

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
August 14-15, 2014

OFFICE OF PROFESSIONAL DEVELOPMENT
Mississippi School for Mathematics and Science

- D. Approval of the *Mississippi School for Mathematics and Science 2014-2015 Employee Handbook*

Executive Summary

The *Mississippi School for Mathematics and Science (MSMS) 2014-2015 Employee Handbook* includes the policies and procedures regarding general information, employee expectations, and daily operations.

In previous years the school maintained separate handbooks for faculty and residence life employees.

This document reflects two handbooks that have been merged into one handbook for all MSMS employees.

Recommendation: Approval

Back-up material attached



THE MISSISSIPPI SCHOOL FOR MATHEMATICS AND SCIENCE

Both current and new employees should use this Employee Handbook as a ready reference concerning personnel questions regarding the Mississippi School for Mathematics and Science. Additionally, the Handbook assures good management and fair treatment of all employees.

Employee Handbook

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Ms. Shirley Ellis	Senior Executive Assistant
Ms. Kelly Brown	Director for Academic Affairs
Ms. Tanya Walker	Director for Student Affairs
Mr. Rick Smith	Director for School Advancement

It is the intent of the Mississippi School for Mathematics and Science to comply with all provisions of the Title IX of the Education Amendments of 1972, Title IV of the Civil Rights Act of 1972, Section 504 of the Rehabilitation Act of 1973 and IDEA. The State Board of Education directs that no person shall on the basis of race, color, national origin sex, disability, age or religion be discriminated against or excluded from or denied the benefits of any program or any opportunity or activity. This section applies to all applicants for employment at the Mississippi School for Mathematics and Science, present employees, and students.

INTRODUCTION AND HANDBOOK OVERVIEW

EMPLOYEE HANDBOOK PURPOSE / INTERPRETATION

Welcome to The Mississippi School for Mathematics and Science (MSMS). We believe the contribution of your skills, knowledge, and positive attitude is essential to the continued success and growth of MSMS. You are a valued employee and therefore we encourage you to let your Director know about achievements as well as problems and your ideas on solving them. We believe in you and your contributions and hope you will take pride in being a member of our team.

This handbook was developed to provide information you will need to get started on your new job. It outlines MSMS' expectations, policies, and programs, serving as a resource throughout your employment. You should not interpret this handbook or any other documents (such as benefits statements, performance evaluations, or any other written or verbal communications) as an employment agreement or a contract of employment (either expressed or implied).

This handbook is not intended to be all-inclusive nor will it address every situation. Therefore, you are encouraged to address questions with your Director. The policies and other information contained in this handbook are subject to change at any time due to organizational needs. While MSMS will normally provide employees with advance notice of any change, we reserve the absolute right to alter these policies at any time, and from time to time without advance notice.

Questions regarding the content of this handbook can be addressed to your immediate Director.

MISSION STATEMENT

Our mission is to enhance the future of Mississippi by providing innovative learning experiences in a residential environment to meet individual needs of gifted and talented students and by providing quality educational leadership and aggressive outreach programs.

STATEMENT OF PHILOSOPHY

The principal academic function of the Mississippi School for Mathematics and Science is to provide high quality and innovative learning experiences to meet the individual needs of students from across the State of Mississippi who have met the requirements for admission. In accomplishing this purpose the school plays many roles.

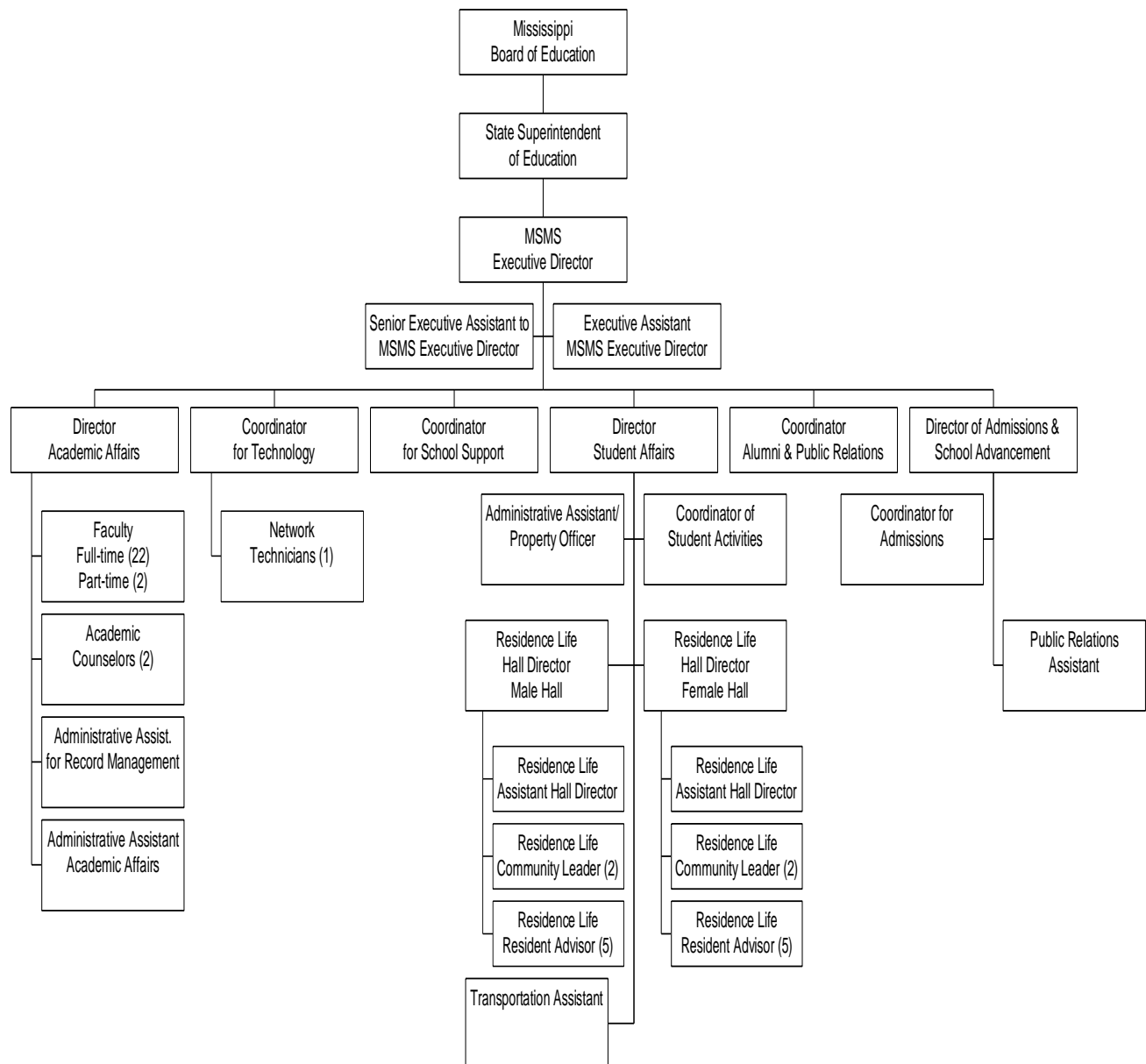
The school's purpose is to develop the ultimate potential of each student intellectually, socially, emotionally, and physically. In addition, each student is offered an opportunity to acquire an appreciation of cultural aspects of living through the school's curriculum and related activities. Therefore, the school provides quality educational supportive services which meet needs relating to the total academic development of each student. Successful results for such academic goals are related to a measurable and observable performance-based system of education.

The learning process is supported by leadership from a quality-oriented school board, state department of education, administration, and an instructional staff.

MSMS supplements the home training by the example set by its staff and with its consistent policies of encouragement of personal responsibility and integrity of democratic ideals.

MSMS provides instructionally-focused organization to prepare its students for future educational and career opportunities. Preparation for college, employment, and service is offered; however, we emphasize that no secondary school is an end unto itself. . .each is but a gateway to further learning.

Mississippi School for Mathematics & Science Organization Chart



CODE OF ETHICS

PROFESSIONAL EXPECTATIONS

MSMS is a place dedicated to learning. Teachers, staff members, and administrators, as adults and professionals, teach our young people by setting an example of excellence for our students to follow. Our expectation is that each of us, at all times on this campus, will reflect professionalism in our behavior, attitude, and appearance.

Further Professional Expectations . . .

1. That each faculty/staff member will arrive on time for all responsibilities or notify the administration that she/he will be late;
2. That each faculty/staff member will be maximally available to assist students. In order to do this, the faculty member will post and adhere to his/her schedule for teaching, office hours, and tutorials and will provide appropriate notification of any unexpected or emergency variance to that schedule;
3. That each faculty/staff member will attend all faculty, departmental, or school improvement meetings unless excused by the person calling the meeting;
4. That each faculty/staff member will perform extra-curricular duties as assigned or assumed;
5. That each faculty/staff member will be responsible for all school property and equipment entrusted to him/her;
6. That each faculty/staff member will prepare all records as directed by the rules and regulations of the state or required by the Director for Academic Affairs, supervisor, or Executive Director;
7. That each faculty/staff member will insure that students assigned to her/him are always properly supervised;
8. That each faculty member will report all student absences accurately and promptly realizing that a student's welfare may depend on her/his prompt and accurate report;
9. That each faculty/staff member will strive to interpret the work of the school fairly, honestly, and adequately to patrons at every opportunity;
10. That each faculty/staff member will keep up to date in their subject area or area of job responsibility;
11. That each faculty/staff member will strive at all times to maintain cordial relationships with the home and parent/guardian, keeping the parent/guardian informed of the student's progress and bringing issues to student concerns whenever necessary;
12. That each faculty member will carry out his/her professional responsibilities him/herself; that he/she will never delegate them to a student; and
13. That each faculty/staff member will respect the rights of his/her colleagues by (a) never asking students to enter the faculty copy room (b) being respectful in sharing offices and classroom space and (c) using school provided space and resources for professional tasks only.

CORE VALUES

Every decision we make will be driven by these values:

- **ALL STUDENTS LEARNING:** We are committed to all our students learning. We ensure that each student, to the best of his/her ability, will master the knowledge and develop the skills and attitudes essential for success in school and society.
- **COMPETENT AND CARING STAFF:** We are committed to selecting, developing, and supporting the best possible staff that:
 - Understands and contributes to the learning process
 - Cares about students
 - Performs at a high level
 - Respects and supports others
 - Acts in an ethical and professional and effectively
 - Communicates appropriately and effectively
- **RESPECT FOR INDIVIDUAL DIFFERENCES:** We are committed to recognizing the contributions and awareness of our multicultural community and to facilitating an appreciation of the American heritage.
- **STAFF PARTICIPATION IN DECISION MAKING:** We are committed to making effective decisions through the extensive involvement of staff affected by the decision.
- **SAFE, ORDERLY, AND ATTRACTIVE ENVIRONMENT:** We are committed to maintaining a safe, orderly, and attractive environment which promotes productivity and stimulates learning.
- **EFFECTIVE USE OF RESOURCES:** We are committed to aggressively seeking and to creatively and effectively managing our resources. These include students, parents, community, finances, technology, time, facilities, and other physical resources.
- **EXCELLENCE IN ALL WE DO:** We are committed to. . . .
 - our collective contribution to learning
 - high levels of performance
 - continuous improvement
 - pride throughout our organization

COMMITMENT

The educators of MSMS accept the challenge of the profession. We have chosen our destination individually and collectively. We recognize that a profession must accept responsibility for the conduct of its members and understand that our conduct may be representative. To that end, we understand we must keep the trust under which confidential

information is exchanged, that we must interpret and use the writing of others and the findings of educational research with intellectual honesty. Above all, we must maintain integrity.

PARENT RELATIONS

Parents of MSMS students may be unsure of their feelings regarding separation from their children. Please be considerate of their concerns and do everything to allay their fears regarding their children's academic lives.

If a student is not performing well, or if a problem exist that needs parental attention, teacher should make timely communication. All parents need the assurance that their youngsters are in capable, caring hands.

EMPLOYMENT INFORMATION

NONDISCRIMINATION POLICY

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SECTION 504/AMERICANS WITH DISABILITIES ACT

The Mississippi School for Mathematics and Science will not discriminate on the basis of disability in employment or in its program and activities to the extent provided by law.

The following person has been designated as the Section 504/Americans with Disabilities Act Coordinator and will handle inquiries regarding the Mississippi School for Mathematics and Science's nondiscrimination policies, the filing of grievances, and requests for copies of grievance procedures covering discrimination:

Director for Student Affairs
Section 504/ADA Coordinator
1100 College Street, MUW -1627
Columbus, MS 39701
1-800-400-4656

CRISIS MANAGEMENT

Emergency drills will be conducted to train students and all personnel in how to conduct themselves in an emergency situation.

Inside the Hooper Academic Building, the signals for notification of the different emergency situations are as follows.

- Alternating Tone: Tornado
- Constant Tone (Broken): Earthquake
- Constant Tone: Intruder
- Fire alarm will sound in case of fire

Faculty in PAC and Shackelford will be notified on the two-way radios, which are located in:

- Office of Academic Affairs
- PAC office
- All Classrooms in Shackelford

The following rules will apply for ***fire drills***:

- a. An alarm will be activated to signal the beginning of a fire drill.
- b. When the alarm sounds, students will leave their classrooms in an orderly fashion under the supervision of the teachers. All MSMS staff and any visitors shall exit the buildings as well.
- c. Teachers will follow the exit plan posted by the door in their classrooms in evacuating the building.
- d. Groups will file out quickly, without running. A teacher will designate a student to lead the class with the teacher being the last person leaving the room. The teacher will take his/her roll book when exiting.
- e. Once outside, roll will be called to ensure all students were evacuated. All teachers will complete an absentee slip, which will be collected during the drill by the Director for Academic Affairs, or a designee.
- f. When the drill ends, the students will return to class. The drill should be conducted with as little disruption as possible. Problems will be reported in writing to the Director for Academic Affairs.

The following guidelines will apply for a ***disaster/tornado drill***:

- a. A signal will be sounded for the beginning of the drill. All faculty and students downstairs will go into the hallway and sit facing the wall with their hands on their knees. Faculty and students upstairs will come downstairs into the hallway and follow the above procedure. Everyone should remain silent.
- b. Faculty members will be responsible for students under their direction. Administrators will be responsible for checking the building before anyone is allowed to return to the classrooms. At the conclusion, students and faculty will return to their classrooms as

quickly and quietly as possible. The following guidelines will apply for ***intruder and earthquake drills***:

- If you see students in the hallway, pull them into your classroom immediately.
- Lock classroom doors and turn out lights.
- Move away from windows and sit in a low position close to the wall adjacent to the hallway. *If you have interior rooms, use those.*
- Remain quiet.
- Continue “lock down” until all clear has been announced.

