supervisors and co-workers. There is no guarantee of paid employment during the work experience, but students will receive academic credit and a grade for their work. Department of Labor regulations related to volunteer/work experience situations versus paid employment will be monitored and adhered to.
4. A job coach will provide initial training and communication support. Most students, after initial training, will work independently with their worksite supervisor and have ASD staff monitor their work experience 1-2 times per week.
5. Students will be encouraged and trained to use public transportation whenever necessary. ASD staff will provide training until students are independent.

At the end of any work experience, students will have a valuable reference to use when applying to future employment opportunities, as well as an updated resume.

**Student Employment Program (SEP):**

The school offers a student work experience program in which students may work before or after school hours. This work opportunity helps develop positive work attitudes and habits and provides the student with spending money. Students should see the Coordinator of Student Transition Services.

This program is not an IEP mandated program. Students can apply for a posted SEP position at any time during the year, and ASD staff supervisors will interview select students.

Students must follow the duties of their position, as well as have good attendance and report any absences or late arrivals ahead of time. Students can be asked to leave a position if they are not following their duties or do not have good attendance. Any student wishing to leave a position due to sports or other personal reasons should give their supervisor and the Student Transition Services Coordinator two weeks notice.

All students selected for an SEP position will be required to fill out ASD new hire paperwork for tax and legal purposes. Forms will be sent home for federal and state tax, I-9 Naturalization, and proper identification required. The I-9 form has a list on the back of required ID to begin work. Concerns or questions can be directed to the Student Transition Services Coordinator.

Paychecks will be delivered to students on the 15th and 30th of each month, following the ASD pay schedule. Students will be responsible to submit their timesheets weekly. Students will be paid at the current minimum wage, unless they are working in a position that requires more skill and certification than an entry-level job.

Any student on Academic Probation (AP) will not be allowed to work unless approved by the Principal / Dean of Students.
ACADEMIC PROGRAM STANDARDS:

Classroom Rules
Individual teachers will establish and tell students of their classroom rules at the beginning of the school year. Such rules are intended to provide a safe and beneficial environment in which students can best learn. At minimum, the school expects that behavior will follow the rules of common sense and that:

1. Students will arrive on time for all classes.
2. Students will not eat or drink in class, except when permitted.
3. Students will conduct themselves in an appropriate manner.
4. Students will follow all safety rules in vocational shops and labs.
5. Students are expected to respect faculty and staff.

The Code of Conduct is in effect at all times both on and off campus during school-sponsored activities. See Section VII – Student Conduct.

Student Passes
Students who are detained from their classes must have a pass to enter their next class. Students going to the dormitory late after school also need a pass. The pass needs to include: time of departure from previous class and signature of the adult who issued the pass.

Early Departure from Classes
A student leaving school early for a doctor’s appointment or other reason will be signed out of school by the parent at the appropriate school offices. Only students with written parental permission will be allowed to leave unaccompanied. Students going to or returning from the Student Health Center must sign in and out of the appropriate school offices.

Homework
Homework is assigned as a normal part of the school program. Assignments missed due to absenteeism need to be made up as soon as possible. It is the student's responsibility to make arrangements with his/her teachers to complete work. Homework is often part of the grading system. Incomplete assignments will impact grades. On average, students are expected to spend from 45 minutes to 90 minutes to complete assignments. Residential students are required to have 1 hour and 15 minutes of study hall per night. The residential counselors monitor residential students’ study hall. Tutorial services are two evenings per week in the library. Parents of day students are encouraged to establish a quiet, non-distracting, well-lit study area. Failure to complete homework assignments may result in reduction of student's grades. Copying other student's homework will result in consequences such as detention hall or failing grades.

Plagiarism
Cheating in any form is a serious violation of student code of conduct. Plagiarism is the presentation of another’s work or ideas without proper notation. Students caught plagiarizing ideas will receive consequences.

Tutorial Services
The library is open twice weekly from 6:00 p.m. to 7:00 p.m. The first hour is reserved for providing services to students on academic probation. From 7:00 - 8:00 p.m., the services are available for the general student population. Priority service is given to students in receipt of mid-quarter reports. Students need to obtain tutorial referral forms to obtain service during the evening hours.

Additional tutorial service is available by teachers. Often teachers will meet with students during before school, during lunch and after school.

Progress Reports
Mid-quarter reports are sent home quarterly. The report informs parents how their child is progressing in each quarter. “Missing Homework” Forms are also sent when applicable. Parents may contact their child's PPT Liaison with questions or concerns.

Revision: July 2009
Detention Hall
Students have the responsibility to behave in a manner that enhances the educational environment for all. To the extent that any student disrupts that environment by behaving in a distracting, irritating or uncooperative manner, he/she may receive detention hall. Students accumulating four detention halls in 15 school days will serve in-school suspension. We make every effort to help students understand that they are responsible for their actions. We appreciate parent support in guiding students toward respectful and responsible behavior at school and at home.

Detention Hall rules are as follows:
1. Students are to be prompt
2. Students may not attend sports practice until detention hall is served
3. Students are expected to bring materials (paper and pencil) and homework assignments
4. Student are to remain quiet and not communicate with other students
5. Students are to remain awake throughout the entire detention period
6. Student are to remain in the detention room for the duration of the detention period
7. Seating arrangements will be assigned by the detention supervisors
8. Students who do not comply with the detention rules will be asked to report to the Principal, Assistant Principal/ or Designee. Further detention time may be assigned.

Assignment to detention hall will supersede all jobs, extracurricular and co-curricular activities. A copy of the detention hall assignment will be sent to the parents. This form includes dates of the infractions and teachers who assigned the detention.

Student Plan Books
Each student will be required to purchase a Student Plan Book from the Principal’s office at the beginning of the year or have one approved by the Principal. These plan books are for students to record homework assignments, long-term assignments, activities they will be attending, and other events they need to remember. You should feel free to ask your son or daughter to review his or her plan book for homework completion. There is a small charge for this book.

Lockers
All students are furnished with one locker. Only locks approved by the school may be used. Students are to use assigned lockers only. The school is not responsible for any property lost or stolen from a student locker. The following rules must be observed:
1. No writing on or defacing of locker;
2. No more than one person can use the locker;
3. Report broken lockers to main office; and
4. For your own protection, do not keep any items of value or any sum of money in locker.

Students will be responsible to pay for damages.

School lockers are the property of ASD. The right to inspect lockers may be exercised by school officials to safeguard students, their property and school property with reasonable care for the Fourth Amendment rights of students. (Search and Seizure) The exercise of the right to inspect also requires protection of each student’s personal privacy and protection from coercion. An authorized school administrator may search a student’s locker under these conditions:
1. There is reason to believe that the student’s locker contains the probable presence of contraband material.
2. The probable presence of contraband material poses a serious threat to the maintenance of discipline, order, safety and health in the school.
3. The student(s) have been informed in advance that ASD policy allows lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein.

The use of drug-detection dogs and metal detectors, or similar detective devices may be used only on the express authorization of the Executive Director or designee.

School administration may seize any item which is evidence of a violation of law, administrative regulation or school rule, or which the possession or use of is prohibited by law, policy, regulation or rule.

Revision: July 2009
V. Residential Life Services/After School Programs

**RESIDENTIAL LIFE SERVICES:**
ASD provides Residential Life Services to students who live a distance from school or from whom special permission has been granted to live in the dormitory.

ASD has experienced, qualified staff to provide supervision, guidance and meaningful after school learning opportunities to students.

Residential staff may also provide extended day services to day students or students staying for Athletics or special events.

An important part of the day is after school. It is time to do homework, play, relax and learn while having fun. Students may participate in a wide variety of extracurricular and athletic programs.

By participating in after school sports and activities, students learn to make commitments. We encourage students to participate in the after school programs.

The dormitory staff helps students become mature, responsible and independent young people. They help students develop living skills and they supervise activities, which are offered for education and enjoyment.

ASD offers many outstanding programs in the after-school hours including clubs and organizations, team sports, a swimming program, a Student Work Experience Program, a tutorial center for students needing help with homework, parties and dances, educational field trips and many other activities.

**RESIDENCE HALLS**

**Cook Lodge**
This program houses PACES students.

**Elementary Dormitory (COTTAGE D)**
This program houses students enrolled in the Cogswell Elementary School. A wide range of activities is offered to these students including sports, crafts, swimming, organized play, computer programs (Math Fluency Program) and storytelling.

**Clerc Dormitory**
Male Junior and Senior High School PACES residential students are housed in the Clerc Dormitory.

**Cottage C** houses PACES female students.

**Holt Boys Dormitory**
The Holt Boy’s Dormitory is a Junior/Senior High School Dormitory. Boys in grades 7-12 reside in this dormitory.

**Butterworth Girls Dormitory**
All female Junior and Senior High School residential students are housed in the Butterworth Dormitory.

**Life Skills Dormitory Program**
The Life Skills program is primary for seniors. Its purpose is to prepare students for life after graduation. Students attend workshops and seminars on various topics throughout the school year including: Apartment Living, Banking, Seniors are expected to fully participate in this program.

**Request for Dormitory Placement**
Parents of day students are to contact the Dean of Students to request a dorm placement. Day students may be admitted to the dorm on a "space available" basis and with a signed contract using the ASD Community Service Request Form. Any day student that is placed on Academic Probation for the following quarter will lose dorm privilege and must wait until the next grading period to be considered for re-admission the dormitory.

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Day students requesting dormitory placement will be screened individually according to the following criteria:

1. All students must be involved in either an ASD athletic team or working in the After School Employment Program in order to be eligible for consideration for dormitory placement. A student must work at least 4 hours per week in the ASEP to remain eligible.

2. Student’s behavior and academic achievement are considered.

3. Space within the dormitory: This may mean that students accepted into the dormitory may be returned to day-student status if numbers increase.

4. Placements will be made on a seniority basis, with students from the upper classes given priority.

5. Day students accepted in the dormitories are required to do “community service” at ASD totaling 4 hours per month. This may be accomplished through baby-sitting, tutoring other students, being a “Big Brother” or “Big Sister” to a younger ASD student, being a dorm floor leader, dorm aide or other approved community service.

6. Day students in the dormitory, who receive academic probation, are subject to dismissal from the dormitory. Students off academic probation must have their grades posted and verified before re-entering a dormitory.

CLASS AND ORGANIZATIONS:
The Freshman, Sophomore, Junior and Senior classes generally form class organizations for social and service purposes. There are also several other organizations listed below. The Dean of Students must approve all class and service clubs. There is a separate booklet that outlines meeting times and purposes of each organizations. A list of advisors is also available in the booklet. Each organization will conduct a minimum of one community project each year. The community project can be on or off campus. The project must be approved by the Dean of Students.

Extra-Curricular Activities
The school offers a wide range of extra-curricular activities. Day and Dorm Students are encouraged to participate in these activities as a part of their overall development. Activities include parties/dances, movies, student lounge and off campus events. Day students are required to have signed permission form to stay after school.

