

Handbook for

Students, Parents & Staff

2019 - 2020



**West Tennessee
School for the Deaf**

Table of Contents

ADMINISTRATION 4

IMPORTANT TELEPHONE, VP, & FAX NUMBERS 4

WTSD PROMISE 4

MISSION..... 5

VISION 5

STUDENT AND PARENT INFORMATION & NOTICES 6

 ACCESS TO STUDENT RECORDS 6

 ACCESSIBLE PARKING 6

 ADDRESS & PHONE NUMBER CHANGES..... 6

 ATTENDANCE POLICY 6

 Tardiness/Early Dismissal..... 6

 Excused Absence..... 7

 Unexcused Absence 7

 Chronic Absenteeism 7

 Inclement Weather 7

 Check In/Check Out 8

 Parent Notes 8

 Parent Call-In..... 8

 BIRTHDAY PARTIES..... 8

 BULLYING AND HARASSMENT 8

 CHILD ABUSE AND NEGLECT REPORTING PROCEDURE 9

 COMMUNICABLE DISEASES 9

 COMMUNICATION WITH TEACHERS 9

 DELIVERIES 10

 DRESS CODE 10

 DRUG AND ALCOHOL POLICY..... 11

 FOOD SERVICE PROGRAM 11

 HEARING ASSISTANCE..... 12

 HOMELESS CHILDREN POLICY AND PROCEDURES..... 12

 Definition of Homeless 13

 Compliance Indicators 13

 HOMEWORK POLICY 13

IMMUNIZATION REQUIREMENTS (TCA 49.6.5001, TCA 49.6.5002, TCA 49.6.5003)	14
Children with Medical or Religious Exemption to Requirements.....	14
ITEMS NOT ALLOWED IN SCHOOL	14
Food and Drinks	14
MEDICAL INFORMATION	15
Illness	15
Medicine	15
Nursing Services.....	15
NONDISCRIMINATION POLICY	16
PROOF OF CUSTODY	16
SCHOOL DAY	16
SCHOOL VISITORS	16
SEXUALLY EXPLICIT MATERIALS	17
Definition	17
Printed and Electronic Material.....	17
SEXUAL HARASSMENT	17
Definitions.....	17
Conditions	17
School’s Responsibility.....	18
School Policy	18
STUDENTS CHARGED WITH A FELONY.....	19
STUDENT SUICIDE PREVENTION POLICY.....	19
Prevention.....	19
Intervention	19
Postvention	20
THREAT WATCH POLICY AND PROCEDURES.....	20
Reporting.....	21
Release of Watch	21
ZERO-TOLERANCE POLICY.....	21
CONDUCT/BEHAVIOR PROCEDURES	22
CODE OF STUDENT CONDUCT	22
DISCIPLINE POLICY (TCA 49-1-214, TCA 49-6-4002)	22
Authority.....	23

GRIEVANCE PROCEDURES FOR STUDENTS Title VI, Title IX, Section 504, and ADA	23
Definitions:.....	23
Procedure.....	23
RESPONSE TO INTERVENTION & INSTRUCTION	24
WTSD EXPECTATION MATRIX	25
SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORTS (SWPBS) AT WTSD.....	27
Definitions of SWPBS Terms	27
SWPBS General Definitions of Problem Behaviors*	28
Disciplinary Actions - Levels of Consequences	30
Drug Search and Testing Procedures.....	33
Zero-Tolerance Procedures & Consequences.....	34
Student Suspensions Out-of-School (TCA 49-6-3401)	35
TRANSPORTATION	35
Pick Up/Drop Off.....	36
INSTRUCTION	37
ELEMENTARY SCHOOL	37
Vision Statement.....	37
Mission Statement.....	37
Grading System	37
Reporting Information	37
Pupil Progression	37
ASSESSMENTS	38
TECHNOLOGY	40
NETWORK AND INTERNET ACCESS	40
RESPONSIBLE USE	40
SCHOOL-OWNED TECHNOLOGY	40
VIDEOPHONES (VP).....	40

WEST TENNESSEE SCHOOL FOR THE DEAF STUDENT HANDBOOK

100 Berryhill Drive
Jackson, TN 38301

<https://www.tsdeaf.org/apps/pages/WTSD>

ADMINISTRATION		
Dr. Vicki Kirk v.kirk@tsdeaf.org	Superintendent	865.579.2441 V 865.978.6029 VP
Lisa Collins l.collins@tsdeaf.org	Director of Instruction	865.579.2410 V 865.978.6016 VP
J. Jack Johnson jj.johnson@tsdeaf.org	Director of Comprehensive Educational Resource Center	865.978.6012 Office VP 865.312.7585 Mobile VP
Michelle Swaney m.swaney@tsdeaf.org	Director of Technology & Communications	865.579-2439 V 865.299.6489 VP

IMPORTANT TELEPHONE, VP, & FAX NUMBERS		
	Main Numbers	731.423.5705 V 731.506.0928 VP 731.423.6470 FAX
Kristi Lindsey klindsey@wtsd.tn.org	Principal	
Veronica McDonald mcdonaldv@wtsd.tn.org	Assistant Principal	
Connie Taylor taylorc1@wtsd.tn.org	Administrative Assistant	
Marti Barcroft barcroftm@wtsd.tn.org	Health Services	

WTSD PROMISE

I promise to WTSD to be a responsible, respectful, and cooperative individual.

To be responsible, I will control my behavior, finish my work on time, be trusted with important jobs, and do my part when working together.

To be respectful, I will be nice to others, listen to adults, and accept others for who they are.

To be cooperative, I will get along with others, work together, and help others.

THIS IS MY PROMISE TO KEEP!

MISSION

Empowering students, families, and stakeholders through education, advocacy, and community

VISION

West Tennessee School for the Deaf students will be linguistically and culturally competent. They will exhibit a mastery of both American Sign Language (ASL) and English and possess self-knowledge and skills necessary to succeed academically and socially as a productive member of society.

Students will:

- Approach challenges with optimism and perseverance while working toward solutions, asking for help when appropriate, collaborating with others to problem solve, and self-advocating
- Respect themselves and others
- Exhibit curiosity and creativity
- Demonstrate a mastery of both ASL and English
- Develop short- and long-term plans for learning and develop career goals that give purpose to their learning
- Exhibit a joy for learning through free thinking and creativity while developing self-confidence

Teachers and Staff will:

- Respect, value, and honor the language and culture of Deaf and Hard of hearing individuals
- Demonstrate a mastery of ASL and English
- Approach their work with optimism, humility, and teamwork
- Set high expectations for students' behavior, academic performance, and creative endeavors
- Develop lessons and tasks that align to grade-level standards with appropriate support for student success
- Collaborate effectively to promote learning through incidental learning in school, at home, and in the community
- Model behavior and mentor students to set high aspirations for themselves and to develop appropriate plans to achieve those aspirations
- Provide support and resources to facilitate student success

In an environment that:

- Is language and information rich, exhibiting appreciation of and value for identity, language, and culture
- Respects all employees and values the purpose of each job
- Displays strong leadership and effective communication
- Is safe, nurturing, and professional
- Allocates resources effectively for student success

STUDENT AND PARENT INFORMATION & NOTICES

ACCESS TO STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. Parents and eligible students have the right to inspect and review the student's education records within 45 days after the day the West Tennessee School for the Deaf receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the Director of Instruction a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

ACCESSIBLE PARKING

WTSD has several parking spaces reserved for accessible parking near the front door and also near the entrance to the gymnasium.

ADDRESS & PHONE NUMBER CHANGES

Parents or guardians should notify Administrative Assistant for the Principal in writing or via e-mail if there is a change of address, home, or work numbers.

ATTENDANCE POLICY

All West Tennessee School for the Deaf students are expected to attend regularly scheduled classes. Unexcused absences over ten (10) days per semester will adversely affect the student's grades and ability to earn course credit.

All absences must be accounted for with a note from parent and/or physician.

Five (5) absences (excused or unexcused) during a semester will generate a letter to the parent(s) indicating that there is a concern with the student's attendance in school.

Ten (10) absences (excused or unexcused) during a semester will result in an IEP meeting to discuss attendance and consequences for less than satisfactory attendance. The student's LEA will receive copies of letters regarding school attendance.

Tardiness/Early Dismissal

Punctuality is a key factor in student achievement. It is important that students are on time to maximize their opportunity for success and educational growth. A student who comes to class late or leaves early will be considered tardy. Students must be in school and in class before 10:30 AM or leave after 11:30 am to count as a full day's attendance. If tardy, the student will receive a participation grade of "0" in those classes missed. Parents of students arriving late or leaving early must sign-in their student at the principal's office, and the student must receive a pass from the office.

Parents are encouraged to schedule medical appointments after school hours, whenever possible. If a student arrives late or leaves early for a medical appointment, a written excuse from the physician should accompany the child when he/she returns to school. A total of three (3) late arrivals and/or early dismissals will equal one (1) day of absence.

School begins at 8:00 a.m. and it is important for students to arrive promptly and be ready to learn. Your child is considered tardy if he/she enters the building after this time. Upon late arrival, please walk your child into the building and sign in at the front desk in the main office.

Excused Absence

Students with excused absences will be allowed to make up all missed work according to the timeline established by each individual teacher. The student will be allowed two make-up days for every one day of excused absence.