Note: For earthquakes, everyone should get under a rigid structure and leave the door open. For intruders, the doors should be locked and closed and remain out of sight from the classroom door.

REPORTING ABUSE OR NEGLECT

The Law

According to Mississippi Code (1972, annotated) the following people are required by law to report suspected abuse or neglect: attorneys, doctors, dentists, interns, residents, nurses, psychologists, teachers, social workers, school principals, child’s caregiver, ministers, law enforcement officers, or any other person having reasonable cause to suspect a child has been neglected or abused.

Immunity

Persons making reports are protected by law from civil liability if they act in good faith. It is not necessary that you have absolute proof reporting. It is the responsibility of Child Protective Services to make its own investigation.

Steps to follow after suspecting abuse

1. Report your concerns to an administrator or, in the absence of an administrator, to a counselor, who will then involve the appropriate agency representatives. **DO NOT** interrogate the student.
2. If the student elects to share information with you remain calm and non-judgmental. Reassure the student that he/she is not to blame for what happened.

ATTENDANCE PHILOSOPHY FOR STUDENTS

We believe that regular attendance is a vital aspect of developing and maintaining a successful education experience. Regular attendance promotes a sense of responsibility, ensures educational continuity, and facilitates academic growth. Furthermore, daily attendance is important in that it is a measure reported by MSIS upon which allocations for textbooks, teacher professional development, and other resources are based.

We believe that students have the primary responsibility for their attendance, but both parents and school officials share in that responsibility. The expectations and procedures for attendance will be enforced in every instance.

STUDENT ACCIDENT OR ILLNESS

Teachers are responsible for the safety of all students under their supervision and must immediately report all student accidents or illnesses. No procedure can be pre-formulated and completely applicable in all situations. The following is a general guideline and may be modified as individual situations occur:

1. The faculty member in charge of the class or activity or first on the scene when an injury or illness occurs will take charge.
2. The faculty member should remain calm and promptly decide what needs to be done to prevent the situation from worsening.
3. If the accident is serious, the faculty member should immediately summon an administrator by sending someone to the office to ask for help. If after normal school hours, the administrator on call should be contacted by telephone at home or via cell.
4. If first aid is indicated and if you are knowledgeable, administer first aid. The student will be made comfortable, but will not be administered any medication.
5. Upon notification, the administrator will attempt to call the parents.
6. If a parent cannot be located, judgment will be exercised as to taking the student to the emergency room. The administrator on the scene will be responsible for this decision.
7. If necessary to transport the student to a hospital, judgment shall be exercised in using a school official's vehicle or if an ambulance should be called.
8. An injured or ill student should never be left unattended until a final disposition is made concerning the injury or illness.
9. The one-scene administrator will be responsible for all decisions concerning the injured or ill student and the notification of parents.
10. Prior to leaving school the first responder should submit a written report to the office.

SEXUAL HARASSMENT

Sexual Harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- A. Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education.
- B. Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.
- C. The conduct has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile or offensive educational environment.

This applies whether the harassment is between people of the same or different gender, Sexual harassment can include unwelcome verbal, written or physical conduct, directed at or related to a person's gender, such as sexual gossip or personal comments of a sexual nature, sexually suggestive or foul language, sexual jokes, whistling, spreading rumors, or lies of a sexual nature about someone, demanding sexual favors, forcing sexual activity by threat of punishment or offer of educational reward, obscene graffiti, display or sending of pornographic pictures or objects, offensive touching, pinching, grabbing, kissing or hugging or restraining someone's movement in a sexual way.

Retaliation

It is a separate and distinct violation of this policy for any member of the school community to retaliate against any person who reports alleged harassment or against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to such harassment. It is possible that an alleged harasser may be found to have violated this anti-retaliation provision even if the underlying complaint of harassment is not found to be a violation of this policy. Retaliation includes, but is not limited to any form of intimidation, reprisal or harassment and may be redressed through application of the same reporting, investigation, and enforcement procedures as for harassment. In addition, a person who knowingly makes a false report may be subject to the same action that The Mississippi School for Mathematics and Science may take against any other individual who violated this policy. The term "false report" refers only to those made in bad faith and does not include a complaint that could not be corroborated or which did not rise to the level of unlawful harassment.

Consequences

Any school employee or student who is found to have violated this policy may be subject to action including, but not limited to, warning, remedial training, education or counseling, suspension, exclusion, expulsion, transfer, termination, or discharge.

Reporting

Any school employee, who observes, overhears or otherwise witnesses' harassment, which may be unlawful, or to who such harassment is reported, must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence. A written report of the incident and the action taken by the school employee in response to it must also be given to the appropriate Mississippi School for Mathematics and Science harassment complaint official(s) designated to oversee the handling of harassment complaints.

In the event that the school employee is unable to personally take prompt and appropriate action, the employee must report the incident or complaint in writing to the appropriate Mississippi School for Mathematics and Science harassment complaint official(s) designated by this policy.

Any student who believes that she/he has witnessed or been the target of unlawful harassment as defined in this policy may bring their complaint to the attention of any school employee or the harassment complaint official. Any student who believes that any corrective action taken by a school employee was ineffective may bring their complaint to the attention of the harassment complaint officials: Director for Student Affairs or Director for School Advancement

If one of the harassment complaint officials is the person alleged to be engaged in the harassment, the complaint shall be filled with one of the alternative officials or any other school employee the student chooses.

CLUB/ACTIVITY SPONSORSHIP

Factors taken into consideration when developing a scale of teacher compensation unique to MSMS included (1) the residential nature of the school (2) the expectation that students participate in academic competitions and in innovative learning experiences and (3) the need for programming to support academic, physical, social, emotional and leadership development of students. Consequently, it is expected that faculty members who accept the challenge of teaching at MSMS will be committed not just to classroom instruction, but also to sponsoring various clubs, competition teams, and/or student organizations. All of these experiences are of supreme importance in providing opportunities for students to interact and compete with other students. Faculty members will work collaboratively with the Directors of Academic Affairs and Student Affairs to develop a club/organization meeting schedule that allows students to be maximally involved with minimal conflict. Clubs must be approved according to school policy.

FIELD TRIPS

All field trips are to be of an educational nature. Any teacher who wishes to take students on a field trip must complete the *Field Trip Request Form*, available from the office, **at least two weeks prior to the date of the trip**. The form will include budget estimated [registration/ticket fees, lodging, mileage, food, bus driver, etc.] and names/student ID's of projected student participants. Only complete forms will be considered.

Faculty/staff sponsors are reminded that:

- They should submit the *Field Trip Request Form* to the Office of Academic Affairs for approval. If approved, the Office of Academic Affairs will forward the form to the Office of Student Affairs to secure transportation. The bus will be assigned based upon the number of projected participants. The Office of Student Affairs reserves the right to change the bus assignment if the number of participants changes, to ensure that the most economically feasible transportation is used.
- The following guidelines should be followed with regard to budgeting for students meals:
 - A sponsor requesting a trip for which meals can be prepared by food service and safely transported in coolers [generally a one day trip – one or two meals] should be prepared to arrange to pick up coolers/meals and should not request money to cover student food cost
 - A sponsor requesting an overnight or multiple day trips should be prepared to arrange to pick up coolers/meals for day one and ask food service to provide nonperishable snacks to supplement means for subsequent days. A request for student food money should be made for day two and subsequent days of the trip.

Once received by the Director of Academic Affairs, the request may be: (1) denied (2) approved in full for all requested expenses or (3) approved with partial approval of expenses, the remainder of which must be assumed by the students or sponsoring organization.

The teacher submitting the request must supervise the trip if approved. Adequate supervision includes traveling with the students. All field trips must be approved and posted on the Activities calendar by the Director of Academic Affairs on his/her designee.

A list of students who are to go on approved field trips will be emailed to faculty at least one week prior to the field trip. If a teacher is concerned about the absence of a student because of academic difficulty or excessive prior absences, the Director for Academic Affairs should be notified. The Director for Academic Affairs will be the sole authority in matters involving students' being released from class and tutorials. Report all misconduct of any type to the Director for Student Affairs.

It is imperative that students attend classes unless excused by the Academic Office. The sponsoring faculty/staff member of each field trip will be responsible for providing to the Office of Student Affairs a list of student participants at the time of departure. Any students on the original travel list who does not actually travel will be considered unexcused if he/she does not attend classes.

Staff members are expected to be cautious while planning field trips during regular class hours and initiate plans only after having obtained approval from the Director for Academic Affairs. Trips should not be planned close to the end of the nine weeks or semester.

FUND RAISING POLICY

All student fund raising projects must be submitted to the faculty sponsor of the organization. If approved by the faculty sponsor, the sponsor will in turn submit the request to the Director for Academic Affairs for final approval. Requests should be submitted two (2) weeks in advance of the proposed activity. Purchases made for fundraising without administrative approval shall become the financial responsibility of the individual employee. The following procedures shall be followed:

1. School activity funds are to be used to finance an activity/activities not eligible for state funding
2. Due to the special nature of the school and its residential status major fund raising by individuals, clubs, and organizations is discouraged with the following exceptions: (1) class fundraisers for the purpose of offsetting prom costs, class gifts, etc. (2) school newspaper and yearbook for advertisement to offset production costs and (3) performances in which admission is charged and used to support performing arts groups and student activities. **No fund raiser shall begin until written approval is received.** All student fundraising projects must be submitted to the MSMS sponsor of the organization. If approved by the MSMS sponsor, the sponsor will complete and submit and MSMS *Fundraiser Request* to the Director for Academic Affairs or Director for Student Affairs as appropriate. Final approval rests with the Executive Director. Request forms are available in the Office of Student Affairs and Office of Academic Affairs and should be submitted a minimum of two (2) weeks in advance of the proposed activity. All funds raised must be reported and receipted in compliance with state law and sound accounting practices. Fund raising projects must not conflict with the goals of the MSMS Wellness Policy.
3. Projects for raising school activity funds shall, in general, contribute to the educational experience of pupils, and shall not conflict with, but shall add to the instructional program activities.
4. The administrative assistant for Academic Affairs maintains the school activity funds and receipts for all funds related thereto

5. Procedure for turning in money:
 - a. All money must be turned in to the administrative assistant for Academic Affairs by 2:30 p.m. according to procedure for turning in money provided by the Academic Affairs office.
6. Fund raising projects shall be confined to selling a service, commodity or performance.
7. Out-of-school fund raising activities or performances shall be properly supervised by full-time personnel and/or parents with prior permission from the Executive Director.
8. In-school activities shall not be scheduled during the school day to promote fund raising projects.
9. Once the fund raising project has been completed, the sponsor shall turn in to the Director a complete report on the activity.

PARKING AND IDENTIFICATION CARDS

All staff members shall obtain a parking decal at the MUW Department of Public Safety. The cost of the decal is determined and assessed by DPS annually. Parking policies for staff are communicated annually; changes in MUW parking policies will be provided as they occur.

PURCHASING

1. For any expenditure of state funds, a *Requisition Form* must be completed in full to include:
 1. The name, address, and phone number of the vendor
 2. Description and quantity of items to be ordered
 3. The unit price of the items
 4. The total price of the purchase (including shipping and handling costs and any educational discount). The completed requisition must be submitted to the Director for Academic Affairs and approved prior to a purchase order being prepared.
2. Approved requisitions will be sent to the accounting department for a purchase order. Last minute ordering is discouraged. If the requisition is not approved, it will be returned to the teacher.
3. Do not place an order or obligate funds in any way before a purchase order has been issued by MUW Purchasing office.
4. Remember: we pay by invoices only, not in cash.
5. A check cannot be issued prior to receiving the goods or services.

IMPORTANT: No purchase will be authorized unless this process is followed.

Staff members may not purchase items and then be reimbursed. Failure to comply may result in the staff member assuming financial responsibility for the purchase. Purchasing questions should be directed to Ms. Shirley Ellis, Executive Administrative Assistant to the Executive Director.

TUITION REIMBURSEMENT

The use of state or federal funds for tuition reimbursement has been prohibited by opinion of the Attorney General of Mississippi.

TRAVEL

~~Teachers-Employees~~ requesting professional leave to attend a workshop or to accompany students on a field trip must complete a Field Trip Request Form or Travel Authorization Form. The completed form should be submitted to the Director for Academic Affairs as far in advance as possible and approval received prior to making any travel arrangements.

Only approved travel expenses will be reimbursed. Forms for requesting travel are available in the office. For out-of-state travel, food, lodging, and mileage will be reimbursed after completing a travel voucher.

MSMS vehicles are available for travel and should be used when driving [in most cases](#). In the rare instance that no school vehicle is available, a staff member may use his/her personal vehicle and get reimbursed at the approved state rate. [In some instances, approval may be given to drive a personal vehicle with the employee receiving the modified reimbursement rate.](#) Unless given prior approval, no reimbursement will be given for use of a personal vehicle. Food allowances will also be reimbursed at the state approved rate, with the amount for out-of-state varying depending upon destination (see the MUW website). State purchasing guidelines prohibit reimbursement for meals unless an overnight stay is involved. Conference fees, registration fees, etc. can be mailed in advance if they are submitted in a timely fashion.

Requests for reimbursement of expenses as approved on the Travel Authorization Form must be submitted within one calendar week after the employee returns from the trip. Failure to do so could result in personal assumption of expense by the employee.

PROFESSIONAL DEVELOPMENT

All staff members are expected to participate in professional development/school improvement activities scheduled throughout the year. Attendance rosters will be maintained and the academic affairs secretary will be responsible for recording the credits accrued by each faculty member and reporting this number at the end of the school year.

As part of professional development, individuals or small groups may identify specific professional activities desired or needed. Approval for these activities will be determined by the ~~Director for Academic Affairs~~[division director](#). Professional development is designed to be an on-going process that will enrich the professional lives of the faculty and staff at MSMS. Feedback on Staff development offerings is encouraged and will be used for future planning.