Organizations/Clubs

- Connecticut Forum
- Drama Club
- Fly Fishing Club (March – May)
- French Club
- Gay/Straight Alliance (GSA)
- Girl Scouts
- Growing Emerging Leaders (GEL)
- Junior Connecticut Association of the Deaf
- Martin Luther King Organization
- Music Club
- Student Forum
- Student Work Group
- Various Class Activities
- Yearbook Club

Student Forum
The Student Forum is a group of students who represent the student body at large on issues concerning all students. There is a monthly meeting with representatives selected from each dormitory and class and organizations.

Students who have a concern should meet with Student Forum representative have their concern written out with recommendations for solution. The representative will bring the issue to the next Student Forum meeting for discussion and recommendations. The Dean of Students will review the issue and respond within one month of the meeting.

PEER MEDIATION:
This program is designed to assist students with solving problems among peers. Peer mediators are students who have been specially trained to listen to both sides and effectively guide students while they make an agreement to end their dispute. Students who are interested in becoming mediators should ask the Dean of Students or Coordinator of Academic Support Services. Students will be selected based on recommendations from school and dorm (if applicable).
There are a number of incidents which cannot be brought to a peer mediation session including acts of violence, bullying, harassment, and other serious infractions in the ASD Code of Conduct. A home suspension will result in a suspension from the Peer Mediation Team for the remainder of the school year. Repeated In-school suspensions (2 or more times) will result in a suspension from the Peer Mediation Team for a length of time to be determined by the program coordinators.

**MOVIE POLICY VIEWING ON AND OFF CAMPUS:**
When a student is admitted to ASD, both the Academic and the Residential Life Departments assist in monitoring what movies are viewed by students while at school.

On occasion, ASD students wish to see captioned rental movies and/ or off- campus to see a movie.

For all Elementary students (Grade 1 - 6) we will show only rental movies G or PG rated. For children in the younger age ranges (Grade 1 - 3) we will preview all PG movies prior to their showing to children. For trips to movies off- campus, we will follow a similar procedure. Movies will be previewed for their violence, sexual content and age appropriateness.

For Junior High School/High School students, we will show only G, PG and PG-13 rated movies when we rent movies. The Residential Counselors prior to their showing to Junior High School students will preview movies rate PG-13. This policy applies to off-campus trips to the movies as well.

*Note*: An exception to the above rules for Junior High School, High School and PACES: In the event that an R-rated movie, such as Schindler’s List, is deemed educational by the Academic and/or Residential Life Departments, it will be previewed by the Principal and/or Coordinator of Academic Support Services and a separate permission form will be sent to parents for their approval. If the child does not have approval to see the movie, it will not be shown to that individual student.

**ATHLETICS:**
A comprehensive program in athletics is offered. Students must maintain good grades and must show proper classroom and dormitory behavior in order to participate in team sports. If a student repeatedly misbehaves in class/dormitory or earns below a 2.0 GPA or with two D’s/ NF’s or one F/ U, he/she would be subject to a suspension from sports activities.

Students who are members of teams that represent the American School for the Deaf should always dress properly and conduct themselves appropriately when visiting other schools. When students are away from the school, they are under the direct responsibilities of their coaches. Any misconduct will be reported to the Athletic Director.

**Interscholastic Athletics**
- Soccer
- Basketball (Boys and Girls)
- Track (Boys and Girls)
- Volleyball
- Wrestling
- Cheerleading

**Pay to Play**
There is a pay-to-play fee of $35 for each sport in which a student participates. If the fee is not paid within one month of the start of the sport season, the student will not be allowed to participate. There is a fee of $15.00 for student to play solely on the Junior Team.

**Jr/Sr High School / PACES Students Participating in Junior Sports Teams**
If a student is 14 years-of-age or younger, they may play on a Junior sport team. They may also play only on the Junior Varsity (JV) team. If a student is 14 years-of-age or younger and wishes to play on both the JV and Junior teams, they must meet the following conditions:
1. Not be on Academic Probation;
2. Not have received a Mid-Quarter Report for the Academic Quarter;
3. Have permission from Principal/Assistant Dean from the Junior/Senior High School /PACES;

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4. Have parental permission to be on both teams;
5. Agree to attend Jr. Team practices;
6. Must play within same sport (e.g. basketball for basketball, wrestling for wrestling)

Spectator Conduct at Athletic Events
Students are expected to behave in a courteous and polite manner at all athletic contests. Respect for spectators, cheerleaders, and teams, as well as supervisors, is expected at all times. Obscene or derogatory cheers or gestures will not be tolerated. "Booing" officials or teams is unacceptable.

Attendance/Participation
If a student arrives at school later than noon on the day of the game whether excused or unexcused, he/she may not be permitted to participate in a sporting event. In the event of an unexcused absence the day before an athletic contest, the student may also not be permitted to play on game day. If a student earns a detention hall on the same day of a scheduled game, the student will not be permitted to start or possibly be benched for that game. If a student is in-school suspension on the same day of a scheduled game, he/she may not be permitted to play that game.
VI. Student and Medical Services

AUDILOGICAL SERVICES:
The following is a list of audiological services available for all students at the American School for the Deaf:

Hearing Tests
Hearing tests are provided at no charge for all students enrolled at ASD as determined by the Planning and Placement Team (PPT).

FM System
All students enrolled at ASD are eligible to utilize the schools Phonak FM system during the school day. The system includes hearing aids, receivers and earmolds. Students may utilize their own personal hearing aids or cochlear implants linked to the system. Earmolds made exclusively for use with the school FM Systems are paid for by ASD. Batteries for use during the school day are also provided.

Hearing Aids
Referrals in regards to obtaining personal hearing aids are made as appropriate. The price of hearing aids is dependent on which hearing aid is selected as being best for your child. Parents are responsible for the purchase of personal hearing aids and earmolds.

Important Note Connecticut State Law requires medical clearance before any hearing aid can be sold to students. Please contact your audiologist for forms and details.

Hearing Aid Repairs
Repair/replacement parts for hearing aids are available from the school when the device is under warranty.

Earmolds
The cost for earmolds for personal hearing aids is ***$144 per pair. Students are given a choice of colors. Parents should notify the audiologist if they do not wish their child to have colored earmolds. Swim molds may also be made for ***$72 a pair.

Batteries
Zinc Air batteries are available for $6 for a pack of six.

Cochlear Implants
Repair/replacement parts for cochlear implants are available from the school when the implant is under warranty. Please contact the Cochlear Implant specialist at 860-570-2227 or the department coordinator at 860-570-2334.

***Please note that the prices are subject to change

BANKING:
Please do not bring large amounts of money to school. If you do have money, please keep it locked up in the dorm office. Class and organization money must be deposited in the Business Office. During a week without special events, $5-10 is enough money to have on hand. Flyers will be sent home if more money for special events is needed.

The school cannot be responsible for missing money that has not been locked up in the dorm office.

MAIL:
Mail is distributed daily by the Residential counselors on duty each afternoon.

SCHOOL COUNSELING:
All Junior/Senior High School students are assigned a school counselor or school psychologist to assist with Transition/Individual Planning. As part of a student’s IEP all students 15 years and older participate in the Transition Planning process which helps the students, parents, school and other agencies begin thinking about the after-high school years. Information about vocational, technical and college opportunities is provided. The school counseling
staff provides support with applications and financial aid forms. In addition, ASD students may receive school counseling services to support academic progress or to learn coping skills for dealing with personal/social issues which effect success in school. Any concerned individual may refer students for school counseling to the school or dormitory administrators. As a part of the Transition/Individual Planning’s opportunities, vocational technical and college is provided.

ID CARDS:
Each student will receive an ID card at the beginning of the school year. The ID has four purposes:
1. Identification while on campus
2. Federal Lunch Program
3. Library Card
4. Entrance to C.A.T.S./Portable Building/Entrance to residential dorms (if s/he is a dorm student).

Students are to carry their ID cards with them each school day. A student is expected to use it for admissions to sports games. If no ID is shown, a student goes at end of the lunch line until all students with IDs are done with the lunch line. Loss or damage of card will result in $10 replacement fee for the first time. Any losses after the first time will result in doubling the cost of the replacement fee.

Payment for keys is made to the Dean of Students.

KEYS:
Each Junior/Senior High School dormitory student is issued a key or keycard/swipe card to his/her room in the dormitory. At present only Holt and Clerc Dormitories have keycards. There is a charge of $10 to replace a lost key or keycard.

Payment is made to the Coordinator of Student Support Services and deposited in the Student Activity Account.

STUDENT HEALTH CENTER:
The American School for the Deaf has a five bed Student Health Center on campus staffed by registered nurses. The Center is open Monday, 8:00 am – 11:00 pm; Tuesday 7:00am through Thursday 11:00 pm; Friday 7:00 am to 3:00 pm; there is a nurse on call from 11:00 pm until 7:00 am for students who are sick, hurt or in need of medication. There is a nurse on call on weekends and school holidays for PACES students who are on campus. The School Medical Director is on campus four mornings a week and is available as needed.

Permission to Treat
According to Connecticut Law, each student must have a signed parental or guardian “Permission to Treat” form on file in the Student Health Center. Any student who is in need of medical services should get a pass from the Elementary Office, Junior/Senior. High School offices, PACES office or the appropriate Dormitory personnel during non-school hours.

Immunizations
Students, prior to admission, must present proof of immunizations signed by a medical doctor. If immunizations are not up to date, the student will not be allowed to enter school. If immunizations are up-dated after a student is enrolled, written notification by physician is required.

Health Assessments/Physical Exams
ASD follows West Hartford Public Schools regulations regarding Health Assessments and a physical is required prior to the student’s initial enrollment in school. Additional health assessments are required in grades three, seventh and in grade ten. Prior to participation in any sport, students must have a current and valid physical. No student will be permitted to play without a current valid physical on file.

Medications
There are procedures that we must follow by the CT State Regulations regarding medications. Students are not permitted to keep any medication in their locker or dormitory rooms. All medications must be brought to the Student Health Center in the original container in which they came. If your child is on medication, the medication and
a copy of the prescription **must** be given to the Health Center prior to any medication being administered. When sending medications, please send enough for the month. Connecticut State laws do not permit the nursing staff to administer over the counter medications brought from home. If a student has a complaint: cough, cold, headache, the Student Health staff will administer medications that are stocked and given with an order from the school physician.

Medications for field trips will be packaged clearly marked with the student’s name, date, medication and time of administering the medication. A staff member / teacher will administer the medication.

**Screenings**

Students receive health screenings in regards to height, weight, vision, dental and scoliosis by the SHC staff yearly. Families are welcome to come and visit the Student Health Center and meet the staff.

**Child Abuse and Neglect**

By law, when school personnel have a reasonable cause to suspect or believe that a child under the age of eighteen (18) years has been physical, sexual or mental abuse or neglected, they are required to report their suspicions to PPT Liaisons or Administrators. The Director of the Psychological, Counseling and Evaluation Services, Director of Admissions and Family Education Services (FES) or designee will then contact DCF. All investigations are conducted by the agency.

**Suicidal Behavior Reporting Procedures**

The American School for the Deaf is committed to the health and safety of all students. Any reference, direct or indirect, indicating that a student wishes to harm him/her self or others will be referred immediately to the Director of Psychological, Counseling and Evaluation Services for assessment and follow-up. ASD's Student At Risk Policy specifies the appropriate procedures which may include outside evaluations. Parents/legal guardians will **always** be notified.
VII. Student Conduct

The American School for the Deaf is to provide an environment that is safe. In order to implement this effectively, the standards of conduct in this handbook we request your cooperation and respect on matters related to discipline.