The following reasons for absence will be excused:

- Religious holiday
- Illness (requires note from doctor/parent)
- Doctor appointment (requires note from doctor)
- Dentist appointment (requires note from dentist)
- Death in the family (bereavement)
- Emergency situation
- School sanctioned activity
- Discretion of the Principal/Director of Instruction
- Court
- Nurse dismissal

Unexcused Absence

All other types of absences are unexcused and will result in students' receiving a grade of "0" for participation and for any graded work due for each class/day missed. An absence without documentation will be considered unexcused until such time as the student/parent presents written documentation.

Chronic Absenteeism

Chronic absenteeism can occur when a student misses school for any reason (excused, unexcused, suspended/expelled). Chronic absenteeism is commonly defined as missing 10 percent or more of instructional days, the threshold at which research indicates most students are at risk of negative academic and social consequences.

Inclement Weather

West Tennessee School for the Deaf follows the local district's decision on closing (Jackson-Madison County School District).

In the event of inclement weather that results in a delay or cancellation, information will be posted to the WTSD website and social media pages, and local news media will be notified. In addition, the Remind service (www.remind.com) is used to deliver all important messages regarding deadlines, reminders and inclement weather information. **Please be sure that you are enrolled to receive these messages.**

If the county the student resides in is closed and no transportation is provided, then the student will not be counted absent from school.

Check In/Check Out

If for some reason a student arrives late or must be picked up early, please report to the main office and sign the student in/out. If checking out, the secretary will notify the classroom teacher and the student will meet you in front of the office.

Children may only be picked up by persons you designate in writing. If you send another person who is not on the approved list, you should call the office in advance, and give the person's name to the secretary. This person must have a valid photo ID to show when the child is picked up.

Parent Notes

The school will accept five (5) parent notes/calls per student per school year. Thereafter, the student must have a doctor's note to excuse any absence for illness.

Parent Call-In

All parents or guardians should call the main office between 7:30 a.m. and 9:00 a.m. on the day of the student's absence. Any parent or guardian that does not call-in will be contacted by the school nurse beginning at 9:00 a.m. daily.

BIRTHDAY PARTIES

Birthday parties must be scheduled with the student's classroom teacher at least one day prior. Parties will be from 2:30 p.m. until 3:00 p.m. Please check with your child's teacher for any allergies in the classroom. Students will not be allowed to leave with parents until 3:00 p.m., unless the parent checks the student out through the office.

BULLYING AND HARASSMENT

WTSD will not tolerate the harassment of others, whether the harassment is physical, sexual, verbal, or through the use of electronic devices. Bullying is prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, at any official school bus stop, through the use of the school's internet system while on or off campus, through the use of personal digital device on campus, or off-campus activities that cause or threaten to cause a substantial disruption at school. Both cyberbullying and bullying behavior on WTSD property, in a WTSD vehicle, at any WTSD-sponsored activity or event, and/or through the use of electronic devices, whether on or off campus are strictly prohibited. Administrators will assess each occurrence of bullying and determine appropriate disciplinary actions. All consequences will be subject to due process safeguards and procedures.

Bullying is defined as unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. The imbalance of power involves the use of physical strength, access to embarrassing information, or popularity to control or harm others.

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, text messages, chat, and websites. Examples may include mean text messages or emails, rumor sent by email or posted on social network sites, and embarrassing pictures, videos, websites, or fake profiles.

Harassment is any unwelcome conduct based on a protected class under the federal civil rights laws that is severe, pervasive, or persistent and creates a hostile environment that interferes with or limits a student's ability to participate in or benefit from services, activities, or opportunities offered by a school. Harassment meets one or more of the following criteria: is an act directed at one or more students that is received as harmful or embarrassing; is directed at one or more students; substantially interferes with educational opportunities, benefits, or programs of one or more students; substantially affects the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing emotional distress; is based on a student's actual or perceived distinguishing characteristic, or is based on an association with another person who has or is perceived to have any distinguishing characteristics; is repeated over time – is severe, persistent, and pervasive; causes mental duress, or psychological trauma to the victim.

CHILD ABUSE AND NEGLECT REPORTING PROCEDURE

If a WTSD employee suspects that a WTSD student has been abused, neglected and/or sexually abused, that staff member is to immediately contact the Department of Children Services in the county where the child resides. The report must include, to the extent known, the name, address, and age of the child and the name and address of the parents or persons having custody of the child, the nature and extent of the abuse and neglect, and any evidence to the cause or any other information that may relate to the cause or extent of the abuse or neglect. Alternatively, a report may be made to the judge having juvenile jurisdiction, or to the county office of the chief law enforcement official where the child resides. After the making the report, the WTSD employee shall inform both the Principal and the Social Worker.

COMMUNICABLE DISEASES

When a child is sent home from school for reason of communicable disease, the child will be allowed re-admittance with documentation from treating physician, stating that the student is no longer contagious. A communicable disease is classified as one that is contagious to other persons by reason of contact.

If a child has been sent home with lice and comes back with statement, is rechecked for head lice and is noted with living lice, then they will be sent back home, no exceptions.

COMMUNICATION WITH TEACHERS

Any parent that needs to contact a WTSD teacher may do so by email or by calling the main school number. When calling the main number, a message will be taken by the school secretary and the teacher will return the call during his/her assigned planning time. Please inform the secretary in the case of an emergency, otherwise she is instructed not to interrupt instructional time.

DELIVERIES

Our school days are reserved for educational instruction. Deliveries to school will be kept in the main office until school dismisses. The state transportation safety booklet states that NO BALLOONS OR GLASS CONTAINERS ARE ALLOWED ON BUSES due to safety regulations.

DRESS CODE

School dress and grooming shall be modest, moderate, and decent. Apparel or appearance which distracts students from learning or presents a safety hazard is inappropriate for school.

Students have the right: to dress as they choose as long as their dress meets the approved dress and grooming regulations, does not disrupt school activities, is not obscene or defamatory, and does not endanger the physical health or safety of themselves or others.

Students have the responsibility: to dress and groom in such a manner so as to reflect cleanliness, modesty, safety, and good taste; become familiar with and adhere to approved dress and grooming regulations of their school program. This includes:

1. Tennis shoes are required for Physical Education classes every day.
2. Shirts must be buttoned from the third button down.
3. Undershirts are not to be worn as outer clothing.
4. All undergarments must be covered at all times.
5. No spaghetti or thin strap tops, sleeveless jerseys/shirts, bare-midriff shirts permitted.
6. No see-through clothing permitted.
7. Pants must be worn no lower than the hip bone. No cycling shorts permitted.
8. All clothing should be appropriate in length, fit, and modesty. Clothing that is deemed suggestive and distracting to the learning environment is prohibited.
9. No hats, bandanas, or inappropriate head wear (e.g., sport head band) is to be worn in any building during the school day.
10. Students are not permitted to wear:
 - a. Clothing, hats, jewelry, etc. with suggestive, violent, drug related, satanic or obscene pictures or words
 - b. Chains or spikes including wallet chains
 - c. Clothing with depictions of gangs, illegal substances, tobacco, or alcoholic beverages
 - d. Gang type clothing such as trench coats, gang colors, or hoodies used to hide the face
 - e. Flip-flops, slides, or house slippers (appropriate footwear should be worn for recess, physical education, recreation, and play)
 - f. Clothing that is designed for sleeping or lounging, such as yoga and fleece pants, to school
 - g. Leggings are considered underwear and are deemed unacceptable unless they are worn with long tops or dresses that cover the buttocks
 - h. Jewelry or accessories that represent or suggest obscenities, pornography, drugs, gangs, or weapons.

In matters of opinion, the judgment of teachers and administrators will prevail. Students who do not present themselves appropriately for class will be referred to the principal's office for further attention.

Parents of students in violation of the dress code will be contacted to be informed of the inappropriateness of their child's appearance and may be asked to come and pick their child up from school.

Methods for Determining Appropriateness

Clothing is determined to be too short if the clothing does not exceed the length of his/her fingertips when their arms are hanging down at their side (skirts, shorts, and dresses).

If the waistline is exposed when the student's arms are raised above their head the garment is too short or small.

DRUG AND ALCOHOL POLICY

It is the policy of the West Tennessee School for the Deaf that students will not possess, consume, or distribute drugs, tobacco, or alcohol, or possess drug paraphernalia while on campus or during school sponsored activities. If drugs or contraband are discovered the police will be notified.

This policy includes any and all legally controlled substances.

- Prescription medications and over-the-counter medications sold or passed off as a drug look-a-like are also forbidden. A student who keeps prescription drugs and/or over-the-counter medications in their possession during the school day is in violation of this policy. All prescription drugs and over-the-counter medications are to be kept and monitored by the school clinic.
- The use of common off-the-shelf products as inhalants for the purpose of getting "high" is a violation of this policy.

Students who knowingly ignore or fail to divulge that another student is in violation of this policy may also receive consequences for their failure to report this information to the appropriate staff member.

FOOD SERVICE PROGRAM

The WTSD Cafeteria serves a nutritional breakfast and lunch for all of our students. Elementary students are also provided a morning snack. There is no charge for meals and snacks served to the students attending WTSD.

Students may bring lunches from home. Sodas or carbonated drinks **may not** be consumed during the lunch period due to federal regulations.