OUTREACH ACTIVITIES

The Director for School Advancement and his staff are charged with the responsibility of coordinating external affairs. If a member of the faculty or staff is asked to give a presentation to a civic or service group, and interview to the media, or engage in similar activities representing MSMS, the Director for School Advancement and/or Coordinator of Public Relations should be informed prior to the activity. **Names and/or photographs of students should not be given to outside sources unless approval for the release of their names or pictures has been cleared through the Director for School Advancement's office.**

There will be one official logo for the school to be used on all correspondence, advertisements, and public displays representing the school. This logo is to be used on brochures, posters, handouts, advertisements, stationery, envelopes, and various other printed items. The logo should not be given to any public entity outside of MSMS without the prior knowledge of the Director for School Advancement. The official logo of MSMS is the mortarboard with the profiles of two faces and name of the school printed below. The mortarboard may be used without the name when appropriate. The theme line to be used in conjunction with the logo is "An opportunity for excellence".

STUDENT ORGANIZATIONS

Faculty and/or staff members who currently sponsor a student organization or are approached by student who wish to form or continue a group recognized as a MSMS organization should be familiar with the MSMS policy on Student Organizations. Copies of this policy are available in the Office of Academic Affairs and Office of Student Affairs.

ASSEMBLIES

Assembly programs shall be complementary to our school mission. Although large group sessions are appropriate for intellectual stimulation, they often are not effective situations for enhanced learning. In most cases, small group sessions, i.e. regular classes or seminars, and a creditable adult teacher will produce the most effective learning situation.

In order to protect instructional time, rarely will an assembly be scheduled from 8:00 a.m. – 4:00 p.m. All attempts will be made to schedule assemblies at 4:00 p.m. However, when an assembly is scheduled for the entire student body or for large groups [i.e., grade levels] appropriate space will be reserved and teachers and students will be notified in advance. Teachers without instructional responsibility during the assembly time should accompany students unless advised otherwise. The role of the teacher will be to (1) ensure that students

take a direct route to the assembly (2) model appropriate behavior for the program and (3) encourage students to participate in interactive programs.

STUDENT HANDBOOK

Being familiar with student expectations in all areas of life at MSMS will better enable faculty and staff members to understand and interact with students. Teachers are expected to become familiar with the policies contained in the Student Handbook and enforce these policies.

CALENDAR

The official school calendar is posted on the MSMS Google Calendar. The calendar contains extended weekends, holidays, test dates, school academic events, school activity events, and school athletic events. **Before planning an activity or event a teacher/staff member must check with the [Office of Academic Affairs](#) appropriate director for approval. Once approval is given, the teacher/staff member will send an email to Amber Lynn Moore (amoore), with all information regarding the event. The event will be entered into the Activities Calendar.** All club/activity sponsors and all coaches must submit a schedule of events in that serious conflicts may be avoided where possible. Sponsors of events which will require use of Hooper Auditorium, the Activity Center, Hooper Computer Lab, Shackleford Distance Learning Lab, or MUW facilities are responsible for reserving the facility at the time the event/activity is placed on the electronic calendar.

FACILITY USAGE

Any faculty or staff member who wishes to schedule the use of any MSMS facility for any activity other than an event scheduled on the master calendar must make the request in writing to the Office of the Executive Director after clearing it with his/her supervisor. Escalating utility costs and other budgetary concerns will require careful evaluation of each request. The following requests will likely require a facility use charge or interdepartmental billing:

- Requests that require personnel to unlock/lock the building or provide other support services.
- Requests that involve use of the computer lab or use of the copy machines or printers
- Requests for days/times that the building would not normally be in use (weekends, nights, summer)
- Requests to use the building for Outreach other than those scheduled through MSMS Office of Advancement

Any faculty/staff member desiring to utilize MSMS facilities to provide instruction for an entity other than MSMS or one of its grants should begin early to ensure that the sponsoring entity includes a facility usage fee in planning for the workshop or class.

FACULTY-EMPLOYEE CHILDREN

To ensure a safe and productive working environment and an uninterrupted instructional environment, faculty and staff members should ~~not bring~~avoid bringing their children to the workplace during the academic day when possible. Children are welcome to accompany their faculty/staff parents to athletic matches or other special events but must be supervised at all times. At no time should faculty/staff children be unaccompanied in a classroom, lab or office or allowed access to an MSMS computer except under the constant and immediate supervision of his/her parent or guardian. Such visits should occur infrequently as a result of extenuating circumstances. It is understood that an employee may be called during the work day to pick up an ill or injured child from school or a caregiver. Under no circumstances should a faculty/staff member bring a sick child to work; administrators and colleagues will assist in providing class coverage until a substitute can be secured.

WORKPLACE PROFESSIONALISM AND REPRESENTATION

ARREST

Employees arrested for any reason must notify their supervisor within 24 hours. Supervisors will inform the Executive Director.

DRUG AND ALCOHOL POLICY

Policy

This policy statement is intended to express the commitment of the Board of Trustees of State Institutions of Higher Learning and the Mississippi School for Mathematics and Science to maintaining a drug and alcohol-free workplace and school in conformity with state and federal laws as set forth in the Uniform Controlled Substances Law of the State of Mississippi, the Drug-Free Workplace Act of 1988, and the Drug Free Schools and Communities Act Amendment of 1989.

The Board of Trustees of State Institutions of Higher Learning and the Mississippi School for Mathematics and Science acknowledge and support the laws of the State of Mississippi as set forth in Sections 41-29-01-185 of the Mississippi Code of 1972 (1988 Supp.) which prohibit the sale, distribution, manufacture, possession, or use of a controlled substance in this state. As a result of this law and of the policy that this institution be a drug-free workplace and school, staff, and faculty members are specifically prohibited from using, selling, distributing, or in any other way involving themselves with controlled substances except as permitted in the relevant legislation. In addition, staff and faculty members are prohibited from drinking or being under the influence of alcohol while on the job. For purposes of this policy, the term “staff and faculty members” shall specifically include all personnel employed in any capacity by the Mississippi School for Mathematics and Science.

1. The Mississippi School for Mathematics and Science will make available to all staff and faculty members a copy of this policy and will notify staff and faculty members that, as a condition of employment, they must abide by the requirements of this policy.
2. Staff and faculty members are reminded that confidential assistance with substance abuse problems are available through several centers for alcohol and drug education in the greater Columbus area.
3. Supervisors must confidentially refer for counseling any person under their supervision who appears to be having difficulty with substance abuse.

4. Any staff or faculty member who has been convicted of a criminal drug statute violation occurring in the workplace must notify his/her immediate supervisor no later than five (5) days after the conviction.
5. Upon notification of such a conviction, the Mississippi School for Mathematics and Science will initiate appropriate personnel action (see “sanctions” below) within thirty (30) days of such notification.
6. Upon notification of such a conviction, the Mississippi School for Mathematics and Science is required by law to notify the applicable funding agency(ies) within ten (10) days if the staff or faculty member is working in a position that is funded by federal monies.

Health Risks Associated With Substance Abuse

The substance abuser faces many health risks if abusive behaviors continue. Physical as well as psycho-social problems may be present as a result of the continued use of alcohol or drugs.

Physical:

- Long-term substance abuse may lead to heart muscle damage, increase the risk of heart disease, and lead to heart failure
- Liver destruction
- Severe damage to the digestive tract
- Damage to the reproductive system
- Can cause birth defects if alcohol or drugs are used during pregnancy
- Physical dependence with abuse of certain substances
- Malnutrition
- Blood disorders
- Risk of AIDS or hepatitis if drugs are injected

Psychological:

- Mood swings
- Mental disorders
- Depression

Social:

- Personal tragedy
- Family violence
- Divorce
- Loss of friends
- Ruined career
- Legal problems
- Financial problems
- Accidents, e.g. motor vehicle accidents, drowning, poisoning, overdosing

Drug and Alcohol Programs in the Community

COMMUNITY COUNSELING SERVICES – (CCS) provides outpatient therapy for substance abusers and their families. In addition, CCS administers two residential treatment programs. 1001 Main Street, Columbus, Mississippi 39701, 328-9225.

THE PINES – A residential treatment program administered through CCS for male substance abusers. Inpatient care is provided for a minimum of six (6) weeks and is based on the individual's ability to pay. Self-referral may be made; however, other referrals may be through family members of the courts. 1001 Main Street, Columbus, MS 39701, 662.327.7916.

CADY HILL – A residential treatment program administered through CCS for female substance abusers. The type of care, cost, and the referral systems are the same as The Pines. 1001 Main Street, Columbus, Mississippi 39701, 327-0682.

ALCOHOLICS ANONYMOUS – Provides help and support to people who have problems with drug and alcohol abuse. AA also supports Al-Anon which is a program designed for the family of the abuser. AA meets on MUW campus at Building #63, Monday through Friday at 8:00 a.m., 12:15 p.m. and 5:30 p.m. Phone number: 327-8914. or <http://www.aa-mississippi.org/meetings/columbus.html> for a complete schedule of meetings.

RECOVERY HOUSE – Provides substance abuse treatment for females, provides a comprehensive approach to rehabilitation, including an emergency shelter and transitional housing for women. Also provides information, intervention, assessment, outpatient treatment, referrals, family counseling, and employee assistance programs. P. O. BOX 2590, COLUMBUS, MS 39704, Phone: (662) 329-4333.

Sanctions

- A. Depending upon the facts relating to any drug conviction or use, the employee may be: suspended pending further investigation; required to participate in a drug abuse assistance program; issued a written warning; terminated; or allowed to continue in a work status. For terminations, the applicable termination procedure will apply, based upon the status of the employee. Any action will be initiated within thirty (30) days after the facts become known by MSMS/MUW.
- B. If an employee employed on a federal contract or grant fails to notify his/her immediate supervisor of any criminal drug state conviction for a violation occurring in the workplace within five (5) working days after such a conviction, she/he will be suspended pending investigation with termination possible.
- C. If an employee is suspected of violating any criminal drug statute in the workplace, the Security Department will be called to begin investigation of the case.

- D. If an employee is found to be drinking or under the influence of alcohol while on the job, that employee may be subject to disciplinary action including possible termination of employment.

TOBACCO USE

MSMS is a smoke-free environment. State law prohibits smoking in all public school facilities, and in all school vehicles by all persons at all times. This ban includes all employees, students, and patrons attending school sponsored athletic events and meetings.

CAMPUS AND ACTIVITY CONDUCT

Student conduct outside the classroom, on school-sponsored trips, and during activities is the concern and responsibility of **all MSMS faculty and staff** members. Teachers have the authority and are expected to correct or reprimand any student not conforming to the school's expectations for community conduct. Toward that end, teachers shall be expected to possess a working knowledge of student policies described in the Student Handbook.

Students and faculty should work cooperatively to ensure that proper conduct is both understood and followed for the various functions attended by MSMS students. Teachers shall inform students of proper behavior and policies prior to trips, concerts, lectures, etc. Faculty or staff shall report any policy or behavior infraction during the school day to the Director for Academic Affairs.

CELL PHONES

All cell phones, both students and faculty, are to be turned to the vibrate or off position during instructional time.

COLLEGIAL RELATIONS

A very high correlation exists between collegial relationships and school success. Consequently, professional relationships should be maintained at the highest standards. Any faculty or staff member who acts in an unprofessional manner will be considered for disciplinary action. Problems arising between faculty/staff members should be resolved quickly in a professional manner. Refer to the following chart to rate your own contribution to our school's success – and think about how others would rate you based upon your behavior.

Do you. . . .	Or do you. . . .
<div style="display: flex; justify-content: space-between; align-items: center;"> <div> <p>ALWAYS SOMETIMES</p> </div> <div> <p>SOMETIMES SELDOM</p> </div> <div> <p>SELDOM</p> </div> <div> <p>ALWAYS</p> </div> </div> <div style="text-align: center; margin-top: 5px;"> </div>	
Look for strengths in your colleagues and verbalize them?	Look for and verbalize what you perceive as their weaknesses?
Discuss concerns with a colleague face to face?	Send an e-mail to your colleague and CC: or BCC: to an administrator?
Ask to sit in on a colleague's class and invite the colleague to sit in on yours – followed by discussion of pedagogy and content?	Criticize the teaching style and/or content of a colleague's course based upon what students say without data or first-hand knowledge?
Compare the performance of your students with those taught by a colleague, identifying and sharing strategies and activities that lead to the highest level of student understanding and performance?	Assume that your degree, major, or educational preparation alone makes you a more or less effective teacher than your colleague?
Refuse to enter into discussion of colleagues with students /parents and refer those who have concerns to a counselor or appropriate administrator?	Allow students or their parents to "bash" another teacher or administrator in your classroom, via e-mail or privately in your office?
Make an effort to develop collegial relationships?	Make a concerted effort to be involved as little as possible?
(a) adhere to your own schedule (b) sponsor activities out of commitment to students (c) report attendance accurately and promptly in all your classes/seminars (d) supervise your classroom at all times (e) let the office know when you must leave campus and when you return and try to minimize those occurrences	express concerns that a colleague is (a) not working enough hours? (b) not sponsoring as many activities as you? (c) not reporting attendance? (d) not supervising his/her classroom? (e) leaving campus without telling anyone?

OUTSIDE EMPLOYMENT

Outside employment is permissible provided:

1. It does not jeopardize the effective performance of the employee to carry out the responsibilities of his/her position
2. The days/hours of the outside employment do not coincide with the hours/days of MSMS contractual employment [or personal leave is taken]
3. The outside employment is consistent with the moral and ethical aspects of teaching children.

DRESS AND GROOMING

School staff serve as role models for students and as such shall dress and groom themselves in a manner appropriate to the educational environment. Research has shown that school climate impacts the learning process and that school climate is directly affected by the dress and demeanor of the adults who work with students. Therefore, discretion and common sense dictate that extremes in personal appearance and dress shall be avoided. Faculty and staff are expected to dress in a manner that is generally acceptable in a business or professional setting.

EMPLOYEE LEAVE

PERSONAL AND MAJOR MEDICAL LEAVE POLICIES

MSMS PERSONAL AND MAJOR MEDICAL LEAVE POLICIES FACULTY

Employees earn and accumulate leave upon completion of one month of continuous service. Each full-time and part-time employee shall earn leave as follows:

Full-Time Faculty

Personal Leave: 16 hours per school year

Major Medical Leave:

Continuous Service	Hours Accrued
1 month to 3 years	12 hrs/mo August through May
37 months to 8 years	13 hrs/mo August through May
97 months to 15 years	14 hrs/mo August through May
over 15 years	15 hrs/mo August through May

Part-Time Faculty

To be eligible to receive leave benefits, the faculty employee must teach a minimum of three classes. Part-time faculty will receive prorated personal and major medical leave. For example only, a faculty member who teaches half-time and whose length of service is 1 month to 3 years will receive 8 hours of personal leave and 6 hours of major medical leave per month.

Counselors

Counselors will accrue personal leave at the same rate as full-time faculty and will accrue major medical leave from August through June.

