

# Handbook for

## Students, Parents & Staff

### 2019 - 2020



**Tennessee**  
School for the Deaf  
— Nashville —

**Table of Contents**

**ADMINISTRATION ..... 4**

**IMPORTANT TELEPHONE, VP, & FAX NUMBERS ..... 4**

**MISSION..... 5**

**VISION ..... 5**

**STUDENT AND PARENT INFORMATION & NOTICES ..... 6**

    ACCESS TO STUDENT RECORDS ..... 6

    ADDRESS & PHONE NUMBER CHANGES..... 6

    ATTENDANCE POLICY ..... 6

        Tardiness/Early Dismissal..... 6

        Excused Absence..... 6

        Unexcused Absence ..... 7

        Chronic Absenteeism ..... 7

        Inclement Weather ..... 7

    BULLYING AND HARASSMENT ..... 7

    CHILD ABUSE AND NEGLECT REPORTING PROCEDURE ..... 8

    DRESS CODE ..... 8

    DRUG AND ALCOHOL POLICY..... 9

    FOOD SERVICE PROGRAM ..... 10

    HOMELESS CHILDREN POLICY AND PROCEDURES..... 10

        Definition of Homeless ..... 10

        Compliance Indicators ..... 11

    ILLNESS ..... 11

    ITEMS NOT ALLOWED IN SCHOOL ..... 11

        Food and Drinks ..... 12

    MEDICAL INFORMATION ..... 12

        Medicine ..... 12

        Medical Services ..... 12

        Medical Emergencies ..... 13

        Confidentiality..... 14

    NONDISCRIMINATION POLICY ..... 14

    SCHOOL VISITORS ..... 15

SEXUALLY EXPLICIT MATERIALS .....	16
Definition .....	16
Printed and Electronic Material .....	16
SEXUAL HARASSMENT .....	16
Definitions .....	17
Conditions .....	17
School’s Responsibility .....	17
School Policy .....	18
STUDENTS CHARGED WITH A FELONY .....	18
STUDENT SUICIDE PREVENTION POLICY .....	18
Prevention .....	18
Intervention .....	19
Postvention .....	19
THREAT WATCH POLICY AND PROCEDURES .....	20
Reporting .....	20
Release of Watch .....	20
ZERO-TOLERANCE POLICY .....	20
<b>CONDUCT/BEHAVIOR PROCEDURES .....</b>	<b>21</b>
CODE OF STUDENT CONDUCT .....	21
DISCIPLINE POLICY (TCA 49-1-214, TCA 49-6-4002) .....	22
Authority .....	22
GRIEVANCE PROCEDURES FOR STUDENTS Title VI, Title IX, Section 504, and ADA .....	22
Definitions: .....	22
Procedure .....	23
SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORTS (SWPBS) AT TSDN .....	24
Definitions of SWPBS Terms .....	24
SWPBS General Definitions of Problem Behaviors* .....	25
Disciplinary Actions - Levels of Consequences .....	27
Drug Search and Testing Procedures .....	30
Zero-Tolerance Procedures & Consequences .....	31
Student Suspensions Out-of-School (TCA 49-6-3401) .....	32
TRANSPORTATION .....	32
<b>INSTRUCTION .....</b>	<b>34</b>

ELEMENTARY SCHOOL .....	34
Vision Statement.....	34
Mission Statement.....	34
Grading System .....	34
Pupil Progression .....	34
ASSESSMENTS .....	35
<b>TECHNOLOGY .....</b>	<b>37</b>
NETWORK AND INTERNET ACCESS .....	37
RESPONSIBLE USE .....	37
SCHOOL-OWNED TECHNOLOGY .....	37
VIDEOPHONES (VP).....	37

# TENNESSEE SCHOOL FOR THE DEAF - NASHVILLE STUDENT HANDBOOK

115 Stewarts Ferry Pike  
Nashville, TN 37214

School Mascot: Vikings  
School Colors: Purple and White  
<https://www.tsdeaf.org/apps/pages/TSDN>

\*TSD - Nashville (TSDN) is housed on the campus of the Tennessee School for the Blind (TSB). TSDN is able to utilize a few of the student-related services provided by TSDN including: security, clinic, and the cafeteria.