All requests for special diets must be submitted to the school cafeteria manager as a prescription, must be issued by the student's physician, and must be signed by that physician.

Family members and other visitors are welcome to join us for lunch. Each student's teacher can advise you of her assigned lunch time.

PRICE FOR ADULTS OR GUESTS

Breakfast	\$1.50
Lunch	\$2.50
Entrée	\$1.75
Fruit or Vegetable	\$.60
Bread	\$.30
Milk or Juice	\$.40

The WTSD Cafeteria follows all Federal School Nutrition Regulations.

HEARING ASSISTANCE

Classroom amplification including an FM system is available for students as needed. This system provides a clear speech signal through receivers that the student wears that have been specifically programmed for their particular hearing loss. The school provides daily maintenance checks and back-up equipment in the event that the equipment is not working properly. This ensures that the student has access to sound regardless of the status of their personal amplification.

Maintenance of students personal hearing aids is provided on a daily basis by WTSD staff. If you would like to take advantage of this service for your child, please send their personal hearing aids to school each day. If a personal hearing aid has been lost, please notify the school audiologist and the process of replacement can be started. If personal hearing aids are not working properly, please notify the classroom teacher or school audiologist and send the hearing aid to school to begin the repair process. Any questions regarding your child’s hearing and amplification needs should be directed to the WTSD Department of Speech and Hearing Services.

For students who have cochlear implants, some accessories are available for these devices should they break. If replacement of the device is necessary, WTSD would be happy to make those arrangements. Communication with parents is necessary during this process. Please make sure that accurate insurance information and contact information is maintained with WTSD.

HOMELESS CHILDREN POLICY AND PROCEDURES

At West Tennessee School for the Deaf all of our students are deaf or hard of hearing, and WTSD has been determined to be their Least Restrictive Environment (LRE). We will serve children from 3 years of age through 6th grade.

The Homeless Liaison for the West Tennessee School for the Deaf is the WTSD Principal. In the event a current student or future student at WTSD is classified as homeless under the McKinney-Vento Act, the WTSD Homeless Liaison/Social Services Liaison will contact the Homeless Liaison of the student’s LEA to inform them of the matter. The WTSD Principal and the administration at WTSD will assist the LEA to ensure the student is provided transportation, temporary housing, if needed, full enrollment in school, and the implementation of the student’s IEP. The LEA is responsible for gathering personal information about the student and his/her family and sharing that information with WTSD administration.

West Tennessee School for the Deaf does not receive any federal funds for homeless education. The LEA of the student will provide all funding necessary to assist a homeless student and his/her family. In the

event that we are called upon to help offset accommodations financially, we will use funds from our general budget, federal budgets, Title I-A, and we may request assistance from the Parent Teacher Counselor Association (PTCA). Our primary roles will include helping identify homeless students, contacting the LEA Homeless Liaison, implementation of the student's IEP, and providing assistance to the LEA when needed.

Definition of Homeless

Homeless students are defined as children who:

- are displaced temporarily due to the loss of housing, economic hardship or similar reason – they may be living in hotels, motels, trailer parks, campgrounds, public parks, transitional or emergency shelters; they may have been abandoned or awaiting foster care placement.
- have a primary nighttime residence that is a public or private place not designated or ordinarily used as a regular sleeping accommodation for human beings.
- are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus/train stations or similar settings.
- are migratory students who meet one of the above circumstances.

Compliance Indicators

WTSD provides the following services to students who are designated as homeless students; students:

- will be provided with a liaison to ensure that they are enrolled and receive all educational services appropriate to their hearing loss and instructional needs.
- will not be segregated nor stigmatized by their temporary condition. They will be an integral part of any or all classes and programs that are appropriate to their educational needs.
- will have transportation arranged through the school district in which the student resides.
- will not need a permanent address to be enrolled.
- will not be denied enrollment due to missing school records or additional enrollment documentation is not immediately available.
- will have access to all components of the school program.
- will receive breakfast and lunch without cost.
- will receive all school supplies without cost.
- will receive interpreter services for deaf/hard of hearing parents or for parents who are non-English speaking. Educational rights will be explained, and they will be given printed copies of those rights.
- will be connected to a variety of federally supported or faith-based programs to provide food, clothing, shelter, and/or medical assistance throughout the calendar year.

Note: This policy is aligned with the provisions of the McKinney-Vento Act.

HOMEWORK POLICY

Research indicates that supplemental practice can reinforce objectives taught in the classroom, develop deeper understanding of concepts, and lead to an increase in student achievement. Because homework is an important part of the education process, parents should encourage their children to complete and return all assignments. The student is responsible for writing down all homework assignments in his/her agenda each day. Parents should check the agenda daily. When possible, parents should supervise the completion of homework assignments and offer appropriate assistance when necessary.

IMMUNIZATION REQUIREMENTS (TCA 49.6.5001, TCA 49.6.5002, TCA 49.6.5003)

The Tennessee Department of Health has specific immunization requirements for children who attend child care, pre-school, and school. The state's immunization requirements follow the current schedule published by the Centers for Disease Control and Prevention (CDC) and endorsed by the American Academy of Pediatrics (AAP) and American Academy of Family Physicians (AAFP).

Required immunizations for children attending child-care, pre-school, and school must be documented on the Official Immunization Certificate. This certificate is available in local health departments and at many medical offices in Tennessee.

Specific immunization requirements by age and grade are available on the [Tennessee Department of Health Childcare – 12th Grade Immunization Requirements](#) webpage.

Children with Medical or Religious Exemption to Requirements

Medical - Physicians (MD or DO) or Public Health Nurses are authorized to indicate specific vaccines medically exempted (because of risk of harm) on the certificate. Other vaccines remain required. The medical reason for the exemption does not need to be provided.

Religious - This exemption requires a signed statement by the parent/guardian that vaccination conflicts with their religious tenets or practices. If the child needs documentation of a health examination for the school, it must be noted by the healthcare provider on the immunization certificate. In that case, the provider should check the box in section 1a. that the parent has sought a religious exemption to explain why immunization information is absent or incomplete.

ITEMS NOT ALLOWED IN SCHOOL

To ensure safety and to reduce disruption to learning, students may not bring certain items to school. The list below is a brief inventory of banned articles but can be expanded to include items not listed.

Students shall not bring the following items to campus: unauthorized laptop computers, jump drives or other types of data storage devices, scooters, shoe skates, roller blades, matches, lighters, tobacco or tobacco products, alcohol, medicines, canned or bottled drinks (except water), guns, drugs, knives of any kind, box cutters, laser pointers, fireworks, items of considerable value, or toys, games/electronic games. In matters of opinion, the school faculty, staff, or administration representative shall have the final determination of appropriateness of any item brought to school.

Food and Drinks

Students may not bring food, candy, or drinks to the classroom, with the exception of bottled water. Food, candy, or drinks cannot be sold or purchased 45 minutes before school starts until 30 minutes after the last lunch is served.

Soft drinks, tea, punch, power drinks and any other types of canned or bottled drinks are not allowed in school or the classroom. Soft drinks or other beverages are not permitted in the WTSD Cafeteria due to FDA regulations. Power/energy drinks are not allowed in the school. *Students may have bottled water during the day.*

Soft drinks are permitted as part of an approved school event or activity.

MEDICAL INFORMATION

Illness

Students who are ill must be free of fever, vomiting, and diarrhea for 24 hours before returning to school.

Medicine

Students that take medication every day will need the following documentation:

- Why does the student take the medication
- How often is the medication given
- What is the dose of the medication
- Who is the medical provider that prescribes the medication

*This information should be submitted on the Student Health Information Form.

The following guidelines must be followed by parents regarding prescription medications:

- Child's name must be on the medication.
- Medication must be sent in the original container.
- Prescription must not be expired.
- Parent must fill out medical permission form or send a letter of permission to administer, as well as the time to be administered.

The following guidelines must be followed by parents regarding over the counter medications:

- Parent must fill out medical permission form which contains a list of over the counter medications that are available for distribution. Dosages will be given per label directions.
- Medication cannot be given for more than five (5) consecutive days unless a doctor sends notice.

If parents or guardians are providing vitamins or supplements, be sure to tell the clinic the reason for the supplementation.

Also, medication must be sent in original bottles. No medication will be accepted in baggies, unmarked bottles, or in pill containers. Nurses need to identify medication clearly and accurately.

Providing the clinic with a two-week supply of medication is strongly encouraged; this ensures adequate supply of medication.

Nursing Services

The school nurse is available during school hours to assess students who become ill or injured at school. She will determine whether the student should remain at school or if he/she must go home. This is for your child's safety and well-being, as well as that of their classmates.

Reasons the Nurse Might Call a Parent During the School Day:

- Temperature of 99.5 or above
- Diarrhea or 2 or more loose, watery stools
- Witnessed vomiting
- Soiled clothing when suitable replacements are not available
- Suspicious unidentified rash
- Uncontrolled coughing
- Injury which might require further evaluation or treatment
- Signs and symptoms of communicable disease such as: scabies, staph infection, ringworm, pink

eye, chicken pox, etc. If confirmed, the student **must** begin treatment and be seen by the nurse **before** being allowed back to class.

