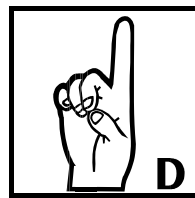
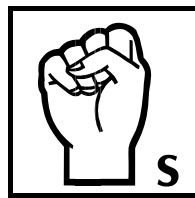
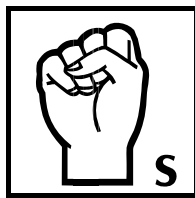
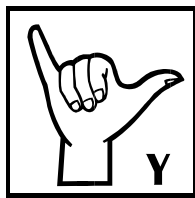
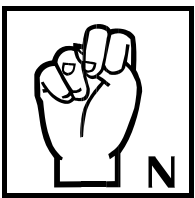


THE NEW YORK STATE SCHOOL FOR THE DEAF



Student Handbook



2023-2024

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An Equal Opportunity/Affirmative Action Employer

September 2023

Hello Students:

It is a pleasure to welcome you to The New York State School for the Deaf. We are very proud that you are a part of this school, and we hope you will make this place your second home. This handbook is designed to provide you with guidance and expectations of behavior and explain what you can do to help our school become a better place where you can learn and grow.

As a student here, there are certain rights and responsibilities that we need you to keep in your thoughts each day. Being a responsible student, every day will allow you to gain the trust and respect of other students and the staff at NYSSD. So, what does it mean to be responsible?

- Be to class on time and prepared to learn.
- Treat other people the way you want to be treated.
- Accept the consequences for your actions.
- Treat the property of the school and other students nicely.
- Use language that is acceptable and non-threatening.
- Take all your classes seriously, not just the ones you like.

As a responsible student, the following rights will be easy to achieve

- You have a right to learn in a safe environment.
- You have a right to be treated respectfully.
- You have a right to participate in all school activities.
- You have a right to graduate and continue your education.

We know that no one is perfect, and we all make mistakes. It is what we learn from our mistakes that makes the difference. If you accept responsibility for your actions and correct them, then you are heading in a positive direction. As we go through any school year, there will be good days and bad days. When you are having one of those bad days, remember that we are all here to help you and you can reach out to us for guidance, support and help.

Have a great year!

Ms. Shore

Ms. Shore
Superintendent

PREFACE

The purpose of this handbook is to provide you with information about the New York State School for the Deaf's (NYSSD's) rules and expectations. This handbook will also describe your rights and responsibilities as well as New York State policies and procedures.

Each student at NYSSD has the right to a high-quality education. NYSSD is accountable for developing the intellectual, social and emotional behaviors of our students. Consistency in disciplinary actions and sustaining an orderly school environment is important for faculty and staff to deliver a quality education without disruption.

This handbook will provide you with guidelines to help you get the best out of your educational experience. It is necessary to explain in clear detail the expectations for the following: acceptable behavior on school property, consequences of unacceptable behaviors and to make sure that discipline, when necessary, is administered immediately.

Please read this handbook very carefully. If there are any questions or concerns, please ask an administrator, support staff, teacher, or teacher assistant for clarification.

MISSION STATEMENT

The New York State School for the Deaf, in partnership with family and community, provides a rigorous, diverse, individualized, bilingual (ASL and English) education in a barrier-free, communication rich environment. We will empower our Deaf and Hard-of-Hearing students to realize their full potential both academically and culturally to ensure independent, responsible, life-long learners who become contributing citizens.

At NYSSD we believe:

1. All students will learn.
2. All students will be provided a quality education that is a shared responsibility of educational staff, students, families, dormitory staff and the community.
3. All students will be provided a safe and judgment-free environment that values students from different cultural and communication backgrounds.
4. All students will be exposed to modern technology to prepare them for 21st Century careers.
5. All students will be provided a well-rounded education to include extra-curricular activities, clubs, vocational opportunities and community outreach.
6. All students will achieve independence through exposure, exploration and real-world experiences.
7. All students will be prepared to pursue a post-secondary education or a career path to become self-sufficient adults.

RIGHTS



NYSSD is committed to safeguarding your rights under state and federal law.

