

The Scranton School for Deaf and Hard of Hearing Children

HANDBOOK

For Students and Parents 2026-2027



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www.thescrantonsschool.org

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OVERVIEW

The Scranton School for Deaf and Hard of Hearing Children, a program of the Western Pennsylvania School for the Deaf, is a private, state-funded, academic school approved by the Department of Education. This tuition-free school provides a unique opportunity for deaf and hard of hearing children to learn the skills necessary for them to enter the world of education and employment that awaits them upon graduation. Private funding is used for renovations and for program enhancements.

In a brief fashion, this manual provides some information on academic schedules, dormitory life, after-school opportunities, and general school regulations. We hope this information will help to create a positive understanding and cooperative effort among the parents, the school, and the students.

Although this handbook has been designed to answer many of the questions asked by students and their parents, it is not intended to replace personal contact between students, parents, and administrators. The Executive Director, Superintendent, Director, Principal, and the entire staff are available throughout the year for student guidance, parent conferences, and any questions you might have regarding your child's program. If parents or students have questions regarding school policy, they should contact an administrator for clarification. The Scranton School is committed to parental involvement in their child's programs. We look forward to a productive year!

The Vision, Mission, and Core Beliefs of The Programs of the Western Pennsylvania School for the Deaf

(The Scranton School for Deaf and Hard of Hearing Children,
The Children's Center - Edinboro, The Children's Center of Central Pennsylvania (Hershey),
The Western Pennsylvania School for the Deaf)

Mission:

We are dedicated to fostering the academic, social, and personal success of deaf, hard-of-hearing, and deafblind students through dynamic, student-centered educational programs grounded in American Sign Language and English. Our students always come first.

Vision:

Our students will be confident, engaged, and prepared to shape their futures, rooted in lasting relationships, strong identities, and the ability to make a meaningful impact on the world. Our students are prepared for life.

Values:

ACCESS: We fully embrace both American Sign Language and English to ensure that every individual can openly and meaningfully engage in our school community.

BELONGING: We cultivate a supportive and inclusive community built on trust, care, and meaningful relationships among students, families, staff, alumni, and partners.

COMMITMENT: We commit to our students, families, and one another by setting high expectations, taking responsibility, and promoting mutual accountability.

**The Scranton School for Deaf and Hard of Hearing Children
- Where KIDS come FIRST!**

School Personnel

Kevin McDonough, M.Ed, M.A.

Superintendent -----VP (570) 309-0185

Carrie Rain, M.Ed

Executive Director ----- (412) 244-4217

Steve Quagliani,

Chief Fiscal Officer ----- (412) 244-4282

Lauren Novick Hayes, MBA, SPHR

Director of Human Resources ----- (412) 244-4243

Dean Pettinato, M.Ed

Director (SSDHHC) ----- (570) 585-7032

Sarah Briggs, M.S.

Principal----- (570)585-7040

Doug Boersma, M.Ed.

Coordinator of After School Programs and Career Pathways ----- (570) 585-7047

Support Personnel

Ancillary Personnel are available to assist the teaching staff and administration in providing appropriate quality educational programs. The services of the ancillary staff are available to all the students and there is no charge for their services.

Mary Butler

Nurse

(570) 585-7031

Jacqueline Bailey

School Counselor

(570) 585-7045

Molly Casey

School Social Worker

(570) 585-7054

Tracy Chorpenning

Educational Audiologist

(570) 585-7033

Each of these numbers will connect you directly to the people listed above. If the person you are calling is not available, you may leave a message on his/her phone mail or contact the main switchboard at (570) 585-1000 for assistance.

SSDHHC CALENDAR

2026-2027

August 24 – First Day of Classes
September 7 – Labor Day – No Classes
September 8 – Classes Resume
October 12 – Columbus Day – No Classes
October 13 – Classes Resume
November 23 – Thanksgiving Break begins
December 1– Classes Resume
December 21 – Winter Break begins
December 21 Snow Day Make-Up #1
December 22 – Snow Day Make-Up #2
January 4 – Classes Resume
January 18 – Martin Luther King Holiday – No Classes
January 18 – Snow Day Make-Up #3
January 19 – Classes Resume
February 15 – Presidents Day – No Classes
February 16 – Classes Resume
March 8 – Long Weekend – No Classes
March 8 – Snow Day Make-Up Day #4
March 9 – Classes Resume
March 25 – Students dismissed at 12:30 PM *
March 26 – Spring Break begins
April 5 – Class Resume
April 19 – Long Weekend – No School
April 19 – Snow Day Make-Up Day #5
May 10 – Long Weekend – No School
May 10 – Snow Day Make-Up Day #6
May 11– Classes Resume
May 31– Memorial Day – No School
June 11 – Classes Resume
June 11 – Last Day of School
June 11 – Students dismissed at 12:00 PM*

***Students are dismissed every Friday at 12:30 PM. Please note the two additional days above that have an early dismissal (March 25 & June 11).**

****Snow Make-Up Dates: December 21 (#1) December 22 (#2), January 18 (#3), March 9 (#3), March 8 (#4), April 19 (#5) , May 10 (#6)**

PARENT INVOLVEMENT

Parents are essential members of the educational team at The Scranton School. They are their child's first "teachers" during the growth and development of their infancy and toddler years. Parents provide the environment in which students apply classroom information. Often, they introduce the experiences essential to learning. At other times, they reinforce the concepts that children learn at school. Their values influence student manners, behavior, and motivation. We recognize the tremendous responsibility inherent in raising a child, and we want to give parents every support necessary in their quest to provide the best education for their children.

We ask parents to partner with us in discouraging the use of self-destructive agents, such as tobacco and alcohol, and in forbidding the use of all illegal drugs or weapons. We also ask that parents work with us to help motivate students toward higher achievement and attainment of their personal goals.

Parents are essential reporters of bullying. We encourage you to contact an administrator if you become aware of a bullying situation.

We encourage parents to schedule visits to classrooms and the residence to become familiar with their child's teachers, dormitory supervisors and classmates. Parents may contact the Principal to arrange a class observation.

ATTENDANCE POLICY

Regular attendance is vital to each child's educational success. For that reason, we discourage parents from keeping their children at home, except when absolutely necessary. We include long weekends and periodic long vacations in the school schedule, and we encourage parents to make medical and dental appointments during these times whenever possible. Nevertheless, we do recognize that emergencies arise. If you need to pick up your child early from school or keep him/her at home for any reason other than illness, please contact the Principal. **If a student is absent the day after a special event or trip, the absence will be unexcused unless a doctor's note is submitted.**

Approved Absences The Pennsylvania Compulsory Attendance Law defines approved reasons for absences. These reasons are listed in Title 22, Pennsylvania Code, Chapter 11, Pupil Attendance, of the Regulations of the State Board of Education of Pennsylvania. The following are the only approved reasons for excused absences:

1. Religious holidays
2. Health care
3. Illness or other urgent reasons (e.g. family funerals)
4. Educational tours and trips
5. Other approved absences (tutorial work, graduation preparations, work study programs, homebound instruction)
6. Inclement weather (i.e. snow closings)*

* Student absences/tardies will be excused if the student's local school district has a delay or closing.

Attendance is part of each student's permanent record. **According to state law, any school age child must have a written excuse for every absence.** When your child returns to school following an absence, please submit an absentee note indicating the reason for the absence. The note must contain the child's full name, date(s) of absence, department, and reason for the absence. These notes are maintained in your child's attendance file.

Since preschool children are not yet school age, we are not required to maintain attendance files for them. Nevertheless, we need to know when they are absent. Please send in a written verification. Additionally, we need written notification from parents regarding early pick up from school or if a student is staying for after school events. All notes are maintained in the child's record.

PENNSYLVANIA TRUANCY LAW (ACT 138 OF 2016)

NOTE: Three unexcused absences in a school year is considered truant according to the new Pennsylvania Truancy Law.*

Procedure when child is truant.

The new law creates two distinct “procedural” sections: (1) procedures schools must follow when a child is “truant” and (2) procedures schools must follow when a child is “habitually truant.”

The law expressly requires schools to *notify parents or guardians in writing* within ten (10) school days of the child's third unexcused absence that the child has been “truant.” This notice:

- **Must** include a description of the consequences if the child becomes “habitually truant.”
- Must be in the mode and language of communication preferred by the parent; and
- **May** include the offer of an attendance improvement conference.

NOTE: if the child continues to incur additional absences after this notice has been issued, the school **must offer a student attendance improvement conference.**

Procedure when a child is habitually truant.

“Habitually truant” means having six (6) or more school days of unexcused absence during the current school year. The procedure schools must follow when a child is habitually truant depends on whether the child is **fifteen (15)** years of age or older.

Under fifteen (15) years of age.

The school **must** refer the child to **either**: (1) a school-based or community-based attendance improvement program or (2) the county children and youth agency (CYS) for *services* or possible disposition as a dependent child under the Juvenile Act. Additionally, the school **may** file a citation against the parent of a habitually truant child under fifteen (15) in a magisterial district court.

Fifteen (15) years of age and older.

The school **must either**: (1) refer the child to a school-based or community-based attendance improvement program **or** (2) file a citation against the student **or** parent in a magisterial district court. If the child incurs additional absences after a school refers that child to an attendance improvement program or refuses to participate in an attendance improvement program, the school **may** refer the child to the local CYS agency for possible disposition as a dependent child.

NOTE: In **all** cases, regardless of age, where a school refers a habitually truant child to a magisterial district court or CYS, the school **must** provide verification that it convened and held a student attendance improvement conference.

* Education Law Center www.elc-pa.org

Procedures to Follow for Student Absence from School

1. Parents should call the school before 9:00 a.m. each day of the student's absence. Please call #570-585-1000.

* If the school office does not receive a phone call by 10:00 a.m., he/she may call the student's home to determine the reason for the absence. A robo-call will go home reporting that your child is absent as a reminder to let the school know the reason for absence.
2. On the morning following the last day of an absence, the student must report to the school office with a written excuse from a parent/guardian stating the student's name and exact reason for absence and specific date(s) of absence.
3. The School Social Worker, in conjunction with the Principal, will determine the legality of every excuse and report the absence as excused or unexcused. The excuse is maintained in the student's attendance file.
4. If a school absence remains unexplained for **two weeks**, the absence is counted as an unexcused absence.
5. Even if the student is 18 years or older, a parent's signature on the excuse is necessary.

Make-up Work

Students who miss class work and exams due to an excused absence may make up all the work within the time period equal to the absence plus one additional day. In other words, if a student misses two days of school because of illness, he/she has two days plus one additional day, or a total of three days, to make-up all work and exams.

Procedures for Pre-approved Absences

Up to five (5) days of pre-approved absence may be granted to each student per year for a pre-planned educational tour or trip. The student must request approval in advance at the Principal's office. A form containing signatures of the parents and all teachers must be submitted to the Principal prior to the date(s) of absence. Because the parent signs the form, an excuse is not required. **Pre-approved absences are excused absences.** Additional days of pre-approved absence may be approved at the discretion of the Principal on a limited basis when the student is absent from school for educational purposes.

Participation in Evening or After School Activities

Students who are absent from school for more than half a day are not permitted to participate in evening extracurricular or co-curricular activities, with the exception of school sanctioned absences such as field trips. To participate in an evening or after school activity, the student **must report to school by 11:30 a.m.** to begin afternoon classes. Exceptions to this rule may be granted by the Principal or the Coordinator of After School Programs.