**DINING ROOM:**
All students are required to report to the dining room for every meal. Day students or students who are identified as paying students may purchase their meal at school (lunch). Day students need to obtain permission to eat breakfast and dinner at school. Students are not permitted to purchase candy, snacks or beverages from the vending machines during the hours of 7:30 am to 3:15 pm. All food is to be eaten in the dining room. Students are expected to leave their tables clean, return trays and utensils to designated areas, throw trash away on their way out of the dining room. Appropriate dining manners are expected to be displayed at all times.

**FIELD TRIPS:**
All student field trips are considered school-sponsored activities. Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and is a violation of ASD policy, even if such misconduct occurs off-school property (field trip) and during non-school time.

Three days prior to an overnight Academic and Athletic trip, students must have all teachers sign off on a list of assignments to be completed prior to travel. All permission to attend field trips are subject to administrative approval.

In compliance with judicial decisions, ASD considers conduct which is “severely disruptive of the educational process” to mean that which “markedly interrupts or severely impedes the day-to-day operations of a school” in addition to such conduct also being in violation of publicized school policy. Such conduct includes, but is not limited to, phoning in a bomb threat, or making a threat, off school grounds, to kill or hurt a teacher or student. In addition, making the determination as to whether conduct is “seriously disruptive of the educational process,” the administration may consider, but such consideration shall not be limited to (1) whether the incident occurred within close proximity to a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. ASD, in matters of expulsion for out of school misconduct, in making a determination as to whether conduct is “seriously disruptive of the educational process,” may consider, but consideration is not limited to the same items listed previously.

Such discipline may result whether: 1) the incident was initiated in the school or on school grounds or 2) even if the incident occurred or was initiated off-school grounds and non-school time; if after the occurrence there was a reasonable likelihood that return of the student would contribute to a disruptive effect on the school education or its process, markedly interrupting or severely impeding the day-to-day operation of a school, by threatening:

1. The school’s orderly operations;
2. The safety of the school property;
3. The welfare of the persons who work or study there.

Examples of the type of such off-school conduct that may result in such discipline include but are not limited to:

1. Use, possession, sale, or distribution of dangerous weapons;
2. Use, possession, sale, or distribution of illegal drugs; or
3. Violent conduct,
4. Making of a bomb threat,
5. Threatening to harm or kill another student or member of the staff.
6. Where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.

For example, if it is determined that a student’s use, possession, or sale of drugs in the community has a strong likelihood of endangering the safety of students or employees because of the possibility of such sales in the school; or if violent conduct in the community presents a reasonable likelihood of repeating itself in the school environment; or if any similar type of misconduct in the community has a reasonable likelihood of being continued or repeated in school or of bringing retaliation or revenge into the school for such off-school misconduct, ASD may impose
discipline up to and including suspension and/or expulsion. The rationale to be applied in considering disciplinary action is whether the off-grounds conduct will markedly interrupt or severely impede the day-to-day operation of the school. A student who possessed and used a firearm, deadly weapon, dangerous instrument or martial arts weapon in the commission of a crime off-campus shall be expelled for one calendar year unless said expulsion is modified on a case-by-case basis.

Senior Trip
Students must be in good standing with the school and not be on Academic Probation by 3rd quarter. All class dues, fees, Senior Trip deposits and outstanding debts (ex. pay to play) must be paid in full before the Senior Trip. If a student has one (1) Home Suspension or three (3) In-school suspensions, he/she will not be permitted to go on the Senior Trip. There is an appeal process (see page 56 Appeal Process). All payments must be paid before spring vacation. Attendance on Senior Trip is a privilege. All school regulations of the ASD Code of Conduct apply. Violations of school policy may result in suspension, including not participating in graduation ceremonies.

SCHOOL BUSES:
School bus rides to school are a privilege to students so designated. Those students who disregard the bus rules will have parents notified and may be denied bus-riding privileges on a limited or permanent basis by their L.E.A. In most cases, the student's school district is the responsible agency of student transportation. Parents should have this information readily available. Please encourage your children to follow the regulations and wear their seat belts at all time.

SMOKING:
Smoking is prohibited on campus/off campus while under the jurisdiction of the school.

STUDENT DRESS CODE:
The American School for the Deaf encourages students to dress in clothing appropriate to the school situation. Restrictions on freedom of student dress may be applied whenever the mode of dress is in question is:
1. Unsafe either for the student or those around the student;
2. Disruptive to school operations and the educational process in general; and/or
3. Contrary to law.

No restrictions on freedom of dress and adornment will be imposed which:
1. Reflect discrimination as to civil rights;
2. Enforce particular codes of morality or religious tenants;
3. Attempt to dictate or adjudicate style or taste; and/or
4. Do not fall within the direct or implied powers of the American School for the Deaf.

Clothing
1. All clothing must be neat and clean. (No tight, soiled, frayed, ragged, patched or torn clothing).
2. Apparel that is worn to symbolize membership in a gang or clique will not be permitted. (see Gang attire)
3. Attire or accessories which display derogatory (negative) language, pictures, sexual references, or which depict logo or emblems that encourage the use of drugs, tobacco products, alcoholic beverages or acts of violence are not acceptable.
4. Gang Attire: The use of hand signals, presence of clothing, jewelry, manner of grooming which is by virtue of color, arrangement of clothing, trademark, symbols or attributes that identifies gang related membership is not acceptable.
5. Blouses and shirts- Blouses /shirts should so constructed so the top of the shoulders are covered (no halter tops, spaghetti straps, strapless of any type will be allowed). Blouses/shirt s that allow exposure of waist, hips, midriff or exposure of the chest, breast and buttocks are not acceptable.
6. Skirts/shorts/dresses/pants-Skirts, shorts and dresses that have hemlines that are no more than 4 inches above the knee. Pants should be worn close to the waist and belted or fit enough to stay at the waist, preventing exposure to underwear. Rips or holes that expose skin or underwear is not acceptable.
7. Fleece pants/ sweat pants/flannel pants/spandex clothing/warm-up outfits/lounging attire (pajamas) are not permitted during the school day.
8. Pants with words in the buttock area are not permitted at anytime.
9. Headgear –All headgear (which includes, but is not limited to caps, hoods, bandanas, headbands, doo-rags, wave caps) is prohibited. Upon entering the school building, all headgear must be placed in the student’s
locker and shall remain there for the day. Exceptions for religious or medical reasons may be granted by
the building administrator.
10. Outdoor clothing which include, but are not limited to hats, coats, gloves, scarves must be placed in the
student’s locker upon entering the school building. If a student is rotating to a class in another building,
she/he may use those items as needed but need to remove such items in the classroom.
11. Sunglasses unless required by a doctor’s order will not be worn on any part of the body during the school
day.
12. Shoes-Footwear must be worn at all times. Footwear, such as but not limited to flip-flops, clogs, slip on
sport sandals will not be permitted.

Hair
1. Hair must be neat and clean.
2. Facial hair must be neatly trimmed.
3. Dyeing and cutting hair are not permitted on campus.

Jewelry
1. Chains, spiked belts and studded jewelry are not permitted.
2. Expensive jewelry should not be brought to school.

Electronic and miscellaneous items may not be brought to class or meals includes but is not limited to:
- Lasers
- Pagers
- Hand-held & Electronic items
- Balls
- Scooters
- Skateboards
- Yo-Yos
- Walkmans
- Disc players
- MP3 player/IPod
- Any other items deemed a distraction to the learning process.

These items will be removed and kept in the school office until the student is ready to go home.

The American School for the Deaf is not responsible for lost/stolen items.

Miscellaneous
Piercing ears and body piercings are not to be done while under the jurisdiction of the school.

STUDENT DRIVING:
The Executive Director or designee of American School for the Deaf can approve a limited number of requests from
students for driving to and from school on a daily or weekly basis. The approval is subject to regulations outlined in
the policy attached.

The privilege of bringing a student-operated motor vehicle onto school premises is hereby conditioned on consent by
the student driver to allow the search of that motor vehicle when there is reasonable cause of a search of that motor
vehicle. The act of bringing a motor vehicle upon school premises will allow school officials to presume consent by
the student, parent or guardian, or owner of the vehicle for a search of that motor vehicle. Refusal by a student, parent
or guardian, or owner of the vehicle to allow access to a motor vehicle on school premises at the time of a request to
search the motor vehicle will be cause for termination, without further hearing, of the privilege of bringing a motor
vehicle onto school premises. The Principal, or a building administrator, may request a law enforcement officer to
search a motor vehicle on school premises, subject to provisions of this policy.
1. Written permission to drive a vehicle to and from school must be submitted to the Dean of Students by the
   student’s parents. A form for this purpose may be obtained from the Dean of Students.
2. In order to obtain permission to drive to and from school, the student must be a senior. Other requests will
   be considered on an individual basis with reasonable justification.
3. Day students must submit car keys to the Junior/Senior High School Office upon arrival at school in the
   morning. Keys may be picked up at 3:15 p.m. each day.
   For residential students, car keys must be submitted to the Junior/Senior High School Office upon arrival at
   the school on Monday morning. The keys can be picked up on Friday afternoon before dismissal time.
4. Students are NOT permitted to transport other students at any time on or off campus.
5. Students must park in the Holt Dorm parking area. There will be no parking in any other areas.
6. Campus speed limits are to be observed at all times.
7. Loitering in or around cars and motorcycles is not permitted.

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8. Students must drive in a safe, courteous and cautious manner. Excesses such as rapid starting and stopping, squealing and pealing of tires, noisy vehicles, and loud radios are not allowed.

9. ASD claims no responsibilities for any liability and damages.

10. Abuse of driving rules will result in the loss of driving privileges.

SEARCH AND SEIZURE:

Search and Seizure
The American School for the Deaf school officials have the right to search a student’s living area, locker, car and other areas in situations where the school believes there are reasonable grounds and/or a serious violation of school rules or state law or when there are concerns about student and staff health and safety. The scope of the search must be reasonably related to the objectives of the search and the nature of the infraction. A school administrator must conduct the search and be accompanied by a second staff member.

Students may be searched by law enforcement officials on school property or when the student is under the jurisdiction of the district upon the request of the law enforcement official. Such requests, ordinarily, shall be based on warrant. The school administrator or designee will attempt to notify the student’s parents in advance and will be appropriately present for all such searches.

SEXUAL ACTIVITY/DISPLAY OF AFFECTION:

Sexual activity involves touching of another’s intimate parts. Intimate parts include the primary genital area, groin, inner thighs, buttocks or breasts as well as the clothing covering these areas. Even if consensual or mutually agreed to, sexual activity is prohibited. Excessive displays of affection are not appropriate in school or at any school related function. Prohibited conduct includes, but is not limited to; any physical expression of affection that is intimate or sexual in nature, passionate or prolonged kissing, sexual touching or fondling.

STUDENT HARASSMENT POLICY (Bullying):

ASD recognizes its responsibility to establish and maintain an educational climate and a residential living environment free from harassment.

