



Marie Philip School  
Walden School  
Student/Family/Caregiver Handbook  
2025-2026

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## **The Mission of The Learning Center For The Deaf**

The mission of The Learning Center for the Deaf is to ensure that all deaf and hard of hearing children and adults thrive by having the language, knowledge, opportunity and power to design the future of their choice.

## **Language & Communication Policy**

Marie Philip and Walden Schools at The Learning Center for the Deaf are bilingual schools. American Sign Language (ASL) and English are the primary languages of instruction in the classrooms. In the majority of circumstances, teachers utilize ASL for communicating academic concepts and for teaching English as a second language. Reading and written English are at the core of all coursework and classroom activities. Literacy in both languages is a principle goal of instruction. Spoken English instruction is also provided for students who have the ability to access instruction auditorily. How and when a student receives spoken English instruction is determined by the students' current abilities and communication objectives, and is agreed upon by the school and caregiver(s)/family. To allow for equal accessibility to all students, areas are provided for instruction through spoken English.

Complete language accessibility at all times is of paramount importance for students' cognitive, academic, social and emotional growth. Incidental learning plays an important role in the overall education and language development of children. Since most Deaf people access information visually, American Sign Language is the only fully accessible language for all students and other Deaf TLC community members. Therefore, ASL is utilized in the majority of campus communication contacts. Students should be able to "eyedrop" on conversations and be comfortable in all staff interactions. TLC staff members continually strive to develop fluent ASL and English writing skills. If families or visitors to the school are more adept at communicating in spoken English, arrangements can be made to provide English to ASL interpretation through The Learning Center for the Deaf Interpreting Department.

## **Nondiscrimination Statement**

The Marie Philip School and Walden School at The Learning Center for the Deaf strives to provide a safe, respectful, and supportive learning environment in which all students can thrive and succeed in their school. The Marie Philip School and Walden School prohibit discrimination on the basis of disability(ies) race, color, sex, gender identity, religion, national origin, or sexual orientation, and housing status, and ensure that all students have equal rights and equal enjoyment of the opportunities, advantages, and privileges.

# General Information

## **The Learning Center for the Deaf**

848 Central Street

Framingham, MA 01701

[www.tlcdeaf.org](http://www.tlcdeaf.org)

Marie Philip School and Walden School at The Learning Center for the Deaf are non-profit, non-sectarian day and residential schools organized under section 501(c) of The Internal Revenue Code. It is a 766-approved Special Education School reviewed regularly by The Commonwealth of Massachusetts, Department of Education.

Marie Philip School and Walden School at The Learning Center for the Deaf admits students of any disability(ies), race, color, religion, national or ethnic origin to all the rights, privileges, programs, and activities generally made available to students at the school, as long as the criteria for admissions is met.

The Learning Center for the **Deaf Educational Policies and Procedures Manual** is housed in each of the main offices, and is available by request.

## **Admissions to TLC**

After receipt of a signed IEP (Individual Education Plan) and a placement page indicating Marie Philip School or Walden School at The Learning Center for the Deaf, a student can be formally accepted. Immunization certificates, personal data forms, and emergency authorization will be sent to families and must be submitted prior to the student officially starting school.

## **School Hours**

Kindergarten to Grade 12:

Monday through Friday, 8:00 AM - 2:30 PM

Pre-School:

Monday through Thursday, 8:00 AM to 2:30 PM

Friday, 8:00 AM to 12:00 PM

TAIP:

Mondays, Tuesdays, and Fridays: 8:00 AM to 3:00 PM

## **Quarterly Progress Reporting Periods**

1st Quarter: September to November

2nd Quarter: November to January

3rd Quarter: February to May

4th Quarter: May to July/August

## **Arrival & Departure Times**

Students may enter the academic buildings at 7:45 AM, and are expected to leave academic buildings when the academic day ends at 2:30 PM (with the exception of half-days or early dismissal under special circumstances.) Supervision of students is provided by academic staff during these times.

Early Release school days are documented on the academic calendar, please refer to the calendar on TLC's website for additional details:

<https://www.tlcdeaf.org/family-resources>

## **Attendance & Tardiness Policy**

Regular attendance and prompt arrival are essential for a child to make progress in school. Students are expected to attend school every day unless they are absent for an excused reason (see below). If a student misses an excessive number of school days, the IEP team will need to reconvene to address this issue. Excessive absences can also impact a student's progress toward their IEP goals. For High School students, excessive absences could also impact their ability to meet their graduation requirements. In addition, each school district has a policy regarding attendance.

## **Early Dismissals**

Once a student has arrived at school, the student may be dismissed via caregiver/parent communication **prior to the dismissal**. In the event of illness while the student is in school, the school nurse will arrange dismissal. Caregivers/parents are asked to communicate with the department or nursing office if their child contacts them directly to leave school. If the student returns to school for a portion of the day, they should get a pass from the department office prior to going to class.

## **Early Childhood Center**

The Early Childhood Center at The Learning Center for the Deaf (TLC) serves deaf and hard-of-hearing students (age 0-6) and their caregiver(s)/families. Our goal for every child is the development of age-appropriate language, cognitive, communication, foundational academic skills, and social emotional skills. Our center is home to a vibrant community of young children, caregivers/parents, educators, and specialists in communication, language and learning. We strive to integrate the most exemplary and effective methods of teaching young children while taking into consideration the unique, individual needs of each child we serve.

In addition to following the MA Curriculum Frameworks, our Early Childhood program also follows the Massachusetts Early Education and Care's Learning Standards and Curriculum Guidelines.



## **Parent Infant Program (PIP)**

Our Parent Infant Program (PIP) is a Specialty Service Provider (SSP) for caregiver(s)/families with children who have hearing levels sufficient to meet the criteria for deaf or hard of hearing. The EHDI system aims to screen every child's hearing levels, identify children with varying levels of access to auditory input, and provide services/resources/support to these caregiver(s)/families. Once a child is identified as deaf or hard of hearing, the family is referred to an early intervention (EI) agency. The EI agency then reaches out to TLC to provide services for these caregiver(s)/families, because we provide services specifically designed for the child's specific disability (deafness), we are fluent in ASL, and we have knowledge and training in working with deaf and hard of hearing infants and toddlers and their caregiver(s)/families.

Children from birth to age 3 attend the Parent Infant Program (PIP), where they participate in a combination of center-based playgroups, home visits and becoming eligible for additional services as defined by the child's needs such as, not limited to; speech and language therapy, occupational therapy, and/or physical therapy sessions. Parents also have the opportunity to attend a weekly parent support group.

Common tools used to support PIP caregiver(s)/families include but are not limited to Family Language Planning, SKI-HI curriculum, and the Visual Communication Sign Language Checklist (VCSL). The SKI-Hi curriculum provides caregiver(s)/families with ways to promote communication and early language skills that best meet the needs of their DHH child. We also follow the Massachusetts Early Education and Care's Learning Standards and Curriculum Guidelines, more specifically the Early Learning Guidelines for Infants and Toddlers.

## **Toddler ASL Immersion Program (TAIP)**

Toddler ASL Immersion Program is an in-person, drop-off program on our campus, for deaf children, 18 months to 3 years old. TAIP is a fee-based extension of our Parent Infant Program and is a response to families asking for more American Sign Language exposure and social interaction with their deaf peers through hands-on, play-based learning experiences that support the whole child's needs, fostering cognitive development, social-emotional learning, language acquisition, physical development skills, autonomy, and more. Families can choose up to 3 days a week for their child to participate in this program. As children approach their 3rd birthday, preschool transitional support will be provided on a case-by-case basis.

## **Preschool**

Three and four-year-old children attend a child-centered, full-day preschool program which operates on the belief that knowledge is intuitively sought by children through their own actions and experiences. Home visits are provided to families every four to six weeks in this program. Preschoolers participate in gross motor activities, library, art and ASL classes.

## **Kindergarten**

Five- and six-year-olds participate in a full-day kindergarten program which continues to foster child-directed learning opportunities while encouraging further development of skills in areas of communication, literacy, math, science and social studies.

Kindergartners also participate in gym, library, art and ASL classes. They will have opportunities for special events as well such as field trips.

Our preschool and kindergarten student curriculum aligns with the MA curriculum frameworks and the Early Education and Care (EEC) Learning Standards through a student centered learning approach. They address learning standards in the area of Social Emotional Learning, Language Arts and Literacy, History and Social Science, Mathematics and Science, Technology Engineering. ECC incorporates the principles of Anti-bias education in their curriculum planning. Our Early Childhood program also carries lessons outside of the classroom building using our Outdoor Classroom space. Each group visits the outdoor classroom twice a week. Classroom Teachers facilitate learning through the use of natural materials to provide nature based lessons and activities.

Many of our students also receive some specialized instruction support outside of the classroom depending on the identified needs as defined by assessments and data. These support services include speech and language services, behavior support, occupational therapy, physical therapy, and counseling.

## **Anti-Bias Education**

The Marie Philip School Early Childhood Center, including the Parent Infant Program, strives to practice anti-bias education (ABE) and we acknowledge that learning is ongoing. ABE is an approach that supports children and their families as they develop a sense of personal and group identity within a complex and multicultural society. This approach helps teach children to be proud of themselves and their families, to respect a range of human differences, to recognize unfairness and bias, and to speak up for what is right. (Derman-Sparks & Olsen, 2010).

We work collaboratively to create an inclusive community that encourages conversations among children and adults about all types of human differences in the context of classroom life. Discussions may include topics such as culture, race, language, Deaf/hearing identity, physical, mental/social-emotional abilities, learning styles, ethnicity, family structure, religion, sexual orientation, gender, age, socioeconomic differences, and our many ways of being. ABE supports children and adults to listen to each other with open minds, and to reserve judgment when we encounter views with which we disagree.

Part of how we incorporate ABE is to make sure that all families feel included and represented in our program. For that reason, we invite you to send in photos of celebrations, cultural events, and holidays that you celebrate at home so that we can display them at school. We also invite you to come to school to share your traditions

with us. While we do not celebrate holidays or birthdays at school, we do educate children about holidays. During your child's birthday month, we will recognize your child's milestone during our ECC community gathering and playgroup.

## **Elementary Department**

The Elementary Department serves children in Grades 1-5. All activities are designed to help young students acquire skills, strategies, and tools needed to become an active participant in their own learning. Elementary teachers and staff bring to the classroom strong backgrounds in language acquisition, child development, curriculum, and current educational practices which support the Massachusetts Curriculum Frameworks. A concept integral to the classroom is that children learn best when they are actively involved in their own learning. This is accomplished through student-centered activities that facilitate critical thinking while encouraging cooperative learning.

The Elementary department is bilingual by fostering the development of American Sign Language (ASL) and English. In order to make language and learning accessible to all students, the mode of instruction and classroom discussions are in ASL. In all subject areas, including Language Arts class, English is taught as the language for reading and writing. The classroom atmosphere promotes the children's overall growth through a variety of settings such as individual, small and/or large group experiences. The students receive instruction in Language Arts, American Sign Language (ASL), Mathematics, Health, History and Social Science, Science/Engineering Technology, Health, Art, Physical Education, and Library Skills.

A small number of our students who have access to spoken English have the opportunity to receive Language Arts instruction through sign supported spoken English as determined by their IEPs. All other content areas are taught through American Sign Language.

The Elementary department also focuses heavily on social emotional learning and applies many aspects of concepts from evidence based programs, curriculum(s), and strategies. In addition, students can be eligible to receive targeted support(s) or specialized instruction support outside of the classroom depending on their needs and/or goals defined by their IEP. These school-based services include speech and language, occupational therapy, physical therapy, behavioral support, ASL tutoring and counseling.

Caregivers are an important part of the program and are encouraged to visit and join activities in the classroom. Regularly scheduled conferences with caregivers are scheduled twice throughout the year. In addition, teachers and caregivers meet at the annual TEAM meeting to develop the child's IEP. Informational meetings, Open House, Parent Advisory Group meetings, family events, and ASL classes are also available to caregivers.

Social and extra-curricular activities for elementary students also include experiences off-campus, such as visiting local museums (e.g., Boston Children's Museum, The Museum of Fine Arts), visiting local historical sites (e.g., The Freedom Trail), and/or educational related experiences.

Elementary students have asked to bring cell phones to school. While this is discouraged, as many students are not mature enough to handle such valuable equipment, we will respect a caregiver(s)/family's decision to equip their child with such a device. Students will not be permitted to use cell phones during the school day. They must also keep these devices in their backpack or locked in a classroom cabinet.

## **Secondary Department (Middle School & High School)**

**The Middle School** is designed for students whose ages are approximately eleven to fourteen, and provides a three-year program that encompasses traditional and functional academic courses and activities. Students follow a regular schedule of classes in writing, reading, math, science, and social studies. A variety of supplementary courses are offered. A formal American Sign Language class is part of the middle school curriculum. Students may be approved to take courses at Cameron Middle School, a public school in Framingham, with qualified ASL interpreters provided by TLC.

The middle school years involve a period of rapid personal growth and change, as well as extensive academic progress. Our overall goal is to graduate middle school students who have strengthened their personal identity, developed their personal levels of maturity, and gained the academic skills that will prepare them for their high school years and their lives as independent adults. The Middle School program includes a strong focus on social emotional learning, both embedded throughout the school day and through direct instruction.

Along with the formal curriculum, which encompasses the requirements of the Massachusetts Curriculum Frameworks, middle school students have opportunities to participate throughout the year in group activities such as Student Body Government (SBG), Gender and Sexuality Alliance (GSA), and academic competitions (e.g., Battle of the Books through Gallaudet University, Math Competition through the National Technical School for the Deaf (NTID).) These programs, opportunities, and new experiences will encourage them to take their learning out of the classroom and into a variety of arenas. The end goal is to enhance their academic skills, social emotional development, increase their independence skills, and support their ownership of their vision for their post-secondary plans/goals.