<b>ADMINISTRATION</b>		
Dr. Vicki Kirk	Superintendent	865.579.2441 V 865.978.6029 VP
Lisa Collins	Director of Instruction	865.579.2410 V 865.978.6016 VP
J. Jack Johnson	Director of Comprehensive Educational Resource Center	865.978.6012 Office VP 865.312.7585 Mobile VP
Brian Watkins	Director of Human Resources	865.579.2402 V
Oliver Lang	Director of Facilities Services, Maintenance & Security	865.579.2418 V
Betty Ann Brookshire	Director of Support Services	865.579.2408 V 865.622.2772 VP
Michelle Swaney	Director of Technology & Communications	865.579-2439 V 865.299.6489 VP

<b>IMPORTANT TELEPHONE, VP, &amp; FAX NUMBERS</b>		
	Main Number	615.981-5617 V 615.649.0573 VP
	TSB Security	615.231.7366 *Emergency only
	TSB Clinic	615.231.7399
Kimberlie Baggett	Principal	865.227.0555 V 615.290.5168 VP
Cindy Perdue	Administrative Assistant	615.981.5617 V 615.649.0573 VP

## **MISSION**

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

## **VISION**

Tennessee School for the Deaf - Nashville 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 Tennessee School for the Deaf - Nashville 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.

### ADDRESS & PHONE NUMBER CHANGES

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

### ATTENDANCE POLICY

All Tennessee School for the Deaf - Nashville 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.

#### **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**

Tennessee School for the Deaf Nashville follows TSB and the local district's decision on closing. On days that Davidson County/ Metro Nashville Public Schools are closed or delayed in opening due to inclement weather, TSDN will begin classes one hour late. However, should conditions warrant, and the superintendent of Tennessee School for the Blind (TSB) after consultation with the assistant commissioner makes the decision to close the school, this decision to close will apply to TSDN as well.

In the event of inclement weather that results in a delay or cancellation, information will be posted to the TSD/TSDN website and social media pages, and local news media will be notified. If the county the student resides in is closed and no transportation is provided, then the student will not be counted absent from school.

## **BULLYING AND HARASSMENT**

TSDN 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 TSDN property, in a TSDN vehicle, at any TSDN-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 TSDN employee suspects that a TSDN 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 TSDN employee shall inform both the Principal and the Social Worker.

## 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. Shirts must be buttoned from the third button down.
2. Undershirts are not to be worn as outer clothing.
3. All undergarments must be covered at all times.
4. No spaghetti or thin strap tops, sleeveless jerseys/shirts, bare-midriff shirts permitted.
5. No see-through clothing permitted.
6. Pants must be worn no lower than the hip bone. No cycling shorts permitted.
7. All clothing should be appropriate in length, fit, and modesty. Clothing that is deemed suggestive and distracting to the learning environment is prohibited.
8. No hats, bandanas, or inappropriate head wear (e.g., sport head band) is to be worn in any building during the school day.
9. 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 Tennessee School for the Deaf - Nashville 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 TSB 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 TSDN.

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

Family members and other visitors are welcome to join us for lunch. Check with the TSDN Principal when visiting during lunch.

The TSB Cafeteria utilized by TSDN follows all Federal School Nutrition Regulations.

## HOMELESS CHILDREN POLICY AND PROCEDURES

At Tennessee School for the Deaf - Nashville all of our students are deaf or hard of hearing, and TSDN has been determined to be their Least Restrictive Environment (LRE). We will serve children from 3 years of age through 3<sup>rd</sup> grade for the 2019-2020 school year.

The Homeless Liaison for the Tennessee School for the Deaf - Nashville is the Social Services Liaison (865.579.2436). In the event a current student or future student at TSDN is classified as homeless under the McKinney-Vento Act, the TSDN Homeless Liaison/Social Services Liaison will contact the Homeless Liaison of the student’s LEA to inform them of the matter. The TSDN Homeless Liaison/Social Services Liaison and the administration at TSDN 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 TSDN administration.

Tennessee School for the Deaf - Nashville 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**

TSDN 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.

### **ILLNESS**

Students who are ill must be fever free for 24 hours before returning to school.

Students with vomiting/diarrhea are encouraged to stay home until vomiting stops or stools are normal.