Sickness in the immediate family

A faculty member, full or part-time, or counselor (employees who earn 2 days of personal leave per year) who must be absent to care for a member of their immediate family who is ill may use Major Medical Leave. For an extended period of family illness, the Coordinator of Academic Affairs must approve the maximum number of major medical leave days that may be used.

FAMILY AND MEDICAL LEAVE ACT

The Family and Medical Leave Act (FMLA) was enacted in February 1993 and became effective in August of 1993. FMLA entitles employees to take up to 12 weeks of unpaid, job-protected leave each year for specified family and medical reasons. These reasons include:

1. the birth or placement of a child for adoption or foster care.
2. to care for an immediate family member (spouse, child, or parent) with a serious health condition.
3. To take medical leave when the employee is unable to work because of a serious health condition.

Subject to certain conditions, employees or employers may choose to use or require the use of accrued paid leave (such as sick or vacation) to cover some or all of the otherwise unpaid FMLA leave.

Except for accrued or earned benefits, such as seniority, the employee must be restored to the same benefits upon return from FMLA leave as if the employee had continued to work the entire FMLA leave period.

Upon return from FMLA leave, an employee must be restored to his or her original job, or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions.

The employee is required to provide the employer with 30 days advance notice when the need for leave is “foreseeable.” When such an advanced notice is not possible or the need for the leave cannot be foreseen, the employee must give the employer notice as soon as practical. Notice should be given to the employee’s principal or immediate supervisor, and must be approved by the Executive Director.

EMPLOYEE LEAVE PAY AT RETIREMENT

MSMS leave pay shall be consistent with paragraph (5) of the Mississippi Code 37-7-307 as stated below:

Upon retirement from employment, each licensed and nonlicensed employee shall be paid for not more than thirty (30) days of unused accumulated leave earned while employed by the school district in which the employee is last employed. Such payment for licensed employees shall be made by the school district at a rate equal to the amount paid to substitute teachers and for nonlicensed employees, the payment shall be made by the school district at a rate equal to the federal minimum wage. The payment shall be treated in the same manner for retirement purposes as a lump-sum payment for personal leave as provided in Section 25-11-103 (e). Any remaining lawfully credited unused leave, for which payment has been made, shall be certified to the Public Employees’ Retirement System in the same manner and subject to the same limitations as otherwise provided by law for unused leave. No payment for unused accumulated leave may be made to either a licensed or nonlicensed employee at termination or separation from service for any purpose other than for the purpose of retirement;

Upon retirement Directors, Faculty, and Counselor shall be paid for not more than 30 days of unused accumulated leave at the rate paid for MSMS substitute teachers. All other employees shall be paid for no more than 30 days of unused accumulated leave at the rate of the federal minimum wage. All other unused leave shall be certified to the Public Employees' Retirement System.

Pay for unused leave shall only be paid at retirement.

PERFORMANCE EXPECTATION AND EVALUATIONS

PERSONAL FOLDERS

There will be an individual folder on each member of the faculty and staff kept on file in the Office of the Executive Director. These folders will contain administrative observation and evaluation reports, special works, and comments by parents, students, or staff members. The folders will be available for review by staff members on request. Staff members may ask that letters commendation, etc. be placed in their personnel files.

USE AND MONITORING OF ELECTRONICS AND EQUIPMENT

FIXED ASSETS

All items with a value in excess of 1,000 and items deemed "highly walkable" by the state auditor's office are considered fixed assets and are strictly controlled by both district and state audit. These fixed asset items can be identified by the fixed asset tag bearing MSMS identification. Fixed assets are "fixed" by assignment to a location. The teacher or staff member assigned to that location is the responsible party for the fixed assets in that location.

Fixed assets may not be moved from one location to another without the completion of a notification card completed by the person/persons moving the equipment. No fixed assets are to be removed from the campus, even temporarily, without the completion of a hand receipt signed by the Administration for Technology and Fixed Assets Coordinator.

A beginning and ending year fixed assets inventory will be given to all faculty and staff. This inventory will be signed by the employee and a copy given to the employee and the fixed assets coordinator. Any additions, deletions, donations, lost or stolen and transfer of fixed assets during the year must be accompanied by completing the appropriate forms provided in the back of the fixed assets manual.

VIDEO APPROVAL

MSMS recognizes that while certain feature films/videos have educational value when used in the proper context, not all films are appropriate for use in classrooms. In order to attain the appropriate balance in allowing teachers flexibility to use appropriate educational materials and protecting students from inappropriate materials, the following policy sets guidelines for the use of such materials. Films are to be used only in the context of legitimate educational purposes, in accordance with the curriculum for the class in which it is shown. Faculty and staff shall comply fully with federal copyright law when showing videos in the classroom. All video productions shown in the classroom shall be previewed by the teacher prior to showing.

The following procedures shall guide the selection and use of videos in the classroom of MSMS:

"G" Rated Films/Videos	May be used without parental permission
"PG" Rated Films/Videos	May be used without parental permission
"PG-13" Rated Films/Video	May be used without parental permission.

Teachers are encouraged to discuss any content that may be objectionable with students prior to showing.

"R" Rated Films/Videos	May be used with written parental permission only.*
"Non-Rated Films/Videos	Non-rated films and videos require that the teacher exercise his/her professional judgment in the use of such materials. If materials which might be questionable is contained, then it is the obligation of the teacher to obtain parental permission.
Segments of Films/Video	Regardless of rating, teachers must use their professional judgment before showing a segment of a film/video.
Showing Films During Non-School Hours	All guidelines above apply to films/videos shown during non-school hours under the auspices of Academic Affairs.

Regardless the ratings, teachers must use their professional and prudent judgment in showing videos in their entirety or in part. Teachers should properly inform students of the content of the film/video regardless of its rating, giving students the option of an alternative assignment if they choose not to view the film/video due to objectionable content.*If a parental permission slip is needed to show the film/video, the parents and students should receive the permission slip at least five school days prior to the viewing. The parental notification/permission slip must contain a brief summary of the film/video, reasoning as to the given rating, and why the film is being shown.

The Director for Academic Affairs will monitor the policy implementation and will have the Final authority to make decisions as to other appropriateness of any film/video.

FACULTY

EFFECTIVE TEACHING

Research has shown that the most effective schools share a set of characteristics, and that the most effective teachers in those schools display a set of traits or characteristics that are clearly recognizable. Effective schools research has shown that effective educators believe that 95-98% of all students can master the essential curriculum [with essential curriculum defined as that body of knowledge that all graduates are expected to achieve]. Our expectation at MSMS is that every teacher will be an effective teacher.

The traits of an effective teacher can be summarized as follows:

Planning and preparation – The teacher. . .

- A. Identifies how each student learns best;
- B. Does careful planning and preparation for classes with special emphasis on the first day and the first week of a segment of instruction; and
- C. Exhibits high expectations for each student's achievement.

Classroom management – The teacher. . .

- A. Makes clear the rules, consequences, and procedures on the first day and adheres to
- B. those rules consistently throughout the school year;
- C. Provides for a high rate of correct answers by using learning activities that are neither too easy nor too difficult for students.
- D. Keeps students on academic tasks and promotes extensive content coverage;
- E. Remediate individual learning deficiencies with specific transferable skills;
- F. Provides a role model for students by a business-like approach to teaching and learning;
- G. Uses direct instruction with the whole class or small groups when teaching for basic skills mastery;
- H. Creates a supportive learning atmosphere by showing concerns and respect for each student;
- I. Is positive and gives students a feeling that all can learn; and
- J. Is present in the classroom and is absent as little as possible, understanding that there is not any way to truly substitute for the assigned teacher.

Evaluation – The teacher. . .

- A. Monitors student performance during recitation or individual work sessions;
- B. Recognizes student accomplishment;
- C. Provides individual feedback to students when needed;
- D. Follows up on student assignments by grading and returning assignments in a timely fashion

FACULTY - FACULTY RELATIONSHIPS

It is imperative that all MSMS faculty members work harmoniously and support each other. There is no place in the education profession for the teacher who ridicules, belittles, or in any way degrades a fellow teacher, staff member, or administrator to the students or to the public. Differences of opinion are to be handled professionally and through appropriate channels. It is expected that faculty will participate in decision-making and will demonstrate and model support for the policies and programs of the school.

FACULTY – STUDENT RELATIONSHIPS

- Listed below are suggestions for fostering good faculty-student relations:
- Be considerate of the many personal and academic adjustments students are undergoing.
- Maintain a high degree of visibility, especially during the adjustment weeks.
- Consider the welfare and respect the rights of each student.
- Employ friendliness, patience, sympathy, courtesy, sincerity, and candor when
- Dealing with a student's problems or attitudes.
- Grade and return all assignments promptly to students.
- Be impartial in all dealings with students.
- Maintain professionalism at all times.

ARRIVAL AND DEPARTURE

All teachers should arrive at school by 7:45 a.m. Teachers who have first period classes are expected to be near the corridor by their classroom not later than 7:55 a.m. ready to supervise the arrival of students. All teachers, even those without a first period class are expected to encourage students to come inside the classroom promptly in preparation for instruction to begin at 8:00 a.m. The workday ends at 4:00 p.m., with the exception of days set aside for faculty meetings or designated evening tutorials.

TEACHER ABSENCES

When the necessity arises for a teacher to be absent on a school day, that teacher is responsible for contacting the school secretary as soon as possible, **but not later than 7:30 a.m. on the day of the absence.** Coverage of classes and activities to be missed must be arranged either with a colleague(s) or an appropriate substitute from the approved list of substitutes. Each teacher shall have an appropriate "Substitute Folder" on file in the office with up-to-date information about each class. Each folder shall contain, at minimum, (1) class rolls for each class, (2) seating charts, if applicable, (3) emergency instructions, (4) the teacher's daily teaching schedule, and (5) general daily procedures. On or before the day of the absence the teacher may insert specific lesson plans and curriculum instructions to be carried out by the substitute.

SUBSTITUTE TEACHERS

A list of qualified teacher substitutes will be provided for the faculty. Each teacher is responsible for contacting his/her own substitute to ensure that all classes are covered. No class is to be dismissed because of the teacher's absence without approval by the Director for Academic Affairs. If a teacher encounters difficulty in securing a substitute, the office is to be notified immediately. It is preferred that substitute teachers have an undergraduate degree or comparable experience in the content area in which he or she is substituting. In order to be listed as a substitute a MSMS application for employment must be on file in the office of the Executive Director.

SUBSTITUTE TEACHERS LESSON PLANS

Faculty will have an emergency lesson plan on file in the Office of Academic Affairs in the event of an unforeseen absence. The emergency lesson plan should be submitted in electronic copy to the Office of Academic Affairs no later than two weeks after the opening of school. This emergency lesson plan may be updated from time to time as the faculty member deems necessary.

ACTIVITY ATTENDANCE

Extracurricular activities are an essential part of residential school programming. Teachers and administrators are expected to share in the supervision of these activities. Attendance at extracurricular activities provides an avenue for building relationships and noting student success.

Held on contractual days, the following activities should be attended by all personnel unless prior approval has been secured for personal or professional leave:

1. Parent's Day (Fall Semester)
2. Application Review Committee (Spring Semester)
3. New Student Orientation (Spring Semester)
4. Graduation (Spring Semester)

Participation in the following activities is greatly encouraged and some may be assigned:

1. Athletic events
2. Student performances
3. Prom
4. Senior celebration
5. Move in days
6. Winter formal

When faculty or staff members are absent for any reason, the *Absentee Form* is to be completed. If the absence is planned (i.e., personal leave, doctor's appointment, etc), the form should be completed in advance.

Faculty notify the Office of Academic Affairs by signing out or via e-mail when leaving the MSMS campus during the 8:00 a.m. – 4:00 p.m. academic day with the exception of lunch time. This record will be kept in the office, allowing office personnel to locate staff members in case of an emergency. Please remember to e-mail upon your return. Requests to be off campus for non-school-related reasons should be kept to a minimum.

EXTRA DUTY

All teachers and administrators are classified as "exempt" employees by federal definition and are subject to the call of the Executive Director for special assignments at any time when the best interest of the school may be served. Extracurricular and co-curricular activities are an essential part of the school program. Teachers and administrators are expected to share in the supervision of these activities.

FACULTY AND DEPARTMENTAL MEETINGS

As part of our contractual agreement, all faculty and administrators are expected to attend announced faculty, department, and school committee meetings unless specifically excused in advance by the person in charge of the meeting. Unless otherwise notified, academic meetings will meet *Tuesday afternoons from 4:05 p.m. – 5:05 p.m.* The specific dates will be announced and placed on the calendar. Departmental meetings should be held during common planning times at least once per month, but faculty members are encouraged to meet as often as needed to find solutions to the issues facing the school and individual students.

Meetings may be scheduled on other days only if deemed necessary by the Director for Academic Affairs or Executive Director. In all cases, every attempt will be made to provide advance notice. Teachers should not schedule any personal appointments during this time.

TUTORIALS

Each faculty member is required to schedule a minimum of two hours per week in order to provide small group tutorials. The dates/times of tutorial will be agreed upon by the teacher and Director for Academic Affairs and will be posted as well as provided to students during the first week of classes. Students on ISP may be required to attend tutorials in addition to the one-on-one time scheduled with the teacher of the course in which the student is having difficulty; however, tutorial time may not be used to replace ISP.

Faculty members will be expected to be readily accessible and highly visible during tutorials. Eagerness to provide assistance will encourage students to take advantage of this excellent opportunity. **Students should never be assigned a mandatory activity that conflicts with tutorial time without obtaining approval from the Director for Academic Affairs in writing and at least a week in advance so that it can be put on the weekly calendar. This is done to avoid conflicts.**

ABSENCES FOR STUDENTS

Attendance at all scheduled classes and seminars is mandatory. Absences will either be excused or unexcused. Excused absences will only be given for illness (confirmed by a note from the MUW Health Center), school sponsored activities, or required family activities for which prior approval has been given by the Director for Academic Affairs. All other absences will be unexcused. **Teachers should take roll and report absences either electronically or by sending an absence slip to the Office of Academic Affairs within the first ten (10) minutes of EACH class period. Consequences for unexcused absences are listed in the *MSMS Student Handbook*.**

TARDINESS

Students are expected to be on time for all classes and **all** teachers are expected to document and report student tardiness. During the first week of each school year, students are allowed a period of adjustment to their schedules. Beginning with the sixth day of the semester, the consequences for tardiness to academic classes will be imposed. More than 30 minutes late to class constitutes an unexcused absence. Consequences for both unexcused absences and tardiness are listed in the *MSMS Student Handbook*.