It is the policy of the American School for the Deaf strictly to prohibit harassment against students of any type and to provide an environment free of harassment, including harassment that is physical or emotional, written or verbal, on any basis, including race, ethnicity, national origin, gender, sexual orientation, religion, creed, or disability.

All reports of harassment will be taken seriously and thoroughly investigated by a school administrator. Appropriate disciplinary action(s) as indicated in the Code of Conduct will be enforced.

Harassment training classes are offered to students K-12. Training sessions are conducted each fall. Students who believe that they have been harassed are encouraged promptly to report such concerns as described below:

What is Harassment?

Any behavior by other students or staff members, whether physical or emotional, written or verbal, that harasses, threatens, intimidates, abuses or demeans an individual personally (e.g. on the basis of race, ethnicity, religion, sexual orientation, creed, national origin, or disability) in a manner that (1) creates a substantial or material disruption of the school’s operation, (2) is likely to incite a breach of peace, or (3) has the purpose or effect of interfering with the student’s ability to participate in the activities of the School. Examples of such prohibited harassment include, but are not limited to:

1. Physical violence and attacks.
2. Verbal harassment or abuse.
3. Repeated remarks with demeaning implication.
4. Extortion or stealing of money and/or possessions.
5. Jokes demeaning to individuals or groups on the basis of race, ethnicity, religious, and sexual orientation.
6. Inappropriate videophone conversations, distributing notes of a bullying nature and/or inappropriate E-mails and text messaging.

Special considerations apply to sexual harassment. Such harassment is defined as unwelcome conduct of a sexual nature that has the purpose or effect of seeking to condition participation in school activities on the granting of sexual

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favors, or otherwise creating a hostile, offensive or intimidating learning environment. Such conduct include, but is not limited to:
   1. Verbal harassment or abuse on basis of gender;
   2. Pressure for sexual activity;
   3. Repeated remarks with sexual or demeaning implications;
   4. Unwelcome touching;
   5. Sexual jokes, posters, etc.;
   6. Inappropriate videophone conversations and/or Internet/pager conversations of a sexual nature, or distributing inappropriate notes of a sexual nature.

What should a Person Do if He/She believes Him-Herself to be a Victim or Harassment?

LEVEL 1
Report your concern to a parent, teacher, residential counselor, counselor, or a school administrator. All complaints made by students or by a parent of a student will be taken seriously. After an initial assessment, the person receiving the report will write up the report and forward it to the school administrator. The school administrator will conduct a formal investigation, have a formal follow up and initiate the necessary communication measures that need to take place (parents, staff). The result of this incident must be documented and submitted to the appropriate office immediately.

LEVEL 2
A school administrator will conduct a formal interview (unless the harassment complaint is considered an immediate violation of the school’s code of conduct, which would immediately become a LEVEL 2 complaint) The interview would include the alleged involved person(s). If after the initial interview(s) the administrator determines that the harassment charge is substantiated, the involved student(s) will be subject to disciplinary action as outlined in the school’s Code of Conduct. Parents and LEAs will be contacted. It is the school’s position that all forms of harassment will not be tolerated or condoned. We hope through education to be able to teach students that student-to-student and staff-to-student harassment has no place at our school. Parents of involved students will be notified. The investigation will be handled confidentially.

At this level the investigation may lead to:
   1. Closure – the situation is resolved through the informal interview. Counseling or other follow-up meetings may be recommended.
   2. Education – for those investigated complaints of a more minor nature, our intent is to educate students that harassment is not acceptable and in future work environments are illegal.

WEAPONS AND ILLEGAL BEHAVIOR:

Weapons and replicas of weapons are forbidden on school property. Weapons shall include, but are not limited to firearms, handguns, rifles/shotguns, paintballs, lasers, instruments or devices that can produce an electrical charge, knives, metal knuckles, razors, explosives, poisonous gases, dangerous chemicals or substances, instruments or devices capable of causing bodily harm, extreme pain, or damage to property, drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff or parents.

A weapon is any device, instrument, material or substance, animate or inanimate under which the circumstances in which it is used, attempted to be used, or threatened to be used, is easily capable of causing death or serious physical injury. All weapons possessed by a person while on ASD property are subject to seizure or forfeiture. Incidents of students possessing weapons will be reported to the parents and to the police. When appropriate, charges will be filed against them. Appropriate discipline and/or legal action will be taken. For the purposes of the policy, school premises means the school, grounds, school vehicles, student vehicles, field trips or any school-sponsored event.

SCHOOL VIOLENCE:

School violence or threats of violence will not be tolerated. Any physically aggressive act directed toward staff or students will result in harsh consequences such as loss of privileges, suspensions or recommendation for program reassignment.
ASD finds that threats of violence are disruptive of, and incompatible with, the maintenance of an appropriate educational atmosphere in schools. Particularly in view of the many incidents of actual student violence in schools around the nation in recent years such threats cannot be ignored as harmless talk. ASD therefore adopts this policy regarding threats of violence by students.

1) **Threats of Violence Prohibited:** Threats of violence toward other students, school staff members, or school facilities are prohibited and may result in suspension or expulsion, regardless of whether the student has engaged in such conduct previously.

2) **Mandatory Reporting:** All employees and students are required to report evidence of bullying, threats and violence to their building Principal. Such reports shall be investigated by the building Principal or his/her designee and submitted to the Director of Education and Executive Director.

3) **Documentation:** All such reports shall be documented by the Director of Education or his/her designee, and, in regard to any that are regarded as not sufficiently credible to warrant investigation, all reasons and basis for such conclusion shall be stated in the documentation.

4) **Reports to Law Enforcement Authorities:** In cases of threats that may constitute a violation of the criminal law, ASD shall notify law enforcement authorities.

5) **Procedure and Sanctions:** Students who are charged with violations of this policy may be placed on in-school suspension pending investigation of the charge. In the event the charge is substantiated, discipline, including suspension or expulsion will be provided.

6) **Conditions for Return from Suspension; Documentation:** As a condition or conditions of a student’s return from suspension or expulsion for a violation of this policy, the Executive Director or his/her designee shall consider, and may impose, the following: individually or in any combination, as well as other conditions deemed necessary or appropriate.
   a) That the parent of such student shall prove a documented opinion by a licensed professional that the student does not represent a threat of harm to himself/herself or to others, and, for a period to be determined by the Executive Director or his/her designee, that the parents provide regular documented updates of such opinion.
   b) That the parent of such student agree that, for a period to be determined by the Executive Director or his/her designee, a parent shall check the student for weapons at home, and shall accompany the student to the school office upon arrival at school at the beginning of each school day, at which time the student shall be searched for weapons or other contraband by school personnel;
   c) That the parent of such student agree that, for a period to be determined by the Executive Director or his/her designee, a student shall be prohibited from leaving campus during the school day, and that during any non-class time, the student shall remain in a monitored, segregated environment;
   d) That the parent of such student agree that, for a period to be determined by the Executive Director or his/her designee, the student shall not be permitted to participate in any extracurricular activities, or school functions except classroom instruction during the school day; and
   e) That the parent of such student agree that, for a period to be determined by the Executive Director or his/her designee, the student will not be permitted on school premises except during the regular school day, and that the parent will enforce such prohibition by appropriate means.

7) **Return to School from Short Term or Long Term Suspension:** When a student is permitted to return to school from a short term or long term suspension, conditions imposed by the Executive Director or his/her designee, including those set forth in this subparagraph, shall be incorporated into a written agreement to be signed by the parents or parent of the student in question.

8) **Return to School from Suspension or Expulsion:** When a student is permitted to return to school from a suspension or expulsion, the Executive Director or his/her designee shall document the reasons and basis for permitting such return, and such documentation shall include reasons and basis for imposing or not imposing the conditions set forth in this subparagraph.
UNDER JURISDICTION:
A student is under the jurisdiction of the school when in class, or on trips for school and dorms or at meals, on ASD-provided transportation, and during athletic and student activities which are directed or supervised by school personnel during the academic school year.

CODE OF CONDUCT:
The intent of the Conduct Code is to hold students accountable for their own behaviors. ASD provides optimum living conditions and a healthy learning environment to ensure each student’s right to a free and appropriate education.

PACES students are also expected to follow ASD’s Code of Conduct. However, since PACES is a residential treatment program, with a focus on behavior, each student has an individual treatment plan targeting specific behaviors. Based upon this “treatment”, consequences for inappropriate behavior, while generally following the Code of Conduct, may also be individualized to meet students’ therapeutic needs.

The Code of Conduct consists of four sections:
1. Rights and responsibilities of students;
2. A definition of disciplinary terms;
3. Violations of rules and regulations and disciplinary procedures; and
4. Due process and appeals procedures.

Rights and Responsibilities
1. Students have the right to an education. - - Students have the responsibility to attend all classes, try hard within their classes, do homework, and to cooperate with staff members within the classroom, the dormitories, and while on ASD campus.

2. Students have the right to assemble. - - Students have the responsibility of planning for, seeking approval of, and conducting those assemblies that are consistent with the educational objectives of the school.

3. Students have the right to express their opinions in writing or in their own form of communication. - - Students have the responsibility of expressing and publicizing their opinions and ideas in such a manner as not to offend, slander, or libel other persons.

4. Students have a right to expect clear and understandable rules of student conduct to be available to them. - - Students have a responsibility to know the school rules and to seek the help of staff when in doubt. We recommend the use of the Student Forum for modification of rules.

5. Students have the right to organize and participate in associations and extra-curricular activities. - - Students have the responsibility of seeking prior and proper consent from school personnel before organizing student associations and meeting the approved criteria for membership in clubs, organizations and activities.

6. Parents, guardians, or eligible students (18 years or older) have the right to review, update, and challenge the information in the student's permanent cumulative records. - - Parents, guardians, or eligible students have the responsibility of providing the school with accurate and correct information.

7. Students have the right to be protected by legal provisions that prohibit the release of information to anyone other than legally authorized persons without the consent of the parent, guardians, or eligible student. - - Parents, guardians or eligible students have the responsibility to permit the release of information. Sometimes, issues of a sensitive nature arise. Should this occur, it is our practice to encourage a student to confide in a parent as well as us. Unfortunately, if a student feels he or she cannot communicate in this way, we feel it is imperative to provide a promise of confidentiality, except when a dangerous situation arises.

8. Students have the right of privacy of their personal possessions unless the student is possessing or concealing materials prohibited by school rules or community laws. - - Students have the responsibility not to carry, possess, or conceal any materials that are prohibited.

9. Students have a right to expect professional and ethical treatment of personal information shared with school personnel. - - Students have the responsibility of providing the school with accurate and current information.
10. **Students have a right to expect a safe school environment in which to learn and live.** - - Students have a responsibility to assist and cooperate with the school in operating a safe school.

11. **Students have a right to expect courtesy, fairness, and respect from members of the school staff and other students.** - - Students have a responsibility to extend courtesy, fairness, and respect to members of the school staff and other students.

12. **All students have property rights.** - - Students have a responsibility to respect the property rights of others. Students are responsible for their own property as well as the school property entrusted to them.

13. **Students have a right to a clearly understandable statement defining the personal property that may be brought to school.** - - Students have a responsibility to abide by school rules pertaining to personal property and to request clarification when in doubt.