Every student attending the New York State School for the Deaf shall have the following rights relating to school conduct and discipline:

- the right to learn in a safe, healthy environment without fear of threat and intimidation
- the right to be treated with respect without regard for race, religion, gender, and disability
- the right to confidentiality with regard to availability of records concerning personal and family circumstances, health issues, and disabilities
- the right/opportunity to fully participate in all aspects of school life
- the right to an education appropriate for his/her individual needs
- the right to be fully informed of the requirements in the School Conduct and Discipline Policy
- the right to be given an explanation of disciplinary actions and the opportunity to discuss the incident

RESPONSIBILITIES



NYSSD is an academic community and all persons—you, faculty, administrators and staff—share accountability for your growth and continued learning.

The smooth and orderly operation of the School depends, in part, on the cooperation of students to engage in learning and demonstrate appropriate behaviors. Violation of school rules prevents the individual from doing his/her best, and at the same time infringes on the rights of others. All students are responsible to uphold school rules and to protect the rights of all students, to assure a safe and healthy learning environment.

The following are specific student responsibilities:

- Students are expected to attend school regularly and follow classroom rules
- Students are expected to behave in a manner that will not endanger themselves or others
- Students are expected to refrain from public displays of affection and sexual activities
- Students will not interfere with the learning opportunity of others
- Students will not cause damage to school property or the property of others
- Students will behave in a manner that will maintain the cleanliness and appearance of the building
- Language shall be respectful and free from discourteous words or vulgarities

BEHAVIOR CODE



Examples of **RIGHT** Behaviors



Examples of **WRONG** Behaviors

Follow Directions

- Pay attention
- Do your school work
- Follow instructions

- Fooling around, not following school rules
- Refusing to do school work, ignoring staff requests

Be on Time

- Going to class on time
- Have all of your materials for class each day
- Have a signed pass, if you are late to class

- Going to class late, without a pass
- Standing in the hall during class time

Keep Hands/Feet/Objects to Yourself

- Hands/feet to yourself in the classroom, hallway, and cafeteria
- Legs and feet under your desk

- Shoving, touching, hitting, or kicking a person
- Hitting someone with an object

Respect People/Property

- Only touching things that belong to you
- Ask permission to use things that are not yours
- Putting trash in the garbage/Recycling
- Being polite/using manners
- Using appropriate language to adults and peers

- Being rude or ignoring staff requests
- Stealing and/or touching things that do not belong to you
- Using things without permission
- Littering, writing on walls, floors or furniture
- Using bad language

Ask Permission to Leave Area

- Ask before leaving the classroom
- High school - getting a pass to go leave the classroom
- Elementary and middle school – waiting for staff and classmates before you leave class

- Leaving the classroom without permission
- Not going to the class on your schedule
- Leaving class without adult supervision.

Complete Your Assignments

- Finishing class work/homework on time and to the best of your ability
- Ask for help, when needed

- Finishing class work/homework late
- Not asking for help
- Not giving your best effort

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

The New York State School for the Deaf (NYSSD) has started implementing PBIS into our school setting. School-wide PBIS is a multi-tiered framework to make schools more effective places. It establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students. In addition, it establishes consistent expectations for students of all grade levels in various settings (i.e. classroom, hallway, cafeteria, bus, playground, locker room, and assemblies). It is an incentive based program in which students who consistently display the appropriate behaviors in the various settings receive consistent positive reinforcement. As we continue to implement PBIS into our school setting we believe this will help foster a safe, productive, and supportive educational environment in which students can continue to work towards reaching their peak both academically and socially.

DIGNITY FOR ALL STUDENTS ACT (DASA)

The Dignity for All Students Act (The Dignity Act) was established to protect all students from harassment, bullying and discrimination. It became effective on July 1, 2012 and was amended to include cyberbullying effective July 1, 2013.

DASA prohibits bullying, harassment, discrimination, and/or cyberbullying against students in school based on the following: Race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), and sex.



NYSSD takes the DASA initiative seriously. That's why we are committed to providing our students educators, staff, and parents/guardians with information about DASA, including the identity of the DASA Coordinator (Chris Kimball) at NYSSD. NYSSD provides information in languages other than English, when necessary. NYSSD follows the policies set forth by DASA to ensure our policies, procedures, and guidelines create a school environment free from harassment, bullying, discrimination, and cyberbullying.

If a student at NYSSD at any point feels as though they are being harassed, bullied, cyberbullied, or discriminated against by a peer or staff members they can seek out Chris Kimball, the DASA coordinator, or any staff member. The situation will be documented, parents will be contacted, and interventions will be put in place to resolve the issue and ensure it doesn't occur again at NYSSD. We also take pride in maintaining confidentiality and ensuring the safety of the victim from any potential repercussions from the perpetrator, or perpetrators.