Unexcused Absences

An unexcused absence is defined as:

1. A disallowed absence, or missing school for a reason not approved by compulsory attendance laws.

2. A school absence remaining unexplained because a written excuse has not been turned into the attendance officer within **two weeks** of absence.
3. Truancy, a student missing school without the knowledge or consent of the parent/guardian.

Penalties for Unexcused Absences

School regulations call for the following consequences for **unexcused** school absences:

1. For each day of unexcused absence or truancy a student receives a failing grade of 50% in every class for the work missed.
2. A student with an unexcused absence is not permitted to make up written work or tests missed during the day(s) absent from school.
3. For truancy, the school notifies the parent/guardian and may request a parental conference to resolve the situation. Notification to the school district also occurs at the same time.

Excessive Absences Procedure

If the total absence (excused and unexcused) exceeds fifteen (15) days, the following procedure(s) will be followed:

1. On the fifteenth (15) day of absence, a letter will be sent to the parent/guardian outlining SSDHHC's attendance policy. This letter will also be sent to the student's home school district. The School Social Worker and/or the Principal will hold a conference with the student to discuss the attendance record and implication of further absences.
2. On the twenty-fifth (25) day of absence, the Principal will request through certified mail, a conference with the parent/guardian and the home school district. Please note that every school district has different policies for absences. If you would like your school district's policy, please contact them.

Please Note: The School Code continues to require students who are habitually truant to get the approval from a magisterial judge before transferring to a cyber charter school. The code establishes a process families of habitually truant students can use to get their case before a judge and clarifies the criteria a judge may use to determine if this transfer is in the best educational interest of the student.

Tardiness

Monday through Friday classes begin at 8:00 am. Please make every effort to ensure that your child is brought to school on time. When children arrive late, they miss valuable classroom instruction and interrupt others in classes. Follow your local school district when delays due to weather are announced. Tardiness due to a school district delay is approved.

Please Note: Students designated as "habitually truant" (six or more unexcused absences) are prohibited from transferring to a cyber charter school midyear without prior approval from a judge and home district.

ACCESS TO STUDENT RECORDS

SSDHHC protects the confidentiality of educational records containing personally identifiable information at the collection, storage, release and destruction stages of that information.

Parents have the right to inspect, review, or copy any education record relating to their child. If parents wish to review their child's record, they should put such a request in writing. The School will comply with the request within 30 days. Parents also have the right to designate a representative to inspect, review, or copy the child's record. If the parents request copies of the educational record, the School may charge the parents a reasonable fee which cannot exceed the actual expense of the duplication or reproduction of those documents.

DIRECTORY INFORMATION

The School may, without parental consent, release directory information from a student's educational records. Directory information includes the student's name, address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, honor roll lists, dates of attendance, degrees and awards received, and the most recent educational agency attended by the student. This type of information is most often requested by newspapers and other media when a student has achieved some newsworthy honor. Parents/guardians may restrict the release of directory information by informing the School in writing at the beginning of each school year.

The complete policy of access to student records may be viewed in the office of the Principal.

POLICY ON COMMUNICATION

Every student should be given the opportunity to grow educationally and emotionally to his/her maximum potential and to become an involved and productive member of society. At the Scranton School for Deaf and Hard of Hearing Children, our goal is to educate students so that they communicate effectively both with individuals with hearing loss and those with normal hearing and develop competency in English. To that end, we work toward providing full access to communication in an environment where each student's skills are developed to the highest level of his or her abilities.

SSDHHC recognizes the possible use of a variety of communication modes to enhance mutual understanding both in and out of the classroom. Consistent with the individualized approach to education, the selective use of all means of communication is explored, including, but not limited to, American Sign Language and written and spoken English, with or without simultaneous manual representation. Such use does not require that only one single mode or language be used exclusive of all others. Instead, the needs of students and specific situations should determine the language and mode to be used. With this in mind, staff members who interact directly with students at SSDHHC are expected to follow those principles outlined below.

- At SSDHHC, we have a unique obligation to teach students who use two languages, American Sign Language and English. We recognize ASL as the language of the Deaf Community and we respect the cultural heritage from which it is derived. Within the SSDHHC environment, students and staff members typically use ASL, English, or the contact language (commonly referred to as PSE) derived through the use of those languages. Students have formal instruction and/or informal exposure to ASL dependent on their individual abilities and needs. To ensure consistency throughout the educational program, each staff member is expected to use the individual signs which are common to ASL and/or to the local deaf community.
- Any student becomes better able to learn independently when he/she has access to information that is available through the written word. Also, students must be prepared to interact with the majority culture of this nation. Therefore, it is a primary goal for students at SSDHHC to learn the English language for the purpose of reading and writing as well as speaking. Each student receives formal instruction and informal exposure to vocabulary, grammar and English language use. This instruction includes reading and writing experiences. In the instructional setting, teachers provide exposure to English and encourage proficient English usage in all subject areas.
- Oral/aural communication programs are designed to meet a student's capabilities and needs as identified in his/her IEP. When appropriate, students have the opportunity to develop skills in oral/

aural interaction. They receive instruction individually and/or in small groups to improve speech production, auditory skills, speechreading skills and to become responsible in the use and care of amplification and assistive technology devices. This instruction is addressed in the student's IEP under related services.

- Every student, staff member and visitor to SSDHHC has the right to open and accessible communication. Since staff members are very concerned about the developing language system of the students, they recognize that conversation between adults is both sharing with each other and a model of language use and interactive behavior for students. Although exceptional situations occur, faculty, students and staff members must be continually sensitive to the communication needs of all those in the School and assure that, whenever possible, that mode is used which will enhance the opportunity for mutual participation within the communication environment.
- Staff members have an obligation to achieve those receptive and expressive skills necessary to assure full access to clear communication throughout the school environment. The School supports staff development by providing courses in American Sign Language, Deaf Culture and other courses as needed.

STUDENT TECHNOLOGY AT THE PROGRAMS OF WESTERN PENNSYLVANIA SCHOOL FOR THE DEAF

The Programs of Western Pennsylvania School for the Deaf students may have access to a variety of devices in the School. Students in grades K-12 may also be assigned an individual device. These devices remain the property of The Programs of Western Pennsylvania School for the Deaf. Students must agree to comply with the specific guidelines regarding usage of student assigned devices through a Student Technology Usage Agreement signed by both the student and a parent or guardian. This agreement is separate from The Programs of Western Pennsylvania School for the Deaf Acceptable Use Policy (AUP) and must be signed and returned prior to receiving the assigned device. Students are expected to comply with all policies in the Acceptable Use Policy and in Student Technology Usage Agreement when using these devices.

Student technology devices are to be used for school purposes only, not personal use. Excessive use of The Programs of Western Pennsylvania School for the Deaf equipment for personal use shall be cause for disciplinary action for Students. The return of these devices in good condition at the end of each school year, before transfer, or before withdrawal at The Programs of Western Pennsylvania School for the Deaf is required.

The Programs of Western Pennsylvania School for the Deaf students in Grades 5 and above who have returned signed permission forms from their parents or guardians will be provided with a school-maintained, content-filtered email account. Students are allowed to use this The Programs of Western Pennsylvania School for the Deaf -provided email account only. Access to external email sites/accounts (such as Gmail, Yahoo Mail, Hotmail, etc.) are prohibited.

Students in Grades 5 through 12 who wish to have a school email account must complete and return a Student Email Account Agreement. This permission form must be submitted in addition to the AUP Agreement before an email account will be assigned. Students in Grades 5 through 12 are not required to have an email account, but these content-filtered accounts are helpful for communication among teachers and students for academic purposes.

Guidelines for appropriate technology use:

- Use school equipment for school work only
- Streaming movies, videos, and music is not allowed
- Respect other student's equipment and privacy
- Accessing other student's accounts is not allowed
- ALL student email is monitored. Use email for school work only.
- Be responsible: remember your passwords so you are prepared for classwork
- Keep your passwords private. Do not share with other students
- Let a teacher know if another student is not using their technology appropriately

Being a Good Digital Citizen

Students are responsible for appropriate behavior on the The Programs of Western Pennsylvania School for the Deaf network and on technology equipment just as they are in a school facility or a school-sanctioned event. General school rules for behavior and communications apply. When using the Internet, all students will be closely monitored to prevent accidental or deliberate access to inappropriate material. Outside of school, families bear the same responsibility for such guidance as students interact with the digital world including; computers, social media, online services, etc.

INTERNET, TECHNOLOGY, AND ELECTRONIC INFORMATION ACCEPTABLE USE POLICY (AUP)

Mission:

The Programs of Western Pennsylvania School for the Deaf offers students and staff access to our network and internet services through a variety of different technology devices. Our goal in providing technology access and services is to promote educational excellence in the school by facilitating resource sharing, innovation and communication.

The Programs of Western Pennsylvania School for the Deaf is compliant with the Children's Internet Protection Act (CIPA), and will comply with any additional state and federal regulations that pertain to technology use, network infrastructure, and servers.

Computer, network, and Internet access is a privilege, not a right, and is provided for staff and students to conduct research, fulfill course requirements, communicate with others, and to perform assigned job duties. Access to these devices and services is given to staff and students who agree to act in a considerate and responsible manner, in accordance with organizational policies.

Activities using any The Programs of Western Pennsylvania School for the Deaf property in violation of local, state, federal or school policies are strictly forbidden. Violations of any guidelines listed below may result in disciplinary action up to and including expulsion or termination. If necessary, The Programs of Western Pennsylvania School for the Deaf will advise appropriate legal officials of any illegal violations.

Prohibited Activities:

Prohibited activities include, but are not limited to the following:

- Using another person's password or account or providing his/her password to another person.
- Invading the privacy of other individuals.
- Trespassing in another person's folder, work or files without permission, in the attempt to use or alter others' work.
- Deliberate action that alters the computer's configuration or system settings or limits its usefulness.
- Downloading unauthorized software on school computers/networks. All software installed on The Programs of Western Pennsylvania School for the Deaf computers must be installed by the schools' Technology Departments and only after the proper licenses or authorizations for use have been acquired and verified.
- Making any attempt to hack into or defeat servers or network security on the The Programs of Western Pennsylvania School for the Deaf Network or any other client, server, or network on the Internet.
- Creating, uploading, or transmitting computer viruses, worms or other disruptive software code.
- Damaging computers, computer systems, or computer networks (hardware or software). If a student or staff maliciously damages or alters school technical equipment in such a way that requires service or repairs, they will be responsible for providing all expenses incurred for those services. (For example: stickers of any type on Chromebooks are not permitted).
- Using the network to download, upload, stream or store large files such as music and video that are not directly related to a project or activity that is part of the school curriculum.
- Accessing streaming music or video sites (such as Facetime, Instagram, Snapchat, etc.) unless specifically approved by a The Programs of Western Pennsylvania School for the Deaf Administrator for educational purposes.
- Accessing social media sites and media sharing sites (such as Facebook, Instagram, Snapchat, etc.) unless specifically approved by a The Programs of Western Pennsylvania School for the Deaf administrator for educational purposes.
- Connecting to personal Internet subscription services to view, stream or download media (such as Netflix, Amazon Prime Video, Disney+, Hulu, Paramount+, etc..)
- Accessing, transmitting, or retransmitting threatening, harassing, obscene, and pornographic (written, pictures, song lyrics, etc.) or trade secret material or any material deemed harmful to minors.
- Using the network to access, transmit or retransmit language that can be considered defamatory, abusive or offensive, or that could cause danger or disruption, engage others in personal prejudicial or discriminatory attacks or that harasses or causes distress to another person.
- Accessing, transmitting, or retransmitting material that promotes violence or the destruction of persons or property by any device including but not limited to firearms, explosives, fireworks, smoke bombs, incendiary devices or other similar material. All users agree to report any accidental access of any of the aforementioned material to the appropriate school authority.
- Using the network or school computer for commercial or for-profit purposes or political lobbying.
- Any activity harmful or reflecting negatively on the The Programs of Western Pennsylvania School for the Deaf community.