Support services including Speech and Language Therapy, Occupational Therapy, Physical Therapy, ASL Tutoring, Reading Support, and Behavioral Supports from BCBA's are offered as services identified as a targeted support and/or identified on each student's IEP. Counseling is also available as part of the middle school program, as needed, and as a part of IEP service delivery. Group and individual counseling options

are available. Classroom staff and support providers work collaboratively to meet the behavioral, social, and emotional needs of all students.

Extra-curricular sports are another important part of the middle school program. Students are encouraged to join teams such as basketball, track, volleyball, and soccer. Traveling and competing with various local private schools that educate hearing students, as well as several Deaf schools, provide our students an opportunity to meet other adolescents from varied backgrounds.

**The High School** offers a varied set of academic and vocational options that help support each student's right to maximize their true potential. Our goal is to maintain an academic environment that focuses on providing challenging experiences to develop our students' ability to think creatively and critically.

The high school program provides a comprehensive secondary academic curriculum that aligns with the Massachusetts Curriculum Frameworks. Students receive a solid educational foundation and preparation for their post secondary vocational considerations. In addition to the core English, literature, math, social studies, and science requirements, students take a variety of additional course offerings including art, health/sexuality education, Deaf History, Senior Seminar, and Career and Technology Education (CTE) classes. The high school has a robust Functional Academics classroom space where students focus on community-based life skills. Students may take courses at Framingham High School with qualified ASL interpreters provided by TLC. Students are also able to take Advanced Placement and dual-credit courses taught by MPS or WS teachers.

Social emotional learning is an important part of the high school program, helping students develop their skills in the areas of self awareness, social awareness, self management, responsible decision-making, and relationship skills. High school students develop their SEL skills through individual and group meetings with peers and their following teacher, during Advisory time and throughout the school day.

Support services including Speech and Language Therapy, Occupational Therapy, Physical Therapy, ASL Tutoring, Reading Support, and Behavioral Supports from BCBA's are offered as services identified as a targeted support and/or identified on each student's IEP. Counseling is also available as part of the high school program, as needed and as a part of IEP service delivery. Group and individual counseling options are available. Classroom staff and support providers work together collaboratively to meet the behavioral, social, and emotional needs of all students.

Community interaction is essential for students to better understand the world that surrounds them. The high school brings in visitors and takes field trips. The students have the opportunity to participate in local and state educational events and competitions (e.g., Gallaudet University's Academic Bowl, national Deaf Chess tournament). Students are involved in our Student Body Government (SBG), BIPOC Space, Gender and Sexuality Alliance (GSA), and our local chapter of the Junior National Association of the Deaf (JrNAD) and the National Honor Society (NHS). Also,

students may participate in intramural or interscholastic sports such as volleyball, basketball, soccer, and track & field with local private schools as well as schools for the deaf. The emphasis on community interaction along with the offering of strong academic and vocational programming enables our graduating students to be successful lifelong learners and contributing members of both the hearing and Deaf communities. The high school department strives to provide the best opportunities for students while they are in school, as well as to prepare for when they transition to life after high school.

## Academic Support and Participation in Extracurricular Activities

Extracurricular activities occur within the supervision of the school, either during the school day or after school, and include student organizations, clubs, athletics, and after-school activities. We recognize the importance of extracurricular activities as a part of students' wellbeing, and school staff are committed to supporting students and families in receiving a balanced educational program that includes opportunities for extracurricular activities.

Examples of extracurricular activities include sports teams, after-school programs (i.e. Drama Club), leadership organizations (i.e. JrNAD, SBG), clubs (i.e. prom committee, GSA), academic teams (i.e. Academic Bowl), non-academic field trips (i.e. Senior Trip), and special events (i.e. prom).

If a student is struggling to maintain their grades and also wishes to participate in extracurricular activities, they will be provided with additional support in order to improve their grades and maintain participation in extracurricular activities.

**Academic Support** will be determined at each mid-quarter and end-of-quarter point. Academic Support will be required if a student has at least one F or at least 2 Ds.

There are three levels of Academic Support:

### Level One

- Meeting with following teacher and extracurricular staff (e.g. sports coach, club advisor)
- Weekly check-ins with Following Teacher and D/F teachers
- Work productively during study time (e.g. Block H, at the study table)
- Weekly caregiver signature

### Level Two – Everything in Level One, plus:

- Meeting with academic administrator (e.g. Principal) and extracurricular administrator (e.g. Athletic Director, Director of Student Services)
- Student stays in school until 2:30 every day; can attend extracurricular activities that occur outside of school hours (i.e. sports games, tournaments, extracurricular field trips)

### Level Three – Everything in Level Two, plus:

- Student cannot attend extracurricular activities that occur outside of school hours
- Team meeting

Every two weeks (MPS classes)/every week (WS classes), teachers of students who receive Academic Support will update those students' grades. If students have improved their grade above a D, the Academic Support plan will end. If students have not improved their grade, they will move to the next level of support.

## **Age of Majority**

We recognize and respect DESE [Age of Majority](#) definitions and regulations ([603 CMR 28.00](#)) that when a student reaches 18 years of age, they have the right to make their own decisions in relation to their education program.

The school district (not MPS or Walden School) has the obligation to obtain written consent from the student for one of the following:

- the student has sole decision-making authority;
- the student has shared decision-making with caregivers;
- or caregivers have full decision-making authority (through court-appointed guardianship).

At MPS or Walden School, if a student decides to have sole decision-making, then they will need to fill out the Student Emergency Information (SEI) packet themselves and this will be updated in the school database. If a student decides to have shared decision-making, then the school will continue to require permission from caregivers for any school-related decisions (including but not limited to permission forms, grade warning forms, medical/nursing decisions and paperwork, student driver contract, and athletics forms).

## **Attendance in MPS Secondary**

In the Secondary department, a student with seven (7) or more unexcused absences in a single quarter will automatically earn an F for a grade. The student will receive a Warning form indicating attendance as the reason for the F. The student can reclaim credit for the quarter if they meet the attendance expectations in the following quarter. The F is then replaced by the original grade earned by the student and used when calculating the final grade for the course.

## **MPS Secondary Tardies**

If a student is often tardy they are missing a very important part of the school day. Secondary students who arrive after 8:00 AM are considered tardy and should go directly to the Secondary Office, where they will be given a pass for class. If tardiness is due to a transportation issue, the school department will work cooperatively with the caregiver(s)/family and the transportation company to resolve the issue. Tardies due to cab delay will be kept on record for documentation purposes.

## Absences: Excused

The following absences are considered excused. Communication from caregiver/parent or documentation must be provided.

<u>Reasons</u>	<u>Required Documentation</u>
Religious holiday	Caregiver/Parent note
Mandatory court visits	Court documents
Testing	Evaluator note
Field Trips/School sponsored activities	None required
Absence due to illness 1-2 days	Caregiver/Parent note
Extended illness (3 or more consecutive days)	Doctor/Nurse Practitioner Note
Family funerals/emergencies	Caregiver/Parent note
Health professional visits	Doctor/Nurse Practitioner Note
College visit (3 maximum)	Caregiver/Parent or College note

## Excused Late School Arrivals for Secondary Students

If a Secondary student has a professional health appointment or other obligation that requires a late arrival to school, a note should be submitted to the department office (see above section with Required Documentation). A student who arrives late should go to the department office for a pass prior to going to class. It is the student's responsibility to follow up with teachers regarding missed work.

## Absences: Unexcused

Unexcused absences include but are not limited to:

- If a student is in school and does not attend a class, and is not with another approved staff person (e.g. administrator, counselor, other service provider)
- If caregiver(s)/parent(s) does not notify the office about the absence

In the Secondary Department, caregiver(s)/parent(s) and LEAs will be notified when students reach seven unexcused absences in one quarter.

## Incomplete Grades

Secondary students who are absent for an extended period of time and are unable to make up the work may receive an Incomplete (INC) for the quarter. All work must be made up within two (2) weeks after the end of the quarter, at which time the grade will be updated.

## Post-Secondary Visits

Students are encouraged to schedule visits to post-secondary facilities (i.e. colleges, job sites) during non-school hours. A student will be excused from school for post-secondary visits that cannot reasonably be scheduled outside of school time.



## **Extracurricular Activity Participation for Secondary Students**

To participate in any extracurricular activity offered by the school, Secondary students must be in school on the day of the activity for at least 3 hours. Attendance on the final school day before a weekend or school vacation will determine a student's eligibility for an extracurricular activity during the weekend or vacation. A Secondary administrator will review special circumstances.

*Extracurricular Activities = Any interscholastic athletic or school sanctioned activity.*

## **Students Staying After School for the Athletic Events**

MPS/WS hosts a number of athletic interscholastic home games in a variety of sports such as basketball, soccer, volleyball and these events often take place outside school hours/on weekends. It is the responsibility of the student's parents/caregivers to directly provide or secure an adult to supervise their child outside school hours if they are not a direct member of an athletic team. This arrangement must be communicated with the Secondary Office and/or the Director of Athletics and After School Programs by noon on that particular day - otherwise, the student is expected to go home on their regular afternoon transportation mode.

## **Make-Up Work after Excused Absences in Secondary**

Students are responsible for make-up work associated with excused absences. Students are allowed twice the number of days they were absent to make up missed work (weekends and vacation days count toward this allowance). Teachers will establish times when they are available to assist students with make-up work. It is the student's responsibility to contact the teacher for assistance with make-up work. If a student is excused for an extended period, the teacher may use discretion to determine a reasonable time period for the completion of make-up work. Teachers will make reasonable efforts to help students make up missed work. However, students and caregiver(s)/parent(s) must understand that time lost from class is irretrievable.

## **High School Cumulative Assessments**

Cumulative semester assessments (midterms or finals) are a part of the high school program. A schedule is provided to ensure that assessments are spread out through the designated assessment week. Students are expected to work out any conflicts and reschedule with their classroom teacher. A student who does not complete an assessment as scheduled and fails to make prior arrangements may receive a zero for the grade.

Graduating students are waived from taking final assessments before graduation only if they have met the criteria below:

- A) An average of B+ or higher in that class, each quarter up until the final exam date.
- B) No more than 7 absences per quarter, for the year.

## Early Graduation

A student may be considered for early graduation at the completion of their junior year if they have been accepted to an institution of higher learning, actively employed, engaged in independent study, or engaged in another established community activity. If a junior meets the above criteria and has completed the requirements for a diploma, MPS/WS will award the diploma. If the student has been accepted to an institution of higher learning but has not met all the requirements for a diploma, with the approval of the IEP team, the school will accept the successful completion of the first year of post-secondary study as the equivalent of the fourth year of high school and award the diploma at that time. Students and families who are interested in pursuing this option should meet with the Principal or Transition Coordinator as soon as possible to develop a plan.

## Electronic Devices During School Hours

The team at MPS and WS is always striving to provide the best possible educational experience for students, where we provide an environment that is engaging, motivating, and safe. In order to help us progress toward this goal, the Secondary department has implemented a policy that cellphone use will not be allowed during school hours. The decision to pilot this policy is based on increasing observations that students are using their phones for non-academic purposes when they should be focused on learning or having in-person interactions. Many public schools and schools for the Deaf around the country have similar policies, and students who participate on MPWS sports teams are already not allowed to have their phones with them during athletic time.

We recognize that some students and families will have concerns. Here are some of the questions we have already addressed among staff and students:

- Q: Where will students leave their phones if they bring them to school? A: Students will leave their phones in their following teacher's classroom or the Secondary office from 8:00-2:30.
- Q: What if a student needs to contact their caregiver, or vice versa? A: Students can ask staff to contact their caregiver, or ask to use the videophone in the Secondary Office. Caregivers can email [secondary@tlcdeaf.org](mailto:secondary@tlcdeaf.org) or the student's following teacher or principal.
- Q: What if a student wants to listen to music, or use their phone for educational purposes such as playing a Kahoot game or using a calculator? A: Students can use their chromebook for these purposes.
- Q: What if there is an emergency on campus? A: All TLC staff are trained in emergency procedures.

## Health and Sexuality Education

Students in the Secondary department take Health during grades 6, 7, 8, and 9. Our curriculum covers a variety of topics that include cyber skills, sexually transmitted infections and disease prevention, pregnancy and the stages of gestation, relationships and consent skills, and physical activity and nutrition.

One objective of this course is to help students feel more knowledgeable about their bodies, confident in their ability to make decisions about relationships and sexual behavior, and responsible to themselves, their caregivers/families, and their partners to make good choices. It is important for students to discuss relationships and boundaries at home with their caregivers/families. During the discussions in class, teachers will answer students' questions, discuss their concerns, and help them to think critically about the choices they can make and the messages they see and hear.

Students and their caregivers have the option to opt-out of Sexuality Education class. To opt-out, please contact your child's following teacher or school principal.

## **Honor Roll and National Honor Society in the Secondary Department**

The honor roll recognizes students who have demonstrated outstanding academic achievement. To be included on the honor roll, in addition to earning the GPA stated below, students must not have earned an Incomplete (INC) or an F grade in any of their classes. Honor roll certificates will be distributed after report cards have been finalized and sent home.

The honor roll has three categories:

- High Honors: 3.7 - 4.25
- Honors: 3.49 - 3.69
- Merit: 3.0 – 3.48

TLC provides high school students with recognition for academic excellence by offering the opportunity to apply for membership into the National Honor Society (NHS). Students who meet the eligibility criteria for application into the NHS must demonstrate excellence in academics, community service, leadership, and character. NHS members are expected to provide service to their school and greater community and maintain high academic standards. Students who are eligible for NHS membership will be contacted annually when the application process opens.

## **School IDs & Supervision**

MPS Secondary students are expected to carry their school IDs at all times on campus. These IDs help them gain access to buildings and provide them with additional identification on campus.

Entrance to buildings on campus, including the cafeteria, require the use of IDs. The first replacement ID is free, and subsequent replacements can be purchased for \$10. IDs may be obtained at the Secondary Office.

## **Student Vehicles**

Secondary students with valid drivers' licenses must request permission to bring their vehicle on campus. In order to drive a vehicle to school, students must have

parental/guardian and Director of Student Services permission, and a signed contract. In order to transport other students in their vehicle, the school must receive advance communication from the caregivers/parents of the other students, once each school year.