DISCIPLINE POLICY

The New York State School for the Deaf (NYSSD) takes the safety of our students and staff seriously. We have developed our discipline policy with the intent of creating a safe school environment which enhances the academic and social experience of our staff and students. In addition, we believe students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. The range of penalties and rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others.

For our elementary students, mistakes are opportunities to learn. Consequences are fair, consistent, and intended to teach students appropriate and adaptive ways to behave. If an elementary level student violates the outlined discipline policy they may be subject to the range of penalties listed. However, age and other mitigating factors will be taken into account when determining an appropriate consequence for the infraction.

RANGE OF PENALTIES:

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and reasonable.

Students who are found to have violated the Student Code of Conduct may be subject to the following, either alone or in combination with one another in consideration of the frequency and the seriousness of the behaviors, consistent with Levels A-D.

1. Verbal warning
2. Seat change
3. Behavioral contract
4. Time out (consistent with Time Out Policy)
5. Supervised study hall
6. Restriction and/or loss of privileges
7. Restitution
8. Detention
9. Written warning
10. Verbal notification to a parent
11. Written notification to a parent
12. Suspension from transportation
13. Suspension of other privileges
14. In-school suspension
15. Short-term (five days or less) suspension from school (consistent with section 3214 of the Education Law)
16. Long-term (more than five days) suspension from school (consistent with section 3214 of the Education Law)
17. Referral to law enforcement or judicial authorities

Student athletes will have additional guidelines according to the Athletic Code of Conduct

Students attending BOCES, public school classes or in the Career Prep program will go to their classes or off campus job as scheduled. However, they will be expected to make up all time missed while away from the in-school suspension (ISS) room. Time will be made up during the remainder of the school day, during after school activities or through additional restrictions in the dormitory.

**Level A: Minor/First-Second Offense
Violations of School Conduct and Discipline Policy**

Description:

Minor infractions of school rules, which cause little harm and minimal disruption.

Examples:

- Failure to follow instructions/staff directions
- Classroom disturbance
- Violations of bus rules
- Litter/graffiti
- Tardiness
- Not showing respect to others

Optional Disciplinary Responses:

- Verbal warning
- Seat change
- Behavioral contract
- Time Out (consistent with Time Out Policy)
- Supervised study hall
- Lunch or after school detention
- Written warning
- Verbal notification to a parent
- Loss of activities/recess
- Any combination of the above

Roles and Responsibilities:

- The teacher or supervising dormitory staff identifying the offense applies the most appropriate discipline
- The staff member maintains a record of the offense and the actions taken. A copy of the record is shared with appropriate personnel
- If misbehavior persists, the staff member confers with the Supervisor or designee and/or the residential supervisor
- Parent notified as appropriate

**Level B: Significant/Repeated
Violations of School Conduct and Discipline Policy**

Description:

Misbehaviors that are frequent and/or serious enough to disrupt the learning climate of the school and affect the student's own ability to learn or may threaten the health and safety of oneself or others. Level A behaviors that continue, even after level A disciplinary measures are taken.

Examples:

- Unmodified level A misbehavior
- Petty theft
- Use of profanity
- Leaving class without permission
- Defiance
- Willful violation of safety rules
- Cutting class
- Not keeping hands and feet to self
- Showing disrespect to staff

Optional Disciplinary Responses:

- Continuation of the more stringent Level A options
- Restriction and/or loss of privileges
- Restitution
- Written warning
- Written notification to a parent
- Suspension from transportation for off-campus school activities
- Any combination of the above

Roles and Responsibilities:

- The teacher or residential staff refers the student to the administrator, as appropriate
- The staff member maintains a record of the offense and the actions taken. A copy of the record is shared with appropriate personnel
- The supervisor, in consultation with the student's teacher and/or residential supervisor, determines the most appropriate disciplinary response and informs appropriate personnel
- A record of the disciplinary action taken is placed in the student's record
- Parents notified as appropriate

**Level C: Serious/Persistent/Dangerous
Violations of School Conduct and Discipline Policy**

Description:

Behaviors that may cause lasting harm to the misbehaving student or which may threaten the health, safety, or emotional well-being of others in the school and/or violations that reoccur, despite Level B interventions