### **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.

As part of a pre-approved fund-raising activity or school event, food, candy, and drinks can be purchased or served from 3:00pm – 3:30pm.

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 TSB 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**

### **Medicine**

- All medication should be transported to the school by an adult and handed to another adult. Do not allow your child to carry his or her medication.
- Your child should not carry his or her medication during school.
- All prescription and nonprescription medication (including vitamins) given in school settings require written authorization from your child's doctor, as well as parent written consent. This is a requirement of the rules that school nurses must follow. Ask your school for the medication administration forms they use.
- All medication must be brought to school in the original labeled container prepared by the pharmacy, doctor, or pharmaceutical company (i.e., no envelopes, foil, or baggies).
- The label should include:
  - Child's name
  - Name of medication
  - Dosage of medication to be given
  - Frequency of administration
  - Route of administration
  - Name of physician ordering medication
  - Date of prescription
  - Expiration date

### **Medical Services**

- If a student is involved in an accident, an accident report must be filled out when the child is brought to the clinic.
- Parents will be notified and informed of the presenting problem and treatment.

- If a TSB nurse observes that the student's condition will improve with rest, a nurse may decide to allow the student to remain in the clinic and observe the child.
- If a TSB nurse deems that the student's illness is interfering with his or her ability to function in the classroom, suspected of being contagious, or the student needs to be seen by his or her primary physician, a nurse may call the parents and advise them that they need to pick up their child for further treatment at home.
- Nursing staff will work closely to inform school administration of the health needs of our students.

#### **Procedures for Sending a Student Home**

- Evaluation by a nurse.
- Parent and TSDN administrator is notified.
- Arrangements are made to pick-up student by approved guardian.
- Sick children are not allowed to ride the bus.
- A medical release may be required before returning to school.

#### **Medical Emergencies**

- In a medical emergency such as severe or life-threatening illness or injury, the nursing staff will assess the situation and an ambulance will be called to transport the student to the nearest emergency room. The parents of the child will be called immediately. The parents will be required to stay with their student while they are at the hospital. The parents are responsible for the cost of the ambulance and medical bills.
- Notes for emergency purposes:
  - At least one TSDN staff is required to have CPR training, and
  - If a child is unconscious and not breathing, CPR will begin with a trained staff member.
  - If an AED is needed, there are three on campus.

#### **Parent Evaluation Before a Student Arrives at School**

- If your child has any of the following conditions, please evaluate closely before dropping off your student at school or placing your student on the bus to return to school. A parent may be called to take a child home after evaluation by a nurse for any of the following conditions:
  - FEVER: over 100.4
  - PAIN: Pain that does not subside with Tylenol or Ibuprofen. Pain that increases in intensity. Pain that is accompanied by fever.
  - INJURY: Any injury that disrupts the normal functioning of the body such as muscular-skeletal injuries, burns, scrapes, sprains, breaks, and accidental exposure to toxic substances.
  - NAUSEA and VOMITING: If a child vomits once, it may not be a problem. If vomiting continues, it can place your child at risk as well as being contagious to others. Your child may need to be examined by a physician before returning to school.
  - DIARRHEA: The student does not need to return to school until stools are firm and diarrhea has stopped. If diarrhea continues, he/she may need to be seen by physician.

- SORE THROAT: If the child has strep throat, this is contagious. She/he does not need to return to school until 24 hours after starting antibiotics.
- EARACHE: Ears need to be examined by physician, especially if fever is present.
- COUGH: Fever or difficulty breathing.
- WOUNDS THAT LOOK INFECTED: Cuts/lacerations, insect bites, animal bites or human bites may become infected and child needs to see a physician.
- LICE: We have a nit free policy and students returning after treatment must be examined by the nursing staff before returning to school.
- SCABIES: Must have proof of treatment before returning to school
- RASH: There may be many reasons for a rash and if the rash does not subside, a physician may need to examine.
- RING WORM: Contagious and must have a doctor's note before returning to school.
- PINK EYE: Pink eye is highly contagious, and the student does not need to be at school until the condition has cleared or has a doctor's excuse to return to school.
- SEIZURES that occur close to bus time may not ride the bus.
- SUSPECTED COMMUNICABLE DISEASE
- UNUSUAL DRAINAGE FORM BODILY CAVITIES

### **Confidentiality**

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

### **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](mailto: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](mailto: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.