Monitoring:

Our schools use a firewall, internet content filter, and network monitoring equipment in order to regulate and control activity on our networks from any connected devices, as well as for monitoring internet usage. We prioritize the security and protection of our students, staff, equipment, property, and assets as well as providing a safe internet experience for our students and staff as much as possible. We reserve the right to remove any equipment, including personal, from accessing our network or internet. We reserve the right to remove data and files from school equipment, possibly without notice. We also reserve the right to revoke an individual's access to our technology equipment, network, internet, or other services.

1. The Programs of the Western Pennsylvania School for the Deaf reserves the right to monitor all actions and communications of any student or employee using school equipment, school technology services, school property, or school networks.
2. There is no absolute privacy with the following:
 - a. On our school networks.
 - b. On any school equipment.
 - c. On school email.
 - d. On any communications that use school equipment, or the school networks.
 - e. Any files saved or stored on school equipment, or school provided web services. Even if those files are of a personal nature. This also includes using school property at home or on other networks.

School Email

School Students and Staff are **ONLY** permitted to use the school-provided email accounts on campus and school devices. External email sites (such as Gmail, iCloud Mail, Microsoft Outlook, Hotmail, AOL Mail, Yahoo Mail, Verizon, Comcast, etc.) are prohibited and may be blocked from access on campus. Staff who desire to add their school email account to personal & portable devices must ensure the privacy of student and staff information by maintaining passcode locks and/or password protected logins to devices.

The Programs of the Western Pennsylvania School for the Deaf reserves the right to force security on personal devices that add school email to their personal portable device, such as a smartphone or tablet. The Programs of the Western Pennsylvania School for the Deaf has the capability to lock or possibly erase any personal portable device after adding said email account. This is to ensure the safety and privacy of our communications, email, and data. School email must be removed or deleted from any personal device when employment or enrollment. Authorized Technology Department Staff can also remotely force the deletion of the data.

The school communication systems, as well as the equipment and data stored, are and remain at all times the property of The Programs of the Western Pennsylvania School for the Deaf. Accordingly, all messages and files created, sent, received or stored within the systems should be related to School business and are and will remain the property of the Schools.

The Programs of the Western Pennsylvania School for the Deaf reserves the right to retrieve and review any message or file composed, sent or received. It should be noted that although a message or file is deleted or erased, it is still possible to be

retrieved. Therefore, the ultimate privacy of messages cannot be assured to anyone. Although electronic mail and voicemail may allow the use of passwords for security, confidentiality cannot be guaranteed.

Digital Communications Use

When utilizing school provided electronic communications systems, etiquette is important. The basic strategies for effective e-mail communication are as follows:

- Keep all communication brief and efficient.
- Avoid communicating through these systems on sensitive subjects; confidential information should be communicated in another form.
- Retrieve/read all messages and respond regularly.
- Ensure that messages are deleted or saved; the server should not be used for permanent storage.

The content of email, messaging, VP use, video mail, voice mail or TTY messages may not contain anything that would reasonably be considered offensive or disruptive. The Programs of the Western Pennsylvania School for the Deaf expressly prohibits the following:

- Chat/client programs and chat/instant messaging.
- The use of school accounts to receive listserv email or to solicit or send junk mail.
- Dissemination or printing of copyrighted materials, including articles and software, which are violations of copyright laws.
- Offensive or harassing statements or language including disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religious or political beliefs.
- Sending or soliciting sexually-oriented messages or images.
- Operating a business, usurping business opportunities or soliciting money for personal gain.
- Sending or re-sending email chain letters or engaging in any spamming activities where bulk mailings of unsolicited email are sent.
- Gambling or engaging in any other activity in violation of local, state or federal law.

Violations of any guidelines listed above in the 'Digital Communications' section, may result in disciplinary action up to and including expulsion. If necessary, the School will advise appropriate legal officials of any illegal violations.

Videophone Use

Our The Programs of the Western Pennsylvania School for the Deaf students and staff have the opportunity to use The Programs of the Western Pennsylvania School for the Deaf Video Phones in school offices and in the Residences. All are expected to comply with the conditions of the Acceptable Use Policy when using VRS devices on the The Programs of the Western Pennsylvania School for the Deaf campus.

Guidelines for student video phone use:

- The remote must be kept with staff at all times in a secure, locked place.
- All calls must be approved by staff and a log must be kept for the students each time they use the VRS.
- Students are not permitted to go into and/or change the settings of the device.
- Use of VRS is restricted to a fifteen minute limit unless otherwise approved by The Programs of the Western Pennsylvania School for the Deaf staff.
- The System closes at bedtime.
- No profanity or inappropriate behavior will be tolerated with using a videophone device.

Consequences for misuse of the VP will be as follows:

1st offense - warning

2nd offense - 24 hours suspension from VP use

3rd offense - 5 days suspension from VP Use

Artificial Intelligence (AI) Use

The Programs of the Western Pennsylvania School for the Deaf utilizes Google Gemini as the authorized platform for all AI-driven tasks. Accessing Gemini through the school's Google Education license ensures essential data security and privacy, as this environment prevents user input from being utilized to train or improve the global AI database. Students and staff must exclusively use the school-provided Google Gemini platform for all school and/or work-related artificial intelligence activities. All AI utilization must originate from original work created by students or staff. Images of students or staff may not be uploaded or edited with AI without prior written permission. Staff within each academic department at The Programs of the Western Pennsylvania School for the Deaf (Children's Center, Elementary, Middle, and High School) are responsible for upholding and enforcing their department's established guidelines.

Third Party Information Sharing

It is strictly prohibited to transmit, store, upload, communicate, reveal or otherwise use our student or organization information that is sensitive with any unapproved third party.

A “third party” is defined as any group, company, online service or entity that exists outside of our organization.

- Sensitive information is any information that could jeopardize the privacy and livelihood of the organization. This includes but is not limited to:
- Student or staff demographic information
- Student or staff ‘personally identifiable information’. ‘Personally identifiable information’ is defined as ANY information that could potentially be used to identify a specific individual (names, grades, social security numbers, addresses, etc.)
- Student grades or other performance related data
- Copies of internal communication
- The Programs of the Western Pennsylvania School for the Deaf financial information
- Student documents related to educational services provided by The Programs of the Western Pennsylvania School for the Deaf

Examples of approved third party entities which have access to our information and data: Google Suite, Clever, IEPWriter, Alma, Renaissance Learning, NWEA Map, LinkIt, STAR Math, STAR Reading, and many other educational platforms.

It is the sole responsibility of each employee to protect sensitive data when using file sharing services such as Google Drive. Sensitive data should NOT be made public through those services. Use of The Programs of the Western Pennsylvania School for the Deaf information and data with a third party must be approved by The Programs of the Western Pennsylvania School for the Deaf Supervisor of Information Technology Systems.

Consequences of Policy Non-Compliance

Violation of this Acceptable Use Policy (AUP) may result in:

- Denial, suspension or cancellation of the users’ privileges (temporary or permanent) as well as other disciplinary and/or legal action deemed appropriate and imposed by the school administration, The Programs of the Western Pennsylvania School for the Deaf administration and/or local, state or federal law enforcement officials.
- The user shall be responsible to make full restitution for any damage (including all labor costs for repair or replacement) to equipment, software and any other part of the network determined by the Technology department along with the school administration.
- Other actions not specified above may include but are not limited to monetary restitution, school suspension or expulsion, Reflective Lunch or any other action deemed appropriate by the administrative authorities.

Terms and Conditions for Use of The Scranton School for Deaf and Hard of Hearing Children Internet, Technology Equipment and Electronic Information Resource

All users of the The Programs of the Western Pennsylvania School for the Deaf networks and Internet access are required to adhere to the schools Internet Acceptable Use Policy (AUP). The attached policy describes in detail the purpose of the The Programs of TheWestern PA School for the Deaf's networks and the rules governing use. All users and the parents of all student users are required by the The Programs of theWestern PA School for the Deaf AUP to agree that they will abide by the policy while using computers, portable devices and network resources and any personal devices on the campuses.

All users, including faculty and staff, must be aware that misuse of the network facilities could result in disciplinary action by The Programs of theWestern PA School for the Deaf officials including termination of employment or legal action by local, state and/or federal law enforcement officials. It is, therefore, incumbent upon all to carefully read the The Programs of theWestern PA School for the Deaf AUP and understand what is expected and the penalty for non-compliance.

No signature is required to make this AUP binding on staff and students. The use of the The Programs of the Western Pennsylvania School for the Deaf network, equipment and electronic information systems denotes the user's agreement of responsibility.

Disclaimer

1. While The Programs of the Western Pennsylvania School for the Deaf makes a best effort to protect and secure data, there is no guarantee against file and data loss. Connecting personal equipment, storing personal files, work related files, etc. is done at your own risk.
2. The Programs of the Western Pennsylvania School for the Deaf cannot be held accountable for the information that is retrieved via the Internet, network, or email.
3. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and may monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
4. The Programs of the Western Pennsylvania School for the Deaf will not be responsible for any damages any user may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by user negligence, errors or omissions. Use of any information obtained is at the user's own risk.
5. The Programs of the Western Pennsylvania School for the Deaf makes no warranties (expressed or implied) with respect to the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information, or any costs, liability, or damages caused by the way the user chooses to use his or her access to the Internet, network, or e-mail.
6. All staff and students of The Programs of the Western Pennsylvania School for the Deaf shall be responsible for abiding by the policies of this AUP. No signature is required to make this AUP binding on staff and students. The use of The Programs of the Western Pennsylvania School for the Deaf's equipment and electronic media denotes the user's agreement of responsibility. However, The Programs of the Western Pennsylvania School for the Deaf shall make concerted effort to inform staff and students of this AUP through such means as publications in

student and staff handbooks, notices in all school offices, oral information from supervisors and/ or teachers, and distribution of AUP copies.

7. Any staff or student who violates any of the AUP policies will be subject to disciplinary action, which may include but not limited to the loss of use privilege for the Internet, network, and/or equipment; loss of the e-mail account assignment, and/or any other disciplinary deemed appropriate by the The Programs of the Western Pennsylvania School for the Deaf authorities.
8. The Programs of the Western Pennsylvania School for the Deaf reserves the right to change its policies and rules at any time.

VISITS TO SSDHHC

Parent involvement in all school activities is welcomed and encouraged. Nothing excites students more than members of their family coming to visit their classroom, cheering them on in sports, or meeting their classmates and friends from the dorm.