Examples:

- Unmodified Level B misbehavior
- Repeated truancy
- Use of tobacco product on school property
- Stealing and/or possession of stolen property
- Physically threatening others
- Fighting
- Vandalism
- Serious disruptive behavior
- Leaving school or school grounds without permission
- Threats of violence

Optional Disciplinary Responses:

- Continuation of appropriate Level B options
- In-school suspension
- Short-term out of school suspension (except for truancy)
- Referral to School Superintendent for Superintendent's hearing for long-term suspension
- Referral to judicial system
- Any combination of the above

Roles and Responsibilities:

- The staff refers the student to the school administrator, as appropriate
- The staff member maintains a record of the offense and the actions taken. a copy of the record is shared with appropriate personnel
- The supervisor, in consultation with the student's teacher and/or residential staff, determines the most appropriate disciplinary response and informs appropriate personnel
- The supervisor provides notice to parents by telephone
- Prior to any out of school suspension, the supervisor notifies the student and student's parent in writing and conducts an informal conference at the request of the parent or student
- If consequences result in an out of school suspension, the school administrator arranges for appropriate instructional services to be provided to have the student removed from school
- A record of the disciplinary action taken is placed in the student's record
- If the misbehaviors at this level constitute a violation of criminal law, administrators must contact law enforcement officials

**Level D: Most Serious/Ongoing and Criminal Violations
Of School Conduct and Discipline Policy**

Description:

Except for unmodified Level C behaviors, the acts listed at this level are clearly criminal behaviors that pose a direct and immediate threat to the health, safety and welfare of others or of property. In most cases, these acts require immediate removal from the school setting for intervention by appropriate authorities.

Examples:

- Unmodified Level C behaviors
- Possession and/or sale of stolen property
- Indecent exposure
- Causing a false fire or security alarm
- Starting a fire on school property
- Assault and battery
- Possession of drugs or drug paraphernalia
- Possession of firearms
- Hate crimes

Optional Disciplinary Responses:

- Continuation of Level C disciplinary responses
- Full restitution of damages
- Short-term (five days or less) suspension from school (consistent with Section 3214 of the Education Law)
- Long-term (more than five days) suspension from school (consistent with Section 3214 of the Education Law)
- Referral to law enforcement or judicial authorities

Roles and Responsibilities:

- The staff or observer refers the student to the administrator
- The staff member maintains a record of the offense and the actions taken. A copy of the record is shared with appropriate personnel
- The administrator in consultation with the student's teacher and/or residential staff, determines the most appropriate disciplinary response and informs appropriate personnel
- The supervisor provides notice to parents by telephone
- Prior to any out of school suspension, the supervisor notifies the student and student's parent in writing. At the request of the parent or student conducts an informal conference (which may be a telephone conference)
- If consequences result in an out of school suspension, the Superintendent arranges for appropriate instructional services to be provided to the student removed from school
- A record of the disciplinary action taken is placed in the student's record
- If the misbehaviors at this level constitute a violation of criminal law, administrators must contact law enforcement officials

The minimum suspension period for level D acts for any student who repeatedly (on four or more occasions) is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom or who engages in acts of violence shall be five days. The suspending authority may reduce such period on a case by case basis.

HOMEWORK POLICY



Homework is a part of the educational process that should be designed to enhance student learning and achievement. The purpose of homework is to:

1. Reinforce learning that takes place under the direction and planning of the teacher, and/or
2. Provide practice needed to develop skills and independent learning, and/or
3. Strengthen the links between school and home.
4. Homework is expected to be completed as assigned

Residential students are given a time period after school every day in the dormitory with the designated focus on students completing their homework assigned to them on that given day. Staff members are available in the dorm to assist students with homework, when needed.

A student, who has been absent from school for the entire school day, will be provided an opportunity to make up work. The student will be given, at minimum, the same number of days he/she was absent to turn in the make-up work.

The arrangements for make-up work must be developed between student and teacher on the day the student returns to school. Assignments given prior to the student absence are not required to be given extra time.

Students who know in advance that they will be absent due to travel, participation in extracurricular activities, or school sponsored events must make advance arrangements for assignments that will be missed. Parents/guardians of students who know in advance that a child will be absent should provide a written not to the homeroom/classroom teacher requesting work. Assignments that students do not complete in class due to circumstances other than absence may be made up at the discretion of the teacher.