When permission is granted, students must arrive at school on time and stay at school until the end of the school day. If a student is late to school or leaves early five or more times, they may lose driving privileges for two weeks. If the problem persists, the student may lose driving privileges permanently.

With prior approval of the Director of Student Services, residential students with written caregiver/parental permission may bring their vehicle to school. The vehicle should be used only for arrival on Mondays and departure after school on Fridays. Upon arrival on Monday morning, residents should give their car keys to the Residential Staff. Residential students should park their vehicles in designated areas only.

Residential students are not allowed to use their cars during the week unless special arrangements have been made in advance.

## **General School Information:**

### **Medical Exemption**

A doctor or a nurse practitioner's note will excuse absences for an ongoing, chronic, or long-term illness (long-term illness is defined as four or more consecutive days of absence) provided that the note is written on the medical provider's stationery, showing the name of the student and stating that the student was under medical care for the given time interval. If the illness impacts the quarterly grade, a Secondary administrator will work with the teacher and family to determine how to proceed.

### **Truancy**

MPS and WS share responsibility with caregiver(s)/parent(s) in ensuring that students attend school regularly in accordance with Massachusetts General Law. All students are expected to attend school during all 11 months that school is in session, including attending all classes, advisory periods and studies. Caregiver(s)/Parent(s) are responsible for ensuring that their child attends school regularly and punctually. MPS and WS are responsible for notifying caregiver(s)/parent(s) and the LEA consistent with [Ch. 76 §1A](#) (i.e., MA State Law) if their child is absent from school.

### **Family Trips**

Massachusetts law requires that students attend school. Family vacations/personal trips interrupt the educational process, and we strongly discourage family vacations while school is in session. Completion of make-up work does not compensate for the impact of lost instructional time and classroom experience, regardless of the course or course level. For family vacations/personal trips that are planned for a period longer than two (2) days, written notification must be submitted to the principal two (2) weeks in advance.

to allow the student to obtain make-up work from their teachers. It is the student's responsibility to initiate a meeting with teachers to arrange for make-up work. Teachers are not required to provide make-up work, unless the two-week notification of the trip has been given. School days missed due to family vacations/personal trips are considered unexcused absences.

## **Bake Sales & Student Fundraisers**

Bake sales are not permitted during the school day. Bake sales are allowed 30 minutes after school hours end (after 3:00 PM and 12:30 PM on half days), and the nutrition standards outlined in [105 CMR 225](#) shall not apply at any time to competitive foods or beverages sold or provided at concession stands and other school-sponsored or school-related fundraisers and events after 3:00 PM.

## **Field Trips and Bus/Van Conduct**

All school-wide expectations for good behavior apply on the bus and on school-sponsored field trips. The following also apply to ensure a safe trip to and from school and on school-sponsored field trips:

- remain seated
- talk quietly
- keep head and arms inside the bus
- do not litter the bus or throw anything out of the window
- no eating, drinking, or gum-chewing at any time
- wear seat belts at all times in school vans
- use a booster seat until they are 57 inches tall and/or eight years old

The Learning Center adheres to the [Massachusetts Child Passenger Restraint Law](#), which states that children must ride in a booster seat until they are 57 inches tall, or are eight years old. We ask that caregivers/families of first, second and third grade students who are not 57 inches tall or eight years old, provide a booster seat for their child on days when the class travels off campus for a field trip. Middle school students are not permitted to ride in the front seat of TLC vans, regardless of height, weight, or age.

## **Change of Address/Contact Information**

To ensure the safety and well being of your child, please notify the school by contacting your child's Department Administrative Assistant of any change of address, phone number, VP number, email or other important information as soon as possible.

## **Classrooms and Staffing**

Each classroom is staffed with ASL fluent licensed teachers, often with the support of one or more classroom assistants, depending on the needs of the students. Whenever possible, classrooms and other academic spaces are staffed with Deaf and hearing team members, providing role models from each culture.

## **Computer/Chromebook & Internet Use**

Elementary and Secondary students have access to Chromebooks provided by TLC during the academic day. ECC students use iPads provided by TLC. State law requires staff supervision for all Internet use. To enforce this, TLC may use software to help monitor safe and appropriate use of Chromebooks. Accommodations will be made when the standard Chromebook is not accessible to a student.

MPS high school students are permitted to use a personal device instead of the school-issued Chromebook. Personal devices should be used for school-related purposes, and students are expected to make their screen visible to staff at any time upon request. A limited number of higher-performing touch-screen Chromebooks are available in the Secondary Office for high school students to borrow on a daily basis.

TLC uses Google Apps for Education Suite (i.e. Google Drive, Google Docs, Google Classroom) for all students to promote learning inside and outside the classrooms. TLC also uses other educational apps and software in the classroom for instructional purposes. Some apps and websites require parental consent for children who are age 13 and under. Please contact your child's principal or following teacher for more information.

Students are expected to take individual responsibility for ethical and appropriate use of the Internet. If a student is using an electronic device for personal reasons or for other classes without the current teacher's expressed approval, that student may lose privileges. An Acceptable Use Policy form must be signed and returned to school at the beginning of the school year. In addition, students/families are responsible for any damages to school-owned devices. The technology agreement signed by all students can be viewed on TLC's Skyward Portal.

Students who violate this electronics and Internet use policy may lose computer privileges, per the school's Behavior Policy. Any time a student is prohibited from using a computer at school, equivalent work will be provided so that the student can continue with their coursework.

## **Early Release**

TLC has early release days through the school year. These "half days" are used for state-mandated professional staff development and training or before vacation/holiday breaks. On these days, students are released from school at 12:00 PM (noon). TLC shares the school calendar with all transportation companies at the start of the school year, and caregivers are responsible for communicating with their transportation company about the early release schedule.

## Elevator Use

Elevators are located in buildings to provide access for individuals who are physically unable or prefer not to use the stairs. Elevators should only be used by those who need them. ECC and Elementary students should be accompanied by staff any time they use an elevator. Secondary students are generally permitted to use the elevator alone or in a pair. Groups of students should not use the elevator together.

## Family Sign Language Classes

ASL classes are offered both in person in Framingham, as well as remotely, on weekday evenings. These classes are available to primary caregivers of TLC students/clients free of charge. This information is shared in our family newsletters. Caregivers are also encouraged to reach out to the school secretary for additional information. Other interested community and family members may attend classes for a fee. Private classes are also offered for a fee. For more information, visit <https://www.tlcdeaf.org/asl-classes>

## Field Trips

TLC educational departments offer a variety of field trips throughout the year. Extracurricular trips (e.g. academic competitions, Senior Trip) are also considered field trips. Students are expected to follow school rules while on field trips. Students may be asked to bring money to cover the cost of a field trip. Teachers responsible for the field trip will communicate with caregivers/parents in advance when money, a bag lunch, or other specific clothing/items are needed. TLC will provide financial support for field trip expenses as needed. ***All emergency and health forms must be up to date in order for students to attend field trips.***

## Home/School Communication

Effective home/school partnerships benefit everyone, especially your child. For this reason, our schools strive to establish and maintain open communication with caregivers.

Caregivers are provided with the opportunity to volunteer in the classrooms. Caregivers often help with special art or cooking projects, accompany classes on field trips, or assist teachers with classroom preparations and materials. Caregivers are invited to various school meetings, and events. We are very appreciative of the involvement of our caregivers and enjoy the feeling of community that is created when caregivers visit.

Teachers communicate with caregivers on a regular basis. This can be done through the use of a home/school notebook, via email/phone/text, and through the use of classroom apps. For Secondary students, caregivers can view students' grades through Skyward. Caregivers and teachers are encouraged to determine a mutually agreed upon communication method. The best time to reach education staff is after school: 2:45 - 3:30 PM, and we will make every effort to respond promptly.

Each Principal emails a biweekly newsletter to families, and on alternating weeks a

schoolwide newsletter is emailed. These newsletters are often the primary source of important information, upcoming events, and other announcements. Other notices and information are also shared via following teachers, such as regarding classroom activities and field trips.

Caregivers will also periodically receive mail announcing school information. Fliers announcing events in the Deaf community or sign language access to local resources are also shared via email to enable families to plan activities that are accessible to their Deaf child.

Please do not hesitate to reach out to your child's teacher or Principal with any questions or concerns.

## **Homework**

Homework is any assignment by a teacher that is expected to be completed after school hours. Homework is useful to promote student responsibility, independent learning skills, and time management.

Homework is also a good communication tool between home and school, so that caregivers/families understand what skills their child is developing. The family is encouraged to provide a distraction-free work area for their child and to provide support when needed. Please encourage your child to independently complete as much of the assignment as they can.

Some students may require more or less time to complete assignments. In general, students will receive homework on a daily basis Monday through Thursday. At times, particularly with older students, homework assignments or projects may involve weekend work as well.

If, after the recommended time, a child is exhibiting an inability to complete the assignment, or frustration, it is better to discontinue homework time. Caregivers/families are asked to write a note to the teacher explaining the child's difficulty.

Caregivers/families who have concerns about the quantity or quality of the assignments should communicate directly with their child's teacher.

In the Secondary department, homework is typically assigned to reinforce skills or to complete work that was not finished at school. Teachers are mindful that families have varying abilities to support their child with academic content at the Secondary level, and that students may have busy extracurricular schedules. Families are encouraged to reach out to the following teacher or principal if they have questions about how much homework their child receives.

## **Inclement Weather**

New England winters are often unpredictable. If the weather is severe and causes traveling to be unsafe, a snow day may be called. Closing information regarding TLC will always be



released to local TV, and will be listed under Marie Philip School.

Infrequently, Marie Philip School and Walden School considers an early release if an incoming snowstorm may reach the area in the afternoon or evening. TLC also sends out email/texts to families with information regarding school closure and early release. Walden School remains open for the residential program regardless of inclement weather. For additional information, please review our [Inclement Weather Policy FAQs](#).

## July

As discussed during each child's annual IEP meeting, school days during July are considered a part of the regular school year and all policies and procedures still apply. The only exceptions are for high school students who have arranged alternate educational experiences such as a job or an educational camp. In these situations, caregivers/parents and students must provide written notice and documentation from the employer (if the student has a job) to a Secondary administrator. In the Secondary department, grading and attendance decisions will be made on a case-by-case basis.

## Library Use

All ECC and Elementary students visit the school library based on either a schedule provided by their teacher, or for a class instructional activity. Secondary students may visit the library during class time, and are encouraged to ask their teacher to arrange additional library visits. Students are permitted to borrow a book for a week at a time. Typically students are not permitted to borrow books if they have not returned overdue books. If a student has lost a library book, it is the responsibility of the caregiver(s)/family to pay for or replace this book.

## Lockers, Cubbies & Student Personal Property

Lockers and cubbies are provided for students to store their personal belongings. In the Secondary Department, students may use a combination lock for their locker. The school is not responsible for any theft or loss of student personal property on campus. Students are responsible for keeping their lockers clean and damage-free.

## Meals at TLC

TLC serves breakfast and lunch for students following federal guidelines. Caregivers/families can continue to apply for free or reduced priced meals in order to seek benefits from programs such as Project Bread. Menus are posted on TLC's website, <https://www.tlcdeaf.org/food-services>. Elementary students are not permitted to bring soda, or drinks in glass bottles.

For safety reasons, elementary students are NOT permitted to use the microwaves during lunch time. Caregivers/families are encouraged to send in a thermal lunch container if they are sending in food that needs to be kept warm. Secondary students are permitted to use the microwave in the cafeteria at lunch time.

In addition to lunch, elementary students are asked to bring two nutritious snacks (e.g., fruit, pretzels, cereal) each day. In classrooms, students have two opportunities to have snacks each day. Secondary students are encouraged to bring snacks as well.

## **Non-solicitation/No-distribution Policy**

TLC understands that students often participate in fundraising activities for which TLC is not the intended beneficiary. These activities may range from school-based efforts to raise funds for other charities, to personal fundraisers for extracurricular opportunities not sponsored by TLC. TLC does not endorse fundraising for outside purposes except where explicitly stated.

TLC has a Non-solicitation Policy. For purposes of the Non-solicitation Policy, "solicitation" includes selling items or services, requesting contributions, and soliciting or seeking to obtain membership in or support for any organization. Solicitation performed through verbal, signed, written, or electronic means is covered by the Non-solicitation Policy.

## **Physical Education**

TLC students attend physical education on a regular basis unless the family/doctor provides a written note requesting no participation, or an alternative schedule is agreed upon at a child's IEP meeting. Sneakers are required for children to participate in gym. During July, students in Physical Education will participate in swimming activities and will need required swimwear.

## **Reporting Pupil Progress (Quarterly Reports)**

According to the regulations provided under Chapter 766 of the Massachusetts Comprehensive Special Education Law, formal reports of a child's progress in school are made to caregiver(s)/families and sponsoring communities. The Learning Center for the Deaf prepares these progress reports quarterly. For this year's specific quarterly dates, please refer to the page entitled "General School Information" in the front section of your handbook.

Families may request a conference with a teacher at any time throughout the school year. Please allow some lead time, if possible, so that necessary arrangements can be made.

## **School Attire Expectations**

Students are expected to come to school dressed in a manner that demonstrates respect for themselves and the educational environment.

Students should not wear clothing or accessories that interfere with safety or that are disruptive, offensive, disrespectful, discriminatory, or otherwise inappropriate or interfere with learning. Footwear must be worn at all times.

ECC and Elementary students are encouraged to wear footwear that is safe for running and climbing on playground equipment (e.g., sneakers) every day. Flip-flops and beach

sandals are not recommended.

Except in cases of extreme weather conditions, ECC and Elementary students play outside every day. Secondary students travel between buildings on campus and may have outdoor activities daily (i.e. recess, academic instruction or Physical Education). In the winter months, students are expected to bring a winter coat, snow pants, gloves, boots, and a hat.