- Active head lice infestation- Proof of treatment and a recheck must be performed on the day of return
- Any unusual change that is out of character for the child (increased irritability, lethargy, acute pain, etc.)

NONDISCRIMINATION POLICY

Tennessee Schools for the Deaf does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following people have been designated to handle inquiries regarding the non-discrimination policies:

J. Jack Johnson, Director
Comprehensive Educational Resource Center
Tennessee Schools for the Deaf
2725 Island Home Blvd., TN 37920
865-312-7585 – jj.johnson@tsdeaf.org

*Sexual Harassment Complaints (females)

Lisa Collins, Director of Instruction
2725 Island Home Blvd., TN 37920
865-579-2410 – l.collins@tsdeaf.org

For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

PROOF OF CUSTODY

Any student enrolled at WTSD whose parents are separated or divorced should submit proof of custody documentation to the office as soon as possible. If there is a change of custody at any point in time, a copy of the new document should be sent to the office. Failure to provide documentation, limits WTSD's ability to prevent contact with individuals who should not see your child. This information is critical to your child's safety.

SCHOOL DAY

The school day begins at 8:00 a.m. and ends at 3:00 p.m. If students arrive before 8:00 a.m., they should report to the cafeteria. WTSD does not offer any type of after school services and will not be responsible for the care, custody, supervision or control of students after 3:20 p.m.

SCHOOL VISITORS

All visitors must report to the main office and will be required to sign the log and receive a visitor's pass. Everyone should enter the building through the main entrance.

SEXUALLY EXPLICIT MATERIALS

Pornographic materials will not be allowed on campus or in a student's possession while on a school sanctioned activity. It is the policy of the West Tennessee School for the Deaf that students who are in possession of or transfer, share, download, attempt to download, or produce sexually explicit materials are in violation of school policy.

Definition

Sexually Explicit Materials includes a wide range of content-including nudity, romance, and depictions of sex and intercourse, as well as a variety of sexual proclivities (rape, bondage, bestiality, and so on).

Printed and Electronic Material

Magazines, books, photographs, drawings, videos, DVDs and other types of materials that depict or describe sexually explicit materials are forbidden and students who are in possession of such materials are subject to disciplinary action.

SEXUAL HARASSMENT

Sexual harassment is unwelcome behavior of a sexual nature. It is a violation of federal law Part 1604.11-Section 703 of Title VII of the Civil Rights Act of 1964, as amended in 1972. The Equal Employment Opportunity Commission (EEOC) is the federal agency that enforces Title VII. Title VII applies to the work environment.

Student to student sexual harassment is covered under Title IX of Federal Law and has been addressed by the U.S. Department of Education's Office for Civil Rights (OCR), the National Education Association (NEA), and others. Schools, colleges, and universities that do not act immediately to stop this form of harassment can be sued for substantial monetary damages. This applies to all schools, elementary through college, that receive federal funding. It includes athletics, field trips, extra-curricular programs, bus and plane transportation, and all regular classroom activities. It protects both male and female students (and school employees) from sex discrimination. It prohibits sexual harassment even when the harasser and person harassed are the same sex.

Definitions

Sexual harassment is "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to the advances are made a term or condition of a student's participation in school activities.
- Submission is used as the basis for educational decisions affecting the individual.
- Such conduct interferes with an individual's school performance, or creates an intimidating, hostile or offensive learning environment." Title IX prohibits the same areas of sexual harassment as Title VII.

Conditions

Quid pro quo – When a school employee conditions a student's participation in an education program or school activity or bases an educational decision (grades) on the student's submission to unwelcome sexual conduct. Quid pro quo is illegal regardless of the student's decision.

According to policy guidance, a school or college “will always be liable for even one instance of quid pro quo harassment by school employees in a position of authority, even if the school or college didn’t know about the harassment.”

Hostile Environment – includes conduct of a sexual nature that is sufficiently severe, persistent, or pervasive and unwelcome. It can be created by a school employee, another student, or a school visitor (student or adult).

The environment is considered hostile when the student views it as hostile and it is reasonable for the student to view it as hostile. It is usually created by a series of incidents, but can be created by a single incident, such as rape or sexual assault.

School’s Responsibility

In an effort to prevent the occurrence of sexual harassment, students are counseled about appropriate behavior. Counselors as well as staff and faculty in all departments must address appropriate behavior. Teachers have been given information on this subject to be passed on to the students, appropriate to their age level.

When an incident occurs, the school will take prompt and appropriate steps to stop and remedy the sexual harassment. Once observed, or told, immediate reporting to the supervisor of that department must occur. The supervisor is then required to inform the Superintendent and team members involved. All information is to be dealt with confidentially and according to guidelines. In addition to reporting to the supervisor and superintendent, the social worker is also notified, as they make a determination as to whether the incident should be reported to Department of Children Services (DCS) and/or local police.

School Policy

The Student Handbook is followed to determine the level and duration of punishment for any offense. Classroom teachers have been provided material and information to use in advising students on proper prevention of sexual harassment. Students sent to In-School Restriction (ISR) for this offense are further instructed by the teacher there and, on occasion, by the team member responsible for Title IX. Parents are informed. If a student brings a complaint of sexual harassment by a staff member the appropriate response would be report the facts to the Title IX Coordinator immediately. Document the student’s complaint and any observations of the student’s demeanor. Submit this summary in writing to the supervisor at the time of the incident as well as the team member over that department and the superintendent.

Instances of sexual harassment may be reported to DCS and/or law enforcement as the situation warrants. The following should be taken into consideration:

- a. Age, size, and mental ability of the students.
- b. Age difference.
- c. Nature of the offense (physical or verbal).

The information is also provided the team member responsible for Title IX, who, with the superintendent, evaluates the incident and action taken by the school.

STUDENTS CHARGED WITH A FELONY

Any student who engages in off-campus criminal behavior resulting in a felony charge shall be suspended from attendance at school if it is determined that their continued presence at the school poses a danger to persons or property or disrupts the educational process. An IEP meeting will be convened to discuss change of placement or continuation of services. (TCA 49-6-3401 (14)).

STUDENT SUICIDE PREVENTION POLICY

West Tennessee School for the Deaf is committed to protecting the health and well-being of all students and understands that physical, behavioral, and emotional health are integral components of student achievement. Faculty and staff are expected to be proactive in maintaining a safe and supportive learning environment and to immediately report to the building principal any indications that a student may be in danger of harming self or others. Students are strongly encouraged to report if they, or another student, are feeling suicidal or in need of help. A summary of available resources shall be annually updated and posted for students.

Prevention

All district employees shall attend either the annual in-service training in suicide prevention or participate in other equivalent training approved by the Director of Instruction or designee. The training shall include, but not be limited to, identification of risk factors, warning signs, intervention and response procedures, referrals, and postvention strategies. The Director of Instruction has identified the Social Services Liaison as the suicide prevention coordinator responsible for planning, coordinating, and monitoring the implementation of this policy. School Counselors are designated as the point of contact in each school for issues relating to suicide prevention and policy implementation.

Intervention

Any employee who has reason to believe that a student is at imminent risk of suicide shall report such belief to the principal or designee. Belief that a student is at imminent risk of suicide shall include, but not be limited to, the student verbalizing the desire to commit suicide, evidence of a suicide attempt, an act of self-harm, or a student self-referral.

Upon notification, the principal or designee shall ensure the student is placed under continuous adult supervision. Emergency Medical Services (EMS) shall be contacted immediately if an in-school suicide attempt occurs. The Principal will notify the Director of Instruction, and CERC.

Prior to contacting the student's parent/guardian, the Director of Instruction or designee shall determine if there could be further risk of harm resulting from parent/guardian notification. If parent/guardian notification could result in further risk of harm or endanger the health or wellbeing of the student, then local law enforcement and the Department of Children's Services shall be contacted.

If appropriate, the Director of Instruction or designee shall contact the student's parent/guardian and provide the following information:

1. Inform the parent/guardian that there is reason to believe the student is at risk of suicide;
2. Inform the parent/guardian if emergency services were contacted;
3. Ask the parent/guardian whether he/she wishes to obtain or has obtained mental health counseling for the student;

4. Provide the names of community mental health counseling resources if appropriate.

The Director of Instruction or designee will seek parental permission to communicate with outside mental health care providers regarding a student. If the student is under the age of 16 and the parent/guardian refuses to seek appropriate assistance, the Director of Instruction or designee shall contact the Department of Children's Services.

The Director of Instruction or designee shall document the incident, including contact with the parent/guardian, by recording:

1. The time, date, and circumstances which resulted in the student coming to the attention of school officials;
2. A timeline of the specific actions taken by school officials;
3. The parent/guardian contacted, including attempts;
4. The parent/guardian's response; and
5. Time and date of release of student to authorized individual.
6. Anticipated follow-up and safety plan.

Prior to a student returning to school, the Director of Instruction or designee and/or Principal shall meet with the student and his/her parent or guardian in order to develop a safety plan. The safety plan shall identify actions the student's caregivers and school personnel will take to insure the safety of the student. The principal will identify an employee to periodically meet with the student to monitor his/her safety and address any problems or concerns with re-entry.

Postvention

Immediately following a student suicide death, the school or district crisis team shall meet and develop a postvention plan. At a minimum, the postvention plan shall address the following:

1. Verification of death;
2. Preparation of school and/or district response, including support services;
3. Informing faculty and staff of a student death;
4. Informing students that a death has occurred;
5. Providing information on the resources available to students, faculty and staff.