Grading:

- Every class will have these categories:
 - Classwork
 - Tests/Quizzes
 - Homework
 - Participation
 - Attendance
- Each teacher will decide how much percentage (%) each category will get.

Dorm Students:

- Dorm parents are NOT responsible for teaching new material
- Dorm parents will only sign your planner if your assignment is acceptable
 - Teachers will provide examples of acceptable homework

Athletes:

- Teachers will monitor a student's academic progress along with their behavior in their respective classes
- If it's identified that academically or behaviorally you are not following the standards set forth in the athletic contract you will be benched for the next game, possibly more depending on the situation

STUDY TIME

You need to study for each class, every day! After school, you can go to the library (with a staff member), read quietly, practice writing and spelling, review vocabulary or work with a partner. There is also study time allotted each night in the dorm. By studying, you learn more and improve your skills for finding information, taking tests, exploring material and expressing what you know. The more you practice your skills by studying, the better student you will become! Study time should be separate from Homework time.



DRESS CODE



- All clothing, accessories, jewelry and book bags should not contain or promote any of the following: Bad language, alcohol use, tobacco use, drug use, sexual language, indecent gestures, violence, or should not reveal too much skin.
- All clothing should be clean and neat.
- Hats/bandanas are not allowed in school between the hours of 7:30 a.m. and 3:30 p.m. hats/bandanas may be worn in the dormitories only.
- Shirts must cover the stomach and not reveal skin inappropriately. No underwear should be showing. Tank straps should be at least one (1) inch wide, no tube tops or halter-tops or see-through mesh fabrics are permissible. Armholes in muscle shirts should fall no more than two to three inches below armpits.
- Pants should stay up on their own with a belt. No underwear should show. Waistbands should be at the waist or no more than 3 inches below the waist. Patches are acceptable provided they meet the above criteria. Shorts, skirts and dresses should be at least as long as the end of the student's fingertips when he/she is standing with his/her hands at his/her side or mid-thigh.
- Shoes that lace should be tied.
- Staff members questioning the appropriateness of a student's attire should refer that student to their immediate supervisor.
- The supervisor will determine whether or not the student's attire is acceptable for school. If the attire is deemed inappropriate, the student will be asked to change his/her clothes if additional clothes are available at school or to cover up the inappropriate attire with a tee shirt or coat.
- If the student does not agree, he/she may appeal the supervisor's decision to the Superintendent. On the immediate situation, the student must comply with the supervisor's decision. Appeals are for the future.

****Administration may determine if your clothing is not acceptable for school/work. You can be asked to change your clothes.****



SEXUAL HARASSMENT



You have the right to learn in a harassment-free environment. Sexual harassment (sexual gestures, touching and statements that make a person feel uncomfortable or offended) of any form is NOT acceptable and will NOT be tolerated. NYSSD will take all necessary steps to ensure that the school community is free from sexual harassment. Sexual harassment can be staff to student, student to staff, and/or student to student. Examples of sexual harassment are given below.

Examples of what Sexual Harassment looks like.

Verbal Sexual Harassment	<ul style="list-style-type: none"> • Sexual offers, jokes, suggestions or threats, name calling, rude words • Spreading sexual rumors or stories • Comments about body parts or rating people's bodies • Whistling or rude sexual gestures • Using words such as: gay, homosexual, bisexual, or lesbian to hurt someone's feelings
Non-Verbal Sexual Harassment	<ul style="list-style-type: none"> • Staring or pointing at another person's body or body parts or purposely touching your own body inappropriately in front of another person • Showing inappropriate sexual material (pictures, writings, etc.) • Making rude sexual pictures of someone • Making inappropriate sexual gestures • Stalking in or outside of school
Physical Sexual Harassment	<ul style="list-style-type: none"> • Touching or rubbing against someone's private body parts • Tearing or pulling at a person's clothing • Kissing or hugging a person when they don't want to be touched • Physical and/or sexual assault

Flirting is different from sexual harassment: if two people are both enjoying their interaction and neither one has a sense of intimidation, it's probably NOT sexual harassment.

A consequence **WILL** be applied to any identified case of sexual harassment. This will be determined by school administration in collaboration with other staff pertinent to the situation.

Retaliation means expressing anger at someone who accused you of sexual harassment; getting back at your accuser in revenge. Retaliation will **NOT** be tolerated and may involve additional consequences.