## School Celebrations

As we continue to incorporate the principles of respecting and embracing differences in an anti-bias educational environment, celebrations will take on a less traditional, all-inclusive meaning. Although we no longer celebrate with goodies and parties on birthdays or other traditional holidays, we encourage each student to share pictures and stories of personal experiences and/or celebrations outside of school. (Note: In order to be respectful of all students in the classroom **we ask that students not pass out invitations in school.**)

Since it is our goal to educate students, we welcome assistance from caregiver(s)/families to strengthen and expand their understanding of the world around them. Please consider coming in and sharing something about yourself and/or your family (e.g., a particular skill, a recent trip, a favorite recipe, or a special tradition).

## School Equipment and Lost Textbooks

Textbooks, desks, educational materials, technological devices, and supplies are purchased with school funds and are the property of the school. The school reserves the right to charge students for damage to property, furnishings or equipment. Lost textbooks and student IDs will be replaced at the student's expense.

## School Health Services

The Nursing Department is available full time to provide basic, preventative and emergency services to students. We follow regulatory agencies the Department of Public Health, Department of Elementary and Secondary Education and Department of Early Education and Care, as well as The Learning Center for the Deaf policies.

The school nurses can be reached at:

- Phone: (508) 879-5110 x 520 or x 225 for ECC nursing office
- After 4 PM and on Weekends: (508) 879-5423
- Dedicated Fax: (508) 872-7191
- Email: [nurses@tlcdeaf.org](mailto:nurses@tlcdeaf.org)

Families are strongly encouraged to communicate any student health concerns to the school nurse. If your child has asthma, allergies, diabetes, seizures, attention deficit/hyperactivity disorder, or any other medical and/or mental health issue requiring specified health services or the use of medical devices.

**Please contact the nurses any time you have concerns and specifically for the**

### following reasons:

- A new medical diagnosis or change in your child's health status
- A newly prescribed medication
- A change in current medication
- A serious illness, injury or hospitalization
- A contagious disease such as chicken pox, COVID, flu, strep throat, whooping cough, ringworm, scabies, impetigo, conjunctivitis, or MRSA infection
- If your child is absent for an extended period of time

## Medical Information Requirements

Upon initial entry to school, the parent/guardian must provide documentation showing that the student is fully immunized or is in the process of being immunized according to current regulations set by the Massachusetts Department of Public Health. Medical immunization exemptions require a certificate from your child's physician. Religious immunization exemptions require a statement by the parent or legal guardian that gives the reason for the exemption and a note from the physician stating that the individual is in good health and able to attend school. In the event that a vaccine preventable disease has been introduced in the school any children who are under-immunized due to a medical condition(s) or religious beliefs will be notified so that the child can be excluded from the program until the health risk has passed. Annual written documentation is submitted and included in the child's record when immunization is medically contraindicated or is in conflict with religious beliefs.

**Dental Screening** is not provided by TLC. Your child is required to be seen by a dentist annually. Please submit documentation from your child's dental visit. A note from the dentist or a bill is acceptable.

## Screenings

Vision/BMI/Posture Screenings are required by [Massachusetts law](#). Your school nurse will notify you of the dates of the screenings. The nurse will also notify you with any concerns or abnormal findings and refer your child to a vision care specialist for further evaluation, if warranted. You may waive your child's screening with a religious exemption described in writing to the school nurse annually but you will need to provide proof that screening has been done by a healthcare provider within the last 12 months.

All screenings are done in a confidential manner.

**Lead Poisoning Screening:** The Massachusetts Lead Poisoning Prevention and Control Regulation ([Lead Law](#)) requires all children to be screened for lead poisoning multiple times through the age of three. A child must be screened once between the ages of 9 - 12 months, again at age 2, and again at age 3.

Your child is required to have on file an **annual physical exam, updated immunizations, dental visit information and vision screening** that have been reviewed by the nurse.

## Psychiatric Emergencies

The student's counseling team and school administrator, or the Walden clinical director, takes responsibility for these steps of the evaluation for hospitalization following significant dysregulation or concerns of self-harm. Coordination and delegation for responsibility of these steps should be agreed upon by the above.

1. If a student is in immediate danger of harming themselves or harming someone else, and the student cannot be safely contained in order to contact Psychiatric Emergency Services (PES), then 911 should be called for an ambulance. In an extreme emergency, 911 may need to be called before a clinician can be contacted. If that occurs, contact a clinician as soon as possible.
2. If a student can contract for and maintain safety while the contact is made with PES, then the clinician or clinical on-call (or clinical director) calls PES in Framingham to schedule an evaluation for a student. PES can be reached at 508-872-3333 or 1-800-640-5432.

- a. When available, a PES evaluator will come to the school to evaluate a student if the student is safe enough to wait until PES can come here.

\*IF ASL interpreters are not available at this time, students should be sent to the Framingham Emergency Room to be assessed there.

- b. A PES evaluator is also able to evaluate a student in the Emergency Room at Framingham's Metrowest Hospital.

\*Information for Interpreting Services can be given to PES at Metrowest Hospital for either The Learning Center's Interpreting Department or MCDHH for an interpreter (Monday to Friday, 9:00 AM to 5:00 PM at 1-617-740-1600 Voice or TTY nights/weekends at 1-800-249-9949).

\*A staff person will accompany the student to the Emergency Room (ER) if the evaluation and hospital bed search takes several hours, or overnight in the ER. For residential students at Walden School, an employee/staff from Walden will stay with a student until their stay at the ER is completed. Staff will rotate at the end of each shift to provide supervision for the student until discharged or admitted to an inpatient stay.

\*In the case of a psychiatric emergency, students will be transported to the ER by ambulance.

3. The parent and/or legal guardian should be informed of this evaluation immediately. The clinician, supervisor, or on-call clinician will decide who makes the call.
4. The Learning Center nursing department (when available) will provide medical information to PES. When needed, the nursing department can provide a Section

12 "pink paper" for emergency transport, which allows individuals to be transported against their will due to imminent safety reasons. If nursing staff are not available, the Framingham Police Department will issue this paperwork so the EMT can transport our student safely.

5. PES seeks clinical and behavioral information from the school regarding the student being evaluated. PES interviews the student, too, to determine the risk of harm to self/others. PES will make the determination as to whether the student is in need of hospital-level care.

## **Allergies**

In order to minimize the incidence of life-threatening allergic reactions, the school will maintain an Emergency Action Plan for any student(s) whose caregiver(s)/parent(s), and physicians have informed the school in writing that the student(s) has a potentially life-threatening allergy. In the event of a suspected allergic reaction, the plan will include an emergency medical response.

## **Medications in School**

The School Nurse may dispense over the counter medication with caregiver/parent permission and at their discretion. Whenever possible, medication administration should be scheduled at times other than during school hours. Prescription and scheduled over-the-counter medicines can be administered by trained school personnel only upon receipt of written permission from the Provider and the caregiver/parent. A completed permission form must be submitted to the Nurse's office before medication can be administered at school. If there are any changes in the original order, including dosage amounts or administration time, a revised statement signed by the Provider and caregiver/parent must be submitted. It is strongly recommended that medication be brought to the school office by the caregiver/parent or other adult designated by the caregiver/parent.

Medication must be in the original container in which it was dispensed by the pharmacist, physician, or dentist.

## **Medication Policy**

The following statements highlight the main points of the medication policy, which follows state guidelines:

- We encourage caregiver(s)/parent(s) to administer medication before or after school hours, when possible;
- All prescription and over the counter medications require a written physician's order and a completed parental consent form. Medications will not be administered without this documentation;
- Medications must be in a correctly labeled pharmacy container that is delivered to the nurse by a caregiver/parent or responsible adult. Students are not permitted to carry medication to or in school;
- New medication orders and caregiver/parental consent forms and correctly labeled pharmacy containers are required at the beginning of the school year and

- whenever a medication order changes;
- On a field trip, prescribed medication may be administered by a trained teacher or assistant, with the caregiver/parent written permission.

Students are prohibited from possessing either prescription or over-the-counter medicines while in school or while participating in school sponsored events or activities. The exception would be in cases where a physician completes the required documentation stating that it is medically indicated that the student carries an inhaler or EpiPen with them. In such cases, the Nurse reviews the request and assesses the self-care plan for the medication. The student's medication is kept on the student's body at all times.

## **Sick Children/Communicable Diseases**

**Please do not send a sick child to school. If a child leaves school for an illness and has a fever, the fever should be gone for a full twenty-four (24) hours before the child returns to school without the use of fever-reducing medication.**

To protect the children and adults and to minimize the spread of infectious diseases, we will send home any child that presents any of the following unless we have written documentation from a physician stating that the child has been seen by a health care professional and that the symptom(s) is not contagious and the child may participate in all activities:

- Fever of 100°F or higher.
- Heavy or excessive coughing.
- Vomiting.
- Diarrhea more than three times.
- Unable to participate comfortably in the classroom activities.
- Any contagious disease. Children exhibiting any of these symptoms will be isolated and their caregiver(s)/parent(s) contacted.

## **Casts, Splints, Boots and Crutches:**

Students with post-injuries or casts, splints, boot or any other medically approved device must provide a doctor's note clearing them for school. The letter should include information about restrictions if any. This information is needed for us to excuse them from PE and make safe determinations about other activities.

## **Head Lice Management**

If a student is identified as having a case of Pediculosis (nits and/or live lice), they will be assessed and returned to class and/or dismissed at the nurse's discretion. Caregivers/families will take an active role in head lice management through prevention, early detection, school notification and the timely use of effective treatment options. Teach children not to share personal items such as hats, combs and brushes, etc.

It is recommended that you contact your child's primary care provider for treatment options.

## **Emergency Procedures**

In any event resulting in an emergency 911 call, both the nurse and caregiver(s) will be notified at the time of the emergency. Your child will be transported by ambulance to the nearest emergency room at the MetroWest Medical Center, Lincoln Street, Framingham, MA. (508) 383-1100, and will be accompanied by school staff. During an offsite emergency, such as a field trip, 911 will be called and your child will be transported to the nearest hospital and will be accompanied by school staff.

**Emergency contact:** School systems require caregiver(s)/parent(s) to complete Emergency Contact Information annually. This should also be updated any time changes in contact information occur.

***The school's pediatric consulting physician is available to the school nurse for any questions regarding the health and safety of the student community.***

## **School Supplies**

Students are provided information every year from their department on what kind of supplies to bring for school.

In addition to general school supplies, students in the Secondary Department may be asked to purchase novels each year as part of their Reading/Literature class; advanced scientific calculators for math classes, and safety goggles for high school science and CTE classes.

Teachers may order books or other needed materials and collect money from students, to simplify the process and reduce costs. Students are also responsible to pay for any school-provided materials that become damaged or lost during their use.

TLC will provide materials for any students who need assistance.

## **Search of Students and Their Personal Property**

An administrator may search a student, of their personal property and belongings, and/or of their school-issued locker, if a school administrator considers that there is reasonable cause based on school rules dealing with theft, weapons, drugs, other illegal substances and/or activities. Families are hereby on notice that students have no expectation of privacy. Searches shall be conducted by at least one school administrator, and whenever possible, should be carried out in the presence of a second adult in a setting which protects the privacy of the student to the greatest degree possible. Searches should be only as complete as reasonable to find the specific materials under suspicion.



Student property may be confiscated and need not be returned where its possession or use violates school regulations. Searches made pursuant to this section do not require prior notification of parents/guardians. Searches can include students' outer clothing, handbags, backpacks, sports bags, lockers, notebooks and other forms of school work, desks, and automobiles when the automobiles are parked on school grounds or in the parking lot of a facility where a school event is taking place. Searches are justified whenever there are reasonable grounds to suspect that a search will uncover evidence that the student has violated a school rule or a [state or federal law](#).

For residential students at Walden School, any bag search includes looking for unsafe items, as well as items that need to be locked up such as electric razors, perfumes, nail polish, sharp objects, glass, etc. These items should be locked up immediately in the storage closet with the student's name on them. If there is uncertainty as to what items need to be locked up, please check with a Supervisor immediately.

## Student Records

All student records are stored within compliance of Department of Elementary and Secondary Education (DESE) regulations. Temporary records and transcripts are parts of a student record.

A temporary record is comprised of all information in the student record that is not contained in the transcript and is of clear importance to the educational process. The only copy of the temporary record must be destroyed no later than seven (7) years after the student leaves the school system.

A student's transcript must be retained for at least sixty (60) years after the student leaves the school system. A transcript is a collection of administrative records that reflect the student's educational progress, including the following information:

- student's name, address, telephone number, and birth date;
- names, address(es), and telephone number(s) of the student's caregiver(s)/parent(s);
- titles of courses taken by the student, the student's grades or equivalent when grades were not applicable, and the associated course credit;
- grade levels completed by the student and the years in which they were completed.

Written notifications of an approximate date of destruction will be sent to student and student's caregiver(s)/parent(s). A copy of the record in part or whole may be requested at any time. Student records inquiries should be sent to [secondary@tlcdeaf.org](mailto:secondary@tlcdeaf.org).

## Support Services

### Occupational (OT) and Physical Therapy (PT)

TLC employs both occupational and physical therapists. The students who receive these services do so as part of their IEP.

In order to receive school-based therapy, some of the students leave the classroom and are seen within the OT/PT therapy area. This is particularly the case when the student would benefit from the use of special equipment, or a large therapy area. At times, the therapist will come to the classroom because it is advantageous for a child to be seen within the classroom setting working among their peers.

## **Speech and Language**

Spoken English and communication strategies programming is available to students based on their IEP.

## **Therapy**

At Walden School, students are assigned a clinician who provides individual therapy each week (as part of each student's IEP). Clinicians pull from a variety of treatment modalities, including Sensory Motor Arousal Regulation Treatment (SMART), Trauma Center- Trauma Sensitive Yoga (TC-TSY), Animal Assisted Therapy (AAT), Play Therapy, and other interventions to help students develop a positive sense of self, understand their own triggers, and implement effective coping strategies when experiencing overwhelming emotions. The team provides training and support for staff to learn healing-focused measures to provide a trauma-informed classroom and educational/residential milieu. Clinicians are also accessible to families and are considered the main point of contact at Walden for guardians, utilizing a teamwork approach to ensure each student is meeting their goals. Lastly, the clinical team is accessible at all times, including outside of school hours when there is a clinician on call in case of a psychiatric emergency.