## SCHOOL VISITORS

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

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

- In order to maintain the high standards of safety, security, and accountability of our students and staff, all parents are asked to sign in and sign out in the school office and obtain a visitor's badge.
  - Parents may either visit the classroom at the teacher's/school's invitation or request to make a formal observation of a classroom. Making an appointment with the school at least two (2) days in advance of an observation is not only a courtesy and a requirement but enables you to schedule the observation for the maximum benefit. Siblings and friends are not permitted to attend observations.
  - Parents may schedule up to two (2) classroom observations of thirty (30) minutes in duration each 9-week grading period. Additional visitation time needs to be requested in advance through the Principal's office.
  - Staff may accompany visitors to the classroom.
  - The use of cameras (including cell phone cameras) and audio/video recorders are not permitted.
  - Parents can schedule a Parent/Teacher conference.
  - Generally, parents are welcome to visit the cafeteria and eat lunch with their child; however, please check with the Principal's Office ahead of time for a lunch ticket.
  - Non-custodial parents generally do not have the same rights as custodial parents. Legal agreements and specific circumstances will be reviewed when a non-custodial parent wants to visit classes.
  - Students who leave with their parents prior to the end of the educational day are also expected to sign out in the school office as are students who arrive after the educational day has started (7:35 a.m.).
1. Visitors should never be left alone with students.
  2. Visitors' responsibilities when inside the building.
    - a. **School for the Blind**
      - i. Walk on the right side of the hallway.
      - ii. Close doors behind you.



- b. **School for the Deaf**
  - i. Speak to the Deaf person face to face.
  - ii. Sign if you can.
  - iii. Someone will interpret if you cannot.
  - iv. Tap them on the shoulder gently to get their attention.
- 3. Must be escorted by a TSDN employee when in either building, including to and from security.

On a case by case basis, the superintendent or the principal (or designee) has the right to take reasonable actions to preserve and protect a proper learning environment, including removing any visitor from the school. The administrators retain the authority to deny access to the school for any visitor who has not complied with the provisions of this policy on parent visitation, other policies of TSD, has been disruptive, whose presence may disrupt or disturb the learning environment, or who lacks a valid or legal purpose for entering the school. Our shared commitment and cooperation is essential for the safety of our students and staff.

The above-referenced policy does not apply to

- (i) any visits to the Principal's or Superintendent's Office;
- (ii) any school-wide or classroom activities or extracurricular activities open by invitation to all parents/guardians, or that are open to the community in general; or
- (iii) participation by invitation in meetings with professional staff.

## **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 Tennessee School for the Deaf - Nashville 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**

Tennessee School for the Deaf - Nashville 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 or cottage residential program supervisor 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 TSDN 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 Tennessee School for the Deaf - Nashville is committed to ensuring a safe and secure learning environment, free of drugs, drug paraphernalia, violence, and dangerous weapons. As such, the Tennessee School for the Deaf - Nashville 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 TSDN 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 TSDN 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 Tennessee School for the Deaf - Nashville. The code requires adherence to all applicable law and specifically prohibits disrespectful and/or disruptive conduct.

Every member of the TSDN 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 Tennessee School for the Deaf - Nashville will provide every student a free and appropriate public education (FAPE).

- TSDN students will not lie, cheat, or steal nor tolerate those who do.
- TSDN is a drug, alcohol, and tobacco free environment.
- Students will demonstrate respect for the authority vested to the faculty, staff, and administration of TSDN.

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 Tennessee School for the Deaf - Nashville 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 TSDN Discipline Policy outlines what will happen if a student misbehaves.

The rules at TSDN 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 TSDN may enforce the discipline policy with any of the students at TSDN. 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 Tennessee School for the Deaf - Nashville.

### **Authority**

The administration, faculty, and staff of the Tennessee School for the Deaf - Nashville 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 Tennessee School for the Deaf - Nashville 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 TSDN 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 appropriate dean or 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 Tennessee School for the Deaf - Nashville 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 or dean 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/dean 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/Dean, 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.

Tennessee School for the Deaf - Nashville 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.**

## **SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORTS (SWPBS) AT TSDN**

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.