CLASSROOM SUPERVISION

The courts have ruled that teachers who are negligent in providing classroom supervision – regardless of reason – are still responsible for whatever happens in their classroom. Absences from the classroom for purely personal comfort (except emergencies), personal business, or social interaction with other adults has not been considered sufficient reason for failure to maintain expected supervision. In the absence of the teacher, classrooms and labs should be locked.

DISMISSAL OF STUDENTS FROM CLASS

MSMS does not ring bells to signify the end of class. Each teacher is responsible for monitoring the time and dismissing students verbally. Out of respect for their colleagues, teachers should not dismiss their students earlier than the scheduled time nor hold students beyond their assigned class period.

DISCIPLINE REPORTING

The effectiveness of a discipline program in any school is primarily dependent on consistent expectations and application of policy. Teachers should inform students of their expectations for classroom behavior during the first week of classes. These may be in addition to regulations listed in the student handbook.

The basic premise of classroom discipline is that no individual student will be allowed to disrupt class to the detriment of his/her classmates. All teachers at MSMS are expected to create and maintain a level of discipline that is consistent in expectation and application of consequences and which will maximize student learning. If a student is continuously disruptive and the teacher finds it necessary to refer the student to an administrator, the following process should be followed:

- Send the student to the office with a “Disciplinary Time Out” notice

- As soon as possible, but no later than the end of the class period in which the offense occurred, complete a discipline report form [available on the Shared Folder J Drive] and either hand deliver or send in a confidential manner by another student to the office
- A copy of the completed form will be returned to you after action has been taken.

In an extreme situation when a student is out of control and refuses to get under control or is behaving in a manner dangerous to him/herself or another student, the supervising teacher should:

- Send another student to request that an administrator or support personnel be directed to assist you
- When the administrator/support personnel arrives, inform him/her of the situation
- Complete a discipline report form no later than the end of the class period in which the offense occurred [description matching that verbalized to the administrator/support personnel]
- A copy of the completed form will be returned to you after action has been taken

ACADEMIC HONESTY

Students determined to have been cheating or plagiarizing shall be referred to the Director for Academic Affairs. The minimal consequence for the first offense will be assignment of zero (0) on the assignment, test, or paper and 14 days In-Hall Restriction. Parents will be notified. A student found to have stolen and/or distributed a test or in unauthorized possession of a test will be referred to the Director for Academic Affairs. Specific consequences are described in the *MSMS Student Handbook*.

RECEIPT BOOKS

Any time a teacher receives money from a student that teacher shall issue a written receipt. Receipt books are available in the main office for this purpose.

All money collected at MSMS is deposited daily. All money collected shall be receipted, counted, and turned in to the Academic Affairs Administrative Assistant by 2:30 p.m. each day along with an accounting form so that it may be prepared for bank deposit. Accounts for clubs or other groups can be established by the Academic Affairs Administrative Assistant.

FIRST DAY(S) OF CLASSES

Please complete the following tasks:

1. At the beginning of each class period, call roll as recorded in Powerschool to insure that each student is in the correct class

2. Do not permit students to remain in your class without a proper schedule assignment. Assist students in trying to correct simple errors in scheduling, e.g., wrong room number, etc. If you cannot resolve the problem, send the student to the counseling office.
3. Be sensitive to students and professional when talking with them about their assignment to your class. Share any concerns [i.e., students who do not meet prerequisites, class size, etc.] with the Director for Academic Affairs – **not with students.**
4. Issue the appropriate textbooks, writing the student's name and school year in the text as it is issued. Keep an accounting book numbers issued to each student.
5. If student enrollment exceeds the number of textbooks available please submit a requisition as soon as possible so that an order for additional books may be placed.

LESSON PLANS

Planning is essential to both sound instruction and orderly operation of school. Teachers are expected to prepare lesson plans at least one week in advance of instruction.

SYLLABI

Faculty members shall develop a syllabus for each course taught at MSMS. It is expected that these be followed through the duration of each course (semester or year). It is requested that comments or improvement suggestions be written in the margins for later modification.

- Copies of the course syllabus shall be distributed to students and the Director for Academic Affairs during the first week of the semester. Included shall be:
- Course Title and semester
- Instructor Name
- Office Room Number
- Contact Information: telephone, campus address, email address
- Course Objectives or Expected Outcomes
- Statement regarding academic honesty
- Description of assignments, number and type of tests
- Due dates for major course requirements
- Make up Policy
- Grade Computation Statement to include specific methods for determining grades

In addition, each teacher shall present each student in each class with a written or electronic copy of his/her classroom rules and expectations for behavior. These classroom rules should be clearly stated with consequence for violations also clearly stated. Specific classroom procedures should be clearly spelled out. Also, during the first week of school each teacher will place a copy of the classroom rules/expectations in his/her substitute folder.

SCHEDULE CHANGE PROCEDURE

Students will sign up for courses primarily based on freedom of choice and the recommendation of faculty and their academic counselor. The school hires teachers, plans facilities, and develops the master schedule around these choices. Schedule changes will not be considered to enable students to choose teachers or specific periods. All schedule changes are made through the academic counselors in the Counseling Center with the permission of the Director for Academic Affairs. Students are to follow their schedule until receiving written notification of changes.

On a space available basis, students wishing to add courses to their schedules will have one week at the beginning of each semester to do so. Going beyond one week causes students to begin class on a negative note.

Students will be allowed to drop courses from their schedules during the first four weeks of each semester without penalty if they are experiencing academic difficulty or at the recommendation of the course instructor. After four weeks, a “WF” or “WP” will be recorded on a student’s permanent record if a course is dropped. Students will not be allowed to drop yearlong courses at the beginning of second semester without penalty.

Exceptions to this may be taken if the school deems there are extenuating circumstances. Such decisions will be made after discussions with the teacher, counselor, parents, and academic director to determine what is in the best interest of the student. As a general rule, students will not be allowed to drop courses that leave them working for less than 6 credits during the year.

CLASSROOM CHECKLIST

Each classroom should be kept neat, colorful, interesting, and attractive. Serious mechanical needs should be properly reported. Old materials should be removed and discarded. A periodic “face lifting” of the classroom is encouraged as a class project. A checklist of questions might be:

1. Are the surroundings cheerful and attractive?
2. Does the appearance of the classroom stimulate the imagination and interest of your students?
3. Are examples of quality student writings, drawings, or collections displayed attractively?
4. Does the classroom stimulate the education process with a variety of books and materials for learning – without being “junky” or overwhelming?
5. Are desk tops kept clean and free of marks?
6. Is all trash in the wastebasket?
7. Are chalkboards/whiteboards clean?

GRADING SCALE

There will be four (4) grading periods for the academic year. The following grading scale will be used at MSMS:

90 – 100	A
80 – 90	B
70 – 79	C
69 – BelowNC	(No credit)

Nine-week grades consists of an average of homework, tests, daily assignments, projects, etc. Semester grades consists of the two nine-week averages counting 40% each and the semester exam, or its equivalent, counting 20%. The yearly average represents an average of the two semester grades.

GRADE REPORTING

Teachers are expected to keep students informed of their progress consistently throughout each nine-week grading period. A good rule of thumb is to record at least one grade each week. Teachers are also expected to return assignments within one week after receiving them. All grades will be maintained in Powerschool. If physical grade books are used, they are considered official documents and should be maintained accordingly. Take care to secure your grade book so that students cannot have access to it. Only persons on official school business should have access to your grade book. Maintain your grade book so that grades can be properly interpreted in your absence. The same security measures apply to using PowerTeacher. Students should never be allowed access or viewing of other students' information.

All assignments given for a nine week grading period must be graded and included in the final grade for a quarter. Grade reports, which will be recorded numerically, will be available for viewing through Powerschool following the conclusion of each quarter or semester. Teachers are expected to get all grades recorded by the given deadline. Final grade reports will be printed and mailed to parents only if the parents submit a request.

MAKE-UP WORK

Students with excused absences from class are allowed to make up any tests, homework, class work, projects, or labs missed. Students knowing in advance that they will miss class for an excused purpose are required to get their assignments in advance and are responsible for turning in missed work on the day of their return. Students in attendance on days tests or assignments are made are expected to submit the work or take the test on the assigned day.

Students should assume the responsibility of make-up work with their teachers. A student is to arrange for make-up work on the day of their return to class. If the student misses only one class period, he/she has three class periods to complete the make-up assignment. If the student misses two or more consecutive periods, make-up time is to be arranged with each individual teacher. Students cannot wait until the end of the grading period to complete make-up work.

In case of extended illness or absence, teachers are requested to be cooperative in providing make-up opportunities. Students should be extended every courtesy in receiving assignments and assistance, but the ultimate responsibility of completing make-up work, in a timely manner, rests with the students.

STUDENT RECORDS

Student records are available in the counseling office for review by teachers. A signature sheet will be maintained to allow teachers access to the information found within the cumulative folder.

Per law, teachers may only review records on a need to know basis. It is vital that teachers respect the confidential nature of student records and the information be used only to assist students in achieving success at MSMS.

TEXTBOOKS

Assessment of fines

When use of a textbook has been completed, each student's book shall be carefully evaluated by the teacher. The teacher shall note, in the textbook record, the condition of the returned book. Fines should be charged to student for unnecessary damage to the book according to the following schedule:

1. A book returned in such condition that it is unlikely to be reused will be classified as *unusable*:
 - a. If such book is NEW through one year old, the full purchase price will be charged;
 - b. If such book is two years old, 80% of the purchase price will be charged;
 - c. If such book is three years old, 60% of the purchase price will be charged;
 - d. If such book is more than three years old, 40% of the purchase price will be charged;
2. Books in the following condition will be classified as *unusable*:
 - a. Books that have been completely severed from their backs, or books that are connected to their backs only by the paper pasted in the inside of the covers; or
 - b. Books with pages completely removed; or
 - c. Books that have been marked on to the extent that the printing cannot be read.

3. For damaged textbooks, teachers will assess fines in multiples of 25 cents. For damaged textbooks, a charge for abuse to the book will be assessed, taking into fair consideration normal wear and tear.

Lost books

- New through one year: charge the full replacement cost;
- Two years old: charge 80% of the replacement cost;
- Three years old: Charge 60% of the replacement cost;
- More than three years old: charge 40% of the replacement costs.

NOTE: State law requires teachers to keep receipts for all money that is received from students for lost or damaged books. Receipt books are available in the office. Of course, all receipts should total the amount of money collected from students.

SUPERVISION AND EVALUATION OF FACULTY

The Director for Academic Affairs will be responsible for observing classroom instruction, evaluating performance, and recommending faculty members to the Executive Director for continued employment with the Mississippi School for Mathematics and Science. All aspects of the evaluation process will be constructive in nature and are intended to improve the educational process.

Class observations will consist of frequent informal visits by the Director for Academic Affairs for less than a full class period or formal observations lasting up to the length of the class.

The evaluation process for faculty will be completed by the last working day of April. Formal observations, the evaluation folder, and administrative correspondence will be used in completing each teacher's annual evaluation. Faculty members are encouraged to visit the classrooms of their colleagues for the opportunity to gain new insight into their disciplines. These visits should be arranged between department members.

FACULTY OFFICES

Office space is provided for each faculty member to enhance professional job performance. Teachers shall post their schedules and office hours on office doors and in course syllabi for student use in seeking academic assistance or counseling.

FACULTY OFFICE TECHNOLOGY

All faculty members will be provided with an office computer for instructional and academic use. Intranet and Internet accounts will be assigned by the Technology Coordinator upon completion of the *MSMSNet Account Form* which is available in the Office of Academic Affairs. Internal communication is available using e-mail. Software is networked and available to faculty using Novell. Computer use should be considered a privilege and all employees should pay particular attention to the *MSMS Acceptable Use Policy* which governs the use of all school computers, the network, and e-mail sent/received via the MSMS network. To protect the security of the system, passwords should not be given to other instructors or to students. Faculty should check e-mail at the beginning and end of each school day.

FACULTY OFFICE TELEPHONES

Faculty office phones are provided for faculty use in conducting school business. Please use your office telephone and not the telephones of the secretarial and administrative staff. Students should never have access to faculty office phones.

An in-state WATS line is available for in-state long distance calls. This line is to be used for school business only. Do not allow students to use the WATS line to call home, etc. Out-of-state long distance calls are electronically recorded. At the end of each month, staff members will be given a listing of all long distance, out-of-state calls charged to their phones for verification.

CUSTODIAL SERVICE

Have high and consistent performance expectations for the work service students who clean your classroom. Voice these expectations clearly and early on and give frequent positive reinforcement when your expectations are met. If an emergency arises during the day [a spill, student throws up, etc.], contact the academic office so the problem can be addressed promptly.

MAINTENANCE NEEDS

Maintenance needs should be reported on the appropriate "Maintenance Work Order" request form available from the office. Major maintenance needs should be called to the attention of the Director for Academic Affairs.

RESIDENTIAL LIFE

MISSION STATEMENT

The Department of Residential Life within the Office of Student Affairs supports the educational mission of the Mississippi School for Mathematics & Science (MSMS). Our vision is to provide a high quality student housing experience and to promote a co-curricular living-learning environment for our residents.

PHILOSOPHY

The Department of Residential Life is concerned with all the aspects of campus living at MSMS. This concern is observed by providing an opportunity for group living, academic achievement and social maturation in a democratic and diverse community. The degree to which a student benefits from campus living depends on the individual level of involvement in planning and implementation of residential activities. This department supports the principle of initiative, which acknowledges that a student must accept personal responsibility for their development.

The Housing Staff is responsible for the development and implementation of programming that fosters an effective living and learning environment. The objective is to enhance the social, educational, cultural and personal growth of each student. A positive climate in the residence hall should promote self-discipline, self-direction and participation in the community.