## **Counseling**

Counselors and School Social Workers are available to support students and their families as needed. The counselor or social worker collaborates with faculty regarding a student's emotional or social needs during school hours. Students receive regular individual or group counseling based on their needs, which is determined by the student's IEP. In addition, counselors and social workers work closely with staff in supporting students when a need arises (e.g., an academic challenge or peer issue). The school social workers also can provide support and services to caregivers, and families, and liaison with school/community agencies.

## **Audiology**

A full-service audiology department serves both outpatients and students at MPS. The educational audiologist provides regular hearing tests, monitors middle ear function, checks and repairs existing hearing aids and cochlear implants, and is always available to caregiver(s)/parent(s) for consultation. New earmold and hearing aid fittings as well as cochlear implant mapping are available as an outpatient service. The outpatient clinic accepts most private and public health insurances and can check benefit eligibility as needed.

## **Testing**

Students in grades three through eight and high school who live in Massachusetts participate

in the Massachusetts state testing program (MCAS) as part of the statewide effort to improve and reform education at all levels in Massachusetts. Students in 766-approved programs (i.e., The Learning Center for the Deaf) are not exempt from participation. IEP teams determine how each child will participate (on demand testing with accommodations or portfolio)

At times, a peer may be asked to participate in a classmate's portfolio activity, which involves classroom discussion or small group activities. When this occurs, caregiver(s)/families will be asked to sign a permission to allow their child to participate in the MCAS portfolio program.

Students in grades K-12 who are designated by their district as English Language Learners (ELL) will also participate in annual ACCESS testing, on demand with accommodations or with the alternate assessment, as designed in their IEP.

The Learning Center has also adopted NWEA MAP testing which is typically administered to our older Elementary and Secondary students three times (fall, winter, spring) during the school year. Students are assessed in the areas of Reading, Language Usage, and Math. Teachers use these scores to monitor student's growth and to plan for instruction.

## Transportation

Most students travel to school daily in cabs or vans provided by their towns/cities. Some students are transported to school by their caregiver(s)/families. All vehicles must plan to arrive by 8:00 AM.

A note to the school department is always required when a child is going home in a manner other than their regular transportation (e.g., a child is being picked up by a family member rather than taking their cab home). **Requests for dismissal by individuals other than families, where there is no written request on file, will not be allowed until a caregiver/parent can be contacted and can verify the request.**

During drop-off and pick-up hours, parking is limited. We ask that caregiver(s)/families who are picking up their children park in the parking lot at the front of the TLC Administrative Building (White House).

Walden caregiver(s)/families should pick up their child at the front of the main building at Walden School.

Any changes to the regular cab schedule are the responsibility of the cab company, not TLC. (For example: if you will be personally picking up your child at school, you must notify the cab company that you will not need their services on that particular day). If your child will be absent, you must notify the cab company. It has been our experience that the transportation companies we deal with are very conscientious and diligent about accommodating your child's needs.

## Visitor Policy

To ensure minimal classroom disruption, communication accessibility, and ongoing protection of our student's privacy and safety, the following guidelines will help to make your visit more successful:

During school hours, all visitors (including alumni), families, and volunteers must check in at the main office upon arrival. Please do not go directly to the classrooms. All visitors will be asked to sign into the Visitor's Log and receive a Visitor Badge. This includes caregivers/parents who wish to go into school buildings to drop off or pick up their child, drop off forgotten items, etc.

Visitors who are interested in a tour of TLC campus, such arrangements can be made by going to this link, <https://www.tlcdeaf.org/come-visit-us>. Subject to availability, interpreters will be provided when needed.

Due to liability reasons, and for the safety of our entire TLC community, students **are not allowed** to bring friends to school.

Caregiver(s)/families are always welcome to arrange for an observation or a visit to their child's classroom. These arrangements can be made with the classroom teacher or school principal. Please call or email ahead to arrange for the best time and/or interpreters if necessary.

Often, caregiver(s) and/or family members have skills and talents that can be shared in the classroom. This may be a one-time offering or a regularly scheduled routine. Caregiver(s)/family members who are interested in sharing their time/skills as a classroom volunteer can arrange a schedule with their child's teacher or principal.

To protect our students, any person who volunteers with children must submit a Criminal Records Check (CORI) application. When this background check has been completed, the volunteer schedule will begin.

Please bear in mind that The Learning Center for the Deaf recognizes that incidental learning plays a critical role in the overall education and language development of all children. Hearing children learn a great deal from what they hear around them (e.g., incidental adult conversations, radio, and television). Deaf children should also have an opportunity to learn from all conversations around them. For this reason, all communication in open areas of our school should be accessible to students through American Sign Language (ASL). ASL is therefore essential while you are in any of our classrooms. If a caregiver or family member is not yet comfortable signing for themselves, interpreting services will be provided, subject to availability.

When caregiver(s)/families are visiting the school during non-school hours (e.g., before 8:00 AM and after 2:30 PM), unless otherwise arranged, they are responsible for supervising their children. Elementary students must always be accompanied by an adult in school buildings

and on school grounds.

## **Student Behavior**

The Learning Center for the Deaf is committed to providing every student with a safe, secure learning environment in which they can thrive. Consistent with the expectations within our school community, this policy is designed to guide expected student behavior based on a general code of conduct and based upon respect for others, respect for self, and respect for property.

The Administrators and School Leaders believe it is the responsibility of all school staff, students, caregiver(s)/families, and the community to contribute to a school community that promotes a safe, secure, and learning environment. Preventive efforts and positive discipline are shared responsibilities for students, administrators, teachers, families, and the community.

The Administrators and School Leaders believe in resolving conflicts by every means short of exclusion from school. When determining resolutions, the team will make every effort to understand and address the causes of behavior and to resolve conflicts, while teaching new skills and repairing the harm done, restoring relationships, and reintegrating students into the school community. In addition, when the team is made aware of possible exclusion from school, every attempt to immediately communicate the concerns, to offer additional support or interventions, and to offer opportunities for collaboration between the school, caregiver(s)/families, LEAs, and community agencies will be made.

We believe all students have the right to be treated fairly, courteously, and respectfully; to bring concerns to the Director of Student Services, school Principal, and/or staff for resolution; to have an opportunity to share their side of the story or perspective; and to freely express their opinions. All students have a right to a high-quality education. Similarly, all students have the responsibility to not disrupt the educational process or impose upon, endanger, or deprive others of their rights to a high-quality education.

We recognize that our schools provide a unique opportunity for learning and growth related to student behavior. We are committed to providing multi-tiered systems of support in our effort to teach students a variety of skills needed to manage behaviors; simultaneously ensuring that a high-quality education specifically related to social-emotional learning was provided. With this, we are also committed to providing a healing-centered environment and recognize that each student is on their own journey, whether that be therapeutic or educational, or a combination of both. We aim for positive approaches to discipline by responding with interventions and appropriate consequences aimed at addressing the causes of misbehavior. When there is a breach of conduct, TLC believes it paramount that the school response emphasizes learning over punishment, and that it be conducted in a way that calls the student's attention to their responsibility for self-discipline and helps the student exercise more sound judgment in the future. With respect to students' individual needs and backgrounds,

TLC strives to address behaviors with careful oversight to ensure an equitable process for all parties involved.

## **Guiding Principles**

The principle is to teach students to behave in ways that contribute to academic achievement and school success and to support a school environment where students and staff are responsible and respectful. We also believe that it is our responsibility to instill in our students a more accountable way of creating a more just and equitable society. We seek to ensure that students remain connected to the learning environment and school community while also receiving any additional therapeutic or counseling support they may need. To that end, we strongly believe in proactive practices with the aim of maximizing learning time in the classroom for all students.

We recognize and value our staff's pivotal role in creating classroom environments that are conducive to engaged learning. Successful, positive conduct is guided by the following principles:

- TLC is committed to identifying skills and creating instructional opportunities tailored to individual students who continue to demonstrate lagging skills leading to behavior(s) of concern.
- All school staff should promote high standards of behavior by teaching, modeling, and monitoring behavior, and by fairly and consistently providing direct feedback as necessary.
- School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.
- School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community and is more likely to result in getting the student re-engaged in learning.
- TLC is committed to understanding the behaviors and needs of trauma-impacted youth, recognizing that external behavior often signifies an internal trigger or dysregulation that needs support. By utilizing therapeutic or counseling interventions, staff will understand their student's individualized needs and provide them with effective, meaningful coping strategies to achieve each youth's goals.
- Effective and positive school behavior maximizes the amount of time students spend learning in classrooms; as the ultimate goal is to avoid removal from classrooms to address behaviors. (That is the end goal to maximize the time spent learning and cultivating positive relationships with others - with mutual respect for each other.)

## **Disproportionality**

While overly harsh school discipline policies can affect all students, national surveys indicate that they may disproportionately impact students of color and students with disabilities. Black, Latinx/Hispanic, and Native American students, in particular, may be

more likely to be suspended, expelled, and arrested than their white peers, even for the same behavior. The surveys indicate that students of color also tend to receive harsher punishments than their peers for the same offenses. Federal civil rights data shows students with disabilities have been disproportionately disciplined (e.g., suspensions and expulsions) in K-12 public schools.

TLC, therefore, is committed to ensuring that discrimination or bias that may present barriers to success for our students plays no role in the disciplinary process. All staff members are specifically charged with being aware of the impact of their actions on students from racial and ethnic groups or other protected classes that national surveys indicate have historically been over-represented among those students who are suspended, expelled, referred to alternative schools, arrested, or referred to law enforcement. TLC is committed to evaluating any evidence that punitive measures may be used disproportionately against students of any protected class and, if confirmed by such evidence, shall take appropriate corrective action.

TLC will abide by all laws applicable to student behavior, including, but not limited to, Massachusetts General Laws Chapter 71, §§ [37H](#), [37H ½](#), and [37H ¾](#), constitutional due process, and other requirements of the federal and state constitutions, laws and regulations. School staff should consult the applicable statutes and the regulations of the Massachusetts Department of Elementary and Secondary Education (DESE), [603 Code of Massachusetts Regulations \(CMR\) 53](#). Questions regarding this should be directed to the Director of Student Services.

## **Alternatives to Exclusions**

The Administrators and School Leaders at TLC prioritize building strong and positive relationships within the school community. We want all individuals to feel respected and valued, and to value others too. As such, it is important that our responses to misconduct convey our value for building and maintaining relationships and mutual respect for ourselves and others. We believe in resolving conflicts by every means short of exclusion from school.

Our Administrators and School Leaders understand the research that demonstrates exclusionary discipline can be ineffective and harmful. The purpose of discipline must be to understand and address the harm caused while teaching new skills and repairing the harm done, restoring relationships and reintegrating students into the school community.

In every case of student misconduct for which suspension or expulsion may be considered, a school administrator and their team shall exercise discretion in deciding the consequence(s) for the offense while ensuring opportunities for student(s) to remain engaged in learning. TLC will make every reasonable effort to support students in learning the skills necessary to enhance a positive school environment and avoid future harm. Ultimately, TLC has a responsibility for ensuring and maintaining the safety of the school community.

## **Tiered Interventions and Consequences**

Administrators and School Leaders believe that student discipline practices work best when they are instructive, not punitive while teaching new skills and repairing the harm done in order to restore relationships and rebuild the community.

Our approach is based on a framework of progressive responses. There should be a gradient of interventions and consequences that range in severity proportional to the behavior, while also addressing the need for restoration and skill building at every level. In addition, every attempt to individualize the intervention and consequences, in respect to the student's unique needs, will be made; such as if they have an additional disability(ies) or impairment(s) that is known to the IEP team.

While some behaviors may warrant exclusionary discipline, the aim should always be to prioritize minimizing the length of time a student is out of the learning environment.

Further, we believe that intervention is most effective when the educator working most directly with students is proactive while maintaining a safe and supportive environment. Below is a description of the different levels of intervention offered and parties involved:

- Level 1 interventions should be implemented by the teacher or staff working most closely with the student.
- Level 2 interventions include the following teacher, student, and caregiver.
- Level 3 interventions involve teachers, students, caregivers, and support staff. Oftentimes, Level 3 interventions will involve specialized training and expertise from support staff such as a school counselor, therapist, school psychologist, Board Certified Behavior Analyst (BCBA), or Assistant Principal to name a few.
- Level 4 interventions include the addition of an administrator as these interventions typically require an increased level of authority.
- Interventions at Level 5 involve the Director of Student Services administrative level referral and the potential for exclusion from school.

In every case, the school administrator and their team shall determine the appropriate intervention or consequence based on specific facts and circumstances. To reiterate, TLC is committed to approaching these circumstances in the most equitable way.

School personnel will not force physical consequences or withhold opportunities for physical education or activity (e.g., recess) as a consequence. The denial of recess will not be used as a punishment or discipline unless the student's removal from recess has been determined as appropriate by the school Principal and communicated with the parent/caregiver, or unless the removal from recess is directly related to the behavior (e.g. if a student was not following the rules of the game, and was asked to sit out as part of addressing the behavior).



## Investigations of Disciplinary Incidents

Upon notification of a report of a disciplinary situation, the school administrator shall promptly; (1) notify the parents and/or caregivers of the involved students within the confines of student confidentiality protections as outlined by the Massachusetts student record regulations and/or [FERPA](#), and (2) review the incident report, and (3) conduct and conclude an investigation within five (5) school days, unless circumstances, such as witness availability, require a longer period. If a longer period is required to complete an investigation, all impacted parents and/or caregivers will be notified.

If the report of a conduct violation involves student(s) from another school, the Principal shall promptly notify the appropriate administrator of the other school so that both may take appropriate action. In that instance, the administrators shall agree on which one should supervise the investigation.

Confidentiality shall be used to the greatest extent permitted by law to protect a person who reports disciplinary offense or retaliation, who provides information during an investigation, or who is a witness.