The crisis team shall work with teachers to identify the students most likely to be impacted by the death in order to provide additional assistance and counseling if needed. Additionally, staff and faculty will immediately review suicide warning signs and reporting requirements. The Superintendent or designee shall be responsible for all media inquiries.

THREAT WATCH POLICY AND PROCEDURES

A threat which may present the danger of violence is defined as any conduct which places a student or staff member in reasonable fear of impending bodily injury. Mere gestures such as making a gun with one's hand and pretending to shoot someone, making the "cut your throat" sign or saying, "I'm going to kill you" would in and of themselves not warrant a threat watch. Any student engaging in abusive, harassing, or threatening conduct while on school property, in a school vehicle, or at any school activity shall be subject to disciplinary action as outlined in the WTSD Handbook.

In the special case that the student's behavior constitutes a threat which may present the danger of violence to another student or staff member, the offending student shall be placed on a watch until the Behavior Specialist or School Psychologist determines that it is safe to terminate the watch.

The staff person supervising the student at the time of the infraction shall put the watch into effect. During the watch, the student shall be visually accessible by a staff member at all times. The implementation of a watch shall only be waived by staff specified in the release of watch procedure.

Reporting

The team member who is responsible for the student at the time of the incident (or designee) shall call the school psychologist or the behavior specialist. If none of the above is available, contact the Director of CERC. (If at this time the watch is waived, the following steps may be cancelled).

The team member (or designee) shall call the student's parents.

Release of Watch

The Social Services Coordinator (Director of CERC if staff members are not available) will make this determination after gathering input from the following, as appropriate: school counselor, behavior specialist, or principal. Consultation with the clinical psychologist will be utilized as needed.

ZERO-TOLERANCE POLICY

Pursuant to TCA 49-6-4216 school policies and procedures for zero-tolerance, the West Tennessee School for the Deaf is committed to ensuring a safe and secure learning environment, free of drugs, drug paraphernalia, violence, and dangerous weapons. As such, the West Tennessee School for the Deaf will impose swift, certain, and severe disciplinary sanctions on any student:

- A. Who brings drugs, drug paraphernalia, or a dangerous weapon onto a school vehicle, onto school property, or to any school event or activity; or
- B. Who, while on a school vehicle, on school property, or while attending any school event or activity:
 - Is under the influence of a drug; or
 - Possesses a drug, drug paraphernalia, or dangerous weapon; or
 - Assaults or threatens to assault a teacher, student, or other person; or
 - Provides or sells substances legally or illegally possessed that are provided or sold as a lookalike drug;
- C. Who transmits by an electronic device any communication containing a credible threat to cause bodily injury or death to another student or school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention.

For the purposes of this policy, zero-tolerance will apply to instructional time and any school sanctioned activity on or off campus. For the purposes of this policy, the following definitions apply:

- a) A student brings to school or is in unauthorized possession on school property of a firearm, as defined in 18 U.S.C. § 921;

- b) A student commits aggravated assault as defined in § 39-13-102 or commits an assault that results in bodily injury as defined in § 39-13-101(a)(1) upon any teacher, principal, administrator, any other employee of an LEA, or a school resource officer; or
- c) A student is in unlawful possession of any drug, including any controlled substance, as defined in §§ 39-17-402 -- 39-17-415, controlled substance analogue, as defined by § 39-17-454, or legend drug, as defined by § 53-10-101, on school grounds or at a school-sponsored event.

In accordance with TCA 49-6-3401 a student found in violation of the WTSD Zero-Tolerance Policy shall be expelled for a period of not less than one (1) calendar year; except that the Superintendent may modify this expulsion on a case-by-case basis. For the purposes of this policy, expulsion is defined as a placement in an interim alternative educational setting. All WTSD students shall be accorded a free appropriate public education (FAPE).

CONDUCT/BEHAVIOR PROCEDURES

CODE OF STUDENT CONDUCT

The Code of Student Conduct addresses the responsibilities and expected conduct of students attending the West Tennessee School for the Deaf. The code requires adherence to all applicable law and specifically prohibits disrespectful and/or disruptive conduct.

Every member of the WTSD community is entitled to an environment that is pleasant, orderly, and safe, and everyone is expected to share in the responsibility for fostering this type of environment.

- The West Tennessee School for the Deaf will provide every student a free and appropriate public education (FAPE).
- WTSD students will not lie, cheat, or steal nor tolerate those who do.
- WTSD is a drug, alcohol, and tobacco free environment.
- Students will demonstrate respect for the authority vested to the faculty, staff, and administration of WTSD.

The faculty, staff, and administration shall apply this code uniformly and fairly to each student at the school without partiality or discrimination.

DISCIPLINE POLICY (TCA 49-1-214, TCA 49-6-4002)

The West Tennessee School for the Deaf offers many educational programs to meet the needs of deaf and hard-of-hearing students. To be successful in these programs, students must behave responsibly. Responsible behavior begins by understanding what is considered acceptable behavior. The WTSD Discipline Policy outlines what will happen if a student misbehaves.

The rules at WTSD protect the rights of students and provide fair treatment for all students. However, one student's rights end when that student's actions interfere with another student's rights. If they do not behave responsibly, students will lose privileges. Each student is responsible for his/her own behavior and must accept consequences if their behavior is not acceptable according to the discipline policy.

Any staff member at WTSD may enforce the discipline policy with any of the students at WTSD. This includes all activities on campus, such as athletic and recreational activities, public events, other extracurricular activities, and all off-campus activities under the direct supervision of the West Tennessee School for the Deaf.

Authority

The administration, faculty, and staff of the West Tennessee School for the Deaf are vested with considerable legal authority. With this authority comes great responsibility. In addition to educating the child, school personnel are charged with providing a safe and healthy environment for student learning and achievement. In order to achieve this mandate, the school has developed the Code of Student Conduct that outlines the expectations for students as well as their rights and responsibilities.

In implementing student conduct procedures, the West Tennessee School for the Deaf follows guidelines and mandates from the Individuals with Disabilities Education Act (IDEA), State Board of Education Rules, Tennessee Education Laws, and Department of Education policies and procedures. In addition, operational policies are developed and implemented by department heads in compliance with these mandates and approved by the Superintendent.

GRIEVANCE PROCEDURES FOR STUDENTS

Title VI, Title IX, Section 504, and ADA

Definitions:

A **grievance** is a complaint filed by any parent or member of the student body.

Non-grievable matters are:

- Matters over which WTSD does not have control.
- Matters of trivia such as incidents which have not resulted in physical, emotional, or mental injury.
- Rumors or gossip perpetuated by students if determined not to be harassment.
- Matters which have not injured or deprived an individual student but are of a group nature: grievances which pertain to groups of students should be directed to the principal (where the issue is most relevant).

Grievable matters consist of any matters not specifically excluded under matters which cannot be grieved.

Procedure

In accordance with Federal and State Office for Civil Rights Guidelines, any student or parent who believes West Tennessee School for the Deaf or any of the school's staff, teachers and administrators have inadequately applied the principles of and/or regulations of Title VI of the Civil Rights Act of 1964 (race, color, national origin), Title IX of the Education Amendment Act of 1972 (sex/gender), Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1991 (disability), may file a complaint which shall be referred to as a formal grievance.

Whenever possible and practical, an informal solution to the grievance is encouraged and should be attempted at the Principal/Supervisor level. However, if an informal acceptable solution cannot be reached, the parent or student may file a formal grievance as follows:

Step 1

The student or parent should submit a formal, written complaint, or an oral complaint that is documented in writing to the principal within five working days of the date when the incident occurred or within five working days of the date the employee reasonably should have known that the incident occurred. A copy of the formal, written complaint must be forwarded to the Director of Instruction.

The principal shall have five working days from the date of receiving the complaint to resolve the grievance.

If the student's or parent's complaint is with the Principal, the employee may forego Step 1 and file the complaint directly in Step 2.

Step 2

If not resolved at Step 1, the decision may be appealed to the Director of Instruction within five working days. The Director of Instruction shall have five working days from the date of receiving the complaint to resolve the grievance.

Step 3

If not resolved at Step 2, the decision may be appealed to the Superintendent within five working days. The Superintendent shall have the final authority to resolve the grievance or to determine that the grievance is unsubstantiated.

The Superintendent and/or Office of General Counsel may assign an investigator to gather relevant documents, interview witnesses, and make a recommendation as to necessary action. If the investigation reveals that the complaint is valid, then prompt, appropriate remedial and/or disciplinary action will be taken to prevent the continuance of the harassment or its recurrence.

West Tennessee School for the Deaf recognizes that determining whether a particular action or incident is harassment or, conversely, is reflective of an action without a discriminatory or intimidating intent or effect must be based on all of the facts in the matter. Given the nature of harassing behavior, the district recognizes that false accusations can have serious effects on innocent individuals. Therefore, all students and parents are expected to act responsibly, honestly, and with the utmost candor whenever they present discrimination allegations or charges against fellow students, a staff member, or others associated with the district, or third parties.