The welfare and safety of our students and faculty are a prime concern to us. To maintain a high level of security throughout the School for students and staff, parents, alumni, and visitors should observe the guidelines printed below.

1. All visitors to the main campus during regular school hours must enter the building through the main entrance. Parents/visitors must sign in using the Visitor Management System; they will be given a visitor's pass. Parents must have an escort to enter academic areas.
2. Classroom observations must be scheduled in advance with the Principal. Participation in any classroom activity is determined by the respective teacher.
3. When visiting or volunteering in your student's classroom, volunteer clearances are required. Please see the appendix for the step by step guide.
4. Visitors for after school public events which are held on campus are not required to sign in.
5. Parents who plan to take students off campus during school and/or dormitory hours must arrange this through either the Principal. If parents would also like to take their child's friends along, written permission from the parents of the friends is required in advance.

IEP MEETINGS

IEP meetings are scheduled annually to write an Individual Educational Program (IEP) for each student. The IEP is a written plan and is developed with parents, teachers, related service providers, principal and local education agency (school district or Intermediate Unit) personnel. Parent attendance at the IEP meeting is very important. All IEP decisions are made by consensus of the team.

Other conferences can be arranged at the convenience of parents at any time throughout the school year. Requests for these conferences should be made to the Principal who will schedule other appropriate individuals to attend the meetings.

In some cases, parents may be requested to attend a conference called by the Principal. Such conferences generally arise out of a need to resolve problems in the residential or academic setting. Parental participation in these conferences is vital to the educational progress of the student.

INTERPRETING SERVICES AT IEP MEETINGS

A certified interpreter will be provided as needed to appropriately ensure full communication access for all meeting/conference participants. It is not possible to meet requests for specific interpreters.

Parents can arrange for an outside interpreter at their own expense if a specific interpreter is desired.

TRANSPORTATION PLANNING

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

It is important that administration has the regular transportation arrangements of all students on file. At the beginning of the school year, every effort is made to secure this information from the drivers as they return the children to school.

Parents should make certain the administration is informed of the transportation arrangements that have been made for their child. If your child's transportation arrangements change during the school year, please inform school administration immediately. If a student is not using his/her regular transportation for any particular day or week, please notify ***the transportation company and SSDHHC administration.***

Staff are on duty daily to check-in students upon arrival and to check-out students upon departure.

VISITING OTHER STUDENTS' HOMES

If a student wishes to travel to a friend's home immediately after school hours, SSDHHC must have proper permission from both families involved. The school needs to have a written invitation from the host's parents and written permission from the visitor's parents. These permissions must be signed and dated by the parents and delivered to administration. A telephone conversation is not sufficient. We will accept fax permissions. The school is not responsible for a student who is at home or visits a friend's house. SSDHHC is **not** responsible for sharing any medication, medical or dietary concerns of students with host families. The host parent(s) are responsible for all medication.

Some transportation companies do not permit guest riders or charge a fee for the privilege. Therefore, parents should contact the transportation companies prior to each visitation. Anyone other than a parent who plans to take students off campus during school and/or dorm hours for other than official school business must have written permission from the parents and show appropriate identification.

CHILD ABUSE

By law, when school employees (Mandated Reporters) have a reasonable cause to suspect a child has suffered any physical, sexual, or mental abuse or neglect, they are required to report their suspicions to the local children and youth services agency. An investigation is conducted by that agency. SSDHHC personnel are sensitive to parent concerns when making any report of suspected child abuse. We make every effort to maintain communication without jeopardizing the welfare of the student, family, or the investigation itself.

EXPENSES

There are no charges to parents for school tuition, room and board, and most services. This does not include school supplies (paper, pencils, notebooks, etc.). There are certain charges that will be billed to parents. If your child is on Medical Assistance, please notify the Health Center. Some charges, such as prescription medicine, may be billed to Medical Assistance rather than to the parents.

Expenses That Will Be Billed to Parents

1. Medical attention and examinations performed outside the school, such as emergency room and follow-up care including ambulance transportation.
2. Dental work performed outside the school in case of emergency
3. Hearing aids and molds
4. Replacement of lost or damaged textbooks and library books *
5. Expenses for repairs/replacement of school property due to vandalism
6. Lunch expenses for day students whose parents are not eligible for the government free lunch program
Parents will receive a monthly bill and should not send money without a bill.

** A student's report card will be held and all extracurricular activities restricted until payment is made.*

Services That Will Not Be Charged to Parents

1. Routine state-mandated dental screening and cleaning for students 5, 8, and 12 years old
2. Routine state-mandated eye screening every year for all students
3. Routine state-mandated scoliosis screening for students 11 and 12 years old
4. Routine state-mandated physicals on 12 and 16 year olds if not done by their family doctors



Student Information

STUDENTS' WEEKLY NEEDS

Students should be properly outfitted for school. Since residential students spend four nights per week at the school, care should be taken to send sufficient clothing with them each week. The weekly needs for children in each department are listed below.

Weekly Needs for Preschool Age Students

Day students:

- Change of clothing that can be kept at school
- A box of diapers and/or training pants.
- Suitable outdoor clothing

Weekly Needs for Elementary Students

Day students:

- Change of clothing that can be kept at school
- A box of diapers and/or training pants.
- Suitable outdoor clothing

Weekly Needs for Middle School and Secondary Applied Studies Students

Middle School and Secondary Applied Studies students usually know what clothes and toiletries they need. A copy of the Student Dress Code follows this section. Students also need gym clothes and gym shoes.

Parents should use their own discretion in regard to the amount of spending money their child receives. Administration will send a letter home to parents if their child needs additional funds for a special event or an off- campus outing.

Please do not send valuable toys, watches or other articles to school. Mark all clothing and toys sent to school with your child's name. This is important because many children have the same clothing and belongings.

STUDENT DRESS CODE

An important part of education is the development of personal grooming habits. In order to help students develop good habits, the school has a dress code. This dress code applies to all students. Students often go to off-campus activities that require nice attire and no jeans (i.e. khaki pants, collared shirts).

All students are expected to conform to the rules of dress in the classroom and in all activities on or off campus. Students who disregard the rules for student dress will be subject to reprimand or consequences as outlined in the Conduct Code. Students may be asked to return home or to the dorm or be given clothing if they arrive at school with inappropriate clothing.

Clothing

1. All clothing must be neat and clean (clothing with holes is not permitted).
2. Undergarments must not be visible (including sports bras).
3. Shirts must be buttoned, midriffs should not be exposed, and excessive, plunging necklines are not permitted.
4. Socks must be worn with shoes, although special exceptions can be made for sandals. Sports sandals or flip flops that go between the toes may not be worn during school hours, except for special designated days.
5. Nice shorts are permitted in the Fall until the end of 1st Quarter and starting in the 4th Quarter in the Spring. Shorts must be longer than the tips of the fingers when arms are straight at sides. Cut offs are not permitted in school.
6. Hats, coats, and other outdoor clothing may not be worn indoors unless necessary due to extreme weather conditions. All coats should be kept in designated areas.

7. Garments not to be worn include: clothes that are too tight; clothes that are soiled, frayed, ragged, patched or torn; clothing with insulting, vulgar or suggestive words or pictures; tank tops, crop tops, muscle shirts, tube tops and tight fitting garments; spandex pants, shorts or tops; pajama pants.
- * Fridays are considered casual days. Students are permitted to wear sweatpants (not fleece) and sport shorts (not spandex).
8. Low rise pants that expose skin or undergarments are not permitted. Pants must be fastened and worn at the waist.
9. Chains such as those used to secure wallets may not be worn.
10. T-shirts must be clean and have no holes or inappropriate suggestive slogans or logos. No insulting messages are allowed on T-shirts or sweatshirts.
11. No inappropriate jewelry will be permitted, i.e., dog collars, bracelets or necklaces with spikes.
- * Exceptions will be made on an individual basis.

Hair

1. Hair must be neat and clean.
2. Length of hair will be determined by proper grooming, current trends and safety.
3. Hair dyes must be reasonable in color.
4. Neatly trimmed beards, mustaches and sideburns (stop at bottom of ears) are permitted.

Accessories

1. Excessive jewelry is not permitted.
2. Students may not wear earrings that hang or dangle excessively.
3. Visible rings or posts on parts of the body other than the hands or ears are not permitted (i.e. eyebrow, tongue, and nose).
4. Expensive jewelry or jewelry with great sentimental value should not be brought to school.
5. Tattoos cannot be visible.

Whenever there is a question concerning appropriate attire, students and staff should consult with administration to receive a final decision.

VIDEO PHONES and VIDEO RELAY SYSTEM

The VRS, otherwise known as the Video Relay System, is technology that allows our deaf students to use sign language to communicate with people. It replaces an ordinary phone and TTY. The system consists of the following components: video phone, camera, remote control, and television. It works in several ways. First, VRS systems can connect with each other allowing the users to have visual contact with one another. Second, using the remote control, the Video Phone can connect to a Video Interpreter/Operator. The setup works much like a regular relay call. The Interpreter/Operator has a VRS System and a telephone. A person who is deaf can sign to the Interpreter/Operator; the Interpreter/Operator can then voice the conversation to a hearing person on the telephone. Third, the VRS system can be connected to a computer that has a desktop video conference camera.

Instead of typing in a telephone number to relay a call, an IP address can be used.

SSDHHC students have the opportunity to use the system in the dorms. During the day, students may be permitted to use the VRS with approval by administration for emergency reasons. There are a few guidelines the students must follow to use the VRS.

1. The remote must be kept with staff at all times in a secured place.
2. All calls must be approved by staff.
3. Students are not permitted to go into the “settings” area of the Remote Control. No settings can be changed.
4. Use of VRS is restricted to a fifteen minute limit unless otherwise approved by SSDHHC staff.
5. No profanity or inappropriate behavior will be tolerated when using the VRS.
6. SSDHHC reserves the right to stop or change this VRS policy at any

time. Consequences for misuse of the VP will be as follows:

- 1st offense - warning
- 2nd offense - 5 days suspension from use of VP
- 3rd offense - 10 days suspension from use of VP
- 4th offense - 20 days suspension from use of VP
- 5th offense - loss of VP privileges for the remainder of the year



Academic Program

ELEMENTARY SCHOOL

The Elementary School includes students in grades preschool - 4th grade. The curriculum is typical of any elementary education program and includes reading, English, spelling, science, social studies, mathematics, handwriting, art, speech, and physical education. The curriculum also includes topics in health, drug abuse, and AIDS. If you have questions about the Elementary School curriculum, please contact the Principal.

Report cards give parents and students a comprehensive picture of the student's academic progress and performance in the academic setting. Each student's progress is formally evaluated four times a year. Mid-quarter reports are sent home each quarter, as well . The grades and teacher comments reflect the student's progress in each subject area as well as the development of his/her work characteristics and social skills.

Grading System *Letter grades for Elementary School students are as follows.*

Grades Pre-K - 2	Grade 3-4
O = Outstanding	A = 100-90
G = Good	B = 89-80
S = Satisfactory	C = 79-70
N = Needs Improvement	D = 69-60
U = Unsatisfactory	F = below 59
NA = Not Applicable	

Grades are based on classroom work, test grades, homework and classroom participation. A plus (+) or minus (-) may be given indicating that the student is working at the higher or lower end of each level. Homework is meant to reinforce classroom ideas and information. SSDHHC stresses the importance of homework and the need to develop good study habits. Students may have homework on weekends depending upon their classes and project deadlines. Copying another student's homework is forbidden and is punishable with a failing grade and detention hall.