TSDN has adopted the following three rules for all departments: elementary, upper school, and student life:

**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**

<b>Minor Problem Behavior</b>	<b>Definition</b>
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**

<b>Major Problem Behavior</b>	<b>Definition</b>
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

<b>Major Problem Behavior</b>	<b>Definition</b>
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**

	<b>Level</b>	<b>Disciplinary Options</b>		
<b>MINORS</b>	<b>1</b>	<p><b>Classroom Level Interventions</b> 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.</p>		
		<table border="1"> <tr> <td>Warning Letter of apology Loss of privileges Use of Life Space Interview worksheet Seat change Parent contact</td> <td>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	Staff conference with student Mentoring In-class time-out Arranged break in another class Reinforcement of appropriate behaviors Written reflection about incident
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	<b>2</b>	<p><b>Appropriate when Level 1 consequence/intervention has been ineffective</b> Teachers use the following interventions to help students change behavior in the classroom. In some cases, referral to school administrator may be necessary.</p>		
	<table border="1"> <tr> <td>Phone call/letter to parent/guardian Simple classroom behavior contract Teacher and/or administrator conference After-School Detention</td> <td>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)	
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<b>MAJORS</b>	<b>3</b>	<p><b>Appropriate when Level 2 consequence/intervention has been ineffective</b> <b>Office Referral (ODR) Required</b></p>		
		<table border="1"> <tr> <td>Parent/guardian notification Lunch/recess detention Campus clean-up In-School Suspension (1 – 5 days)</td> <td>Community Service Staffing</td> </tr> </table>	Parent/guardian notification Lunch/recess detention Campus clean-up In-School Suspension (1 – 5 days)	Community Service Staffing
	Parent/guardian notification Lunch/recess detention Campus clean-up In-School Suspension (1 – 5 days)	Community Service Staffing		
	<b>4</b>	<p><b>Appropriate when Level 3 consequence/intervention has been ineffective</b> <b>Office Discipline Referral (ODR) Required</b> <b>Parent/guardian Notification Required</b></p>		
		<table border="1"> <tr> <td>In-School Suspension (1 – 5 days) Restricted Activity Class program change Eye Contact and/or Escort</td> <td>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	Staffing Individual Education Plan (IEP) Meeting Functional Behavior Assessment (FBA) Behavior Intervention Plan (BIP)
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)			
<b>5</b>	<p><b>Appropriate when Level 4 consequence/intervention has been ineffective</b> <b>Office Discipline Referral (ODR) Required</b> <b>Parent/guardian Notification Required</b> <b>*Note: All Zero-Tolerance Offenses are considered Level 5</b></p>			
	<table border="1"> <tr> <td>Suspension (1 – 10 days) Staffing</td> <td>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	
<b>Absence (unlawful)</b> <i>Excessive absences may result in loss of credit for the semester.</i>		●	●	●			
<b>Alcohol and Other Drugs</b> <b>1<sup>st</sup> Offense</b>	<i>Possession</i>			●	●	●	●
	<i>Consumption</i>			●	●	●	●
	<i>Distribution</i>					●	●
	<b>2<sup>nd</sup> Offense</b> <i>Possession with intent to distribute</i>					●	●
<b>Assault:</b> <i>Student on Staff</i>						●	●
<i>Student on Student</i>						●	●
<b>Bomb Threat</b>						●	●
<b>Bullying</b>				●	●	●	If violent
<b>Cyber-bullying</b>				●	●	●	If violent
<b>Cell Phone Misuse</b> ( <i>see Electronic Device Misuse pg 37</i> )		●	●	●	●	●	
<b>Cheating</b> ( <i>May fail or not receive credit for assignment or course</i> )				●	●		
<b>Computer Misuse:</b> <i>Criminal Behavior</i>						●	●
<i>Malicious Modification</i>				●	●	●	
<i>Mischievous Modification</i>				●	●		
<i>Mischievous Use</i>		●	●	●			
<b>Conduct Prejudicial to Good Order</b>						●	If illegal act
<b>Destruction of Property/Vandalism</b>			●	●	●	●	Value dependent
<b>Disability Harassment</b>			●	●	●	●	
<b>Disrespect Toward Others</b>			●	●	●	●	
<b>Disruption to Classroom/School</b>			●	●	●		If violent
<b>Disruptive Clothing or Appearance</b>			●	●	●		
<b>Electronic Device Misuse</b>			●	●	●	●	If illegal
<b>Extortion/Strong Arming/Blackmail</b>					●	●	●
<b>False Fire Alarm</b>				●	●	●	And Fire Marshal
<b>False Information/Accusation</b>			●	●	●		
<b>Fighting</b> <i>First Offense:</i> <i>Second Offense:</i> <i>Third Offense:</i>				●	●	●	If causes injury
<b>Fireworks/Explosives</b>				●	●	●	And Fire Marshal
<b>Forgery</b>			●	●	●		
<b>Gambling</b>			●	●	●		
<b>Harassment/Intimidation</b>				●	●	●	●
<b>Hazing</b>					●	●	●