## Harassment/Bullying

It is the policy of The Learning Center for the Deaf to promote and maintain a working environment and educational atmosphere for students, which is safe and free from harassment and bullying. The Learning Center takes allegations of such harassment/bullying very seriously and will respond promptly to investigate in a fair and judicious manner.

Faculty/staff members are required to report any instance of bullying or retaliation that they become aware of or witnesses to the school principal. Reports made by students, caregiver(s)/families, or others who are not staff members, may be made anonymously. Reports may be signed, oral, or written. Oral reports or reports made in ASL must be recorded in writing.

## Hazing

The consequences of hazing are extremely serious. Secondary students are informed of this law at the beginning of the school year. If a student is caught participating in the crime of hazing or has knowledge of an incident of hazing, the police will immediately be notified. Also, the student could be suspended or expelled from school. A TEAM meeting will be called to discuss the consequences of the student's behavior and future school placement.

**Massachusetts General Law [Chapter 269](#), Crimes Against Public Peace:**  
**[CH.269.S.17 CRIME OF HAZING: DEFINITION AND PENALTY:](#)**

*Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on*

*public or private property, which will fully or recklessly endanger the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other people, or which subjects such student or other people to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by ST. 1985, c.536; amended at St. 1987, c.665.*

**CH.269, S.18 DUTY TO REPORT HAZING:**

*Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such a crime shall be punished with a fine of not more than one thousand dollars. Added by St. 1985, c.536; amended by St. 1987, c.665.*

**CH.269, S.19. HAZING STATUTES TO BE PROVIDED: STATEMENT OF COMPLIANCE AND DISCIPLINE POLICY REQUIRED:**

*Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team or student organization which is part of such an institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations. Each such group, team, or organization shall contribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants.*

## **Suspensions of Students**

The use of measures that remove students from the classroom, such as in-school/out-of-school suspensions, should be minimized. These punitive measures may result in the loss of valuable instructional time, and damage to relationships, and should be reserved for infractions that cannot be appropriately or adequately addressed through other interventions and disciplinary responses. In the event a student is suspended out of school, the student is not permitted on school property during the period of suspension.

## **Policies and Procedures for Behavioral Support (DESE required notification) see appendix.**

### **Tobacco and Paraphernalia**

It is unlawful for any person, including any student, enrolled in either primary or secondary public schools in Massachusetts, to use tobacco or any tobacco product on school grounds, within school buildings, school facilities, or on school buses, as indicated in [M.G.L. c. 71, § 2A](#). Possession or use of tobacco or any tobacco product including any tobacco delivery systems is a violation of the Student Expectations.

The definition of “tobacco product” encompasses vaping devices, electronic tobacco/nicotine delivery products, and any component, part, or accessory of a tobacco product or any item that has been modified for the purpose of vaporization or aerosolization. Students are not permitted to possess or use these products, even if they are empty or do not actually contain tobacco, on school grounds, within school buildings, school facilities, or on school buses. Examples of tobacco products include:

- Vaporizers
- Electronic Cigarettes
- Electronic Pipes

TLC values the health and well-being of all of its students. Thus, if students are found in possession of tobacco and/or nicotine-related products, the Principal or designee will prioritize working with the student and parent/guardian to understand the cause of possession, educate all involved, and develop a plan for abuse prevention education if deemed necessary. School responses can include a range of consequences, including but not limited to the notification and discussion with parent/guardian and student, exclusion from school, and referral to a Substance Abuse Prevention Program.

### **Behavior Expectations & Behavior Matrix**

The purpose of this section is to support all educators, teachers, and classroom staff in particular, in the implementation of the Student Behavior Expectations. As you utilize this section, keep in mind the following principles set forth:

- We prioritize building positive relationships with students. All students need caring adults in their lives. All want to be positive members of a community at TLC.
- Relationships should be at the center of corrective action, with all other strategies seen as tangents. Rather than asking, “What’s the consequence that will fix the problem?” it is better to ask, “Is there a restorative approach that might be part of how we help this student?” This approach is important for the most vulnerable students, especially those who experienced trauma and/or hardships. As the saying goes “behavior is communication,” therefore TLC is committed to

recognizing that those who make us angriest due to the level of disruptive behaviors - are the least likely to benefit from harsher punishments.

- We believe in preventive and positive corrective response and so seek to understand and address the causes of behavior to resolve conflicts while teaching new skills and repairing harm done, restoring relationships, and reintegrating students into the school community.
- We believe in resolving conflicts by every means short of exclusion from school.

There should be a gradient of interventions and consequences that range in severity proportional to the behavior, while also addressing the need for restoration and skill building at every level. While some behaviors may warrant exclusionary discipline, the aim should always be to prioritize minimizing the length of time a student is out of the learning environment.

In every case, the Principal and/or the Director of Student Services shall determine the appropriate intervention or consequence based on the specific facts and circumstances. The Principal consults with their team in determining appropriate intervention or consequences.

### **Relevant Factors in Making Discipline Decisions**

When choosing consequences for students' misbehavior, teachers, administrators, and staff must consider the following factors:

- Age, health, and disability or special education status of the student;
- Relationship between academic performance and behavior;
- Student's prior conduct and record of behavior;
- Student's attitude;
- Student's willingness to repair the harm;
- Seriousness of the offense and the degree of harm caused; and
- Impact of the incident on overall school community

### **Intervention Levels**

The list of response options is not exhaustive or exclusive. In every case, the teacher working most closely with the student in collaboration with the Principal or designee shall determine the appropriate level of intervention based on the specific facts and circumstances.

LEVELS OF INTERVENTIONS	RESPONSE OPTIONS
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## LEVEL ONE

Implemented by the teacher or classroom staff working most closely with the student

- Staff/Student Conference
- Reminders and Redirection
- (Re)Teaching of Expectations
- Reflective essay or other reflective activity
- Independent Study
- Role-Play

## LEVEL TWO

Includes teacher, student and caregiver

- Any lower-level interventions.
- Caregiver outreach.
- Inclusionary time-out with re-entry plans to re-engage with learning community.
- Seating change.
- Self charting of behaviors.
- Daily report card on behavior task completion, and achievement.
- Loss of privileges.

## LEVEL THREE

Involves specialized training and expertise from support staff such as school counselor, school psychologist, Board Certified Behavior Analyst (BCBA), or Assistant Principal, etc.

- Any lower-level interventions.
- Student/Teacher/Caregiver conference.
- Referral to Support Staff
- Referral to Core Team
- Change in Schedule/Class
- Community Service
- Peer Meditation
- Exclusionary Time Out
- Referral to Community-Based Services
- Restorative Practices (Circle, Group Conferencing, Dialogue)
- Mini-Course/Training (i.e. conflict resolution, anger management, social skills)
- Substance Abuse Treatment Services
- IEP Team Meeting
- Amendment to IEP (if applicable)

## LEVEL FOUR

Includes the addition of an administrator as these interventions typically require

- Any lower-level interventions.
- Loss of privileges.
- Opportunity to reset the day.
- Restitution, replace, recompense.

## LEVEL FIVE

Involves administrative level referral and the potential for exclusion from school

- Any lower-level interventions.
- In-School Suspension - 1 to 3 days, with re-entry plan to re-engage with learning community.
- Out of School Suspension 1 to 10 days, with re-entry plan to re-engage with learning community.
- Mobile crisis support (i.e PES, MCI)
- Interim alternative education setting
- Recommendation for expulsion
- Referral to law enforcement

## Behavior Matrix

The matrix below is a guide for Administrators and School Leaders when determining the appropriate level of intervention. TLC retains the right to determine the appropriate level of intervention based on the facts and circumstances of each case. Those working with a student(s) should determine a plan to monitor student response to interventions and when additional interventions are necessary. The list of behaviors is not exhaustive or exclusive. In every case, the staff working most closely with the student(s) in collaboration with administrators shall determine the appropriate level of intervention based on the specific facts and circumstances.

	INTERVENTION				
INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	1	2	3	4	5
<u>Academic Dishonesty</u> (e.g. cheating or plagiarizing or forgery)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Alcohol</u> - Under the influence, Using, Selling, Possession	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Bullying</u> Repeated use by one or more students or staff of a written, verbal, or electronic expression, or a physical act or gesture or any combination thereof, directed at a target that - causes physical or emotional harm to the target or damage to the target's property; and/or	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	INTERVENTION				
<ul style="list-style-type: none"> <li>- places the target in reasonable fear of harm to/themselves, or of damage to their property; and/or</li> <li>- creates a hostile environment at school for the target; and/or</li> <li>- infringes on the rights of the target at school; and/or</li> <li>- materially and substantially disrupts the education process or the orderly operation of a school.</li> </ul>					
<u>Classroom Disruption</u> (e.g. talking out in class or talking out of turn, throwing objects, and other behavior that distracts from student learning)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Defiance of Authority and/or Insubordination</u> (e.g. non-violent/non-physical, talking back to school staff, failure to follow directions, failure to respond to school staff questions or requests, refusal to participate in classroom activities, giving false information to school staff, etc.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Disrespectful Behavior</u> (e.g. verbal insults or put-downs, including the use of profane or offensive language; picking on, bothering, teasing, or distracting other students; making inappropriate gestures or comments; and other behavior that is rude or disrespectful)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>False Activation of a Fire Alarm</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Fighting</u> <ul style="list-style-type: none"> <li>- Physical Aggression (e.g., pushing and shoving)</li> <li>- More Serious Fighting (may include incidents involving minor injuries and repeated physical aggression)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Hallway Misbehavior</u> Running, Disrupting Classes, or Loitering	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Harassment</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	INTERVENTION				
Continuous pattern of intentional behavior based on race, ethnicity, gender identity, sexual orientation, disability, national origin, ancestry, age, or religion against members of the school community					
<u>Illegal Drugs, Controlled Substances, Tobacco Products</u> (including vaporizers and electronic delivery systems, marijuana/cannabis) <ul style="list-style-type: none"> <li>- Under the Influence, Using, or Possessing, including paraphernalia</li> <li>- Selling</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Electronic Devices Use at Unauthorized Times</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Physical Threat/Aggression</u> <ul style="list-style-type: none"> <li>- Physical Threat: Threatening to cause serious physical harm to another individual, or causing an individual to be in fear of physical harm.</li> <li>- Physical Aggression: Use of force to the body of another person.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Property Damage</u> <ul style="list-style-type: none"> <li>- Intentional Damage or Defacement of Another Person's or School Property</li> </ul>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Sexually-Based Behaviors</u> <ul style="list-style-type: none"> <li>- Sexual Activity</li> <li>- Sexual Harassment (e.g. unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, or physical conduct of a sexual nature)</li> <li>- Sexual Assault</li> <li>- Entering a bathroom stall or private bathroom while another student is in that bathroom</li> </ul>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Tardiness</u> <ul style="list-style-type: none"> <li>- Persistent or Excessive Tardiness to Class/School</li> </ul>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>Theft</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



	INTERVENTION				
<u>Trespassing</u> (Level 5 interventions may only be used when a student has entered onto school property without permission and then refused to leave school property upon request)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<u>Unauthorized Use of School Equipment</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Unexcused Absence from School due to class cutting or skipping school</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Weapons, Firearms, and Explosives</u> <ul style="list-style-type: none"> <li>- Bringing or Possessing Fireworks</li> <li>- Igniting Fireworks</li> <li>- Bringing, Possessing, or Using Other Explosives (non-fireworks)</li> <li>- Threat or False Report related to Explosives</li> <li>- Bringing, Possessing, or Using Firearms</li> <li>- Bringing or Using Other Deadly Weapons</li> <li>- Possessing Other Deadly Weapons</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

# Marie Philip & Walden Schools Athletics Program

The Marie Philip and Walden Schools Athletics guidelines are provided here to the parents/caregivers and student-athletes to ensure a clear understanding of policies and procedures in MPWS' Athletics Program. It is our sincere desire that caregiver(s)/parent(s) be involved in and become aware of the activities their children participate in. If the information provided here does not answer a specific question you may have, or if questions arise during the school year, please feel free to contact the Director of Athletics and After School Programs.

The mission of MPWS' Athletics Program is to provide attainable opportunities for every individual athlete to develop Social, Physical, Intellectual, Cultural, and Emotional (SPICE) skills through our coaching staff's guidance. We also want to provide meaningful experiences for each student-athlete to obtain respect and pride in their individual and team accomplishments.

## MPWS Athletics Profile

**Mascot:** Galloping Ghosts

**Colors:** Blue, Black, & White

**Classification:** Mass Bay Independent League (MBIL - Boys)  
Girls Independent League (GIL - Girls)  
New England Preparatory Schools Athletic Council (NEPSAC)  
Eastern Schools for the Deaf Athletic Association (ESDAA)  
National Deaf Interscholastic Athletic Association (NDIAA)

## Sports Offered\*:

### ***Fall Sports***

Boys Varsity Soccer  
Girls Middle School Volleyball  
Girls Varsity Volleyball  
Unified Soccer - *Special Olympics*  
Elementary Coed Volleyball  
Elementary Coed Soccer

### ***Winter Sports***

Cheerleading  
Boys Middle School Basketball  
Boys Varsity Basketball  
Girls Middle School Basketball  
Girls Varsity Basketball  
Special Olympics Bowling  
Elementary Boys Basketball  
Elementary Girls Basketball

### ***Spring Sports***

Varsity Track & Field  
Special Olympics Track & Field  
Baseball  
Softball  
Disc Golf  
Boys Volleyball  
Elementary Track & Field

*\*subject to change.*

## **Athletic Awards Ceremony**

The MPWS Athletic Awards Ceremonies take place in the spring after the spring season has concluded.

## **Introduction**

The student-athletes/team members are expected to follow the guidelines outlined below. The goal of these rules and regulations is to encourage athletic and academic achievement and to build student character.

Failure to comply with expectations outlined in these guidelines will result in reduced playing time, suspension, or dismissal from the team upon agreement of the coaching staff, Director of Athletics & After School Programs, and Director of Student Services.