14. **A student's marks in each class should represent fairly and impartially his/her progress in that class. The student should have the opportunity of periodically reviewing his/her progress with the teacher.** - - Students have the responsibility to achieve through their own effort. Students are responsible to periodically review their progress with teachers and seek additional help in problem areas.

15. **Students have the right to appropriate counseling for personal and educational problems.** - - Students have the responsibility to schedule appointments in advance unless the problem or concern is one of an emergency nature.

16. **Students have the right to Due Process.** - - Students have the responsibility to use the Due Process Procedure in a constructive manner. Please refer to the Due Process Procedure for steps to follow for academic, vocational, and dormitory matters.

**Disciplinary Terms and Definitions**

1. **“Campusing”** is the second level of dormitory restriction for repeated violations of dormitory rules and usually confines the student within the dormitory or within his/her dormitory room. Dormitory restriction refers to additional loss of privileges or denial of participation in activities outside of the dormitory.

2. **“Dangerous Drugs and Narcotics”** is defined as any controlled drug in accordance with Connecticut General Statutes 219-240.

3. **“Days”** is defined as days when school is in session.

4. **“Deadly Weapon”** is any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. **“Martial Arts Weapon”** means a nunchakum kama, kasari-fundo, octagon sai, tonfa, or Chinese star. **“Possess”** means to have physical possession or otherwise to exercise domination or control over tangible property.

5. **“Exclusion”** is as any denial of public school privileges to a student for disciplinary purposes.

6. **“Expulsion”** shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year.
7. “Suspension” shall be defined as an exclusion from school privileges or from transportation services for no more than 10 consecutive days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed (dormitory included).

8. “Firearm” means: 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition “destructive device” means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein.

9. “Home Suspension” means that a student is removed from all classroom, dormitory, and after school activities. The student's parents or guardian are called and may be required to transport the student from school to home. Home Suspension is judged in accordance with the severity of the offense but will not be longer than a period of ten school days.

10. “In-school suspension” shall be defined as an exclusion from regular classroom activity for no more than five consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Four campusing or detention halls within 15 school days generally result in In-school suspension. The student is assigned to a designated staff member. They work on class work, homework or they work on assignment related to behavior or situation. Student in ISS are counted as “in attendance” for the school day. “Removal” shall be defined as an exclusion of a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes. School-Sponsored Activity is defined as any activity sponsored, recognized or authorized by ASD ands includes activities conducted on or off school property.

11. “Staffing” shall be defined as a meeting of school personnel to discuss the student's performance that may lead to non-disciplinary or disciplinary action; or may be related to concerns about poor academic performance that may lead to other educational recommendations such as tutoring. “Vehicle” means a “motor vehicle” as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.

Violations and Disciplinary Procedures
The school reserves the right to take disciplinary action against students for any conduct that violates publicized rules of the school, endangers persons or property, or is seriously disruptive of the educational process. The following Classes of misconduct and related disciplinary consequences are guidelines for students and the School. In the abstract, it is not possible to anticipate the severity and impact of specific misconduct in each case. The School, therefore, reserves the right to deviate from the disciplinary consequences suggested below, and/or to impose discipline for conduct that is not listed, when the specific circumstances justify such action.

Class A Violations
1. Aggravated assault and/or battery attempted assault on a student or staff member, including would be reckless endangerment.
2. Threatening to harm physically/verbally, harass or injure another person whether on or off campus.
3. Repeated harassment of others.
4. Substance use, abuse or possession of drugs/alcohol, or possession of drug paraphernalia.
5. The sale, attempted sale, or transmission of mind controlling substances, including alcohol.
6. Possession of firearms or the threat to use firearms or use of a dangerous weapon inflict bodily injury.
7. Sexual battery of a student or staff member.
8. Sexual activity, including sexual harassment, either on or off the campus while under the jurisdiction of the school.
9. Arson or attempted arson.

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10. Theft, vandalism or destruction of public or private property on or off campus while a student is under the jurisdiction of the school or willing accepting stolen goods.

11. Deliberately setting off a false fire alarm.

**Class A Discipline Procedures**

Immediate Home Suspension followed by a meeting of school personnel to gather data for a Disciplinary Committee. Length of suspension is determined by the Disciplinary Committee. Suspension may be up to ten days. Based on the findings of the committee, the Executive Director may recommend expulsion of the student. The Disciplinary Committee will be composed of at least three Administrators: the Director of Education, the Dean of Students, and a Principal. Other school personnel who are familiar with the student may also be selected to participate on the committee. The counselor will be informed if the student is undergoing counseling at the time. **A required parent meeting will follow disciplinary action.**

Class "A" Violations may result in the notification of the Local Education Agency and may also result in the notification of the West Hartford Police Department.

Student compensation for theft or destruction of property will be required and must be paid within the current school year.

**Class B Violations**

1. Creating or participating in civil disorder, including participation in riots.
2. Refusal to accept alternative disciplinary measures of Class C.
3. Fighting (depending on the severity).
4. Gambling or betting.
5. Rude and disrespectful behavior causing disturbances in school and/or dormitory.
6. Use of vulgar or obscene language or gestures or racial slurs while under the jurisdiction of the school.
7. The wearing of any gang-related paraphernalia, colors, apparel, or insignias.
8. Leaving the school campus without permission, including walking to the town center or riding on another student’s bus.
9. Smoking while under the jurisdiction of the school (on/off campus).

**Class B Discipline Procedure**

**First Offense:**

In-school suspension of up to five days and/or followed by a required conference with school personnel and the students/parents/guardian and the LEA representative. School personnel will determine dormitory or classroom restriction.

**Second Offense:**

Home Suspension or In-school suspension of up to ten days, followed by a required conference with school personnel and the student's parents/guardian and the LEA representative. This will be followed by MANDATORY In-school suspension determined by school personnel.

**Third Offense:**

Upon the third offense, the violation becomes Class "A" and is disciplined accordingly. Class "B" violations may also result in notification of the West Hartford Police Department. The theft or destruction of property will require compensation and must be paid before the end of current school year.

**Class C Violations**

Examples of classroom and dormitory infractions include, but is not limited to:

1. Absence from classroom or dormitory without permission.
2. Plagiarism or cheating.
3. Possession of pornographic material.
4. Chronic lateness in the classroom or dormitory.
5. Inappropriate display of affection.

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7. Infraction of the Student Dress Code (given prior warnings).
8. Inappropriate graffiti.
9. Rude/disrespectful behavior.
10. Failing to arrive at the Student Health Center (SHC) for scheduled medications.
11. Misuse of computers or pagers. (Refer to technology policy located at the end of this book). (May be Class B)
12. Lack of class materials excluding homework (i.e. not having paper, pen, notebook, text, etc.).
13. Participation in civil disorder that may include sit-downs, walkouts, and picketing.
14. Carrying or using a pager on campus during school day.
15. Buying snacks and drinks from the vending machines during the school day.
16. Library violations:
   a. Misuse or loss of library materials.
   b. Students who damage and/or fail to return library materials will be responsible for providing an exact replacement or reimbursing the library for the replacement cost of the damaged or missing titles. Replacement costs are not the same as the original cost of the materials. The Library would refer to have a replacement copy rather than the money. If the student or parent/guardian can find the same title and edition on Amazon or E-bay or any discount store, the library will accept it.

*Authorization for possession of electronic pagers and/or cell phones shall be provided only in writing by the principal for good cause, and shall be subject to conditions the principal may set.

**Class C Disciplinary Procedure**

Any single or combination of the following disciplinary measures can be taken for a Class “C” violation: dormitory assignment or detention hall or camping or verbal reprimand or loss of privileges.

Upon the fourth offense of a Class "C" violation the offense will become Class "B" and may result in In-school suspension if the four offenses happen within fifteen (15) school days. The theft or destruction of property will require compensation.

**Library:**

Overdue notices are distributed to the students by the classroom teachers. Students need to respond to the librarian by:

1. Returning the item OR
2. Bringing the item to the library for renewal OR
3. Indicating to the librarian that the book was misplaced and the student will attempt to find it; OR
4. Replacing the item with an exact copy according to edition and date of publication OR
5. Paying the library the replacement value of the item.

Students who continue to have outstanding overdue items will be restricted from borrowing library books. A notice will be placed on the borrower’s record disabling borrowing from the libraries Public Access Catalog.

Graduating seniors may not be permitted to attend extra curricular activities such as the Senior Trip, the Sports Awards, the Senior Picnic and other activities as applicable. Junior’s will be unable to attend Sports Awards and the Junior Prom until all debts are repaid.

**Non-Disciplinary Intervention Procedures**

In some instances punitive measures are not the most ideal method for resolving disciplinary issues. In such instances, based on the discussions of the Disciplinary Committee, or Principal, or Dean, one person will confront the student and put into action the alternative option(s). The results of such a meeting are recorded and placed in the student file. Alternatives may include: evaluation by a member of the Psychological, Counseling and Evaluation staff, increase in counseling services either in school or in the community, work programs, denial of residential services, or monitoring of student behavior through behavior management techniques.

The parents and LEA of the student will be advised of alternative interventions.

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Due Process
Due Process means fairness in the way a decision is made. The student has the right to tell his/her side of a story to the school staff before being disciplined when disciplinary action is deemed appropriate. The student and his/her parents or guardian have the right to speak with the Principal, the Dean of Students, or the Director of Education about the disciplinary action to be taken.

School Procedures
1. If you have a problem, you should first discuss the problem with the teacher or with a counselor.
2. If you are not satisfied with that discussion, you may discuss the problem with Coordinator of Academic Support Services.
3. If you are still unsatisfied, you should write down the problem and meet with the PPT Liaison. The PPT Liaison will set up a meeting with the Director of Education and will tell you when the meeting will be held.
4. You will meet with the Director of Education to discuss the problem. She/he will send her/his decision to you in writing.

Dorm Procedures
1. If you have a problem, you should first discuss the problem with the Residential Counselor.
2. If you are not satisfied with that discussion, you may discuss the problem with Assistant Dean.
3. If you are still unsatisfied, you should write down the problem and meet with the Dean of Students. The Dean of Students will set up a meeting with the Director of Education and will tell you when the meeting will be held.
4. You will meet with the Director of Residential Life to discuss problem. She/he will send her/his decision to you in writing.

Appeal Process
In the case of lost privileges due to suspension, students have the right to appeal decisions on disciplinary matters. The student must do the following:

1. Complete the following questions in writing and give it to the Coordinator of Academic Support Services.
   a. Your name
   b. Why were you disciplined? Explain.
   c. When?
   d. What have you learned from this experience?
   e. Why do you think you should be allowed to participate?
2. Make an appointment to attend a required interview with the Appeal Committee.
3. You will receive a written explanation of the decision from the committee.

The Appeal Committee is made up of staff members representing various school departments. The Administrator (PPT Liaison and/or Dean of Students, Coordinator of Academic Support Services) will lead the Appeal Committee. Students have the right to bring an advocate (counselor, student, teacher, residential counselor) to the meeting.
Consequences

Minor Infractions
For minor infractions, staff will use natural consequences. These consequences can include but are not limited to such actions as asking a student to repeat his/her action correctly, forfeit free time to complete work, write/state apologies to harmed person, perform community service and/or change his/her clothing.