DEPARTMENTAL OBJECTIVES

We foster the holistic development of our residents and department by:

- Providing a qualified and well-trained staff to meet our customer needs
- Striving for courteous, professional and efficient customer service atmosphere
- Maintaining attractive living spaces which meet the needs of today's students
- Working to ensure safe and secure housing for every student
- Offering students opportunities to nurture the development of strong leadership skills
- Promoting a healthy social environment in a diverse community
- Creating a supportive atmosphere conducive to academic excellence

GENERAL

DESCRIPTION OF POSITIONS

Hall Director

The Hall Director in each building reports to the Director of Student Affairs. Each Hall Director is responsible for the oversight and management of every aspect of the residence halls. This includes but is not limited to:

- **Hall Staff**
 - Hire, train and supervise
 - Schedule
 - Assist with evaluations and staff development and in-services
 - Handle issues/concerns/conflicts
 - Hold weekly staff meetings
 - Check staff in and out of rooms at the open and close of the year
 - Issue and collect keys (and IDs if not returning to MSMS)
 - Ensure building and staff are ready for the opening and closing of the residence hall at the beginning of the academic year, at each extended weekend/holiday and at the end of the academic year
 - Make sure rooms have adequate furniture and is clean and ready for students to move-in (room condition reports should be done for each room)
 - Make sure bulletin boards and door decorations are complete
- **Front Desk**
 - Open/Close Procedures
 - Unlock/Lock Building daily
 - Open/Close Laundry Room and Computer Lab
 - Handle money (includes getting change)
 - Create notebooks with important information for staff use
 - Post Schedules and important information
 - Transfer necessary paperwork to files weekly (i.e. duty logs)
 - Contact Parents if necessary daily
 - Read and sign Parent Contact forms daily
- **Drive school bus for:**
 - Mentorships
 - Research
 - Doctor Visits
 - Drop off/pick-up prescriptions
 - Field trips
 - Weekend shuttles (Wal-Mart, Movies, etc.)
 - Other places as deemed necessary

- **Students**
 - Familiarize students with MSMS and MUW rules and regulations
 - Handle roommate/suitemate conflicts
 - Room changes
 - Room Inspections
 - Programming
 - Lights Out/Late Night Passes
 - Discipline
 - Complete necessary paperwork & write in discipline book before filing
 - Assign date restriction starts (see Student Handbook)
 - Follow-up to make sure consequences have been completed
 - Monitor the Wellness program and issue grades each 9 weeks
- **Inventory**
 - Obtain and maintain an accurate count on all furniture (beds, chairs, dressers, lobby furniture, etc.)
 - Obtain and maintain an accurate count on all hall supplies (cleaning, medicines, first aid care, etc.)
 - Obtain official MSMS Inventory report from Student Affairs; ensure all items on this list are accounted for; reports must be given to the Office of Student Affairs when items on this list have been moved, damaged, stolen, etc.

Hall directors will be assigned other tasks/responsibilities as deemed necessary by Director for Student Affairs.

Assistant Hall Director

The Assistant Hall Director in each building reports to the Hall Director of the building. Each Assistant Hall Director is responsible for assisting the Hall Director with the oversight and management of every aspect of the residence halls. This includes but is not limited to:

- **Hall Staff**
 - Supervise & Schedule
 - Assist with evaluations and staff development and in-services
 - Handle issues/concerns/conflicts
 - Attend weekly meetings
 - Assist with the opening and closing of the residence halls at the beginning of the academic year, extended weekends and holidays, and at the end of the academic year.
- **Residence Hall**
 - Open/Close Front Desk
 - Unlock/Lock Building daily
 - Open/Close Laundry Room and Computer Lab
 - Handle money
 - Post Schedules and important information

- Contact Parents if necessary daily
- Read and sign Parent Contact forms daily
- Complete room condition reports
- Student room check and inspection
- Monitor student wing/lobby duty
- Handle emergency situations
- Rounds in and outside the building
- Report maintenance issues
- Serve as a mentor to students and staff
- Programs/Socials (Bulletin boards and door decorations)
- **Drive school bus for:**
 - Mentorships
 - Research
 - Doctor Visits
 - Drop off/pick-up prescriptions
 - Field trips
 - Weekend shuttles (Wal-Mart, Movies, etc.)
 - Other places as deemed necessary
- **Students**
 - Familiarize students with MSMS and MUW rules and regulations
 - Room Inspections
 - Programming
 - Lights Out/Late Night Passes
 - Discipline
 - Complete necessary paperwork & write in discipline book before filing
 - Assign Work Service duties and monitor completion; issue grades each 9 weeks

Assistant Hall directors will be assigned other tasks/responsibilities as deemed necessary by the Hall director and/or the Director for Student Affairs.

Community Leader

The Community Leaders in each building reports to the Hall Director of the building. Their responsibilities include but are not limited to:

- Attend staff training, development and in-services
- Assist with the opening and closing of the residence halls at the beginning of the academic year, extended weekends and holidays, and at the end of the academic year
 - Complete Room Condition Reports
 - Check students in and/or out of rooms
 - Prepare bulletin boards and door decorations
- Work Front Desk
- Complete rounds in and outside of the building
- Student Room Check and Inspection
- Help familiarize students with MSMS and MUW rules and regulations
- Discipline
- Monitor student wing/lobby duty
- Serve as a mentor to students
- Handle roommate/suitemate conflicts
- Provide programs for students
- Report (as well as look for) maintenance issues in and outside the building
- Attend Weekly Meetings
- Assist with emergencies (and evacuations if necessary)
- Sponsor clubs/organizations
- Drive school bus for:
 - Mentorships
 - Research
 - Doctor Visits
 - Drop off/pick-up prescriptions
 - Field trips
 - Weekend shuttles (Wal-Mart, Movies, etc.)
 - Other places as deemed necessary
- Assist the Hall Director and the Assistant Hall Director with Work Service and Wellness

Community Leaders will be assigned other tasks/responsibilities as deemed necessary by the Hall Director, and/or the Director for Student Affairs.

Resident Assistant

The Resident Assistants in each building report to the Hall Director of the building. Their responsibilities include but are not limited to:

- Attend staff training, development and in-services
- Assist with the opening and closing of the residence halls at the beginning of the academic year, extended weekends and holidays, and at the end of the academic year
 - Complete Room Condition Reports
 - Check students in and/or out of rooms
 - Prepare bulletin boards and door decorations
- Work Front Desk
- Complete rounds in and outside of the building
- Student Room Check and Inspection
- Help familiarize students with MSMS and MUW rules and regulations
- Discipline
- Monitor student wing/lobby duty
- Serve as a mentor to students
- Report to and Assist Professional Staff with roommate/suitemate conflicts
- Assist Professional Staff with programs for students
- Report (as well as look for) maintenance issues in and outside the building
- Attend Weekly Meetings
- Assist with emergencies (and evacuations if necessary)

Resident Assistants will be assigned other tasks/responsibilities as deemed necessary by the Hall Director, the Assistant Hall Director, Community Leaders, and/or the Director for Student Affairs.

PROFESSIONALISM

STAFF ETHICS

Residence Hall Staff shoulder considerable responsibility for the welfare of their residents. At the same time, they must maintain professionalism and a respectful communion within the organization. The following *ethical* considerations are important for competent performance with students and fellow staff members.

1. As a staff member you are a part of the MSMS family and have a responsibility to it, the Department of Residential Life, the residence halls, and your colleagues. Your acceptance of this position implies a cohesive agreement with the goals and policies of the Department of Residential Life program. Therefore, your actions, both personally and professionally, should reflect the objectives of the Department of Residential Life.
2. Carry out to the fullest, the responsibilities you have assumed as part of your position. If you fall short, make adjustments, contact and consult your supervisor, or ask to be relieved of your position.
3. Keep your supervisor informed of situations, which are potentially harmful to an individual, the building, or the staff as a unit.
4. When you observe that a student's behavior needs guidance, do not hesitate to identify yourself and take the necessary action for the good of the student and the residence hall. This doesn't mean you must try to handle every situation yourself. Action may be in the form of requesting help from an appropriate source.
5. When presenting information to residents, your colleagues, or supervisors, make sure that both the content and your mannerisms are professional and appropriate to the situation.
6. Use good judgment in social relationships with students and other staff members. It is against MSMS policy for any staff member to be involved in an amorous relationship with a student.
7. You may receive confidential material and information from several sources. Be discreet. Some information from other *staff* members, students and MSMS officials must be kept confidential.
8. Recognize the difference between consultation and gossip. You may discuss a student's problem or a building situation with fellow staff members, as necessary, but not where it can be overheard by others. Exercise caution in discussing student problems with staff members from other buildings except for problems where mutual consultation and information is vital.
9. Disharmony among staff members, should it exist, is best kept within the staff. Suggestions and constructive criticisms within the staff are the most positive outlets.
10. Complaining is never appropriate. Seek out the person that can assist you and deal with your complaint. Indiscriminate criticisms of the administration, staff members, or students, damage morale and lessens the respect others have for you.

11. Encourage students to deal with their concerns in an appropriate manner. It is your responsibility to clarify, provide additional information, or re-direct the student.
12. If you don't know the answer to a question or the rationale for a policy, investigate.
13. Remember that your first responsibility is to help students prosper from MSMS because of; rather than in spite of living in MSMS housing.

DRESS, GROOMING, AND HYGIENE

Dress, grooming and hygiene standards are established to insure our department projects a professional image to our students and their parents and to the MSMS faculty and staff. It also makes it easier to work as a staff if those important things are not an issue on a day-to-day basis.

Please take the time to read the dress and grooming section in the student handbook (pages 24 & 25). It's only reasonable that the same policies the students have to abide by be the policies our staff follows as well. Anytime you are in the office (or anywhere on the 1st floor), please make sure you are not in violation of the dress code. If you are on duty, no matter where you are, you should be dressed according to the policy.

Personal hygiene is the first step to good grooming and good health. Elementary cleanliness is common knowledge. Neglect causes problems that you may not even be aware of. Good daily hygiene habits are expected of everyone.

DISMISSAL/DISCIPLINE

Failure to uphold and follow staff expectations and MSMS/MUW/local/state/federal regulations may result in probation, termination, or other forms of discipline, as deemed necessary by the Department of Residence Life and/or the Office of Student Affairs.

Actions that may lead to discipline or dismissal include, but are not limited to:

- Failure to comply with MSMS Policies
- Participation in events that jeopardize the safety or well being of residents, staff, or facilities
- Possessing or consuming alcohol or illegal drugs on campus
- Being intoxicated while on duty
- Skipping rounds or failure to appear while on duty
- Failure to meet programming requirements
- Late or incomplete paperwork
- Failure to enforce rules or regulations
- Misuse of keys
- Misuse of programming money
- Falsification of reports

- Other incidents or behaviors that undermine the respectability or credibility of your position or MSMS.

Written warnings will be issued by Hall Directors for violations. Reprimands by the Coordinator for Residence Life will be issued for violation after two (2) written warnings. If by chance a staff member reaches their third reprimand, it will be referred to the Director for Student Affairs and may result in termination.

CONFIDENTIALITY OF INFORMATION

As a staff member you may be told information by any of several sources. It will require discretion by you. Any staff member found violating confidentiality will be held accountable. Consequences could include a written notice, counseling session or job termination.

STAFF INCIDENTS

Staff unity is important, yet invariably during the year misunderstandings may arise among staff members. It is never helpful for any residents to know about staff problems. Any staff found sharing this type of information inappropriately will be held accountable.

MSMS INCIDENTS

The Department of Residential Life Staff members are representatives of the administration. Presenting factual information, not rumors or personal bias', about the MSMS's position on issues is helpful to residents. Staff members are not allowed to release any information regarding MSMS crisis or emergency situations unless directed by the Director of Student Affairs (DSA) or their designee.

STAFF EVALUATION AND TRAINING

EVALUATIONS

All staff members are evaluated mid-semester and again at the end of each semester. All new employees are evaluated at the end of their first 90 days for the Human Resources Department. The HDs in each building will evaluate the live-in staff in their building. All HDs will be evaluated by the DSA.

Individual meetings are conducted as necessary and are held with the HDs in each building to address individual areas of improvement and success. There are also weekly staff meetings that will address team performance issues.

Evaluations and reports from individual meetings are kept in each staff member's personnel file. These evaluations will determine your future with MSMS and Residence Life.

TRAINING

Areas of training for the staff in Residence Life include but are not limited to:

- supervision
- Documentation
- Leadership
- Professionalism
- Computer skills
- Business/Office etiquette
- Confrontation
- Safety & Security (Including Fire Safety)
- Counseling
- Bus School

Training is mandatory. Absence from training must be pre-approved with the DSA. This training will be conducted prior to the opening of the academic year. In-service sessions are held throughout the academic year.

PERFORMANCE CHARACTERISTICS/EXPECTATIONS

The following is a list of general performance characteristics and or expectations:

- **Ability to Work Without Supervision** - The extent to which the employee can work by himself/herself; requiring very little supervision and being self-sufficient in assuming the duties of the job.
- **Accuracy of Work** - The degree to which the employee makes mistakes or errors that require correction.
- **Adaptability** - The extent to which the employee can adapt to job or organization changes.
- **Appearance** - The professional appearance of the employee at work; cleanliness, grooming, neatness, and appropriateness of dress for the job.
- **Attendance** - Concerns whether the employee is at work each day.
- **Communication Ability** - The effectiveness with which the employee presents accurate information both verbally and in writing.
- **Cooperation** - The extent to which the employee cooperates with supervisors, associates, and those for whom work is performed.
- **Dependability** - The extent to which the employee can be relied upon to meet work schedules and fulfill job responsibilities and commitments.
- **Favorable Job Attitude** - The extent to which the employee displays interest and enthusiasm for his/her job and asks intelligent questions about the job.
- **Initiative** - The extent to which the employee works ahead based on his/her own judgment without waiting to be told.
- **Job Knowledge** - The extent to which the employee knows the details of the job and follows the job procedures to the letter.
- **Judgment** - The quality of the work-related decisions made by the employee.
- **Meeting Schedules** - The extent to which the employee efficiently completes his/her work and effectively meets deadlines.
- **Punctuality** - The extent to which the employee is prompt in reporting for work and assignments/appointment at the specified time.
- **Quality of Work** - The extent to which the employee neatly, thoroughly, and accurately completed jobs assignments.
- **Quantity of Work** - The extent to which the employee produces an amount of acceptable work in order to meet schedules over which he/she has control.
- **Relationships with Others** - The extent to which the employee establishes good relationships with the public (for example, being courteous and helpful with the public).
- **Safety** - The extent to which the employee follows established safety practices and corrects unsafe work practices on the job.
- **Use of Work Time** - How effectively and efficiently the employee uses his/her time to accomplish his/her job tasks (for example, does not wait until the last minute to work on important projects).
- **Willingness to Learn** - The extent to which the employee wants to learn about his/her job and asks intelligent questions about the job.