If you believe you are being harassed in ANY manner, you should notify staff immediately.

PUBLIC DISPLAYS OF AFFECTION (PDA)

Public displays of affection often make people uncomfortable and can send the wrong message to other individuals. Consequently, PDA on the school grounds, including the classroom, the hallway, the dorm, the student's dorm room and other public (general) areas of the school building **will not be permitted**. Students *should not* be engaging in the following behaviors:

- Holding hands (classroom environment)
- Extended kissing
- Engage in any sexual acts or behavior
- Touching in a sexual manner
- Displaying sexually explicated materials
- Inappropriate sexual language
- Exposing private body parts

SUPERVISION OF STUDENTS

NYSSD is committed to providing proper and appropriate supervision for our students to ensure a safe, healthy, and productive learning environment. NYSSD has developed guidelines for supervision at the high school, middle school, and elementary grade levels.

- **High school (9th-12th grade):** Are able to walk independently during the two minutes transition time from class to class (staff will monitor the halls). Once a class period has started they must have a signed pass from the teacher to leave the classroom (i.e. bathroom, drink, locker etc.). Once the school day has finished staff will escort students to the bus if they are a day student or dorm if they are a dorm student.
- **Middle school (6th-8th grade):** All middle school students must be accompanied by a staff member when transitioning from class to class (unless indicated otherwise by administration). If a student has been given permission by the classroom teacher to leave class they may but must be accompanied by a staff member. At the end of the day the students will be escorted by a staff member to the bus if they are a day student and dorm if they are a dorm student.
- **Elementary school (Pre-K-5th grade):** All elementary students are accompanied by a staff member throughout the school day. This includes transition from breakfast to class, class to class, class to lunch, lunch to class, and at the end of the school day to bus or dormitory. If a student needs to leave class for an approved reason (i.e. bathroom, drink, locker, nurse etc.) they must be accompanied by a staff member.

ELECTRONIC DEVICES



Personal electronic devices CANNOT be used during the school day.

- **Day students:** You must leave your device in your locker or book bag during the school day.
- **Dorm students:** You must leave your device in your room.
- **Students who take classes at Madison-Oneida BOCES, Rome Free Academy (RFA), or work during the school day:** You may take your devices off-campus for emergency use. This privilege may be denied if you are using the device inappropriately off campus.

SEARCH AND SEIZURE

In order to provide and maintain a safe and appropriate environment for students to learn, the following guidelines pertaining to student search and seizure are established



Administrators of NYSSD are authorized to undertake searches of students and their possessions (e.g., pocket contents, book bags, handbags, etc.) should the circumstances arise, based upon reasonable individualized suspicion. In the event of search and seizure, administrators must:

- Have reasonable individualized suspicion that a student has violated or is violating the law, school policy or rules. "Reasonable individualized suspicion" requires the application of experience and common sense and should be made on a case-by-case basis, with due consideration of all circumstances. Factors which must be considered to determine if a school administrator has sufficient cause to search a student include the age and school record of the student; the prevalence and seriousness of the problem for which the search is directed; the urgency to make the search without delay; the reliability of the facts upon which to base a reasonable suspicion that the particular student has possession of evidence leading to a violation of school rules; and the probability that evidence will be discovered
- Whenever an administrator conducts a search, the Superintendent is to be notified before it occurs
- Only the Superintendent may authorize a search of a student that requires him/her to remove any or all clothing. Such searches are to be conducted only in situations where an emergency exists or the necessity of searching a student without delay exists. A clear demonstration of individualized suspicion must be made
- If illegal items are found in the possession of a student, the discipline guidelines as outlined under major infractions will be followed
- All searches will be documented on an Incident Report

Under law, students have no reasonable expectation of privacy rights in school lockers, desks or other school storage places and the school exercises overriding control over such school property. The school administrator shall give notice to all students that:

- Items such as lockers, desks and closets remain the property of NYSSD, and the school governs the use of them by students. They shall not be used to hide contraband

- The combination of locker and closet locks must be registered with NYSSD personnel
- Items such as closets, lockers and desks may be searched with or without the student's permission; however, it is recommended that, if possible, the student be present. If the student cannot be present, two staff members should be present with one preferably in a supervisory capacity
- If there is reasonable suspicion that a student is carrying contraband, he/she may be searched by NYSSD staff

LOCKERS



You will be assigned a locker with a combination each school year. You are responsible for keeping your locker clean and keeping your combination numbers private. If you damage your locker, you will be responsible for repairs. Your lock must be locked at ALL times.