Elementary School teachers have regular contact with parents through notes, e-mail messages and regular reports. Teachers may contact parents with special messages or invite parents to individual conferences. Teachers need to keep parents informed about their child's progress, special concerns and classroom or school events. Of course, we schedule Individualized Educational Program (IEP) planning meetings at least once every year for every child in the school. If other concerns arise, parents should feel free to contact their child's teacher through notes, phone calls or e-mail regarding questions or concerns. The e-mail system at SSDHHC is particularly effective in connecting school to home. Be sure to obtain all relevant e-mail addresses early in the school year. Also, parents may contact the school office to schedule meetings or to assist in arranging contact between the home and the classroom. Our goal is to maintain open communication between school and home. Our children benefit when teachers and parents work together.

MIDDLE SCHOOL

The Middle School includes students in grades 5 through 8. Children of middle school ages undergo rapid developmental changes that present unique educational needs. These changes affect cognitive development, physical growth, social awareness and moral/ethical development. Through understanding the nature of these changes, educational programming is designed to best promote student academic success and healthy self identity.

Middle School Concept

The Middle School is made of a community of students, educators and parents with a shared educational philosophy that focuses on the unique needs of the age group it serves. Students attend common classes in learning groups. Teachers regularly meet in teams of varying subject areas to discuss curriculum and student needs. Emphasis is placed on all students succeeding through teamwork. Parents are encouraged to be actively involved in the education of their middle school student through participating in school events, supporting educators and understanding the unique needs that their child will encounter during this age.

Secondary Applied Studies Program

The Secondary Applied Studies Program includes all students in grades 9 through 12+. Satisfactory performance in the Secondary Applied Studies Program leads to a high school diploma at completion. To receive a diploma, a student must complete IEP goals and objectives as mandated by the Pennsylvania State Special Education Regulations and Standards.

Parents are urged to encourage their children to maintain a proper attitude toward school work and to understand the important role it will play in their adult lives. Parents are also urged to take an active interest in their child's educational program at SSDHHC. Homework is meant to reinforce classroom ideas and information. SSDHHC stresses the importance of homework and the need to develop good study habits. Students may have homework on weekends depending upon their classes and project deadlines. Copying another student's homework is forbidden and is punishable with a failing grade and detention hall.

Grading System for Middle School and Secondary Applied Studies

<u>Core Academics</u>		<u>Electives, Specials and Applied Studies</u>
A+ = 98-100	C = 72-76	O = Outstanding
A = 92-97	C- = 70-71	G = Good
A- = 90-91	D+ = 68-69	S = Satisfactory
B+ = 88-89	D = 62-67	N = Needs Improvement
B = 82-87	D- = 60-61	U = Unsatisfactory
B- = 80-81	F = 59 and below	
C+ = 78-79		

Educators and parents maintain ongoing communications regarding student progress and needs. Parents may request meetings, telephone conferences or more frequent progress reports by contacting the school office.

Middle School Grading Guidelines

General Education Grading Policy:

Homework- 10 pts (for completion)

- ~ Homework is used as a guide and practice tool for students
- ~ All homework assignments are based off of what was previously taught in the classroom that day
- ~ Students should complete as much of their homework independently as possible
- ~ Students must show evidence of attempt to complete homework even if they had difficulty

Classwork- 10 pts

- ~ Turned in on time
- ~ Correct answers/responses

Labs (Science)- 15 pts

- ~ Teamwork and collaboration with lab partner(s)
- ~ Met the outlined criteria in the lab
- ~ Turned in on time

Projects/Units- depends on number of parts (40 pts)

- ~ Research is thorough, accurate, and complete
- ~ Visual presentation (Multimedia)
- ~ Speaking presentation (Written/ASL/English)
- ~ Met the outlined criteria in the project
- ~ Turned in on time

Participation- 10 pts (2 pts/day)

- ~ Prepared for class (appropriate materials and pencil)
- ~ Participate in class discussions to the best of their ability
- ~ Awake and ready to learn

Tests/Quizzes- (30 pts)

ULS/Modified Curriculum Grading Policy:

Classwork:

Proficient (9-10 pts)

The student demonstrates a strong understanding of the concepts assessed.

Instructional (6-8 pts)

The student demonstrates a moderate understanding of the assessed concepts. Continue to incorporate routine instruction and opportunities to practice.

Emerging (4-5 pts)

The student demonstrates a developing understanding of the assessed concepts. Direct skills instruction in this area is appropriate.

Pre-Emerging (0-3 pts)

The student does not yet demonstrate the assessed concepts. Instruction in prerequisite skills should be considered.

Homework- 10 pts (for completion)

- ~ Homework is used as a guide and practice tool for students
- ~ All homework assignments are based off of what was previously taught in the classroom that day
- ~ Students should complete as much of their homework independently as possible
- ~ Students must show evidence of attempt to complete homework even if they had difficulty

Participation- 10 pts (2 pts/day)

- ~ Prepared for class (appropriate materials and pencil)
- ~ Participate in class discussions to the best of their ability
- ~ Awake and ready to learn

Tests/Quizzes- 20 pts

Projects/Units- 50 pts

~would have a clear outline/rubric for concepts targeted and project-specific criteria

Honor Roll

The Honor Roll is determined at the end of each nine-week marking period. Each student's grade point average (GPA) is calculated using all the courses he/she has taken including PE, fine arts and vocational classes. Students who receive a GPA of 3.75 or above will receive Honor Roll.

Transition Services

The Individuals with Disabilities Act (IDEA) defines transition as "a coordinated set of activities for a student with a disability, designed within an outcome oriented process, which promotes movement from school to post-school activities, including educational services, adult educational services, independent living, and community participation."

SSDHHC offers a variety of transition activities which include: Career Movies, Disability, Work Experience, Workshop Transition, Career Interest Surveys, and Tours.

In Pennsylvania, transition activities start at age 14. Prior to the IEP meeting, parents will receive a list of resources available in the home county. Parents should review the list and feel free to ask questions about any of the programs. As the student nears graduation, additional service providers will be invited to the IEP meeting to assure a coordinated planning effort.

ACADEMIC PROGRAM OPTIONS

The mission of SSDHHC is to provide the highest quality educational programs for deaf and hard-of-hearing children from Pennsylvania. In doing so, the academic program is always growing, adjusting and working to meet the needs of every student at SSDHHC. The diverse student population we serve creates the need for SSDHHC to offer a wide variety of services and support.

Mainstreaming Opportunities

Educational opportunities abound at SSDHHC through our mainstreaming programs for 1st - 8th grade students. The mainstreaming program allows SSDHHC students:

- to participate in learning activities with their hearing peers
- to share their culture with those who may have no understanding of deafness
- to take advantage of some courses that are not offered at SSDHHC

Some High School students may participate in an on or off campus Work Experience Program as indicated at their IEP meeting. The goal of this program is to provide an independent work experience to help students develop needed skills to enter the workforce after graduation.

ACADEMIC PROGRAM STANDARDS

Request for Tutoring

The school faculty makes every effort to assure the success of each student. Students who need additional teacher support are often tutored by their teacher during lunchtime or after school. A limited number of volunteers may be available after school and in the evenings to work with students who demonstrate specific difficulties in class. Parents can initiate this service based on the academic need of their child. Please note that tutoring is not a mandatory service provided by the school.

Mid Quarter Progress Reports

Mid-Quarter progress reports are sent home quarterly to all academic students in Preschool through 12th grades. The report informs parents how their child is progressing in each quarter. Parents may direct their questions concerning Mid-Quarter progress reports to individual teachers. If the need arises, a meeting can be arranged through the Principal.



After School Program

DORMITORY LIFE/AFTER SCHOOL ACTIVITIES

Learning does not stop at the end of the school day. The residential program is an integral part of the SSDHHC program. A wide array of activities is offered every day after school. For the younger students, SSDHHC offers developmental sports, Recreational Clubs, and more. These activities support classroom learning with fun, hands-on activities. Older students can participate in a variety of sports, recreational clubs, and special events. There are also opportunities for after school off-campus outings for students of all ages.

Residential Supervisors

Residential supervisors are actively involved in helping students become mature, responsible and independent. Staff supervisors help students plan and implement the activities listed above. They also help students develop independent living skills.

Level System

The Level System is a very successful and positive program for students in the Residential Program. It entitles students who follow the rules of SSDHHC to earn rewards. It is hoped that these rewards give the students the incentive to continue to follow school rules while fostering independence and responsibility. At the same time, it is hoped that others who may not be so well behaved, will recognize their peers' accomplishments and will be encouraged to make an extra effort toward better behavior. Residential Supervisors meet daily with each student to discuss his/her behavior for that day. Parental permission is required for students to participate in this program and 24-hour notice is needed to join or withdraw from an event.

Day Students

Day students may wish to participate in afterschool programs and activities. He/she may do so only if good behavior has been previously demonstrated. Day students wishing to stay after school for activities must have both the approval of administration and written permission from the parent/guardian indicating how late the student may stay and how he/she will return home.

At the end of the school day, Elementary and Middle School students participating in an afterschool activity will report to the gym area. They will be met by their activity coordinator or dorm staff and be accompanied to their assigned areas.

LINEN SERVICES

Bedspreads, blankets, sheets, pillowcases, towels, and washcloths are provided. Students must change linens once a week.

MAIL

Mail is distributed daily by the Residential Supervisors on duty.

STUDENT BANK

There is a Student Bank. Deposits can be made any time. Withdrawals can be made at regularly scheduled times and any time in case of emergency. Boys and girls are strongly urged to keep their money in this bank as the school cannot be responsible for missing money that has not been deposited in the bank. Students are not encouraged to bring large amounts of money to school.

TELEPHONES/VIDEO PHONES

Telephones/videophones can be used anytime between 4:00 p.m. and 30 mins before bedtime, Monday through Thursday. Due to the number of available phones and students, phone use is limited except in emergency situations.

A photograph of three children standing in front of a pink backdrop decorated with a red tinsel garland. The child on the left is a girl with a red bow, wearing a red long-sleeved shirt and a black tutu, blowing pink confetti. The child in the center is a boy wearing a red and black spiderweb-patterned shirt, holding a red balloon and blowing pink confetti. The child on the right is a girl with a red bow, wearing a red sweater and plaid pants, blowing pink confetti. Pink confetti is scattered in the air and on the floor.

Medical Services

MEDICAL SERVICES

During the school year, the Health Center is open Monday-Thursday from 7:30 a.m. - 4:00 p.m., and Fridays, from 7:30 a.m. - 2:00 p.m. to support student health needs. A physician is available as needed for consultation. Students who are ill, hurt, or require treatment or medications are treated by the licensed nurse on duty. Any student in need of Health Center services should see his/her teacher for permission to visit the Health Center. The student will then be given a *Health Center Permit* to go to the Health Center to obtain treatment.

After school hours, residential staff would contact administration for further direction.