Some forms of sexual harassment of a student by another student may be considered a form of child abuse which would require that the student-abuser be reported to proper authorities in compliance with State law. **This guideline does not negate the requirement for reporting suspected child abuse to the proper authorities in compliance with state law.**

RESPONSE TO INTERVENTION & INSTRUCTION

At WTSD RTI²-B is a three-tiered continuum of support based on principles of applied behavior analysis and includes a set of research-based strategies used to increase predictability, structure, and compliance and to decrease problem behaviors by teaching new skills and making changes in the environment. RTI²-B places an emphasis on teaching and reinforcing expected behaviors across campus and departments. WTSD has adopted the following three rules:

Be Responsible
Be Respectful
Be Cooperative

These rules define our expectations for behavior at our school and they will be posted throughout the school and campus. Primary interventions and strategies are used for all students and office discipline data is collected from incidents. Teachers and staff then use evidence-based practices to problem solve, plan, and evaluate student behavior data in order to increase student learning and decrease disruptions.

Definitions of RTI²-B:

Terms Minor Offenses: Misbehaviors that can be handled on the spot with little to no interruption

Major Offenses: Violations that require attention of the administrative staff and are documented using Office Discipline Referral forms

Office Discipline Referral (ODR): Data collection tool that documents major offenses that includes the time, date, student, location, referring staff, possible motivation, and narrative

WTSD EXPECTATION MATRIX

		<i>Expectations</i>			
		Responsible	Respectful	Cooperative	
LOCATIONS	CLASSROOM	*Have all materials and equipment ready *Help keep the classroom clean *Do your part	*Listen and follow adult directions *Accept others for who they are *Raise your hand to get attention	*Share with others *Participate and work together *Take turns	
	HALLWAYS	*Walk in line with eyes forward *Keep hands to self	*Hold the door for the next person *Remain Quiet *Sign only	*Walk to the right side *Stay with an adult *Follow adult directions	
	RESTROOM	*Always flush the toilet *Wash hands with soap and water *Turn off the water *Put used paper towels in the trash	*Give privacy *Keep your hands to yourself *Quiet please	*Close the door gently *Keep lights on *Exit when finished	

		<i>Expectations</i>			
		Responsible	Respectful	Cooperative	
LOCATIONS	CAFETERIA	<ul style="list-style-type: none"> *Place your lunch ticket in the basket *Help yourself before you ask for help *Eat first and then visit *Place all trash on tray *Place your tray in the window when finished 	<ul style="list-style-type: none"> *Chew with your mouth closed *Cut your food into small pieces *Wipe your mouth with napkin *Put napkin in your lap 	<ul style="list-style-type: none"> *Wait patiently in line *Follow directions given by an adult *Stay seated until it is time to clean up 	
	PLAYGROUND	<ul style="list-style-type: none"> *Slide forward on your bottom down the slide *Stay within the boundaries *Walking feet on the sidewalk 	<ul style="list-style-type: none"> *Hands to yourself while on the equipment *Invite others to play *Use kind words 	<ul style="list-style-type: none"> *Take turns *Line up at first signal 	
	GYM	<ul style="list-style-type: none"> *Use and return equipment as instructed *Accept the equipment given to you *Wear gym shoes 	<ul style="list-style-type: none"> *Wait for directions from an adult *Take turns 	<ul style="list-style-type: none"> *Clean up when prompted *Line up at first signal *Participate in planned activity 	
	HOOK NOOK	<ul style="list-style-type: none"> *Hang up your belongings *Use only your hook 	<ul style="list-style-type: none"> *Touch only your belongings *Follow classroom morning procedures 	<ul style="list-style-type: none"> *Offer help to your friends *Wait your turn 	
	LIBRARY	<ul style="list-style-type: none"> *Return books each week *Return books to the book cart *Listen 	<ul style="list-style-type: none"> *Handle books carefully *Read quietly to yourself 	<ul style="list-style-type: none"> *Follow adult directions *Give personal space *Hands and feet to yourself 	

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORTS (SWPBS) AT WTSD

SWPBS is a three-tiered continuum of support based on principles of applied behavior analysis and includes a set of research-based strategies used to increase predictability, structure, and compliance and to decrease problem behaviors by teaching new skills and making changes in the environment. SWPBS places an emphasis on teaching and reinforcing expected behaviors across campus and departments.

WTSD has adopted the following three rules for the school:

T – Take Responsibility

S – Show Respect

D – Do the Safe Thing

These rules define our expectations for behavior at our school and they will be posted throughout the school and campus. Primary interventions and strategies are used for all students and office discipline data is collected from incidents. Teachers and staff then use evidence-based practices to problem solve, plan, and evaluate student behavior data in order to increase student learning and decrease disruptions.

Definitions of SWPBS Terms

Minor Offenses: Misbehaviors that can be handled on the spot with little to no interruption

Major Offenses: Violations that require attention of the administrative staff and are documented using Office Discipline Referral forms

Office Discipline Referral (ODR): Data collection tool that documents major offenses that includes: time, date, student, location, referring staff, possible motivation, and narrative

SWPBS General Definitions of Problem Behaviors*

MINORS

Minor Problem Behavior	Definition
Defiance/Disrespect/Non-Compliance	Student engages in brief or low-intensity failure to respond to adult requests
Disruption	Student engages in low-intensity, but inappropriate disruption
Dress Code Violation	Student wears clothing that is near, but not within, the dress code guidelines
Inappropriate Language	Student engages in low intensity instance of inappropriate language
Physical Contact/ Physical Aggression	Student engages in non-serious, but inappropriate physical contact
Property Misuse	Student engages in low-intensity misuse of property
Tardy	Student arrives after class has started
Technology Violation	Student engages in non-serious, but inappropriate use of cell phone, pager, music/video players, camera and/or computer

MAJORS

Major Problem Behavior	Definition
Abusive Language/Inappropriate Language/ Profanity	Student delivers verbal/signed messages that include swearing, name calling or use of words in an inappropriate way
Arson	Student plans and/or participates in malicious burning of property
Bomb Threat/ False Alarm	Student delivers a message of possible explosive materials being on-campus, near campus and/or pending explosion
Defiance/ Insubordination/ Non-compliance	Student engages in refusal to follow directions
Disrespect	Student delivers socially rude and/or dismissive messages to adults or students
Disruption	Student engages in behavior causing a sustained interruption in a class or activity
Dress Code Violation	Student wears clothing that does not fit within or near dress code guidelines
Fighting	Student is involved, with mutual participation, in an incident involving physical violence
Forgery/Plagiarism	Student has signed a person's name without that person's permission or claims someone else's work as their own (as well as not including appropriate citations)
Gang Affiliation Display	Student uses gesture, dress, and/or speech to display affiliation with a gang

Major Problem Behavior	Definition
Harassment	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class
Bullying	The delivery of any message that involves intimidation, teasing, taunting, threats, or name-calling
Gambling	Students are engaged in the act of gambling if they play for stakes in the hope of winning payment
Inappropriate Display of Affection	Student engages in inappropriate, consensual verbal and/or physical gestures/contact, of a sexual nature to another student or adult
Inappropriate Location/ Out of Bounds	Student is in an area that is outside of boundaries (as defined by activity and/or department)
Lying/ Cheating	Student delivers message that is untrue and/or deliberately violates rules
Other	Not listed, but behavior that significantly halts or interrupts student learning
Physical Aggression	Student engages in actions that involve serious physical contact where injury may occur
Property Damage/ Vandalism	Student participates in an activity that results in destruction or disfigurement of property
Skip Class	Student leaves or misses class without permission
Truancy	Student receives an “unexcused absence” for a ½ day or more
Theft	Student moves, passed on, or is in possession of someone else’s property without permission.
Technology Violation	Student engages in inappropriate use of cell phone, pager, music/video players, camera and/or computer
Use/ Possession of Alcohol	Student is in possession of or is using alcohol
Use/ Possession of Combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and or property damage
Use/ Possession of Drugs	Student is in possession of or using illegal drugs/substances or imitations
Use/ Possession of Tobacco	Student is in possession of or using tobacco
Use/ Possession of Weapons	Student is in possession of knives and/or guns (real or look alike) or other objects readily capable of causing bodily harm

****For more detailed information about what determines a chronic violation and examples of minors and majors, contact the Director of Instruction.***