Coaches may establish consequences for minor infractions, such as inattention to directions, horseplay, and tardiness to practice, with the approval of the Director of Athletics & After School Programs. Consequences pertaining to a particular sport must be fully explained by the coach to all team members at the start of the season. The coach shall administer penalizations for violation of team rules.

## **Eligibility Qualifications for Competition**

According to ESDAA policy, a full-time student-athlete, who becomes nineteen (19) before July 1st shall be ineligible for any interscholastic competition, with the cheerleading sport as the only exception (a cheerleader must be at a minimum age of 13 by September 1st to participate). A student-athlete who becomes 19 on or after July 1st shall remain eligible for the entire school year.

According to MBIL, GIL, and NEPSAC, a full-time student-athlete, who is nineteen (19) or younger before September 1st is eligible for any MBIL, GIL, & NEPSAC competitions.

## **Daily School Attendance**

Please refer to the [Attendance Policy](#) in the Caregiver/Student Handbook. Students who are not in school for more than three (3) hours of the day are not allowed to actively participate in practices or athletic games; however, the student may stay after school

with the team if a transportation arrangement is already in place for an after school/late pick-up time. This includes if a student is in the Nursing Office for 3 hours or more.

## Parental Consent

Each student-athlete/team member shall have their parent/guardian complete and sign the MPWS Athletics (acknowledgment of rules) form. Signing the form will authorize the following:

- Permit the student-athlete to participate in all or specific sports.
- Authorize the student-athlete to accompany any school team of which s/he/they are a member on any of its local or out-of-town trips.
- Acknowledgement of the Concussion Policy.
- Allow the school to obtain, through a physician of its own choice, any emergency medical care that may become reasonably necessary for the student-athlete in the course of such athletic activities or such travel.

## Annual Physical Examinations and Student Emergency Information (SEI) Forms

**A yearly physical examination and Student Emergency Information (SEI) forms are required** and copies of these reports are to be sent to the Secondary Office by the time fall sports clinics begin (Varsity Athletics only). The current school health form/physical exam document from your child's primary care provider completed within the last 365 days in order for them to be able to participate, (no CVS Minute Clinics or Urgent Care physicals will be accepted). This document must also state your child has clearance for participation in school sports/activities.

Student Emergency Information (SEI) forms must also be completed prior to clearance for participation on an athletic team (found via Skyward - however, a physical copy may be available upon request).

The physical examination covers all sports for the entire school year, provided the examinations occurred after the last day of the previous academic year. **Failure to have an updated physical examination will result in student-athletes sitting out during practices and games until the physical examination is up to date.**

## Medical Clearance After Injury

All injuries that occur while participating in athletics should be reported to the coach and nurse. If a doctor sees a student-athlete, the student-athlete must have a doctor's release note before s/he/they can practice or compete in athletic contests.

## Personal Appearance and Conduct

Members of each athletic team are expected to follow coaches' rules and expectations in regard to appropriate wear for all practices and games. This also applies to athletic-related events, such as pep rallies and awards programs.

Student-athletes will at all times demonstrate respect for fellow team members including the manager, coaches, Athletics Program personnel, other schools/team members, officials, and anyone who is involved in interscholastic sports. It is expected that the student-athletes/team members will conduct themselves in a manner that will be positive for the school.

## **Substance Abuse and Infractions**

Members of an athletic team will refrain from the use of alcoholic beverages and controlled substances (drugs) of any kind. Verification of alcohol/substance abuse will result in dismissal from the team. TLC Behavior Matrix infractions will continue to apply during sports. Additionally, the anti-hazing law will be reviewed with teams in the beginning of the season. Student-athletes will lose all rights and privileges, including any awards and postseason recognition.

## **Equipment and Uniforms**

Athletic equipment and uniforms are to be worn only during practice sessions and interscholastic contests, or by permission of Athletic Program personnel. Varsity teams may wear uniform tops or game jerseys on certain game days only if approved by the coaches.

Game uniforms and equipment are to be returned to the team manager(s) and Head coach and/or Athletic Department staff members to be washed and cleaned before the next game for the duration of the season. Theft, loss, or damage from abuse of any equipment, gear, or uniform is the student-athletes financial obligation. If gear and/or uniform are not returned, replaced, or paid for, then new gear or uniform will not be issued for the next athletic season. A letter award and high school diploma may be withheld until this matter is resolved.

## **Practice and Game Attendance**

Daily attendance is imperative to the basic development of individual skills and fundamentals, as well as developing a sound foundation for team discipline, unity, spirit, commitment, and loyalty. It is the obligation and responsibility of student-athletes/team members to attend all scheduled practices, meetings, special occasions, and games regularly and punctually.

All participants will be on time for all meetings, practices, trips, and any other scheduled event unless they have notified Athletic Program staff beforehand. Unexcused absences will result in a loss of participation time or may lead to being terminated from the team.

All team members are expected to attend their scheduled classes on the day of a team contest. Any student-athlete absent from class on the day of activity will not be permitted to participate that day unless the Secondary Principal or Director of Student Services has granted an excuse. If a student-athlete has an appointment on the day of

the team contest, they are required to bring a written note from their doctor in order to be allowed to participate. It is strongly encouraged that appointments are to be made on days when there is no athletic contest.

## Electronic Devices

**Personal electronic devices are not to be used from 3:30 PM until after practice ends. On days there is an athletic contest scheduled, devices will not be used until after the game ends.** The purpose of this is to enable our student-athletes to focus on maximizing their use of study hours, preparing for practices and games, and building team unity. If parents/guardians need to reach their child, they are encouraged to contact coaches or the Director of Athletics & After School Programs. The only exception to this rule is if the team goes on a long trip for an out-of-state tournament.

A student-athletes' inability to comply with this rule will result in coaching and Athletic Program staff taking away the device until after practice. Failure to follow the rule repeatedly will result in the student-athlete losing electronic privileges for a longer period of time as determined by the head coach, student-athlete, and parents' agreement and with the Director of Athletics & After School's approval.

## Out-of-State Trips

Student-athletes/team members are required to have parents/guardians' permission one week before they are allowed to participate in competition on a weekend. If a student-athlete misses school on the Monday after an out-of-state trip, s/he/they will not be allowed to play in the next game.

## Transportation

When the school provides transportation to away competitions, student-athletes are expected to ride to and from the event on school-provided transportation. However, under special circumstances, exceptions may be made to allow student-athletes to be transported **from** the event by parents/guardians or other specified adults. If a student-athlete wants to ride with another parent/guardian/adult after the game, a written note, text message, or an email from the student-athletes parent/guardian is required and must be turned in to the coach. (For residential students, a note from the Residential Program is also needed). If a student-athlete joins their parent/guardian right after the game, verbal communication between the coach and parent/guardian is required prior to the student-athlete leaving the event.

No special transportation is allowed. If a student-athlete misses a road trip with the team and coaches, they are not allowed to play at all during the event.

Parents/guardians are responsible to let the Athletic Department know how their child(ren) returns home after practices and games. If there is a change of plan for transportation, please notify the coaches and Director of Athletics.

If parents/guardians do not communicate with Athletic Department staff about transportation arrangements after athletic contests by **noon of game day**, student-athletes will be sent home after school and not participate in contests.

## **Commitment to Athletic Participation**

A student-athlete may participate in only one sport during the fall season and may play two sports (cheerleading/basketball and/or track/softball) during the winter and spring seasons. They are expected to stay on the team(s) until the season is finished.

Student-athletes cut from one sport may try out for another sport provided they were not cut from the first sport for disciplinary reasons. When a student-athlete quits a team, they are ineligible for any sport during that season that has already begun. Additionally, they will lose all rights as a team member including qualifying for awards, letters, and post-season honors.

On occasion, however, a student-athlete may find it necessary to drop a sport for a good reason. The following procedures must be followed:

- Meet with their coaches before they leave the sport
- Report their situation to the Director of Athletics & After School Programs
- Coaches to notify the student-athlete's parent/guardian
- Return all gear and uniforms issued to the student-athlete

If the student-athlete does not follow the procedure shown above, **they will lose their privilege of joining a sport the following season.**

## **Playing Time**

For athletes, being given playing time is perhaps the most emotional part of being involved in athletics. The student-athlete will find that practices and expectations are intense and demanding, and will include an evaluation of their practice attendance, attitude, commitment, and skills. The coaching staff will determine the playing time for each student-athlete in games based on their playing skills, and participation in practices, and scrimmages. These coaching decisions, often difficult to make, are made only by the coaching staff and will be approached seriously after having the opportunity to observe each student-athlete.

## **Code of Ethics: Sportsmanship**

Marie Philip & Walden Schools Athletics believes that lessons learned from fairly played athletics, including games and practices, whether interscholastic or not, are of benefit to our students and our school. The purpose of this code of ethics and sportsmanship is to define what *fairly played* means and to provide guidelines for athletes, coaches, and caregiver(s)/parent(s) to follow. At the heart of the matter lie several terms which are often hard to define, yet no more important tasks confront coaches than to set standards that are fair and honorable. Throughout this code, when such terms as *good sportsmanship* are mentioned, they refer to such standards. Since MPWS believes that athletics is an integral part of the school, the school will take commensurate measures

to help students who have difficulty either meeting their commitments or conforming to good sportsmanship on and off the field of play. If a coach feels that a student's commitment to their team or a student's actions warrants special attention, the athletic director will set up a meeting with the student, his or her counselor, principal, coach, and athletic director to determine the best course of action.

Below are some general guidelines as outlined in the NEPSAC Code of Ethics:

- Treat other people as you know they should be treated, and as you wish them to fairly treat you.
- Regard the rules of your game as agreements, the spirit or letter of which you should not evade or break.
- Treat officials and opponents with respect.
- Accept absolutely and without quarrel the final decision of any official.
- Honor visiting teams and spectators as your guest and treat them as such. Likewise, behave as an honored guest when you visit another school.
- Be gracious in victory and defeat; learn especially to take defeat well.
- Be as cooperative as you are competitive.
- Remember that your actions on and off the field reflect on you and your school
- *Guideline for student-athletes:*
  - Student-athletes should at all times represent themselves and their school with honor, proper conduct, and good sportsmanship. They shall understand that competitive rivalry is encouraged but that disrespect for opponents is unsportsmanlike and lessens the value of the rivalry. They shall confine their competitiveness to the game, and in particular behave properly on the sidelines and in the locker rooms, both before and after the games. Students who consistently demonstrate unacceptable behavior will not be considered for athletic awards at Marie Philip & Walden Schools, in leagues and associations MPWS is involved in.
  - Players shall comply fully with the rulings of officials. In no way, either in voice, action, or gesture, shall they demonstrate their dissatisfaction with the decisions made.
  - Players will not deface property or remove equipment from their own or another school.
- *Guidelines for spectators:*
  - Spectators, whether students, faculty, parents, alumni or friends, bear important responsibilities to the School and to the atmosphere and conduct of games, whether home or away. They should watch games from those areas defined by each school as spectator areas. They must not run up and down the sidelines, call to players, coaches or officials in an unsportsmanlike manner, go into the field of play, or deface property. They also have a responsibility to speak to other spectators who might be acting in an inappropriate manner.
  - Encouraging those around you to display only sportsmanlike behavior.
- *Captains*



- Marie Philip & Walden Schools places a premium on the ideals of sportsmanship and mutual respect between teams, so the role of the team captain is critical to the success of a team. Being a captain is not about being the best player on the team nor is it about being the most popular player on the team – what it is about is being the team leader. Listed below, we spell out some of these expectations: As a team captain, you are expected to:
  - Lead by example, in both words and actions (keep in mind that your teammates, and others, are watching you more closely since you are a captain. This is a powerful position to be in. Use this power carefully).
  - Demonstrate sportsmanship on a consistent basis (for example, if a captain were to engage in trash-talking on the field, s/he/they is encouraging trash-talking from the rest of the team).
  - Be a first-class act—in both victory and defeat (all teams will end up on the winning or losing side at one time or another. You need to set the example that your team will handle itself in a first-class manner—no matter what the scoreboard says).
  - Be respectful of opposing teams, coaches, and officials (this should be obvious while on the playing field, but this also includes time off the field).
  - Understand that part of being a captain is putting the team before self (this comes as a surprise to many first-time captains—it takes substantial time and energy to be a good captain. You no longer can just worry about your own play. You must be much more aware of your entire team).
  - Encourage positive talk about team members and coaches -- in the locker room, in the playing arena, around school, or on the team bus (teams that are allowed to ruminate on negative aspects of the season can quickly find themselves wallowing in self-pity; as a team leader, you need to help keep the emphasis on the positive aspects).
  - Help curtail off-the-field team gossip—this breaks team unity and can prove to be more destructive than anything else on the field. As a captain, you should be loyal to your coaches—support them in public, but also be sure to take any issues of concern to them directly to discuss privately. Be part of the solution!

## **Locker Rooms and Facilities**

It is the student-athlete's responsibility to take good care of the locker room and facilities and to respect their own and other student-athletes' belongings. All belongings must be left in their assigned lockers. Items should be hung on the wall or placed inside the lockers, not on the floors of the locker room.

Combination locks are available. If student-athletes wish to get one, they may contact

the Athletic Program staff to receive a lock. A student may bring their own lock (key or combination) to secure their belongings inside the Athletics Locker Rooms. A copy of the key or number combination should also be shared with the Director of Athletics & After School Programs.

The following rules regarding Locker Room use are described below:

- Graffiti or putting tape or stickers on the locker is not permitted.
- Horseplay or throwing towels or other objects is not allowed in the locker room.
- All showers must be turned off after showering.
- Glass containers are not permitted in the locker rooms.
- Equipment, gear, and uniforms must be removed from the lockers at the conclusion of each sports season.
- No electronic devices or any video recording or photos are allowed at any time in the locker room.

The Athletic Program is not responsible for any missing valuables, money or personal items.

## **Showers After Practice**

It is strongly recommended that the student-athlete shower after practice before they go home for the evening in order to prevent any infection and to practice appropriate hygiene. Staph and other skin infections have become common in athletics and the Athletic Program encourages a proactive approach to help student-athletes prevent such infections.