In the event of a medical emergency, the School Nurse is notified immediately. If the student is unable to come to the Health Center, a nurse will go to the student's area. Depending on the situation, the nurse may advise to call 911. Also, in the event of an emergency situation, oxygen and AEDs (automated external defibrillators) are available to trained staff at strategic locations around campus.

To assist the Health Center staff in providing good medical care, all serious accidents, illnesses, or hospitalizations that occur while your child is home on weekends, holidays, or for the summer must be reported upon his/her return to school.

Parents are notified of any serious illness, accident, or admission to the Health Center.

HEALTH CENTER POLICY

The Health Center is under the supervision of the Registered Certified School Nurse who reports to the Principal. The CEO maintains responsibility and administration of all departments on campus.

The school physician, who has final medical authority as it relates to the health care of enrolled students, is contracted by SSDHHC and has the responsibility over all aspects of students' medical conditions while they are in attendance at the school. The physician is available in the Health Center as needed, and is on call for emergency situations. The school physician is NOT expected to act as the student's primary care physician.

The School Nurse conducts all state mandated services such as vision screenings, measurement of height and weight, and calculation of BMIs. He/she also assists the physician with state physicals. The nurse is also responsible for tracking age appropriate immunization requirements as directed by the PA Department of Health. The school nurse, under the written standing orders of the physician, will provide routine healthcare services which include: first aid services for student injuries, administration of medication, the expedited referral services for emergency treatment, and notification of the parent/legal guardian. The nurse is available to meet the general needs of the students and to consult with departmental directors in regards to specific health questions or concerns i.e. seizure management, students with multiple disabilities, diabetics, asthmatics, behavior problems, medications, etc.

Students who arrive ill or become ill at school may be sent home by the doctor or nurse and are to remain at home until completely recovered (see guidelines on following page). ***Students who have been out of school due to a communicable disease, extended illness, hospitalization, injury, or surgery and are under doctor's care must return a written release from their physician.*** When a student requires extended medical treatment, the parent is responsible to make necessary arrangements for any follow-up appointments, testing, and/or treatments (i.e. physical therapy). The nurse will notify appropriate departments should there be any restrictions. Please be aware there are some illnesses by law, which must be reported to the Pennsylvania State Health Department. You will be informed if the illness is reportable.

Any minor surgery, diagnostic medical testing, or dental work requiring sedation anesthesia requires a 24-hour stay at home. Please provide the Health Center with any instructions and restrictions as well as a release to return to school.

Any medical or surgical admission requires a written release from the doctor for the student to return to school. This should specify any restrictions and instructions for continued care. This information should be faxed to (570)587-9000 prior to the student returning to school.

If your child has been discharged from a psychiatric facility, he/she must be home for a minimum of one day and one night before returning to SSDHHC.

WHEN TO KEEP YOUR CHILD AT HOME

Students who become ill or injured at school are seen by the school nurse and/or the physician when available. The nurse or physician determines if the student should return to school or needs to go home. If your child needs to go home due to illness or injury during school hours, the student will remain in the Health Center until a parent or guardian picks them up. If your child gets sick in the dormitory and needs to go home, they will remain in their private bedroom under the supervision of residential staff until they are picked up by a parent or guardian. ***You should have alternative plans to pick up your child if you are unable to do so yourself.***

- **If your child does not feel well enough to participate in the educational setting, please keep them at home.**

Additionally, if your child is experiencing any of the following symptoms, please keep him/her at home and follow the procedure for reporting an absence. The nurse may send students home if any of the following conditions are noted:

- ***Fever*** or elevated temperature of 100 degrees or above. Students should remain fever-free without the benefit of Tylenol or Ibuprofen (Advil/Motrin) for 24 hours.
- ***Nausea, vomiting, and/or diarrhea (more than one stool)*** within 6 hours prior to the start of school
- ***Persistent uncontrollable coughing-*** unless evaluated and cleared by a healthcare professional.
- ***ANY type of persistent pain-***this includes stomachache, earache, sore throat, toothache, and/or headache until it subsides or is evaluated by a health care professional
- ***Undiagnosed skin lesions or rashes(including rashes with fever)*** - until evaluated and released to school by a healthcare professional
- ***Red, irritated eye with or without drainage-***until evaluated and released by a healthcare professional
- ***Any contagious or infectious disease***

LICE

Lice is a common problem among school-age children. Please remember to check your child's head periodically and prior to starting school. Students may also be checked by school health personnel during the school year if indicated.

Head scratching and complaints of itchy scalp are good indications of head lice.

If your child has head lice, treat him/her and notify the nurse at the Health Center. The child may return to school **after ALL nits (small eggs) are gone.** The nurse will check the student in the Health Center upon their return to school. If nits are present, the child will not be allowed to return to class.

PHYSICALS

If your child is not going to participate in any sports during the school year, a sports physical is not necessary. We do, however, encourage all students to have a yearly physical. **Physical exams are required by the PA Department of Health for all new students and all students in grade K, 6 and 11.** Mighty Mites sport players must have a current physical within the past year to participate.

HEALTH INSURANCE

1. Please attach a copy of your child's insurance card to the Consent for Medical Treatment form sent to you every summer.
2. If your child's health insurance provider changes during the school year, please notify the Health Center immediately and send a copy of the new insurance card to SSDHHC. The school must have this information for emergency medical care.

MEDICATION POLICY

If it is essential that your child receive medication during school hours or while residing at the dormitory, the parent/guardian should talk with the school nurse. Furthermore, the following procedures must be followed:

1. All student medications, prescription and over the counter are to be stored in the Health Center. At no time is a student permitted to medicate themselves or carry any medications. Any medication brought to school by a student must be turned in to the Health Center **upon arrival** to school.
- ** Special exceptions can be made as required by law for severe allergies and asthma inhalers. Only those students authorized by their physician, parent, and Health Center staff can carry these medications. These matters should be specifically discussed with the school nurse.
2. Any medication, including over the counter meds, sent to school requires a physician's order which provides instructions to the nurse for administration of medication. The Physician Request for Medication Administration form must also be signed by the parent/guardian. A copy of this required is located in the back of this handbook for your convenience. The form may be copied.

The school will provide generic Tylenol and/or Advil in accordance with standing orders from the school physician OR a separately provided order from the student's physician.

3. Over the counter medications, vitamins, or other supplements will be handled in the same manner as prescription medications. These will require the same specific instructions per the standard physician's form and must comply with all original packaging requirements.
4. Field Trips/outings: When possible, the school nurse will administer the medication before or following any off campus outing. If dosing times cannot be adjusted to permit on-campus administration, the school will arrange for the medication to be provided to a responsible adult, in accordance with the Consent and Authorization for Medical Treatment.
5. Always send any prescription or over the counter medications in the original containers in which they came. The school cannot accept medicine delivered in any other way. Prescription products must have a current prescription label. DO NOT send medicine in baggies, jars, or unmarked prescription bottles.
6. **The Health Center nurse will not dispense any medication that does not come in their original container(s).**
7. When sending medication that is taken on a long term, ongoing, or daily basis, please send enough for one month. If medication is taken on a temporary basis, be sure to send enough for the week. Always include a note or call the Health Center stating the time the last dose was given.
8. The Health Center will remind you when medication needs to be refilled.
9. You must notify the Health Center immediately if a prescription changes or discontinues.
10. New prescription orders are needed at the beginning of every school year, and with any changes in medications throughout the school year.
11. Please notify the school nurse if you give any medication to your child at home.
12. The school's standard physician form must be used for medications to be given in school and in the dormitory. This applies to all prescriptions, over the counter medications, vitamins, herbal supplements, and dietary supplements. The form can be freely copied but the school must receive a copy bearing an original physician's signature.
13. Upon dismissal on Friday, medications for day students will be given to the student's driver for transport to home. The medication for dorm students will be packaged and placed in the student's luggage for transport to home. It is the responsibility of the parent to check with the driver or in the student's suitcase for any medication, medication bottles, and notes that may be sent home from the Health Center.

These procedures are extremely important for the safety of your child and our students.

Please remember to keep us well informed about your child's health and medication needs. If your child is planning to stay overnight in the dorm, all of the above rules apply.

SCHOOL POLICY ON STUDENT CONCUSSION

1. A student desiring to participate in any athletic activity and the student's parent or guardian shall, each school year, sign and return to the school an acknowledgement of their receipt and review of concussion and traumatic brain injury information.
2. All medical personnel, authorized to make decisions on when the student athlete can return to play must complete, or have completed, training in the evaluation and management of concussion. Material for this training is available on-line through the Pennsylvania Departments of Education or Health (www.state.pa.us) and through the Centers for Disease Control and Prevention (www.cdc.gov).
3. Authority is granted to game officials, the coach, athletic trainer, licensed physician, licensed physical therapist or other individual trained in the recognition of the signs and symptoms of a concussion and designated by the school, to determine that a student athlete exhibits signs or symptoms of a concussion or traumatic brain injury.
4. Once the student athlete has exhibited signs or symptoms of a concussion/traumatic brain injury he/ she must be removed by the coach from participation. The student athlete cannot return to practice or play until the student athlete is evaluated and cleared for return to participation in writing by an appropriate medical professional (as defined in the Safety in Youth Sports Act) with training in the evaluation and management of concussion.

AUDIOLOGY SERVICES

A licensed audiologist is employed full-time by SSDHHC to help students care for and maintain their personal amplification system(s) and hearing assistive technology. The audiologist conducts audiologic evaluations and other appropriate audiologic screenings as needed for academic planning and is available for consultation with parents/guardians, school personnel, and students' primary health providers (audiologist, primary care provider, ENT physician, etc.).

The audiologist is equipped for minor repairs that may arise while on campus. Additionally, the audiologist maintains a limited supply of spare parts and loaner hearing aids for emergency situations and trial use. Replacement earmolds and equipment programming may be offered for limited cases, but will be discussed with parents/guardians and explicit permission will be obtained prior to these services. Additionally, information regarding the school's state-of-the-art audiometric classroom equipment is available to parents/guardians as requested.

Parents/guardians are requested to provide the following information in writing to the audiologist for all personal amplification systems and hearing assistive technology used while on campus: (1) manufacturer; (2) model; (3) serial number; (4) name, address and phone number of vendor, and (5) warranty/insurance coverage. An intake form with this information is sent home annually at the beginning of the school year for families to complete.

LOST/DAMAGED EQUIPMENT

SSDHHC's audiologist will assist families in obtaining or replacing personal amplification systems/hearing assistive technology in the event that it was lost or damaged at school or in the dorm. SSDHHC does not pay for lost or damaged personal equipment. The audiologist will assist families in determining warranty coverage and/or support the family and personal hearing healthcare provider to replace equipment which may require the family scheduling an appointment with their personal provider(s).

SSDHHC's audiologist will provide loaner equipment or parts while the family is in the process of obtaining replacement amplification systems depending on availability and equipment type.

PERSONAL GUIDANCE

Personal guidance and counseling services are available to students. Any concerned individual may refer students for counseling to the school principal. Through the counseling department, students receive highly qualified professional assistance to enable them to deal adequately with the many social and emotional problems associated with growing up and developing independence. Students are expected to attend counseling sessions as scheduled when counseling is part of the student's IEP.