Disciplinary Actions - Levels of Consequences

	Level	Disciplinary Options	
MINORS	1	Classroom Level Interventions Teachers use the following interventions to help the students change behavior in the classroom. If these interventions are successful, referral to the school administration may not be necessary.	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Warning Letter of apology Loss of privileges Use of Life Space Interview worksheet Seat change Parent contact </td> <td style="width: 50%; vertical-align: top;"> Staff conference with student Mentoring In-class time-out Arranged break in another class Reinforcement of appropriate behaviors Written reflection about incident </td> </tr> </table>	Warning Letter of apology Loss of privileges Use of Life Space Interview worksheet Seat change Parent contact
	Warning Letter of apology Loss of privileges Use of Life Space Interview worksheet Seat change Parent contact	Staff conference with student Mentoring In-class time-out Arranged break in another class Reinforcement of appropriate behaviors Written reflection about incident	
	2	Appropriate when Level 1 consequence/intervention has been ineffective Teachers use the following interventions to help students change behavior in the classroom. In some cases, referral to school administrator may be necessary.	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Phone call/letter to parent/guardian Simple classroom behavior contract Teacher and/or administrator conference After-School Detention </td> <td style="width: 50%; vertical-align: top;"> Conflict resolution Response/Cost (spill it, clean it up) </td> </tr> </table>		Phone call/letter to parent/guardian Simple classroom behavior contract Teacher and/or administrator conference After-School Detention	Conflict resolution Response/Cost (spill it, clean it up)
Phone call/letter to parent/guardian Simple classroom behavior contract Teacher and/or administrator conference After-School Detention	Conflict resolution Response/Cost (spill it, clean it up)		
MAJORS	3	Appropriate when Level 2 consequence/intervention has been ineffective Office Referral (ODR) Required	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Parent/guardian notification Lunch/recess detention Campus clean-up In-School Suspension (1 – 5 days) </td> <td style="width: 50%; vertical-align: top;"> Community Service Staffing </td> </tr> </table>	Parent/guardian notification Lunch/recess detention Campus clean-up In-School Suspension (1 – 5 days)
	Parent/guardian notification Lunch/recess detention Campus clean-up In-School Suspension (1 – 5 days)	Community Service Staffing	
	4	Appropriate when Level 3 consequence/intervention has been ineffective Office Discipline Referral (ODR) Required Parent/guardian Notification Required	
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> In-School Suspension (1 – 5 days) Restricted Activity Class program change Eye Contact and/or Escort </td> <td style="width: 50%; vertical-align: top;"> Staffing Individual Education Plan (IEP) Meeting Functional Behavior Assessment (FBA) Behavior Intervention Plan (BIP) </td> </tr> </table>	In-School Suspension (1 – 5 days) Restricted Activity Class program change Eye Contact and/or Escort
In-School Suspension (1 – 5 days) Restricted Activity Class program change Eye Contact and/or Escort		Staffing Individual Education Plan (IEP) Meeting Functional Behavior Assessment (FBA) Behavior Intervention Plan (BIP)	
Appropriate when Level 4 consequence/intervention has been ineffective Office Discipline Referral (ODR) Required Parent/guardian Notification Required *Note: All Zero-Tolerance Offenses are considered Level 5			
5	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Suspension (1 – 10 days) Staffing </td> <td style="width: 50%; vertical-align: top;"> Manifestation IEP Referral back to LEA </td> </tr> </table>	Suspension (1 – 10 days) Staffing	Manifestation IEP Referral back to LEA
	Suspension (1 – 10 days) Staffing	Manifestation IEP Referral back to LEA	

Consequences

Offense/Infraction		Level of Consequence					Reportable to Police
		1	2	3	4	5	
Absence (unlawful) <i>Excessive absences may result in loss of credit for the semester.</i>		●	●	●			
Alcohol and Other Drugs 1st Offense	<i>Possession</i>			●	●	●	●
	<i>Consumption</i>			●	●	●	●
	<i>Distribution</i>					●	●
	2nd Offense <i>Possession with intent to distribute</i>					●	●
Assault: <i>Student on Staff</i>						●	●
<i>Student on Student</i>						●	●
Bomb Threat						●	●
Bullying				●	●	●	If violent
Cyber-bullying				●	●	●	If violent
Cell Phone Misuse (<i>see Electronic Device Misuse pg 37</i>)		●	●	●	●	●	
Cheating (<i>May fail or not receive credit for assignment or course</i>)				●	●		
Computer Misuse: <i>Criminal Behavior</i>						●	●
<i>Malicious Modification</i>				●	●	●	
<i>Mischievous Modification</i>				●	●		
<i>Mischievous Use</i>		●	●	●			
Conduct Prejudicial to Good Order						●	If illegal act
Destruction of Property/Vandalism			●	●	●	●	Value dependent
Disability Harassment			●	●	●	●	
Disrespect Toward Others			●	●	●	●	
Disruption to Classroom/School			●	●	●		If violent
Disruptive Clothing or Appearance			●	●	●		
Electronic Device Misuse			●	●	●	●	If illegal
Extortion/Strong Arming/Blackmail					●	●	●
False Fire Alarm				●	●	●	And Fire Marshal
False Information/Accusation			●	●	●		
Fighting <i>First Offense:</i> <i>Second Offense:</i> <i>Third Offense:</i>				●	●	●	If causes injury
Fireworks/Explosives				●	●	●	And Fire Marshal
Forgery			●	●	●		
Gambling			●	●	●		
Harassment/Intimidation				●	●	●	●
Hazing					●	●	●

Level of Consequence						
Offense/Infraction	1	2	3	4	5	Reportable to Police
Inappropriate Actions: <i>Use of Inappropriate Language</i>		●	●	●		
<i>Inappropriate Physical Contact</i>			●	●	●	If causes injury
<i>Inappropriate Sexual Activity</i>				●	●	If illegal
Inciting or Participating in a School Disturbance			●	●	●	If causes injury
Insubordination		●	●	●	●	
Leaving an Area and/or Leaving Class and/or School Grounds without Permission			●	●	●	If unable to locate or unknown whereabouts
Plagiarism (<i>May fail or not receive credit for assignment or course</i>)			●	●	●	
Possession and/or Use of Dangerous or Illegal Items				●	●	If illegal
Putting Substances in Another Person's Food or Drink or on a Person's Body					●	If illegal
Setting Fire(s)				●	●	And Fire Marshal
Sexting		●	●	●	●	●
Sexual Assault					●	●
Sexual Harassment			●	●	●	If illegal
Stealing and/or Theft			●	●	●	Value dependent
Tardiness	●	●	●			
Threat to Staff and/or Student(s) (<i>Physical, Written, or Verbal</i>)				●	●	●
Tobacco Possession, Distribution, Use	<i>1st Offense</i>		●			
	<i>2nd Offense</i>		●			
	<i>3rd Offense</i>		●			●
	<i>4th Offense</i>					●
Trespassing				●	●	●
Unsafe Action(s)				●	●	●
Weapons (<i>including look-a-like guns</i>) <i>Possession of:</i>	<i>Firearm</i>				●	●
	<i>Knife (1-1/2" or smaller blade)</i>		●	●	●	●
	<i>Knife (blade longer than 1-1/2")</i>				●	●
	<i>Weapon (other than knife or firearm)</i>		●	●	●	●
	<i>Use of Weapon to Cause or Attempt to Cause Injury</i>				●	●
	<i>Laser Pointer</i>		●	●	●	

Drug Search and Testing Procedures

It is the policy of the West Tennessee School for the Deaf that students have a safe and secure environment. In order to achieve this goal, a student may be subject to physical search if there is reasonable suspicion of illegal drugs/activity. A student's pockets and lockers will be searched. Their purse and/or backpack will be confiscated and then searched by a staff member.

A student may be subject to drug/alcohol testing if there are reasonable indications that the student is under the influence or may have used drugs/alcohol.

A student suspected of being under the influence of drugs/alcohol or having used drugs/alcohol will be reported to the Director of Instruction.

The student may then be referred to the WTSD Clinic for a determination of the need for drug/alcohol testing.

The parents and WTSD Superintendent or designee will be notified before any testing occurs. All cost for the testing will be the responsibility of WTSD.

Drug and alcohol testing will be administered at the direction of the Superintendent or his designee upon having reasonable grounds to believe the student is under the influence of drugs/alcohol. A student may refuse drug/alcohol testing. A student refusing to undergo a drug/alcohol test will be presumed to be under the influence and the discipline policy of the school will be followed.

Students who have committed or are committing any violation of state law will be reported to local law enforcement officers.

Search of Persons, Containers, Lockers, and Vehicles

In accordance with TCA 49-6-4205 representatives of the West Tennessee School for the Deaf with reasonable suspicion have the right to conduct a personal search, search lockers, containers, packages, and vehicles brought onto campus.

A notice is posted in each school building indicating that lockers and other storage areas, containers, and packages brought into school by students or visitors are subject to search for drugs, drug paraphernalia, dangerous weapons, or any property which is not properly in the possession of the student or the visitor.

Private vehicles may be searched if there is reasonable suspicion that WTSD rules or state and local laws are being violated.

A student may be subject to a personal search because of a locker search or because of information received from a teacher, staff member, student, or other person if such action is reasonable to the principal.

All the following standards of reasonableness shall be met:

- a) A particular student has violated school policy;
- b) It is believed the search will yield evidence of the violation of school policy or will lead to disclosure of a dangerous weapon, drug paraphernalia, or drug;

- c) The search is in pursuit of legitimate interests of the school in maintaining order, discipline, safety, supervision, and education of students;
- d) The search is not conducted for the sole purpose of discovering evidence to be used in a criminal prosecution; and
- e) The search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student, as well as the nature of the infraction alleged to have been committed.

Zero-Tolerance Procedures & Consequences

A WTSD student who has been found in violation of the WTSD zero-tolerance policy will be subject to the following:

Procedure

1. Student and Principal will discuss the offense prior to Student Discipline Referral
2. Parents will be notified
3. The LEA will be notified
4. Legal authorities will be notified
5. The student will be immediately removed from the classroom

Consequences

1. The student will be suspended for up to ten (10) days
2. An IEP Team will be convened to discuss alternative setting
3. A manifestation will be discussed at the IEP meeting
4. A Functional Behavior Assessment (FBA) will be completed and Behavior Intervention Plan (BIP) will be implemented at the IEP meeting.
5. The student may be placed in an alternative instructional setting for a period to be determined by the Superintendent in conjunction with the IEP team decision.