SOCIAL HOST LAW

MISSISSIPPI LEGISLATURE

REGULAR SESSION 2011

By: Senator(s) Blount

To: Judiciary, Division A

COMMITTEE SUBSTITUTE
FOR
SENATE BILL NO. 2597

1 AN ACT TO PROHIBIT ADULTS FROM ALLOWING A PARTY TO TAKE PLACE
2 AT A PRIVATE RESIDENCE OR PRIVATE PREMISES IF A MINOR AT THE PARTY
3 OBTAINS ANY ALCOHOLIC BEVERAGE OR BEER AND THE ADULT KNOWS OR
4 REASONABLY SHOULD KNOW THAT THE MINOR HAS OBTAINED ALCOHOLIC
5 BEVERAGES OR BEER; TO PROVIDE CRIMINAL PENALTIES FOR VIOLATIONS OF
6 THIS ACT; TO AMEND SECTION 67-3-70, MISSISSIPPI CODE OF 1972, TO
7 CONFORM TO THE PRECEDING PROVISIONS; AND FOR RELATED PURPOSES.

8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

9 SECTION 1. (1) As used in this section:

10 (a) "Adult" means a person over the age of twenty-one
11 (21) years.

12 (b) "Alcoholic beverage" has the meaning as defined in
13 Section 67-1-5.

14 (c) "Beer" has the meaning as defined in Section
15 67-3-3.

16 (d) "Light wine" means wine containing five percent
17 (5%) or less of alcohol by weight.

18 (e) "Minor" means a person under the age of twenty-one
19 (21) years.

20 (f) "Party" means a gathering or event at which a group
21 of two (2) or more persons assembles for a social occasion or
22 activity at a private residence or a private premises.

23 (g) "Private premises" means privately owned land,
24 including any appurtenances or improvements on the land.

25 (h) "Private residence" means the place where a person
26 actually lives or has his or her home.

27 (i) "Wine" has the meaning as defined in Section
28 67-1-5.

29 (2) No adult who owns or leases a private residence or
30 private premises shall knowingly allow a party to take place or
31 continue at the residence or premises if a minor at the party
32 obtains, possesses or consumes any alcoholic beverage, light wine
33 or beer if the adult knows that the minor has obtained, possesses
34 or is consuming alcoholic beverages, light wine or beer.

35 (3) This section shall not apply to legally protected
36 religious activities or gatherings of family members or to any of
37 the exemptions set forth in Section 67-3-54.

38 (4) Each incident in violation of subsection (2) of this
39 section or any part of subsection (2) constitutes a separate
40 offense.

41 (5) Any person who violates subsection (2) of this section
42 shall be guilty of a misdemeanor and, upon conviction thereof,
43 shall be punished by a fine of One Thousand Dollars (\$1,000.00) or
44 by imprisonment in the county jail for not more than ninety (90)
45 days, or by both the fine and imprisonment, in the discretion of
46 the court.

47 **SECTION 2.** Section 67-3-70, Mississippi Code of 1972, is
48 amended as follows:

49 67-3-70. (1) Except as otherwise provided by Section
50 67-3-54, any person under the age of twenty-one (21) years who
51 purchases or possesses any light wine or beer shall be guilty of a
52 misdemeanor, and upon conviction shall be punished by a fine of
53 not less than Two Hundred Dollars (\$200.00) nor more than Five
54 Hundred Dollars (\$500.00) and a sentence to not more than thirty
55 (30) days community service.

56 (2) Any person under the age of twenty-one (21) years who
57 falsely states he is twenty-one (21) years of age or older or
58 presents any document that indicates he is twenty-one (21) years
59 of age or older for the purpose of purchasing or possessing any
60 light wine or beer shall be guilty of a misdemeanor, and upon
61 conviction shall be punished by a fine of not less than Two
62 Hundred Dollars (\$200.00) nor more than Five Hundred Dollars
63 (\$500.00) and a sentence to not more than thirty (30) days
64 community service.

65 (3) Except as otherwise provided by Section 67-3-54, any
66 person who knowingly purchases light wine or beer for, or
67 gives * * * light wine or beer to a person under the age of
68 twenty-one (21) years, shall be guilty of a misdemeanor and upon
69 conviction shall be punished by a fine of not less than Two
70 Hundred Dollars (\$200.00) nor more than Five Hundred Dollars
71 (\$500.00) and a sentence to not more than thirty (30) days
72 community service. The punishment provided under this subsection
73 shall not be applicable to violations of Section 1 of this act.

74 (4) The term "community service" as used in this section
75 shall mean work, projects or services for the benefit of the
76 community assigned, supervised and recorded by appropriate public
77 officials.

78 (5) If a person under the age of twenty-one (21) years is
79 convicted or enters a plea of guilty of violating subsection (1)
80 or subsection (2) of this section, the trial judge, in lieu of the
81 penalties otherwise provided under this section, shall suspend the
82 minor's driver's license by taking and keeping it in the custody
83 of the court for a period of time not to exceed ninety (90) days.
84 The judge so ordering the suspension shall enter upon his docket
85 "DEFENDANT'S DRIVER'S LICENSE SUSPENDED FOR ____ DAYS IN LIEU OF
86 CONVICTION" and such action by the trial judge shall not
87 constitute a conviction. During the period that the minor's
88 driver's license is suspended, the trial judge shall suspend the
89 imposition of any fines or penalties that may be imposed under
90 this section and may place the minor on probation subject to such
91 conditions as the judge deems appropriate. If the minor violates
92 any of the conditions of probation, then the trial judge shall
93 return the driver's license to the minor and impose the fines,

94 penalties, or both, that he would have otherwise imposed, and such
95 action shall constitute a conviction.

96 (6) Any person who has been charged with a violation of
97 subsections (1) or (2) of this section may, not sooner than one
98 (1) year after the dismissal and discharge or completion of any
99 sentence and/or payment of any fine, apply to the court for an
100 order to expunge from all official records all recordation
101 relating to his arrest, trial, finding or plea of guilty, and
102 dismissal and discharge. If the court determines that such person
103 was dismissed and the proceedings against him discharged or that
104 such person had satisfactorily served his sentence and/or paid his
105 fine, it shall enter such order.

106 **SECTION 3.** This act shall take effect and be in force from
107 and after July 1, 2011.

TAKING CLASSES

All professional live-in staff members are allowed to take 2 classes per semester. Schedules must be approved prior to actual enrollment by the DSA or their designee. New professional staff members will not be allowed to take any classes during their first semester working at MSMS. Resident Assistants are asked to please if at all possible limit night classes. RAs are expected to be on duty at night and on weekends. Numerous night and weekend classes will interfere with the RA schedule.

SHIFTS/DUTY

Shifts vary depending on your position. A copy of the duty schedule is included at the end of this manual. The HD for Administration will update the schedule each month. Each office will keep the monthly schedule posted.

SHIFT SWITCHES

Once finalized, a monthly duty schedule is forwarded to the DSA and Campus Police. It is important that the schedules remain updated and accurate; therefore duty switching must be kept to a minimum. If you need to switch shifts, you must complete a shift change form. Any changes to the schedule must be approved by the HD for Administration.

STAFF VISITATION

While it is the understanding of Student Affairs that for ten months you do live in the residence halls, we ask that you keep in mind you are living with minors. For that reason, we must have guidelines for staff visitation.

All staff members must sign a Staff Inter-Visitation Form before he or she will be allowed to have visitors in the buildings. Guidelines for visitation are detailed on the form and a copy will be given to you as a quick reference. Any staff member found having visitors without a signed visitation form on file will lose all visitation privileges.

SPECIFIC STAFF JOB RESPONSIBILITIES

OPENING THE RESIDENCE HALL (JULY)

The summer is devoted to preparing for the start of school. Emissaries are the first to arrive to campus each new school year. They usually arrive the day before Juniors move-in. Emissaries are in training with the Admissions staff all day. Their car keys should be taken up when they check-in unless otherwise stated by the Director for School Advancement. Once the emissaries return from training, the doors should be locked to each building. They are not allowed to sign out unless a parent comes to pick them up.

Juniors usually arrive the first Sunday in August. Each floor moves in at a certain time. Emissaries, faculty and staff members are on hand to help speed up the process. Inside, we are responsible for checking in the student, making sure all necessary paperwork is complete, and assisting with any maintenance or assignment issues. Room Condition reports should be done prior to this day and then issued and discussed with each student on your wing/floor.

Each residence hall should be clean from top to bottom. A professional cleaning crew comes during the summer months to clean the floors/carpets and bathrooms. The staff may need to wipe students' desks down to remove dust. All trash should be removed from the building. Door decorations and bulletin boards must be complete prior to this day as well. Failure to do so will result in a reprimand.

Any junior with a car must turn their car keys in by the end of the first night. All keys must be labeled and kept in locked in the cabinet. Juniors will not receive their keys until they come off of junior plan.

Wing socials take place on the first night. This is the chance for everyone to get to know each other. Snacks are provided. It would be a good idea to have an icebreaker or two ready to play in case conversations don't get flowing. Hall meetings will take place during orientation. Make sure you use that time to discuss your expectations for the year.

OFFICE PROCEDURES

At all times you are to conduct yourself professionally. You are to keep a pleasant attitude. While working in the office, you are to stay focused on each task at hand. Personal phone calls should be kept to a minimum so your attention will not be diverted. Students should feel that you're giving them your full attention and not as though they are interrupting a personal conversation. You are to be polite and civil even if the person you are dealing with is not. Remember, we are all role models and should lead by example. If you are not the best you can be, how can you expect the best from the students?

No one other than MSMS staff should be in the office at any time. Staff members found with visitors in any part of the office will be subject to disciplinary actions. Also, the office is too small for large groups. If you are not on duty, you should not be in the main part of the office (front desk) unless your presence has been requested.

When you are on office duty, try to arrive 5 to 10 minutes before your shift to get updates. If you are not able to arrive early, don't sweat it. But you can't be late! Someone is in the office depending on you to arrive at the correct time so they can either end their shift or take a much needed break. And remember, you will become that person waiting on the next person to relieve you from your shift! I'm sure you don't want to be left waiting! If you will be late and can't avoid it, please give that person a call.

OPENING THE OFFICE

- It's probably best to unlock the laundry room and computer lab before entering the office.
- After entering the office, stop the transfer on the phone by pressing #2.
- Take out any trash. Make sure the office is neat in appearance.
- Get money box/boxes out of safe and count the money. If there is a discrepancy with the amount noted on the duty log from the night before, immediately contact the HD.
- Start a new duty log.
- Read the duty log from the night before to get updates necessary for the new day. You may find a student was sick prior to the office closing and needs to be checked on.
- Prepare morning medications.
- Make sure the side doors are still alarmed.
- Start the computer and turn on the program used for viewing the cameras on the computer.
- Open the office window.
- Turn all lobby lights on and make sure the front door is unlocked.
- You are now ready for a new day in the office.

CLOSING THE OFFICE

Closing the office is the responsibility of the HD on duty.

- Count all money in the money box/boxes. Place the box/boxes in the safe.
- Complete the duty log.
- Turn off all appliances in the office. Check to make sure nothing is on in the kitchen as well.
- Close the window.
- Forward the office phone to your room or cell phone by pressing *2 and then dialing your phone number.

- Check to make sure the front and back doors are locked.
- Make sure the building is alarmed (this should have been done at room check).
- Make sure the office is clean and all trash has been removed from trash cans. Replace trash bags. (Ladies, you may leave the trash bag by the back door for the person who opens the next morning since its dark out!)
- Be sure to turn off all lights and lock the office door.
- Lock the computer lab and laundry rooms before doing lights out.
- Perform lights out by turning off all hall lights and lobby lights.

WORKING WITH ACADEMIC AFFAIRS (MONDAY-FRIDAY)

Academic Affairs depends on ResLife in a big way! When students are missing class, the residence halls are the first to be called. When you receive a call stating a student is missing class, the following procedure should be followed:

1. Make sure the student is not on a field trip or has not been given permission to miss class due to an illness.
2. Call for the student to page the office using the office intercom.
3. Give the student a few minutes to respond.
4. If the student does not respond, call the staff member on duty with you to go to that student's room.
5. Once the student is located, they should be given strict instructions to get dressed immediately and proceed to the Office of Academic Affairs.
6. If the student is not located, call their cell phone (if the student has one).
7. If the student cannot be reached on their cell phone (or does not have one), call the Health Center to see if the student went there without alerting someone.
8. If the student is not at the HC, call the HD on duty immediately.

Often times the first phone call to locate a student is quickly followed with a phone call stating the student has been located. You must still act upon the first phone call. You can stop the procedure for locating a missing student only when you receive a phone call from the Office of Academic Affairs stating the student has been found.

KEY POLICY

The issuance of master or sub-master keys to MSMS Residence Life Staff members carries substantial responsibilities. The security and discretionary use of master keys rests fully with the staff member(s) to whom the key(s) is/are issued. Lost or stolen master or sub-master keys jeopardize the security of resident students. Moreover, improper use of these keys not only violates residents' right to privacy and security, but also undermines the basic trust needed for a healthy community. The following guidelines have been established regarding the use and secure possession of master and sub-master keys.

1. Professional staff members will sign a statement indicating receipt of all assigned keys and acceptance of responsibility for these keys.
2. At no time and under no circumstance may any staff member loan or give a master or sub-master key to any unauthorized individual. Authorization can only be granted by the Director for Student Affairs (DSA).
3. At no time and under no circumstances should a staff member leave a sub-master or master key anywhere but in the designated secure storage location.
4. Master and sub-master keys may only be used for lockouts, entering authorized public spaces (e.g., storages, computer lab, etc.) and entering student rooms in an emergency or for routine, announced inspections. Master and sub-master keys may never be used to enter a student's room in non-emergency situations, except where authorized the HD, or the DSA.

Staff may never use a master or sub-master key to allow another student access to a suite room or bedroom in which they do not reside.

LOSS OR THEFT OF MASTER KEY

Lost or stolen master or sub-master keys must be reported immediately to the staff member's supervisor. HDs should immediately notify the DSA. Staff members will be held responsible for lost master or sub-master keys assigned to them.

DUPLICATION OF MASTER KEYS

Staff members are strictly prohibited from duplicating any master or sub-master key.

CONSEQUENCES

Loss or misuse of master or sub-master keys results in serious consequences and problems for Student Affairs. All staff members assume full responsibility for the use and security of master and sub-master keys in their possession and therefore must be held accountable.

1. In the event of any improper use of a master or sub-master key by a staff member, the matter will be investigated by the staff member's supervisor and may result in either probation or termination. The results of any such investigation will be given to the DSA.
2. In the event of unauthorized duplication and possession of a master or sub-master key, the matter will be reported to DSA, who will investigate the incident. If it is proven that the staff member either duplicated a master or sub-master key, or possessed a master or sub-master key (or duplicate) without authorization, the staff member may face disciplinary charges, with the possible sanction of termination.
3. In the event that a staff member loses a master or sub-master key, or it is stolen from a staff member while in his/her possession, the matter will be reported to the DSA, who will investigate the incident. A final decision will be made by the DSA; if negligence or irresponsibility on the part of the staff member is proven, the staff member will be either placed on probation or terminated.