Post-secondary Education Counseling

Guidance and evaluation services are provided to students who are nearing completion of studies at SSDHHC. These services provide each student with information about job opportunities; vocational, technical, and trade schools; colleges and junior colleges; and the student's abilities in relation to the employment picture. Various individuals at SSDHHC work with students and parents to assist in the application process. It is important for parents to maintain communication with the contact person throughout the application and post-secondary placement process. SSDHHC personnel maintain copies of all pertinent documents that we receive as a student transitions into a new placement at graduation. Ultimately, however, the student and parents are primarily responsible for correctly completing application forms for college or vocational school admission and for financial aid.

Suicidal Behavior Reporting Procedures

Suicidal behavior includes a student threatening to hurt himself/herself, or talking about suicide, or demonstrating severe self-abusive behavior or other extreme behavior. The SSDHHC threat assessment protocol will be followed. The school counselor and/or school social worker will evaluate the student and make the appropriate recommendations. The Principal, school social worker, or school counselor will contact the student's family and inform all necessary staff.

A family member may be required to come and pick up the student and provide follow up as recommended. The school counselor will contact the Director, Health Center, and Principal. The Principal will be responsible for contacting all other academic personnel and sharing information with them. A written evaluation with recommendations will be given to the Superintendent and Executive Director within 24 hours.

During School Hours

In the event of suicidal behavior, the school counselor and/or school social worker will evaluate the student and make the appropriate recommendations regarding the student remaining at school or going home. The school counselor and/or school social worker will also contact the Principal and necessary staff. The Principal and school counselor and/or school social worker will contact the student's family during school hours and will also be responsible for contacting all other academic and residential school personnel and sharing information with them. The school counselor and/or school social worker will also contact the Superintendent and Health Center to share information with them. The school counselor and/or school social worker will present a written report, complete with findings and recommendations, to the Executive Director, Superintendent, Health Center, and Principal within 24 hours of the incident.

Off Campus Threat

At Home - If a parent reports a student making a harmful threat at home, staff should refer the parent to his/her local MH/MR program or to a local hospital that has a psychiatric unit. If the child is out of control, an ambulance may be needed to transport the child to the hospital.

At an Off Campus School Event - If a student makes a threat at an off campus school event, the staff will keep the student under constant supervision. In addition, administration will be notified. The information they receive should be shared with the school psychologist or counselor, who can provide immediate feedback for the staff and student involved. If the child is deemed safe to return to campus, the psychologist or counselor will meet him/her upon the trip's return. If the child is considered at immediate risk, an ambulance will be summoned to transport the child to the nearest medical facility. A staff person will accompany the student in crisis in the ambulance. The school counselor will meet them at the selected medical facility.



Student Conduct

RIGHTS AND RESPONSIBILITIES

CAFETERIA BEHAVIOR

Students are expected to observe proper manners such as napkins on laps in the dining room at all times. If in doubt, a residential supervisor or an administrator is always on hand to see that a correct atmosphere is maintained.

Students are required to report to the dining room for every meal. Students may purchase lunch at school or bring lunch from home. Those confined at the Health Center due to illness or injury will eat their meals at the Health Center.

If a student forgets to bring a bag lunch, that student will receive a school lunch and will be expected to pay for that lunch as soon as possible.

Energy drinks (including those with high levels of caffeine and/or energy boosting ingredients such as ephedrine, guarana and ginseng), energy mints and energy gum are **prohibited** on campus.

No iPods or other MP3 players with headphones shall be worn in the dining room. The use of cell phones will not be permitted in the dining room.

PUBLIC DISPLAYS OF AFFECTION

Relationships naturally occur during the teenage years. Every student is expected to act in a responsible and respectable manner at all times. Excessive public displays of affection are not appropriate during school or in public meeting places during the after-school hours. Excessive public displays of affection are described as any action in public directed toward another which exhibits a physical expression of affection that is intimate in nature. Hugging and kissing at inappropriate times and places are not permitted. Dating between Middle School and High School students is strongly discouraged.

BULLYING/HARASSMENT

SSDHHC recognizes its responsibility to establish and maintain a safe educational climate and a residential living environment free from harassment and bullying. Bullying and harassment mean an intentional electronic, written, verbal or physical act or series of acts, including but not limited to one shown to be motivated on the basis of race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics that is:

1. Directed at another student or students
2. Occurs in a school setting
3. Severe, persistent or pervasive
4. Has the effect of doing any of the following:
 - substantially interfering with a student's education
 - creating a threatening environment
 - substantially disrupting the orderly operation of the school

All bullying and harassment violations will be thoroughly investigated by school administration. If substantiated, the appropriate disciplinary action(s) as indicated in the Code of Conduct, will be enforced.

Students who have been bullied or who have bullied others are provided with support in the school through the counseling department and all staff to promote respect for others, accountability and safety.

SSDHHC will continue to implement the School-Wide Positive Behavior Interventions and Supports (SWPBIS) framework initiated during the 2013-2014 school year to ensure that all students have access to the most effective instructional and behavioral practices and interventions possible. The Bear Pride program will continue to support SWPBIS to promote a positive school environment where every child can focus on learning.

SEARCH AND SEIZURE

Lockers and rooms are considered school property and are loaned to the students. They may not contain anything illegal or dangerous. When there is a reasonable cause for concern, school authorities, standing *in loco parentis*, may search the lockers or rooms and seize any illegal or dangerous material. Prior to a locker search, students will be notified and permitted to be present during the search. If school authorities have a reasonable suspicion that the locker contains material which pose a threat to the health, safety or welfare of students in the school, lockers may be searched without warning. Student possessions, e.g. coats, book bags, suitcases, may be searched if there is reasonable concern that the student possesses some illegal or dangerous material as stated above.

Administration has the right to request outside assistance of local or state law enforcement (i.e. K-9, narcotics or explosive device) when conducting searches of lockers, rooms, or other school properties.

Whenever there is reasonable belief that a student has illegal or dangerous material on his/her person, a school authority of the same sex may search that student's person and seize the material. A witness of the same sex will be present during such a search. The administration has the right to request the help of local or state law enforcement (i.e. canine detector or explosive detecting dogs).

WEAPONS AND ILLEGAL BEHAVIOR

Procedure for Handling An Incident of Terroristic Threat

Below is a definition and a list of options to be used in the event that a student makes a violent threat to someone on the SSDHHC campus. Each student will be evaluated by SSDHHC staff, on an incident-by-incident basis, to determine which level of severity of consequence should be used for that student at that time.

Terroristic threat shall mean a threat to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause serious public inconvenience, in reckless disregard of the risk of causing such terror or inconvenience. In the event of a terroristic threat, the local police will be contacted.

1. First Incident:

Minimum of two-day suspension from school with school district approval. The South Abington Police will be called on campus. There will be a required meeting/evaluation by the Counseling and Evaluation Team before the student departs for home. A recommendation will be made to determine the need for future services upon the student's return.

or

One ten-day suspension from school must be done with school district approval. South Abington Police will be notified of the threat, because the threat was made in that jurisdiction. If appropriate, the school district police department will be notified of the threat. An IEP meeting will be held to discuss placement options.

2. Second Incident:

One ten-day suspension from school must be done with school district approval. South Abington Police will be notified of the threat, because the threat was made in that jurisdiction. If appropriate, the school district police department will be notified of the threat. An IEP meeting will be held to discuss placement options.

Procedures for children with cognitive challenges are determined by the state and all state regulations are followed.

Procedure for Possession of a Weapon or Illegal Substance

Stated below are definitions and the procedure to use in the event that a student is found to be in possession of either a weapon or an illegal substance on the SSDHHC campus. Each student will be evaluated by SSDHHC staff, on an incident-by-incident basis, to determine which level of severity of consequence should be used for that student at that time.

Definitions:

Weapon shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

Drug means (i) a substance recognized in the official United States Pharmacopoeia, or official National Formulary, or any supplement to either of them; and (ii) a substance intended for use in the diagnosis,

cure, mitigation, treatment or prevention of disease in man or other animals; and (iii) a substance (other than food) intended to affect the structure or any function of the body of man or other animals; and (iv) a substance intended for use as a component of any article specified in clause (i), (ii), or (iii), but not including devices or their components, parts or accessories.

Controlled substance means a drug, substance, or immediate precursor in Schedules I through V of the ***Controlled Substance, Drug, Device and Cosmetic Act***.

Procedure

One 10-day In-School or Out-of-School Suspension. Parents and police will be notified immediately. The student will be placed in a restricted area pending final decision. This must be done with school district approval. South Abington Police will be notified of the possession, because the possession occurred in that jurisdiction. If appropriate, the school district police department will be notified of the possession. An IEP meeting will be held to discuss placement options.

Procedures for children with cognitive challenges are determined by the state and all state regulations are followed.

SSDHHC DISCIPLINE PROCEDURES (Grades 1-12)

Part of the educational process for any child is the learning of self discipline. Families provide the majority of support for students as they grow up and learn appropriate socialization skills. Society provides laws to govern our behavior. The School also plays a part in the learning of self discipline.

Within the School, all students are guided by rules. The Student Handbook outlines general school rules and laws that guide our behavior. Each classroom teacher has a set of expectations or rules for behavior within the classroom. These rules are explained to the students at the beginning of the school year. In school, some students need more behavior support than others. To provide this support, we have a graduated disciplinary support system which is designed to help a student regain control of his/her own behavior. In the event that a student's behavior is disruptive or harmful to the learning of himself/herself or others, the student may be removed from the classroom with one of three possible consequences.

The intent of this *Conduct Code* is to hold students accountable for their own behavior and to teach them that their acts result in natural consequences. Good behavior results in positive rewards such as good grades and approval from parents, teachers and friends, while bad behavior results in negative responses such as restriction of privileges, unhappy parents, friends and teachers and other penalties appropriate to the severity of their unacceptable acts.

In some instances, punitive measures are NOT the most ideal method for resolving disciplinary issues. If this is the case, a disciplinary committee will convene. A designated team will confront the student and put into action the alternative option(s). These actions will be documented and placed in the student file.

SSDHHC provides optimum living conditions and a healthy learning environment to ensure each student's right to a free and appropriate education so all may achieve at their full potential. The following **Code of Conduct** has been formulated to help each student obtain the above goals.

Procedures for In-School or Out-of-School Suspension

A. The following steps apply to in-school or out-of-school suspension from 1 to 10 days.

1. SSDHHC notifies the local school district (this refers to the student's school district of residence). The student's school district is responsible for final approval on suspensions or expulsions.
2. If suspension is to proceed, the school district or parent will make appropriate arrangements for the student's transportation home if necessary.
3. Students receiving in-school or out-of-school suspension will receive credit for any work completed during that time. The student will be given his/her assignments in order to keep pace with the rest of the class. Work not completed will be given zeros.

B. The following procedures apply to expulsion or suspension for more than 10 days. Such suspensions are considered to be changes in placement under special education.

1. SSDHHC contacts the local school district and informs officials of the circumstances.
2. A process is initiated for reevaluation, IEP review and placement recommendation if the school district concurs with SSDHHC's recommendation. In cases where the school district does not agree with SSDHHC's recommendation, proceed to Sec. C below.
3. School district provides a *Notice of Recommended Educational Placement* (NOREP) to the parent regarding the proposed action and of the right of the parent to request a hearing.
4. No expulsion, or change in placement will occur until approval is received from the parent, student's school district, hearing officer and/or the Bureau of Special Education. In emergency situations, the school district may request approval for an emergency change in placement. Such requests must be in writing.