For Class A, B, and C infractions
Staff must apply one but may choose to apply more than one of the corrective actions listed below. These are only suggestions and other corrective actions may apply.

<table>
<thead>
<tr>
<th>Consequences</th>
<th>Class A</th>
<th>Class B</th>
<th>Class C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-do behavior correctly</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Replace time/object</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Set limits / offer choices</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Write / draw apology letter</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Remove from situation</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Make restitution</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Call parent/guardian</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Place on behavior conduct</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Help victim</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Suspension</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Call police or other agencies</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Placement considerations</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT'S ACCESS TO NETWORKED INFORMATION RESOURCES:

ADMINISTRATIVE REGULATIONS REGARDING STUDENT USE OF THE AMERICAN SCHOOL FOR THE DEAF'S COMPUTER SYSTEMS AND INTERNET SAFETY

Introduction
We are pleased to offer students access to the American School for the Deaf’s computers and computer networks, including access to electronic mail (e-mail) and the Internet (which will be referred to collectively as "computer systems"). Access to the school's computer systems will enable students to explore libraries, databases, and bulletin boards while exchanging messages with others. Such access is provided solely for education-related purposes. Use of the American School for the Deaf's computer systems will be allowed only for students who act in a considerate and responsible manner in using such systems.

The American School for the Deaf and the Administration believe in the educational value of such computer systems and recognize their potential to support our curriculum by expanding resources available for staff and student use. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation and communication.

These computer systems are expensive to purchase, install and maintain. As the property of the American School for the Deaf these computer systems must be carefully handled and their integrity preserved for the benefit of all. Therefore, access to the computer systems is a privilege, and not a right. Students will be required to adhere to a set of policies and procedures, as set forth in detail below. Violations may lead to withdrawal of the access privilege and/or disciplinary measures in accordance with the ASD’s student discipline policy.

Definitions

Obscene – means any material or performance if, a) taken as a whole, it predominantly appeals to the prurient interest, b) it depicts or describes in a patently offensive way a prohibited sex act and c) taken as a whole, does not have serious literary, artistic, political or scientific value. For the purposes of this section, "prohibited sex act" means erotic fondling, nude performance, sexual excitement, sado-masochistic abuse, masturbation or sexual intercourse.

Child pornography – means any visual depiction, including any photograph, film, video, picture, cartoon, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where -

(a) the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;

(b) such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct;

(c) such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Harmful to minors – any picture, image, graphic image file, or other visual depiction that:

(a) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

(b) depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

(c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Monitoring
Students are responsible for good behavior on school computer systems just as they are in a classroom or a school hallway. Communications on the computer systems are often public in nature and general school rules for behavior and communications apply. It is expected that users will comply with American School for the Deaf standards and
will act in a responsible and legal manner, at all times in accordance with American School for the Deaf standards, as well as with state and federal laws.

It is important that students and parents understand that the American School for the Deaf, as the owner of the computer systems, reserves the right to monitor and review the use of these computer systems. The American School for the Deaf intends to monitor and review in a limited fashion, but will do so as needed to ensure that the systems are being used for American School for the Deaf-related educational purposes.

As part of the monitoring and reviewing process, the American School for the Deaf will retain the capacity to bypass any individual password of a student or other user. The system's security aspects, such as personal passwords and the message delete function for e-mail, can be bypassed for these purposes. The American School for the Deaf’s ability to monitor and review is not restricted or neutralized by these devices. The monitoring and reviewing process also includes, but is not limited to; oversight of Internet site access, the right to review emails sent and received, the right to track students’ access to blogs, electronic bulletin boards and chat rooms, and the right to review a student’s document downloading and printing.

Therefore, all users must be aware that they should not have any expectation of personal privacy in the use of these computer systems.

Student Conduct

Students are permitted to use the American School for the Deaf’s computer systems for legitimate educational purposes. Personal use of American School for the Deaf computer systems is expressly prohibited. Conduct which constitutes inappropriate use includes, but is not limited to the following:

- Sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
- Gaining or seeking to gain unauthorized access to computer systems;
- Damaging computers, computer files, computer systems or computer networks;
- Downloading or modifying computer software of the American School for the Deaf in violation of the American School for the Deaf’s licensure agreement(s) and/or without authorization from a teacher or administrator;
- Using another person's password under any circumstances;
- Trespassing in or tampering with any other person's folders, work or files;
- Sending any message that breaches the American School for the Deaf’s confidentiality requirements, or the confidentiality of students;
- Sending any copyrighted material over the system;
- Using computer systems for any personal purpose, or in a manner that interferes with the American School for the Deaf’s educational programs;
- Accessing or attempting to access any material that is obscene, contains child pornography, or is harmful to minors, as defined above;
- Transmitting or receiving e-mail communications or accessing information on the Internet for non-educational purposes;
- Cyberbullying.

In addition, as noted above, if a particular behavior or activity is generally prohibited by law, by American School for the Deaf policy or by school rules or regulations, use of these computer systems for the purpose of carrying out such behavior or activity is also prohibited.

Misuse of the computer systems, or violations of these policies and regulations, may result in loss of access to such computer systems as well as other disciplinary action, including suspension and/or expulsion, depending on the specific conduct.

Anyone who is aware of problems with, or misuse of these computer systems, or has a question regarding the proper use of these computer systems, should report this to his or her teacher or principal immediately. Most importantly,
the American School for the Deaf and the Administration urge any student who receives any harassing, threatening, intimidating or other improper message through the computer system to report this immediately. It is the American School for the Deaf’s policy that no student should be required to tolerate such treatment, regardless of the identity of the sender of the message. Please report these events!

Internet Safety

The Administration will take measures: to assure the safety and security of students when using e-mail, chat rooms, and other forms of direct electronic communications; to prohibit unauthorized access, including “hacking” and other unlawful activities by minors online; to prohibit unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; to educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response; and to restrict students’ access to online materials harmful to minors, including obscene materials and child pornography.

Electronic Communication Devices

Students are allowed to use cell phones, pagers, and e-mail only during residential life time (3:15 p.m. to 10:30 p.m.) with the following guidelines:

1. Pagers, cell phones or e-mail are not to be used in the Library during Evening Tutoring time nor during dorm study hours. Use of cell phones and/or pagers in the Library or dorm study time will result in confiscation of the equipment. That equipment will be returned after no less than 2 days. Repeat offenses will result in permanent confiscation.

2. Length of use guidelines for residential life time will be determined by and will be monitored by the Residential Counselor Staff.

3. Pagers, cell phones, and personal e-mail are not permitted for use during the school day from 8:20 – 3:15 pm.

4. Students will turn in pagers, cell phones to the appropriate supervisor in Student Lounge before 10:00 a.m. If students arrive to ASD after 10:00 a.m., the student will turn in pagers or cell phones to the office.

5. Student will sign out their pagers/cell phones on Fridays during lunch period. This is for verifications that the student have taken responsibility for their own pager/cell phone. Students using pagers or cell phones during the school day will have those devices confiscated and returned after no less than 2 days. Repeat offenses will result in permanent confiscation.

6. Students may access videophones (VP) during non-school hours.

Instant messaging systems and chat are forbidden. The school makes every effort to block these systems electronically. Use of these programs through the public Internet is a violation of school policy and may result in disciplinary action as defined above.

Videophone Rules in the Dormitory

1. Each student will have the privilege to use the videophone for up to half an hour. There is a sign up sheet with times for the student to write in their name. He/she can use it during the half hour that he/she signed up for.

2. Students are expected to show courtesy while using the videophone. This means no use of profane language, demonstrating inappropriate sexual behaviors during the conversation. Such behaviors will result in immediate suspension of videophone privileges.

3. It is also expected that each student shows respect to VI agent. No flirting or chatting is allowed. Do smile and say "Thank you."

Revision: July 2009
Students who violate the above rules will temporarily lose the privilege of using the videophone. Repeated violations may result in permanent loss of privilege.

**E-Mail**

Since use of web-based email systems are discouraged and blocked by the school’s filtering software in compliance with the Children’s Internet Protection Act, the school provides an e-mail system designed for K-12 students. As such, this system is regularly monitored for appropriate use. Administrative personnel are notified of potential abuses of the system as defined in the Student Conduct section above. The school respects the right to individual privacy within the guidelines described in this document.

ASD is not responsible for the students access to the internet via pager.

American School for the Deaf reserves the right to alter, amend, delete or discontinue the foregoing policies in whole or in part, at any time and in its absolute discretion.
VIII. Elementary School

INTRODUCTION:
This section of the handbook is designed to answer questions about our daily routine in the Elementary School and to provide you with a link between home and school. That home-school partnership is necessary if your child (and our student) is to achieve at his/her highest level.

We encourage you to keep in contact with us. There are many ways to do this - notes to the teacher and residential advisor, phone calls, chaperoning a field trip, visiting your child in the dormitory and classroom. We also encourage you to call and/or meet with us. If you have any questions or concerns, we will be pleased to listen to them.

We believe we have one of the finest programs in the country for all of our students. With your help we will continue to strive for excellence in all areas.

Elementary School Administration
• Principal, Luisa Soboleski, M.Ed.
• Assistant Principal, Carol Peltier, M.Ed.
• Dean of Students, June Terry, M.S. H.S.
• Student Support Services Coordinator, Barbara French, B.A. CEASD Certification

COGSWELL BUILDING PHONE NUMBERS:
The main office is open Monday – Friday, 8:00am – 4:00pm
Luisa Soboleski, Principal.................................................. Luisa.Soboleski@asd-1817.org; (860) 570-1837, TTY
Carol Peltier, Assistant Principal ........................................Carol.Peltier@asd-1817.org; (860) 570-2334, V/TTY
Sandy Bryant, Administrative Assistant ..................... Sandy.Bryant@asd-1817.org; (860) 570-2399, V/TTY Spanish
(For appointments with teachers or principals, reporting illness, general information, change of address or phone, observation times, etc ............................................. Sandy.Bryant@asd-1817.org; (860) 570-2399, V/TTY Spanish
Barbara French, Student Support Services................. Barbara.French@asd-1817.org; (860) 570-2276, V/TTY
(For transporation, after-school activities, discipline).... Barbara.French@asd-1817.org; (860) 570-2276, V/TTY
Residential Life - June Terry, Dean of Students ......................... June.Terry@asd-1817.org; (860) 570-2398 TTY
(For questions regarding dorm and after-school activities)......... June.Terry@asd-1817.org; (860) 570-2398 TTY
Elementary School Audiology .................................................... (860) 570-2318, V/TTY

ELEMENTARY SCHOOL DISCIPLINE POLICY:
The following discipline policy will be used in conjunction with in-class disciplinary strategies as well as Behavior Management programs when applicable. One and/or a combination of the following disciplinary options will be implemented following an unacceptable behavior. Disciplinary options, for Class A and B only, will be chosen after discussion with the administrator, teacher and other involved staff. Other actions may be chosen, provided they are agreed upon by administrator, teacher and other involved staff.