Interim Alternative Placement

An IEP Team will be convened to determine if the student's placement is to be changed.

Instructional Program – Zero-tolerance

The Zero-tolerance classroom is designed to serve student(s) who have been found to be in violation of the WTSD Zero-tolerance Policy. Student(s) will continue to receive services and programming as identified in their IEP. The student will earn grades in all subject areas, and credits will be awarded as appropriate. The following rules will apply:

1. The student will be placed in a classroom with a certified teacher separate from the regular program. Zero-tolerance students will have limited interaction with other students and staff.
2. The student will receive a regular school lunch and will eat lunch in the zero-tolerance classroom.
3. Anytime the student is out of the zero-tolerance classroom he/she will be escorted to and from appointments or meetings.
4. A Zero-tolerance student will not be permitted to participate in after school activities such as athletics, clubs, or class activities or events, i.e., prom, senior trip, etc.

Classroom Policies and Procedures – Zero-tolerance

The zero-tolerance classroom teacher will be under the supervision of a school principal. The regular classroom teachers of the student placed in the zero-tolerance classroom are responsible for the student's IEP and for providing lessons and materials to the zero-tolerance teacher. This includes:

- Copy of daily/weekly lesson plans
- Notes, seatwork, assignments, quizzes, and tests
- Media presentations, i.e., videos, films, etc.
- Textbooks which will be kept in the Zero-tolerance classroom

The zero-tolerance classroom teacher and the regular classroom teacher will collectively update IEP goal sheets. Both teachers and the principal are responsible for ensuring that all the services and programs identified on the student's IEP are appropriately provided. However, time outside the zero-tolerance classroom will be limited to the extent possible (students must continue to receive Free Appropriate Public Education (FAPE)).

The assigned teachers of the student will meet regularly, a minimum of once a week, with the zero-tolerance classroom teacher to review work, assignments, and to discuss the student's progress. The classroom teacher will develop a schedule with the zero-tolerance teacher to accomplish this goal. This schedule will be submitted to the principal.

The zero-tolerance classroom teacher will attend and participate in all scheduled staff meetings unless excused by the principal. Prior to the completion of the student's time in the zero-tolerance classroom, an IEP meeting will be convened to discuss the student's re-introduction into the regular program.

A student in the zero-tolerance classroom will be expected to comply with all the rules for the classroom established by the zero-tolerance classroom teacher as well as those set forth in the student handbook or as stipulated in the student's IEP. Discipline and consequences will be administered when school and classroom rules are violated.

Student Suspensions Out-of-School (TCA 49-6-3401)

When a student's behavior is such that he/she continues to disrupt the learning process or the behavior is serious enough to warrant temporary removal, the Director of Instruction may recommend suspending a student out-of-school for up to ten (10) days annually.

TRANSPORTATION

WTSD Students are provided transportation by the school system or their parents or designee. School bus transportation is provided by the student's local education authority (LEA) when students reside within a legally acceptable distance from the school. WTSD, in cooperation with the LEA, may assist in the follow-up to incidents that may occur on the school bus. The LEA maintains the authority for the transportation of their students from pick-up to unloading. Questions, concerns, and suggestions regarding transportation services are to be directed to the Special Education Director/Supervisor of the appropriate school district.

The safety of all children is the primary concern for both WTSD and the LEA. School personnel will work diligently to ensure the safety of all riders. Similarly, parents and children must take an active role in

school bus safety. School bus transportation is a privilege that may be suspended. School bus rules will be strictly enforced.

If bus privileges are suspended, this is a form of suspension and any absences will be considered unexcused. Parents must make arrangements for their children to get to and from school.

Pick Up/Drop Off

Students may be dropped off beginning at 7:30 a.m. The school will remain locked until this time. Students arriving prior to 8:00 a.m. should go directly to the cafeteria.

Messages for students about a change in their dismissal must be called into the front office prior to 2:45 p.m. on the day of the needed change. Parents may also write a note in the agenda to inform the teacher of a change in dismissal.

For afternoon pick up, bus riders will be dismissed at the main entrance and car riders at the side entrance at 3:00 p.m.

INSTRUCTION

ELEMENTARY SCHOOL

Vision Statement

WTSD Elementary School will function as a professional community in which teachers pursue a clear, shared purpose for all students' learning, engage in collaborative activities to achieve that purpose, and focus on high expectations for all students. Our students will demonstrate incremental growth in academic areas, communication abilities, and life skills.

Mission Statement

- ❖ We commit to a positive environment through collaboration and professional development to ensure student achievement and growth.
- ❖ We will use data to guide our instruction.
- ❖ We will work alongside school counselors and parents to expand each student's social and life skills.

Grading System

Kindergarten		
E		Excellent
S		Satisfactory
P		Progressing
N		Needs Improvement
1 st thru 6 th Grade		
93-100	A	Exceptional
85-92	B	Above Average
75-84	C	Average
70-74	D	Below Average
69-Below	F	Unsatisfactory

Reporting Information

Report cards are issued four (4) times per year at nine (9) week intervals. Progress reports will be sent home every four and a half weeks. The following academic honors may be earned each nine weeks:

Principal's List:	Grades 1-6; All A's
Honor Roll:	Grades 1-6; all A's and B's
Outstanding Student:	Grades Pre-K and K; determined by teacher

Pupil Progression

Students are promoted each year based on meeting IEP goals and earning passing grades in each subject area.

ASSESSMENTS

<p align="center">West Tennessee School for the Deaf Assessments Conducted by the Institution</p>						
<p align="center">SUMMATIVE ASSESSMENTS Focuses on content information <i>What students are learning</i></p>						
TIER	ASSESSMENT	AGE LEVEL	ADMINISTRATION	DESCRIPTION	SUBJECT	RESULTS: DATE OF ARRIVAL
State	TNReady	Grade 3-8	Spring	Assesses what is being taught in Tennessee's classroom as the state's new student achievement assessment in reading, writing, and math.	Reading Writing Math	<u>June 15</u> - raw file delivery <u>July 15</u> - electronic report available in Nextera <u>July 30</u> - paper report delivery
National	Multi-State Alternate Assessment (MSAA)	Grade 3-8 and 11	Spring	Assesses subject content areas designed for students with the most significant cognitive disabilities and measure student mastery of the Tennessee Academic Standards.	Math English Language Arts (ELA)	<u>May 22</u> - raw file delivery <u>June 30</u> - electronic report available in Nextera
State	TCAP-Alternative				Science Social Studies	<u>July 13</u> - paper report delivery

FORMATIVE ASSESSMENTS
Focuses on the influence of learning
How students are learning

TIER	ASSESSMENT	AGE LEVEL	ADMINISTRATION	DESCRIPTION	SUBJECT	RESULTS: DATE OF ARRIVAL
National	Measures of Academic Progress (MAP)	Grade 3-12	Fall Winter Spring	Measures student growth over time and is norm-referenced. MAP assessments, joined with other data points, provide detailed, actionable data about where each child is on their unique learning path.	Math Reading Language Usage Science	Same-day delivery
District	Visual Communication and Sign Language Checklist (VCSL)	Age 0-5	Fall Winter Spring	Assists in tracking young children's sign language development from birth to age 5 as a standardized comprehensive checklist.	-	Same-day delivery
District	American Sign Language Receptive Skills Test (ASL-RST)	Age 3-13	Spring	Measures children's receptive knowledge of ASL in eight grammatical categories, including number/distribution, negation, noun/verb distinction, spatial verbs (location and movement), size/shape specifiers, handling classifiers, role shift, and conditionals.	-	Same-day delivery
District	American Sign Language Assessment Instrument (ASLAI)	Age 4-18	Customizable	Tracks the yearly progression of ASL and English print literacy over time for students. The ASLAI consists of eleven receptive tasks: five related to vocabulary, three pertaining to syntax, and two reasoning and comprehension tasks.	-	60 days post

TECHNOLOGY

NETWORK AND INTERNET ACCESS

WTSD provides students the privilege of internet access via WTSD's secured, filtered network. The network complies with the Child Internet Protection Act (CIPA). Internet access provides students with vast resources to conduct research and communicate with others. A student-specific network is provided via wireless connectivity to WTSD's network. WTSD reserves the right to access, review, monitor, audit, and log and/or intercept computer/technology use at all times and without prior or subsequent notice.

RESPONSIBLE USE

Campus technology resources, including Internet and Wi-Fi access, are provided for the instructional and business purposes of the West Tennessee School for the Deaf (WTSD). Students are expected to exhibit responsible, respectful, and safe behavior, following all school, local, state, and federal rules, policies, and laws. General school rules for behavior and communication apply to technology as well. Throughout the school year, students are provided instruction regarding Digital Citizenship, Internet Safety, and Cyberbullying.

SCHOOL-OWNED TECHNOLOGY

WTSD has purchased school-owned technology resources for instructional purposes; specific resources may be issued individually to students. Use of these resources, which include the school's network systems and use of school equipment, is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these school-owned resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

VIDEOPHONES (VP)

Videophones (VP) in all administrative and staff offices are not intended for personal use. Students will not be summoned from class to accept a VP call except for an emergency.