Level of Consequence						
Offense/Infraction	1	2	3	4	5	Reportable to Police
<b>Inappropriate Actions:</b> <i>Use of Inappropriate Language</i>		●	●	●		
<i>Inappropriate Physical Contact</i>			●	●	●	If causes injury
<i>Inappropriate Sexual Activity</i>				●	●	If illegal
<b>Inciting or Participating in a School Disturbance</b>			●	●	●	If causes injury
<b>Insubordination</b>		●	●	●	●	
<b>Leaving an Area and/or Leaving Class and/or School Grounds without Permission</b>			●	●	●	If unable to locate or unknown whereabouts
<b>Plagiarism</b> ( <i>May fail or not receive credit for assignment or course</i> )			●	●	●	
<b>Possession and/or Use of Dangerous or Illegal Items</b>				●	●	If illegal
<b>Putting Substances in Another Person's Food or Drink or on a Person's Body</b>					●	If illegal
<b>Setting Fire(s)</b>				●	●	And Fire Marshal
<b>Sexting</b>		●	●	●	●	●
<b>Sexual Assault</b>					●	●
<b>Sexual Harassment</b>			●	●	●	If illegal
<b>Stealing and/or Theft</b>			●	●	●	Value dependent
<b>Tardiness</b>	●	●	●			
<b>Threat to Staff and/or Student(s)</b> ( <i>Physical, Written, or Verbal</i> )				●	●	●
<b>Tobacco Possession, Distribution, Use</b>	<i>1<sup>st</sup> Offense</i>		●			
	<i>2<sup>nd</sup> Offense</i>		●			
	<i>3<sup>rd</sup> Offense</i>		●			●
	<i>4<sup>th</sup> Offense</i>					●
<b>Trespassing</b>				●	●	●
<b>Unsafe Action(s)</b>				●	●	●
<b>Weapons</b> ( <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 Tennessee School for the Deaf - Nashville 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 TSB Clinic for a determination of the need for drug/alcohol testing.

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

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 Tennessee School for the Deaf - Nashville 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 TSDN 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 TSDN student who has been found in violation of the TSDN 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 TSDN 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**

TSDN 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. TSDN, 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 TSDN 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.

# INSTRUCTION

## ELEMENTARY SCHOOL

### Vision Statement

TSDN 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 <sup>st</sup> thru 6 <sup>th</sup> Grade		
93-100	A	Exceptional
85-92	B	Above Average
75-84	C	Average
70-74	D	Below Average
69-Below	F	Unsatisfactory

### Pupil Progression

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

## ASSESSMENTS

Tennessee Schools for the Deaf: Knoxville Assessments Conducted by the Institution						
SUMMATIVE ASSESSMENTS Focuses on content information <i>What students are learning</i>						
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 <u>July 13</u> - paper report delivery
State	TCAP-Alternative				Science Social Studies	

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

<b>TIER</b>	<b>ASSESSMENT</b>	<b>AGE LEVEL</b>	<b>ADMINISTRATION</b>	<b>DESCRIPTION</b>	<b>SUBJECT</b>	<b>RESULTS: DATE OF ARRIVAL</b>
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**

TSDN provides students the privilege of internet access via TSDN'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 TSDN's network. TSDN 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 Tennessee School for the Deaf - Nashville (TSDN). 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**

TSDN 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.