C. When a disagreement arises as to the need for expulsion or an emergency change in educational placement, SSDHHC and the school district will proceed as follows.

1. SSDHHC requests, in writing, the Bureau of Special Education's approval for an emergency change in placement.
2. The written request will include a description of the reasons the behavior constitutes grounds for immediate exclusion.
3. SSDHHC will simultaneously send a copy of this written request to the parent and the local school district.

In-School Suspension

The student assigned in-school suspension continues to work on his/her IEP goals and objectives away from the classroom. The decision to place a child in this area is the joint decision of the staff involved and administration. School districts and parents are notified regarding the child's placement in this area and the duration of the assignment.

Children with cognitive challenges cannot be removed from their prescribed (IEP) placement without permission from the state.

Quiet Room

This area provides a place where a child can go after he/she has become extremely disruptive to the educational process, posing a threat to himself/herself or others. While the child is in the room:

1. The student's glasses, shoes and hearing aids may be removed for safety reasons.
2. The door will be closed.
3. Staff will maintain a log to document the child's behavior while in the room. This information will include the amount of time the child is in the room, what the child is doing approximately every five minutes and the behavioral process(es) used to help the child exit from the quiet room.
4. There will at least be two adults supervising a child in this area, with one being an administrator.
5. Parent(s) and the school district will be notified when a child is placed in the quiet room.
6. A behavior report will be written and the quiet room documentation sheet will be attached to it.



Conduct Code

CONDUCT CODE CATEGORY I*

<i>DESCRIPTION</i>	<i>EXAMPLES</i>	<i>DISCIPLINARY OPTIONS</i>
Minor misbehavior on the part of the student which impedes orderly classroom or dormitory procedures. These misbehaviors should be handled by employees responsible for the students at the time of the misdeed using resources for which they are responsible.	Examples may include, but are not limited to: • Classroom and dormitory disruptions • Hallway, stairway, playground, and dining room disturbances	Examples may include, but are not limited to: A. Verbal reprimand B. Withdrawal of privileges, i.e. parties, field trips, etc.
<i>PROCEDURES</i>		
1. Immediate intervention by staff member(s) who are instructing or directing the actions of the students, i.e., classroom teachers would supervise detention halls and restrict students from classroom privileges, while dormitory counselors would have after school activities available to them for disciplinary options. However, in a few instances, the support of other school personnel may be required. 2. Accurate and current records of all Category I problems and disciplinary actions will be kept on file. 3. Incident reports will be completed and forwarded to the immediate supervisor. The Principal will follow up with parental contact. The report will be routed to appropriate administrators.	• Cheating, lying and stealing • Abusing school property • Tardiness • Violating the student dress code • Arguing • Throwing snowballs • Improper social behavior/excessive public display of affection • Use of profane, vulgar or obscene language. • Theft of up to \$49 (repeated violations move up to Category II) • Computer use infractions (accessing chat rooms, using e-mail at unauthorized times, etc.) • Unauthorized use of pagers	C. Special assignments D. Detention during lunch, after school or at other times E. Exclusion from group activities F. Behavior contract G. Restitution or payment for willfully destroyed property H. Counseling I. Written apology J. Dormitory room confinement

CONDUCT CODE

CATEGORY II*

<i>DESCRIPTION</i>	<i>EXAMPLES</i>	<i>DISCIPLINARY OPTIONS</i>
Misbehavior, which because of the frequency or seriousness, tends to disrupt the rights of others on school grounds or during off-campus activities and classes. Category II referrals may include, but are not limited to, a continuation of Category I disciplinary actions. Included in Category II are misbehaviors which tend to disrupt the learning climate of the school and the normal operations of the dormitory program. These incidents are to be referred to the Principal.	Examples may include, but are not limited to: • Persistent Category I misconduct • Vandalism/Theft of \$50.00 - \$99.00. Repeated violations move to Category III) • Cutting classes, clubs, etc. • Forgery • Intimidation/Extortion • Abusive language toward a staff member • Fighting • Harassment • Disruptive behaviors • Defiance of authority • Possession, use, sale, or distribution of tobacco products • Unauthorized access of computer network • Computer use infractions. (Accessing inappropriate content on the Internet, abusing computer hardware, etc.)	Examples may include, but are not limited to: A. Continuation of expansion of Category I disciplinary actions B. Counseling C. Behavior modification D. Detention during lunch, after school or at other times E. Work assignments F. Restitution or payment for willfully destroyed property G. Restriction of after school privileges for in-school infraction and vice versa H. In-school suspension I. Out-of-school suspension
<i>PROCEDURES</i>		
1. The student will be referred to the Principal for disciplinary action. 2. The referring staff member must complete an incident report and forward it to his/her immediate supervisor. If the administrator feels that the incident is serious enough to warrant a written report to parents, the incident report will be rewritten as a Behavior Report. The reporting procedure and routing of report copies are listed below. a. The originator of the report will sign the report and give it (original and copies A, B, C) to the appropriate administrator. b. The actions taken by the administrator will be added to the Behavior Report. 3. The appropriate administrators will meet with the student and/or referring staff member. Parent/staff member/supervisor conference may be recommended either on campus or at the home of the student. 4. A Child Study Conference may be requested.		

CONDUCT CODE

CATEGORY III*

<i>DESCRIPTION</i>	<i>EXAMPLES</i>	<i>DISCIPLINARY OPTIONS</i>
Deliberate or continuing acts which are committed by students and which pose a definite interruption to the well-being of the students and employees of the school. The violations of the conduct code policies of the school resulting in referrals to Category III shall be handled by the Principal. Behavior referred to Category III may include persistent problems from Categories I and II.	Examples may include, but are not limited to: • Persistent Category I or II misconduct • Failure to comply with existing school policy • Physical aggression toward staff member • Unauthorized occupation of school property and facilities • Vandalism/theft • Possession of weapons • Sexual misconduct • Sexual harassment • Fighting • Abusive language toward staff member • Possession, use, sale, or distribution of drug related paraphernalia • Possession, use, sale, or distribution of alcoholic beverages or drugs • Coming to school under the influence of any alcohol or drugs • Defiance of authority • False alarms • Unauthorized absence from campus • Unauthorized use of vehicles • Refusal to accept disciplinary measures on	Examples may include, but are not limited to: A. Continuation or expansion of Category I and II disciplinary actions B. Counseling C. Referral to law enforcement authorities D. Restitution or payment for willfully destroyed property E. In-school suspension F. Out-of-school suspension
<i>PROCEDURES</i>		

1. A written report will be submitted by the Principal. An investigation of the incident will be conducted including personal interviews with the student and appropriate staff members. 2. A group meeting will be held with the student and appropriate staff so that the student shall be guaranteed all his due process rights. 3. A parent/staff meeting may be requested at the school or at the home of the student. 4. A Child Study Conference may be requested. 5. A letter and/or copy of the behavior report will be sent to the parent.	Category I or II misbehaviors • Unauthorized access of computer networks	
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CONDUCT CODE

CATEGORY IV*

<i>DESCRIPTION</i>	<i>EXAMPLES</i>	<i>DISCIPLINARY OPTIONS</i>
Acts which result in violence to another person and/or property. Also those acts which pose a direct threat to the safety and health of the student or others. Category IV actions shall be directed to the Principal, Director, and Superintendent.	Examples may include, but are not limited to: • Persistent Category I, II or III misconduct • Assault and/or battery • Possession/use/transfer of dangerous weapons, fireworks or other explosives • Vandalism/theft • Defiance of authority • Possession, use, sale, or distribution of any alcoholic beverages or drugs • Arson • Sexual misconduct • Sexual harassment • Any act that is against the laws of Pennsylvania or the United States • Refusal to accept disciplinary measures on Category I, II or III misbehaviors	Examples may include, but are not limited to: A. Continuation or expansion of Category I, II or III disciplinary actions B. In-school suspension C. Out-of-school suspension D. Expulsion E. Referral to law enforcement authorities
<i>PROCEDURES</i>		
1. The incident will be investigated thoroughly by the appointed administrator or turned over to the police if appropriate. A record of this investigation shall be made and maintained by the administrator. 2. Separate meetings will be held with the student and any witnesses to the incident. The student shall be accorded his/her due process rights prior to the determination of disciplinary actions. 3. The parents will be notified in writing and requested to attend a meeting. Local school district (LEA) officials will be notified of the incident and actions taken. 4. SSDDHC personnel will determine if suspension or expulsion is appropriate.		

*Note: Category IV Examples and Disciplinary Options are not limited to those provided.

Parent Notification

Notification of more serious infractions (Category II-IV): As stated in the Code of Conduct, after a misbehavior occurs within Category II-IV, an incident or behavior report will be placed in the student's file. Parents will be notified by telephone of the incident and behavior reports will be sent to the parents and school district.

Definitions

Behavior Report - A report completed by administration. Behavior reports are completed for all suspensions, both in and out of school. The report is sent to the parents and the school district, and is filed in the student's file. Parents are always notified by telephone when an incident is serious enough to warrant serious consequences.

Child Study - School personnel meet to discuss the student's performance that may lead to non-disciplinary action; or may be related to concerns about poor academic performance that may lead to other educational recommendations. Detention Hall Removal of lunch room privileges or staying after school in a teacher's classroom or other designated area.

Detention Hall Notification - Letter sent to parents after student receives or serves a detention hall Home Suspension. Student is removed from classroom, dormitory, and after school activities. The student's parent(s) or guardian are called and may be required to transport the student from school to home. Home suspension is determined in accordance to the severity of the offense. Home suspension is pending school district notification and approval.

Incident Report - A report completed by the staff member witnessing an incident; includes information related to the incident and the consequence. Report is filed in the student's file.

Under the Jurisdiction of the School - A student is under the jurisdiction of the school when he/she is in a class, on a field trip, in the dormitory, on SSDHHC provided transportation, or during athletic and student activities that are directed or supervised by school personnel during the academic school year.



WESTERN PENNSYLVANIA
SCHOOL FOR THE DEAF

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Cell/Text: 570-540-5343
Fax: 570-587-7900

PHYSICIAN'S REQUEST FOR MEDICATION ADMINISTRATION

Student Name: _____ Date of Birth: _____

Diagnosis: _____

Name of Medication: _____

Route of Administration: _____

Dosage: _____

Frequency/Schedule: _____

Adverse Reactions/Side Effects: _____

Length of Order: _____

Please provide any information you feel would be helpful to the school staff or health office:

Physician Signature

Date

Printed Physician Name

Physician Telephone

Address

Physician Fax No:

Parent Signature

Emergency Phone Number

WHOM TO CONTACT FOR ASSISTANCE

The Executive Director, Superintendent, Director, Principal, and Coordinator of After School Programs and Career Pathways are available to give you assistance should any question arise. Please take advantage of our availability. If you have any questions, or if you don't understand something, please do not hesitate to give us a call. If you would rather come in and see us in person, please call us first to set up an appointment. We sincerely enjoy discussing your child with you and would like to encourage more parent participation.

Voice/VP: (570) 585-1000

Main Office FAX: (570) 587-9000

School Office Fax: (570) 587-3000 www.thescrantonschool.org