Please also refer to the Student Conduct section later in this Handbook.
Class A Violations
Repeated occurrences of Class "A" unacceptable behavior will result in an evaluation of the student's placement and/or referral for other services. Examples of infractions include, but are not limited to:

1. Physical aggression to others
2. Throwing objects in a dangerous fashion
3. “Running away” – Leaving the building without permission
4. Bringing any type of weapon to school
5. Verbal aggression to others (e.g. threats, insults, swear words).

Class A Discipline Procedures
1. Home or in-school suspension followed by a required conference with school personnel (administrator, teacher and other support staff). Parents/guardians attendance is requested.
2. Student will perform a community service.
3. Student will apologize for his/her actions to staff involved.

Class B Violations
1. Non-compliance (e.g. refusing to work, not cooperating, etc.).
2. Lying, stealing, cheating.

Class B Discipline Procedures
1. In-school suspension for repeated violations followed by a required conference with school personnel (parent participation is optional). However, parent should be informed.
2. Student will perform a community service.
3. Student will request permission of class teacher to re-enter class.
4. Student will apologize for his/her actions to staff involved.
5. Consequences set by class teacher.

Class C Violations
1. No homework.
2. Lack of class materials.
3. Disrupting class.
4. Violating any rules set by the class.
5. Unexcused lateness.
6. Damage to or loss of library materials.

Class C Discipline Procedures
Students who have Class “C” behaviors will first be given a warning.
1. Consequences set by class teacher.
2. Overdue notices will be distributed by the classroom teacher who will explain the notice to the student and will help the student try to find the item.

If class “C” disciplinary options have no effect, parents will be contacted to request their cooperation. If violations continue, an in-school staffing will be convened to discuss the possibility of the involvement of more complex issues. The school reserves the right to deviate from the disciplinary consequences suggested within this booklet and/or impose discipline for conduct that is not listed when the specific circumstances justify such action. Individual student needs may impact the disciplinary procedures.

VISITING THE ELEMENTARY SCHOOL:
Refer to page 17 [VISITING ASD].

Revision: July 2009
ABSENCES AND TARDINESS:
Regular school attendance is very important to your child. If your child will be absent, we request that you telephone the school between 8:00 a.m. and 9:00 a.m. at (860) 570-2399 to inform us of your child's absence.

A student arriving at school late must obtain a pass from the office before going to the classroom.

PARENT–STAFF COMMUNICATION:

Pre-school
Preschool teachers will send home a small communication book each day with your child. We ask that you respond briefly and let us know what your child did at home. We use these experiences to build language that is meaningful to your child. Any questions for staff are welcome, too.

Kindergarten – Sixth Grade
Kindergarten through sixth grade teachers will send home a weekly parent letter briefing you on the events of the week. Teachers will also send out periodical notices regarding activities and events.

SCHOOL SUPPLIES:
At the beginning of the school year we will be asking you to please send the following items with your child:

Preschool – Kindergarten
1. Child scissors (the Fiskars non-pointed are a good brand)
2. Crayons – 1 Box of 8 large size
3. Crayons – 1 Box of 8 small size
4. 3 Glue sticks
5. 1 Plastic cup
6. 1 Face cloth
7. 1 Box of Tupperware
8. 1 Box primary washable markers
9. Eraser
10. Container to keep things in (shoebox, basket, Tupperware, etc.)
11. ONE COMPLETE CHANGE OF CLOTHING

Elementary
1. 3-ring binder or organizer with loose leaf paper, folders, and dividers
2. 1 Box washable markers
3. 1 Box crayons
4. Pencils in pencil case or zippered pouch
5. Erasers and pencil erasers
6. Ruler
7. Glue stick (1 large or 2 small) or Elmer’s white glue
8. Calculator
9. Homework assignment book
10. 1 Box Kleenex

HOMEWORK:
Homework, in addition to reinforcing skills and concepts taught in the classroom, helps students to develop self-discipline and to accept responsibility.

We encourage parents to check their child's work, but not to do it for him/her! The amount of time spent on homework will vary with each student. The guidelines listed below are the approximate times we feel are reasonable. If a student is consistently spending more than the stated amounts of time, please contact us. With more than one teacher assigning homework, it is sometimes necessary to adjust the amount given.

Revision: July 2009
We understand that, on occasion, family plans will take precedence and homework cannot be completed. When this happens (and we hope it will not be often!) the parent should write a note of explanation to the teacher. Upon receipt of that note, the student will be excused from that assignment. Without the note, the student will be held responsible for the assignment.

**Homework Guidelines**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Time</th>
<th>Days per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td>Teacher discretion</td>
<td></td>
</tr>
<tr>
<td>Second Grade</td>
<td>20 minutes</td>
<td>2-3</td>
</tr>
<tr>
<td>Third Grade</td>
<td>30 minutes</td>
<td>4-5</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>45 minutes</td>
<td>4-5</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>45 minutes</td>
<td>4-5</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>45 minutes/1 hour</td>
<td>4-5</td>
</tr>
</tbody>
</table>

Any questions or concerns should be sent to the principal's office.

**CARE OF BOOKS AND SCHOOL MATERIALS:**

**Library**
Library books and school materials damaged or lost must be replaced at student expense. Parents will be sent a bill.

**Textbooks**
Textbooks are provided for all students. Textbooks lost or damaged must be replaced at student expense. It is the responsibility of the student to see that all books are covered and treated with care.

**REPORT CARDS/PROGRESS REPORTS:**
Good communication between parents and teachers by means of reports and conferences is essential in understanding the progress and needs of each student.
In preschool, and in the elementary program, report cards are issued four times per year. A required parent-teacher conference is held when the first report card is issued. Parents will be notified by letter of this conference. Every effort will be made to schedule the conference at a mutually agreeable time.

Parents and/or teachers may request another conference at any time during the school year.

**CLOTHING FOR THE WEATHER:**
All students will be going outside during the lunch hour. Please send your child with appropriate clothing; hat, heavy coat, mittens/gloves, boots (if necessary). On extremely cold days, inclement weather, the students will stay inside. Parents of younger students are encouraged to send in an extra set of clothing in case of emergencies that may occur.

**BUS RULES AND CONDUCT:**
While ASD is not responsible for the students while on their bus or van, we do help drivers to enforce good bus safety and act as a liaison with bus companies. Transportation questions should be directed to the Elementary School office and the appropriate personnel will address the concerns.

1. Students must be seated immediately after entering the bus and remain seated at all times while the bus is in motion.
2. Inappropriate or profane language, fighting, rowdyism, or vandalism are expressly forbidden.
3. Students are not to throw any objects in or out of the bus.
4. Students are not to extend their heads or arms out of the bus windows.
5. Students are not to open bus windows unless permission has been granted by the driver.
6. Students shall enter and leave the bus by the front door except in cases of emergency.
7. Students are expected to comply with rules of proper school behavior on the bus.
8. Students are expected to wear seat belts if provided.
9. Please review these "BUS RULES" with your child.
10. Fasten seat belt if provided.
IX. PACES

PACES:
PACES (Positive Attitudes Concerning Education and Socialization) is a residential treatment program that serves students ranging in age from 6 to 22 with both significant hearing loss and severe emotional disturbance. PACES is open 7 days a week, 365 days a year. In addition to PACES Educational staff that includes the Director of PACES, teachers, clinicians and support staff, the residential component is staffed by the PACES Dean of Students, an Associate Dean, five Assistant Deans and numerous trained Residential Counselors (RCs).

PACES residential program is a highly structured program where students are engaged in social development opportunities such as obtaining and maintaining a job, social activities both on and off campus, religious activities (parent/student’s choice), visiting other students on campus, and fund raising for special activities. Activities of Daily Living (ADL) skills are supervised by the staff and consist of areas such as: personal hygiene, doing laundry and cleaning dorm room. Students remain on our behavior program while both on and off campus. Feedback is provided to students to encourage positive and appropriate behaviors. The wide array of activities provided, especially during weekends, is paid by the program and ranges from going to off campus game rooms, movie theaters, ball games, museums, visits to local beaches, and various day trips off campus. PACES encourages students to participate in activity planning. A goal of the PACES program is to provide a warm, comfortable, and nurturing home-like residential environment. PACES is built on a foundation of structure and clear behavioral expectations, in which PACES staff strive to ensure that students are treated with dignity and respect.

PACES ensures that students have adequate, clean, attractive and seasonable clothing which encourages positive self-image and good personal hygiene. Students are provided with appropriate storage of belongings and encouraged to maintain a neat and orderly living environment.

In addition, students both send and receive private correspondence via the US Postal Service and other delivery sources. When clinically appropriate, students are encouraged to participate in appropriate written communication with family and friends outside of ASD, as well as through a variety of telecommunication and video relay outlets.

Students earn the privilege to go home for weekend and holiday visits by demonstrating appropriate behaviors and earning Level 3 in our 4 Level behavior system. Transportation for home visits is provided by the program. Students going home on weekends or vacations will be picked up for return to school the day before classes begin. Staff emergency contact numbers are provided to the parents should their child display unsafe or inappropriate behavior at home. Home visits are encouraged by the program after the student has been with us for a period ranging from 6 weeks to 3 months, depending on the individual student. Weekly reports of the students’ behavior are shared with the Director of Residential Life, the Director of the PACES program and clinical staff for any necessary follow-up.

PACES is one of only a handful of residential treatment programs for deaf children and youth throughout the country. PACES is licensed by the Connecticut Department of Education and Department of Families and Children; the New York Department of Education, Massachusetts Department of Education and Department of Families & Children; and New Jersey Department of Education and Department of Children and Families.

Expected Student Behavior at PACES

All PACES students are expected to follow ASD behavior policies. Additionally, as a Residential Treatment Program, all PACES students will have Treatment Plans that specify specific target behavioral objectives. PACES students are expected to meet these behavioral objectives.

Discipline for PACES students will generally follow ASD’s Code of Conduct policies. However, as a behavioral program, PACES is highly structured. Students follow a point and level system, earning privileges with appropriate behavior. Infractions of school rules may, in addition to following ASD policy, also be addressed within PACES via deduction of points and/or changes in student level.

PACES behavioral consequences will be determined by a team of PACES administrators that may include: the Director of PACES, PACES Dean of Students, Crisis Intervention Specialists, Clinical Team Leaders, teachers, and other PACES or ASD staff, as appropriate.