VEHICLES

You need written permission from your parents/guardian and permission from the superintendent to have a vehicle on the school property.



TRANSPORTATION



When NYSSD is in session, your local school district is required to transport you to school. In severe weather, NYSSD **REMAINS OPEN**, unless the Governor announces otherwise. If your school district closes because of severe weather, you have the day off from school.

TARDINESS AND LATE ARRIVALS

You are expected to be on time to school and to each class. If you come late to school, you must sign-in at the business office before going to class. All late arrivals are recorded in your attendance records. Repeated tardiness will result in a referral to school administrators who will contact your parent/guardian.



STUDENT HEALTH CENTER



The Health Center is open at all times during the school day and during after-school hours. If you need to go to the Health Center, you must get a pass from staff. If you bring medicine(s) to school, you must take it to the Health Center immediately.

**You CANNOT visit classmates/friends in the health center. **

LIBRARY

There are many books, magazines and newspapers available in our library for you to use. The library is open every day during school hours. Books can be checked out of the library for your use. When you check out a book you are expected to take good care of the book and return it on time.



If you do not do this, you will have to pay money for damaging or not returning the book to the library.

LOST AND FOUND

If you find something on school property that is not yours, please take it to the Education Secretary. If you lose something on school property, go to the Education Secretary to see if what you lost is there.



FUNDRAISING

If you have a fundraising activity, it must be approved by the Superintendent first. Then, money must be collected, counted and given to the business office and kept in school accounts.



STUDENT RECORDS

These files are private and will not be given to people outside NYSSD. If you are 18 years of age or older, you can ask to look at your records (grades, test scores, discipline notes and placement assignments). If you are under 18 years of age, you must have parent/guardian's permission to look at your records.



IEPs

You have an Individualized Education Program (IEP) that is updated at least every year and changed whenever needed, by your teachers and special education providers working through the Multi-Disciplinary Team (MDT). Your parents are invited to participate in every MDT meeting whenever your needs are discussed. The input of both you and your parents is requested during IEP development. Your home school district is also invited to participate in MDT meetings.

The IEP describes your current strengths, weaknesses and needs as a learner; and lists specific educational goals for the year. The IEP also identifies the classroom modifications and testing accommodations that will be used with you.

If you are 14 years old or older, your IEP will have information about your transition needs, including the skills and involvement with outside agencies that will help you meet your employability, educational and living skill goals beyond high school.

SUPPORT SERVICES

A range of support services is available to you beyond your daily classroom instruction. These services are intended to help you fully participate in and benefit from academic instruction and to succeed to the best of your ability in school. Service providers follow and support the classroom curricula. Some of the support services available to you at NYSSD include:

- Audiologist: hearing tests, maintenance of hearing aids and cochlear implants equipment, providing and maintaining of FM and sound field systems, coordination of services with home area audiologists;
- Occupational Therapist: assessment and strengthening of students' visual perceptual, sensory processing and fine motor skills;
- Physical Therapist: assessment and strengthening of students' gross motor skills, strength, and balance;
- School Counselor: tracking of graduation requirements, assistance with long term goals, preparation for post high school education and/or work and counseling for specific needs;
- School Psychologist: evaluations of students' cognitive ability and academic achievement skills, identification of learning strengths and needs, counseling to help strengthen problem solving skills, behavior management, social skills and crisis intervention;
- Speech Language Therapist: assessment and strengthening of students' English language comprehension and expression through verbal, signed and written formats; development of appropriate communication skills across various social, informal and formal situations.

****Every student is expected to wear his/her hearing aids and/or cochlear implants consistently at school, as determined by his/her parents/guardians.****

2023-2024

STUDENT HANDBOOK AGREEMENT FORM

This form must be signed and dated by the student and his/her parent/guardian after reading and understanding the New York State School for the Deaf Student Handbook.

You will return the completed form to the school.

New York State School for the Deaf

Your Last Name (PLEASE PRINT)

Your First Name (PLEASE PRINT)

Grade

I have received a copy of the New York State School for the Deaf Student Handbook. My child and I have read and understand this handbook.

Your Signature

Date

Parent/Guardian Signature

Date