## **Closed Practices**

Practices, which are considered valuable instructional time, are closed to all parties with the exception of coaches, players, athletic staff, and administrators. Guests are allowed only if they are invited and if they receive permission from the coach or Director of Athletics & After School Programs 24 hours in advance. Guests are expected to refrain from disrupting practice sessions in any way, including conversing with the coach or players.

## **Early Departure During School Day**

Student-athletes/team members are responsible for making arrangements with teachers to make up class work and assignments. They are not to use athletic events as an excuse for not completing assignments or not doing quality work.

## **Participating in Club Sports**

This section is for High School students only. Over the years, there has been an increase in student-athletes participating in club sports outside of school with practice hours that conflict with MPWS' practice schedule. A student-athlete at MPWS cannot participate in both a club sport and an MPWS varsity sport during the same season.

## **Weight Room**

Student-athletes may train in the Weight Room with the presence of a coach or Athletic Program staff. All team members must wear proper attire and work with a partner. There will be no loitering, improper conduct, horseplay, or equipment abuse during the workouts. The list of rules for the Weight Room is posted on the wall and must be followed.

**Weightlifting policy:** The student-athletes are expected to participate in a strength/conditioning program at least twice a week in order to participate in sports.

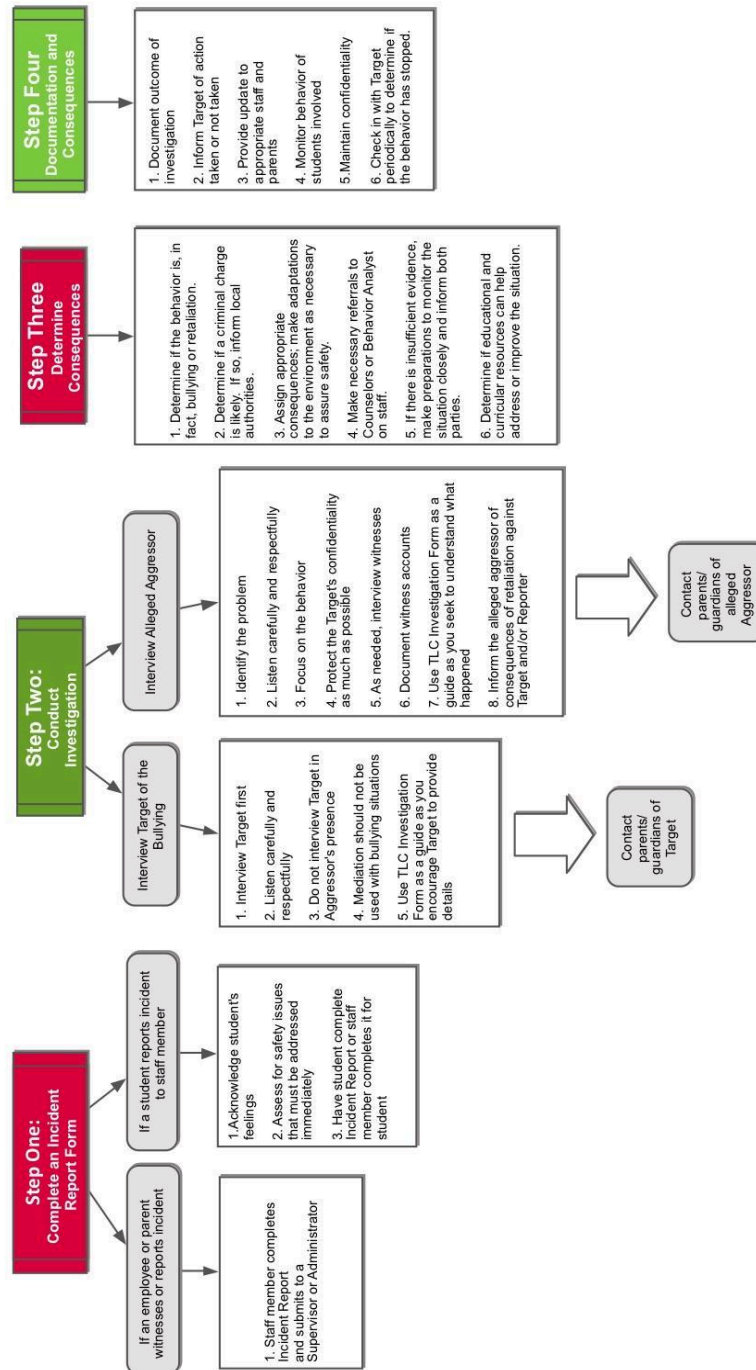
### **Athletic Department Contact Information**

Nathan Engel, Director of Athletics and After School Programs

[nengel@tlcdeaf.org](mailto:nengel@tlcdeaf.org)

# BULLYING PROCEDURES

ACTION STEPS ONCE A REPORT OF BULLYING OR RETALIATION IS RECEIVED AT TLC



The TLC Bullying Prevention and Intervention Plans and all outlined forms are available on our Family Resources [webpage](#).

# Policies and Procedures Behavior Support

The Department of Elementary and Secondary Education (DESE) requires that we share this policies with families annually.

## **Policy Statement**

In order to prevent student violence, student teams at TLC (principals, teachers, residential staff, school counselors, therapists, behavior analysts, etc.) utilize observation, assessment (e.g., functional behavior assessment), and engagement with student(s) to identify potentially dangerous behaviors, antecedents leading to, or triggering those behaviors, and possible variables maintaining those behaviors.

## **To Whom applicable**

Students who are in crisis.

## **Implementation**

1. In order to prevent student violence, student teams at TLC (principals, teachers, residential staff, school counselors, therapists, behavior analysts, etc.) utilize observation, assessment (e.g., functional behavior assessment), and engagement with student(s) to identify potentially dangerous behaviors, antecedents leading to, or triggering those behaviors, and possible variables maintaining those behaviors. The following strategies may be included in individual crisis and de-escalation plan to address potentially dangerous behavior occurring among groups of students or with an individual student: developing trusting relationships with students; teaching and modeling self-regulation strategies for students; identifying and avoiding known triggers, direct teaching and practice of appropriate social skills, teaching affective vocabulary, providing sensory integration techniques and materials. Specific staff are trained on individual student behavior support plans and/or ProACT (Professional Assault Crisis Training) for the purpose of early intervention, de-escalation, and student support during any crises.

2. In order to prevent student self-injurious behaviors and suicide, student teams at TLC (principals, teachers, residential staff, school counselors, therapists, behavior analysts, etc.) utilize observation, assessment (e.g., functional behavior assessment), and engagement with student(s) to identify potentially dangerous behaviors, antecedents leading to, or triggering those behaviors, and possible variables maintaining those behaviors. The following strategies may be included in individual crisis and de-escalation plan to address potentially dangerous behavior occurring among groups of students or with an individual student: developing trusting relationships with students; teaching and modeling self-regulation strategies for students; identifying and avoiding known triggers, direct teaching and practice of appropriate social skills, teaching

affective vocabulary, providing sensory integration techniques and materials. Specific staff are trained on individual student behavior support plans and/or ProACT (Professional Assault Crisis Training) for the purpose of early intervention, de-escalation, and student support during any crises.

3. Physical restraint shall be used only in emergency situations of last resort (i.e., in the case of assault or imminent and serious physical harm to a student and/or a member of the school community) when all other lawful and less intrusive alternatives have failed or have been deemed inappropriate. Physical restraint shall be used with extreme caution and be implemented by a minimum of two staff who have received specialized training, as described below. TLC utilizes the approaches and strategies described in 9.1(1), preventing student violence and 9.1(2), preventing student selfinjurious behavior and suicide to reduce or eliminate the need for emergency physical interventions. If it is safe and appropriate to do so, the following steps should be taken as alternatives to physical restraint in emergency circumstances: implement crisis de-escalation strategies (e.g., crisis communication), clear the environment of other students or community members, clear the environment of potentially dangerous items (if it is safe to do so), change staff engaging with the student, evade attempts at assault, block student's seriously dangerous behaviors, guide or physically escort the student to a safer environment, utilize timeout procedures.

In depth training, ProACT (Professional Assault Crisis Training), is provided to select staff at TLC. Direct instruction, modeling and/or practice of procedures that prevent the need for physical restraint are part of the in-depth training. Principles taught in this training include: observation, assessment of student behavior and the environment, crisis communication, relationship building and specific deescalation strategies and alternatives to restraint (e.g., evasion and blocking). Instruction regarding documentation and reporting requirements and investigation of injuries or complaints shall be included in this in-depth training.

4. TLC provides annual training to all staff ('Behavior Support & Physical Restraint Requirements'). Walden School staff\* complete 20 hours of ProACT training (16 hours prevention and de-escalation principles and an additional four hours of restraint training). In addition, Principals will designate specific individuals from TLC's Day, Intensive, and Residential Programs to receive the in-depth training (i.e., 20 hours of ProACT).

Additionally, Behavior Support policies shall be reviewed annually, with training provided to program staff. Parents ( parents shall mean a student's father, mother, or legal guardian, or person or agency legally authorized to act on behalf of the student in place

of or in conjunction with the father, mother, or legal guardian ) can request to see TLC's Behavior Support policies.

5. TLC shall follow the following reporting guidelines for serious behavior incidents and physical restraints:

- a. Staff shall verbally report all serious behavioral incidents, including those involving physical restraint, to the principal as soon as possible following an event.
- b. Principals shall make every effort to contact (via telephone, videophone, text, email, or direct conversation) parents, on the same day of the occurrence, to inform them of any serious behavioral incidents and/or physical restraints. Principals must inform parents of a physical restraint within 24 hours of the intervention.
- c. Staff who administer the restraint will submit a written report to the principal no later than the next school working day. If a principal is involved in the implementation of a restraint and are responsible for the written report, that report shall be submitted to the principal's direct supervisor, no later than the next working day.
- d. A written report shall be sent to parents within three school working days of a restraint. The written report may be sent through email or regular mail (postmarked no later than three school working days). Reports should be shared in the native language of the parent, where appropriate.
- e. TLC will report all restraint related injuries occurring to students or staff to the Department no later than three school working days of the restraint. A record of all physical restraints for the 30day period prior shall be included in the report to the Department.
- f. TLC shall report all physical restraints to the Department annually through the DESE security portal.
- g. TLC principals shall maintain an ongoing record/log of all reported physical restraints.
- h. Under specific circumstances, the student's LEA will also be informed of restraints and other serious behavior incidents.
- i. TLC shall also inform parent and LEA of such injuries to students.

6. If a parent or LEA expresses concern about behavioral support policies, the principal would make contact within one school working day . The principal will call a meeting with the school superintendent/executive director, or the appropriate personnel, to review the policy of concern and report back to the parent or LEA within one week. At any time the parent or LEA can request that the IEP team reconvene.

7. Parents are notified on the same day of a physical restraint or if a student has a serious behavior incident that results in a staff person completing an Incident Report Form. Incident Report Forms are signed by all the staff involved in the event as well as by the student's principal. Those reports are kept in the students main file.

8. Parents receive notification verbally (in person, through telecommunication) regarding the use of restraint on a student within 24 hours of the restraint. Parents receive written notification, within three school working days following the use of restraint, to an email address provided by the parent for the purpose of communicating about the student, or by regular mail to the parent, postmarked within three school working days of the restraint.

9. Timeout may be used as a behavioral support strategy to assist a student in becoming calm. If a timeout procedure is deemed necessary due to disruptive, aggressive, or highly unsafe behaviors the following guidelines must be followed:

- a. The student must have access to a staff member at all times, who is to remain present with careful provisions in place for constant observation of the student while in this space.
- b. The timeout area must be a safe and comfortable space where the student can calm. It should be physically appropriate to the needs of the student and not be frightening, dark, or of an overly confining nature. It cannot be a locked space.
- c. Physical access to the student must be immediate in case of distress or emergency.
- d. The student must never be denied access to bathroom facilities.
- e. Regularly scheduled snacks or water breaks must not be denied to the student as a form of punishment.
- f. Approval by the principal or designee is required for any timeout procedure lasting longer than 30 minutes. When a timeout procedure, being used to assist a student to calm, has lasted longer than 20 minutes, staff shall make contact with the principal (if not already done so) to inform them of the timeout, the name of student involved, and the accumulated time since the procedure was initiated. The principal will then assess the situation and determine whether or not the timeout should be extended. Extension of the timeout will be determined based upon an individual student's level of agitation or calm.
- g. Use of timeout must be documented, including length of time, reasons for the intervention, the names of those staff members involved in observing the student, along with the name of the principal or designee who approved its extended use, if applicable.



### Repeated Time Out of Class

If a student requires timeout and has frequent periods of time out of the classroom because of chronic, dangerous, or disruptive behaviors, a meeting will be requested with the student's LEA, parents, and the child's school team to determine possible causes and the appropriate response in order to best meet the student's needs. TLC staff will implement the recommendations such as a possible behavior support plan determined by the child's school team.

NOTE : At no time is adverse behavioral interventions permitted, including but not limited to electric shock therapy, the use of cold showers/water to influence behavior, periods of isolation. Meals shall not be withheld as a form of punishment or behavior support. No student shall be denied or unreasonably delayed a meal for any reason other than medical prescriptions.

NOTE : Behavior Support Training must be provided to all program staff within the first month of the school year regarding the behavior support policies and the requirements when such procedures are implemented; or for employees hired after the school year begins, Behavior Support Training must be provided and completed within one month of the date of the hire of the employee.

# Handbook Acknowledgment For Caregivers & Students

2025

*Handbook may also be signed electronically by scanning the QR Code, or visiting:*  
<https://tlcdeaf.jotform.com/242134672831959>



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**I have received and read Marie Philip and Walden School's Caregivers & Student Handbook.**

**I have discussed the contents of the handbook with my child/ren.**

Student Name: \_\_\_\_\_

My Child's Following Teacher: \_\_\_\_\_

Additional Student Name: \_\_\_\_\_

Additional Child's Following Teacher: \_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Caregiver's signature