Revision: July 2009
(7 Day) Weekend – Holiday Residential Program

For students in the weekend program, appropriate weekend planning is an integral part of program services. Activities include, but are not limited to:

1. Saturday work opportunities on campus.
2. Making choices about appropriate use of leisure time.
3. Life Skills training.
4. Field trips of educational and cultural value.
5. Community activities to include Deaf Community activities.
6. Opportunity to participate in religious services of the student/family’s choice.
X. APPENDIX
## VIDEOPHONE DIRECTORY

**VP Units as of July 22, 2009**

<table>
<thead>
<tr>
<th>Location</th>
<th>VP Phone number</th>
<th>Location</th>
<th>VP Phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butterworth dorm</td>
<td>860-570-2261</td>
<td>US LRC</td>
<td>860-570-2370</td>
</tr>
<tr>
<td>Cottage C</td>
<td>860-236-5488</td>
<td>Becky Abeyta</td>
<td>860-570-2008</td>
</tr>
<tr>
<td>Holt dorm</td>
<td>860-570-2394</td>
<td>AVS SLA</td>
<td>860-570-2243</td>
</tr>
<tr>
<td>Clerc dorm</td>
<td>860-570-2221</td>
<td>Ariel Bumbala</td>
<td>860-570-2009</td>
</tr>
<tr>
<td>Cogswell dorm</td>
<td>860-570-2337</td>
<td>HS Lounge</td>
<td>860-570-2006</td>
</tr>
<tr>
<td>Vocational</td>
<td>860-570-2340</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gallaudet VidConf Rm</td>
<td>860-570-2999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CATS Conf Room</td>
<td>860-570-2365</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fern Reisinger</td>
<td>860-570-2309</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerc Dorm Office</td>
<td>860-570-1853</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June Terry</td>
<td>860-570-2339</td>
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<tr>
<td>Luisa Sobeleski</td>
<td>860-570-1837</td>
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<tr>
<td>Rick Borchardt</td>
<td>860-570-2209</td>
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<tr>
<td>FES/Gallaudet</td>
<td>860-570-2371</td>
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<td>FES/Cogswell</td>
<td>860-570-2367</td>
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<tr>
<td>Sandy Inzinga</td>
<td>860-570-2235</td>
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<tr>
<td>Ron Davis</td>
<td>860-570-2384</td>
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<tr>
<td>Cook Lodge</td>
<td>860-570-1841</td>
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<tr>
<td>Cogswell Conf Room</td>
<td>860-570-2399</td>
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<td>AVS ERO – Norwich</td>
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<tr>
<td>Cook Lodge Office</td>
<td>860-570-1842</td>
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<tr>
<td>Holt Dorm 2nd Floor</td>
<td>860-570-2259</td>
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<tr>
<td>Butterworth 2</td>
<td>860-570-1866</td>
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Sorenson VRS: 866-327-8877  
Default Gateway: 172.16.3.15  
Subnet: 255.255.252.0  
Code: 5236 to change settings

Revision: July 2009
AMERICAN SCHOOL FOR THE DEAF
TRANSITION PLANNING RESOURCE LIST

CONNECTICUT
Department of Social Services

CT Bureau of Rehabilitation Services (BRS)
25 Sigourney Street, 11th Floor
Hartford, Ct 06105-5033
Phone: (860) 424-4869 Voice, (860) 424-4839 TDD, (860) 424-4850 Fax

CT Commission on the Deaf and Hearing Impaired (CDHI)
67 Prospect Avenue 3rd Floor
Hartford, CT 06106-2980
Phone: 1-800-708-6796 Voice/TDD, (860) 231-8756 Voice/TDD, (860) 231-8169 TDD only,
(860) 231-8746 Fax, (860) 231-1690 Voice/TDD Interpreting Services, (860) 231-7623 Voice/TDD Emergencies
Email: cdhi@po.state.ct.us
Website: www.state.ct.us/cdhi/index.htm
Services provided by CDHI are: Interpreting Services, Job Development and Placement, Personal and Family Counseling, Community Education & Support, Executive Director: Stacie J. Mawson

CT Department of Developmental Services (DDS)
460 Capitol Ave.
Hartford, CT 06106
Phone: (860) 418-6123, (860) 418-8784 Fax, Toll Fee: 1-866-433-8192
Email: DDS.Eligibility@ct.gov
Website: www.ct.gov/dds

CT Centers for Independent Living
For people living with a disability, the centers provide easy, single point access to services, information and referral, peer counseling, skills training and a range of supportive services.

1. Independence Unlimited
151 New Park Avenue
Hartford, CT 06106
Phone: (860) 523-5021 Voice/TDD, (860) 523-7991 TDD
Eligibility: Resident of Northwest Region

2. Disabilities Network of Eastern CT
238 West Town Street
Norwich, CT 06360
Phone: (860) 823-1898 Voice, (860) 886-2316 Fax
Website: www.dnec.org
Eligibility: Residents of Eastern Connecticut

3. Independence Northwest: Center for Independent Living of NW CT
1183New Haven Road, Suite 200,
Naugatuck, CT 06770-5033
Phone: (203) 729-3299 Voice, (203) 729-1281 TDD, (203) 729-2839 Fax
Eligibility: Resident of Northwest Region

4. Center for Disability Rights
764A Campbell Avenue
West Haven, CT 06516
Phone: (203) 934-7077 Voice, (203) 934-7078 Fax
Website: www.CenterforDisabilityRights-CT.org

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5. Disability Resource Center of Fairfield County
   80 Ferry Blvd., Suite 210
   Stratford, Ct 06615
   Phone: (203) 378-6977 Voice,  (203) 378-3248 TTY,  (203) 378-2748 Fax
   Website: www.drefc.org

PEPNet- Northeast
Desiree Duda Outreach Specialist
Rochester Institute of Technology
National Technical Institute for the Deaf
52 Lomb Memorial Drive
Rochester, NY 14623-5607
Phone: (203) 854-5371 Voice/TTY
Email: desiree.duda@pepnet.org
Website: www.pepnet.org
PEPNet’s national network of regional centers provides resources, information and expertise to enhance educational opportunities for individuals who are deaf or hard of hearing.

Northwestern Connecticut Community College
Career Education Program for the Deaf
Park Place East
Winsted, CT 06098
Contact: Sara C. Gerhold, Acting Director
Phone: (860) 738-6397
Email: sgerhold@nwcc.commnet.edu
Website: www.nwcc.commnet.edu

MASSACHUSETTS
Massachusetts Rehabilitation Commission
Vocational Rehabilitation Services
Fort Point Place
27 Wormwood Street
Boston, Massachusetts 02210
Phone: (617) 204 3600 Voice,  (617) 204 3868 TTY,  (617) 727-1354 Fax,  Toll Free: 1-800-245-6543
Deafness Coordinator: Diane C. Kendrick
The central office will guide you to the counselor in your area.

Massachusetts Commission for the Deaf and Hard of Hearing
150 Mount Vernon Street, Suite 550
Boston, Massachusetts 02125
Phone: (617) 740-1600 Voice,  (617) 740-1700 TTY,  (617) 256-8447 VP,  (617) 740-1810 Fax
Toll Free: 800-882-115 Voice,  800-530-7570 TTY
Email: mcdhh.office@state.ma.us
Website: www.mass.gov/mcdhh
Commissioner: Heidi L. Reed, MA

D.E.A.F., Inc.
Headquarters, Greater Boston
215 Brighton Avenue
Alston, Massachusetts 02134
Phone: (617) 254-4041 Voice/TTY,  (617) 254-7091 Fax
Email: sapplegate@deafinconline.org
Website: www.deafinconline.org
Executive Director: Sharon Applegate
American School for the Deaf

D.E.A.F., Inc.
Independent Living Services
Greater New Bedford/Fall River Office
105 Williams Street, Room 25
New Bedford, Massachusetts 02740
Phone: (508) 990-1382 Voice/TTY, (508) 990-1382 VP, (508) 990-2170 Fax
Toll Free: 1-800-886-5195 Voice/TTY
Website: www.deafinconline.org
Regional Director of Independent Living Services:
Pauline J. Raiche

D.E.A.F., Inc.
Independent Living Services, Southeast/Southshore Office
66 Main Street
Taunton, Massachusetts 02780
Phone: (508) 902-8605 Voice/TTY, (508) 902-9606 Fax
Email: info@deafinconline.org

Northern Essex Community College
100 Elliot Street
Haverhill, Massachusetts 01830
Phone: (978) 556-3658 Voice/TTY, (978) 556-3673 TTY/VP
Website: www.necc.mass.edu
Deaf and Hard of Hearing Services Manager:
Deborah McKinney

Northeastern University
Disability Resource Center
360 Huntington Avenue, 20 Dodge Building
Boston, Massachusetts 02115
Phone: (617) 373-2675 Voice, (617) 373-2730 TTY, (617) 373-7800 Fax
Email: d.delpizzo@neu.edu
Website: www.neu.edu
Asst. Director, Deaf Students & Interpreting Svs: David S. Del Pizzo, MS

Boston University
Disability Services
19 Deerfield Street
Boston, Massachusetts 02215
Phone: (617) 353-6882 Voice, (617) 353-7790 TTY, (617) 353-9646 Fax
Email: dammon@bu.edu
Website: www.bu.edu/disability/services/deaf.html
Coordinator Services for the Deaf/Hard of Hearing: Deanna Ammon

PEPNet-Northeast
Desiree Duda, Outreach Specialist
Rochester Institute of Technology
National Institute of Technology
52 Lomb Memorial Drive
Rochester, NY 14623-5607
Phone: (203) 854-5371 Voice/TTY
Email: desiree.duda@pepnet.org
Website: www.pepnet.org
PEPNet’s national network of regional centers provides resources, information and expertise to enhance educational opportunities for individuals who are deaf or hard of hearing.

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NEW YORK
State Office of Special Education
New York State Education Department
Vocational and Educational Services for Individuals with Disabilities
1 Commerce Plaza, Room 1601
Albany, NY 12234-0001
Phone: (518) 474-5652 Voice/TTY, (518) 473-6073 Fax, Toll Free: 1-800-222-5627
Website: http://www.nysed.gov

State Vocational Rehabilitation
New York State Education Department
Vocational and Educational Services for Individuals with Disabilities
80 Wolf Road, Suite 200
Albany, NY 12205
Phone: (518) 457-2318 TTY, (518) 473-8097 Voice, (518) 457-4562 Fax
Website: http://www.vesid.nysed.gov/albany/

LaGuardia Community College
Program for Deaf Adults
31-10 Thompson Avenue, Room C-203
Long Island City, NY 11101
Phone: (718) 482-5325 or 718-482-5353 TTY, (718) 482-5324 Voice, (718) 609-2069 Fax
Website: http://www.lagcc.cuny.edu

Lehman College
Special Services for Students with Special Needs
238 Schuster Hall
250 Bedford Park Boulevard West
Bronx, NY 10468
Phone: (718) 960-8441 Voice
Website: http://www.lehman.cuny.edu/lehman/

Nassau Community College
Center for Students with Disabilities
Building U
One Education Drive
Garden City, NY 11530
Phone: (516) 572-7617 TTY, (516) 572-7241 Voice, (516) 572-9874 Fax
Website: http://www.nassau.edu

National Technical Institute for the Deaf
Rochester Institute of Technology
52 Lomb Memorial Drive
Rochester, NY 14623-5604
Phone: (585) 475-6400 TTY/Voice, (585) 475-5978 Fax
Website: http://www.rit.edu/ntid

Westchester County Department of Community Mental Health
112 East Post Road, 2nd Floor
White Plains, NY 10601
Phone: (914) 995-5245, (914) 995-6220 Fax
Website: www.westchestergov.com/MentalHealth/SPOE.htm

Revision: July 2009
American School for the Deaf

Student Handbook Response Form

I, _________________________________ (your name), have read and understood the ASD Student Handbook and was given an opportunity to ask questions regarding this manual.

Student’s Signature ______________________________ Date: ________________

Parent’s Signature ______________________________ Date: ________________

Return this form to Fern Reisinger, Director of Education