RELATIONSHIP POLICY

Staff members are expected to work closely with their students and develop a positive sense of community among the residents. Staff must be aware of the effect their personal relationships can have on residents and their fellow staff members. Becoming intimately involved with residents is against the law. Showing favoritism is frowned upon and will cause other staff members to question your ability to be fair and impartial in dealings with residents. Personal relationships that could be perceived as prejudicial or preferential must be avoided. Staff may become friendly with students; however, they must maintain a professional relationship with students first and foremost.

ROOM INSPECTIONS

Weekly room inspections must be done to ensure students are in compliance with the Department of Residence Life policies. The HD for Administration should post signs informing residents of Room Inspections at least 24 hours in advance of the planned inspection, however unannounced inspections can take place as well. Weekly inspections are done during room check (10:30 p.m.) Unannounced inspections may be done with or without the resident(s) being present. If the resident is not present, the inspection must be done with another staff member present.

Room inspections should be conducted as follows:

1. Retrieve a Room Inspection Form from the hall office to serve as a check-list.
2. Knock on the door, clearly identify yourself as a staff member and state the purpose of your visit.
3. Methodically check the room using the inspection form as a guide. Look behind beds, dressers and desks for fire/health safety hazards. Do not open desk or dresser drawers or disturb personal items unless a violation is evident.
4. Note problems or violations on the inspection form. Collect any prohibited items and bring them to the HD on duty. Be sure to label the items with the room number and which side of the room it was on. (If drugs or alcohol are found, do not touch them. Notify the HD who will contact the DSA and Campus Police immediately.)
5. If a room does not pass inspection, inform the resident(s) they have 24hours to correct the violation. If there was anything confiscated from the room leave a notation of what was taken. **Students will receive a disciplinary write-up for room inspection failure.**
6. If you have other questions, please see the HD on duty.

Staff ensures that residents have properly passed Thanksgiving, Spring and Semester break room inspections as well.

FOLLOW-UP TO ROOM INSPECTION VIOLATIONS

Residents who do not pass Room Inspections are told at the time of inspection outlining the violations. Typically, residents fail for prohibited items in the residence halls (candles, extension cords, illegal appliances etc.), unsafe conditions (covering fire safety equipment, running wires through doors) or cleanliness issues. Cleanliness is the most subjective violation. Sometimes it is unquestionably a problem, but other times it could depend on the inspector. Staff should not become “drill sergeants” during inspections. Be reasonable.

If violations are not confiscated or corrected at the time of initial inspection, the rooms are re-inspected after 24 hours to ensure compliance (prohibited items will be confiscated). Residents who do not pass inspection during a follow-up inspection will receive another disciplinary write-up and will be required to schedule a meeting with the HD on duty.

STUDY HOURS

During the hours of 7:00 p.m. – 9:00 p.m., students are expected to be studying. Whether that’s in the library, their room, or a designated study group area, supervision is very important! It is your responsibility to ensure the halls are quiet. Privilege plans will permit some students to do other things during study hours. Please don’t let those students disturb students with required study hours.

During the first 9 weeks of school, all juniors are on Junior Plan and have required study hours Sunday through Thursday nights. Their room doors must be open at this time. Seniors may or may not have required studies according to their privilege plan. Students without required study hours should present their privilege plan card to you to confirm. If they can’t produce the card, they must return to their room and begin studying. They will lose their privileges for the day.

All requests for extended study (late night pass) must be approved by the Hall Director on duty. Students must make requests by 11:00 p.m. Encourage them to make requests right after study hours. Also, everyone should encourage the students to use the time between 9:00 p.m. and 10:00 p.m. to complete work and/or studying. Students can have no more than 2 extensions per week. If the student is found not using their time during the day wisely or have excessive tardies may be denied a request for a study extension.

ROOM CHECK

Every student must be accounted for during room check. When doing room check, be sure to take your master key. During room check, students are to stand in their door (unless sleep) until you have checked the entire wing. If a student is sleeping, you must still check to see if the student is in the room. If a student is shown as signed out in the office but is actually in the hall, please make that change in the office. You need to ask the student why they are not signed back in the building and proceed with disciplinary actions.

Any student not accounted for must be reported to the office. Always notify the HD on duty when a student is not accounted for or if they appear to be signed out but are in fact in the building. Also, never accept another student's word for the location of a student. Always check with the office.

It is important that you are ready to start room check at the designated time each night. Students are waiting to be checked so they may return to studying or preparing for bed. The HD on duty will designate the wings/floors you will check. Be sure to have your master key with you.

SIGNING STUDENTS IN/OUT

When signing in/out students on their Yellow or Blue cards:

- Make sure the student has permission to sign out to the location stated.
- Check the "Vehicle" and "General" permission forms to determine if said student can either transport or ride with another student, parent, staff, etc.
- Students signing out on their yellow card should be on a privilege plan and should present their card before you approve the sign out.
- When a student signs back in, check the time to be sure they are not out past the time they signed out for.
- Staff members are responsible for initialing the card and documenting the time of departure and arrival.
- All sign-outs to Starkville (unless for Research) requires permission from the CRL/DSA unless the student is going to their own home.
- Any phone calls received from a parent granting permission to a student to sign out should be documented. Be sure to write down the number the person is calling from. If you suspect a person is not who they say they are, contact the HD on duty immediately and cross check the number with the student's file.
- Any changes made to a student's permission list must be submitted in writing.
- The following places are off limits to students or have certain restrictions:
 - Area parks (Lake Lowndes, Propst Park, Lee Park, and East Bank) are off limits after dark.
 - No tattoo parlors (regardless of age).
 - No liquor stores, tobacco shops, clubs, bars, etc.

- If you are not sure about what/where it is, don't sign the card. Contact another staff member for help or call the HD on duty.
- When a student is signing out overnight to any destination other than their own home, check their Overnight Visitor's List for the name and address. Any problems, call the HD.
- If a student is signing out overnight Monday – Thursday, check for permission from Hooper first. If the parent calls you, be sure to fax the permission to Hooper immediately.

Parental permission must be obtained for any locations/people not originally on the student's visitor forms. Faxes are the preferred form of permission, but if a phone call is necessary, check the caller ID! In most cases if a phone call is the only way of getting the permission, you should call the parent yourself from the office phone.

OUTSIDE VISITORS (someone other than a MSMS student or parent)

If an outside visitor comes to the office to see or sign out an MSMS student, pull the student's "On/Off Campus Visitor Form" to see if the visitor has permission to visit the student and/or take the student off campus. If the visitor is not on the list, contact the parent(s) of the student and inform the visitor they have not received permission to visit and/or take the student off campus from the student's parent(s).

All visitors (parents included) upon entering the residence hall should immediately sign the "Guest Register". Also, parents will not be allowed to stay overnight in the residence hall. Please contact the DSA with any requests.

COMMUNICATION

All communication with a parent via the telephone should be documented (whether they called you or you called them). Use the parent contact form to document the call and be sure to write down the number that called you or you called at the top of the form.

All long distance phone calls and/or faxes should be recorded in the Calls/Fax Log kept in each office. Personal phone calls/faxes, especially those that are long distance should not be made in the office.

Document all memos from Student Affairs, Academics, Admissions, etc. Be sure to keep staff (especially the HD on duty) updated with important information as it comes to you. You should also deliver messages intended for students in a timely manner by either paging the student to the office or placing their name on the message board in the lobby. If you will not be there when the student arrives for the message, be sure to leave a detailed message with the next staff member for the student.

STUDENT INFORMATION

At no time are you to give out personal information about a student unless it is given to an Administration staff member.

STUDENT ILLNESS

If a student reports being sick and cannot attend classes, they must go to the MUW Health Center (HC). Check the HC calendar to see if there will be a Nurse Practitioner at the clinic for the day. When sending a student to the HC, make sure the student has their MSMS ID. If the student is missing a class (or will miss a class), call the Hooper office and inform them that said student is missing class in order to go to the HC. Inform the student that they must bring all paperwork from the HC back to the hall office so that the information can be processed and prescriptions can be picked up if necessary. If the paperwork states the student may not return to class for the remainder of the day, the student must report to their room and may have 45 minutes to eat in the cafeteria (breakfast, lunch, and/or dinner).

The student's parent must be contacted before a prescription can be filled. If the prescription is a controlled substance, it must be kept in the office medicine cabinet.

If there is no Nurse Practitioner on duty that day, call the parent to see if they want a staff member to take the student off campus to see a local doctor.

PRESCRIPTION AND OVER THE COUNTER MEDICATION

We keep a "Long Term Medication" record book so we can make sure the students required to take medication are doing so as prescribed. All controlled prescription medications are kept in a locked cabinet in the hall office. There is an official list of what medicines must be kept in our office. If a student is found to have a medicine in their possession that should be in the office, the medicine should be taken from them immediately and disciplinary actions should follow.

If a student requests an O-T-C medication, pull the student's "Resident Hall General Medication Use" form to see if the parent has given us permission to give that medicine to the student. Write down all medications given in the "Daily Log Sheet" with the time and amount of medication given.

MEDICATIONS

- You need to clearly document each time you give a student medicine. Long and short term medicines are documented in the Medications binder. You should document any OTC medicines given in the Duty Log.
- As the student turns in prescription medication, count each pill and document on appropriate form. Student and staff member must sign form verifying correctness on count.
- When giving the prescription medication to the student to take home, count each pill and document on appropriate form. Student and staff member must sign form verifying correctness on count.
- No prescription medication bottles will be left in the front office. It will be locked in back office in separate space from OTC medication. Daily distribution of medication should be dispensed in a cup for each student.
- Always read the bottle and administer medicine as stated on the bottle. All changes to medications must be in writing from the doctor on his/her letterhead.
- Hall directors and Assistant Hall Directors need to contact students who have not taken their medication as normal prior to the end of your shift. It is our responsibility to make sure students who have long/short term medicines take them as directed.
- Hall Directors should monitor medicines and contact parents to let them know a refill is necessary at least five days prior to the student taking the last of the medicine.
- Only the Hall Directors, Assistant Hall Directors, and Community Leaders will have a key to the medication cabinet. The only time the medication cabinet is to be unlocked is to retrieve medication to give to the student and then it should be promptly locked up again.

INCIDENT REPORTS

Incident Reports are used by staff members and students to formally communicate a problem in the residence hall. While they are most commonly used to document a disciplinary situation, they are also used to communicate a student injury, damage/vandalism in the hall, etc. An incident report should be done each time the police is called to the residence hall. Incident Reports can be found on the shared "J:" drive and should be typed in the staff office or another private area. They may not be saved on the shared "J:" drive, but should be saved to the staff member's "H:" drive.

Remember the following when completing an Incident Report:

- Always complete the required information when listing those who were involved or who were witnesses (i.e. name, building/room, etc.)
- Use roster and emergency card information if necessary.
- Investigate, ask questions and obtain as much information as possible before completing the Incident Report.

- Only include the facts surrounding the incident. Keep personal comments and conjecture to yourself.
- Write in the third person. Please type the document on the computer, however if you must handwrite the report only use blue/black ink.
- Proof read!!! The report is a representation of you as well as the students involved. Make sure the report is understandable and accurate. Use Microsoft Word spell check if necessary.
- Always inform students when you will be submitting an Incident Report about them. Choose the appropriate time and manner to tell them. Don't get into an argument about it.
- Be professional. Maintain appropriate confidentiality. Do not discuss the incident with people who do not need to know.
- Incident Reports should always be submitted within 24 hours of the incident.

Treat all residents fairly and objectively. Doing so will help establish a relationship of trust and respect between you and the residents. Be aware that some language is potentially inflammatory and can actually make our jobs more difficult and our roles seem more adversarial.

If possible, follow up with the residents involved. Do not apologize for your actions in documenting their involvement (unless necessary), but do explain what happened and why you responded. Tell the residents they will have the opportunity to explain their side of the story when they meet the HD on duty, or the Administrator on duty.

LOCKOUTS

Staff may be called upon to perform lock-outs at any hour while they are on duty. Please ensure that you assist the student with the lock-out as efficiently as possible. Also, ensure that the lock-out has been noted so that the HD on duty can follow-up with the student if necessary. A small fine is incurred for the first and second lockout. Each lockout after the second will increase by \$.50. Residents may use a free lockout coupon, but it will not return their original lockout number/balance to zero. The number of lockouts and the amount owed will still increase with each lockout.

MEDIA INQUIRIES

Because their presence can be disruptive to the community, television and newspaper reporters should not be in the residence hall unless approved by the DSA. "No comment" may make us sound uncooperative or like we are trying to hide something. Actually, we want to be helpful and that's why we should refer the media to the DSA. Simply say "Thank you for your interest in my opinion and perspective on this matter. Let me refer you to the DSA." And always do it with a smile.

ROOMMATE/SUITEMATE AGREEMENTS

The purpose of roommate agreements is to help facilitate communication and the setting of expectations between roommates. Making expectations clear, talking about concerns before they become problems, and being willing to compromise will help promote a successful roommate relationship. All entering junior residents are required to complete a roommate agreement form. While this document is not mandatory for senior residents, staff members should strongly encourage these residents to still spend time discussing and completing a roommate agreement form.

When conflict does arise, this document should be used as a basis for discussion to resolve problems. When providing mediation between roommates, the staff member should have a copy of the resident's roommate agreement form on hand. Modifications may be made to this document, as frequently as is necessary, but must be agreed upon by all roommates. One copy of the agreement should be placed prominently in the room and/or readily accessible by all residents in a room. Staff should maintain an up-to-date copy of the agreement form for each set of roommates in their area.

ROOM CHANGE PROCEDURES

Sharing a room with someone who shares some common interests and characteristics is important. To this end, students complete a Student Profile Form prior to the start of the school year and those who attend spring New Student Orientation participate in Roommate Roundup. These activities assist the staff in determining a compatible roommate. The HD assigns rooms for entering juniors and will notify them of their tentative room and roommate during the summer. Because of limited space in rooms, students are advised to contact their roommate to avoid bringing duplicate items (e.g., refrigerators).

Once the school year begins, roommate changes occur only once each semester. The first opportunity to change roommates without going through our conflict resolution procedures is during the third week of the fall semester. Another opportunity will be provided at the beginning of the spring semester. At any other time, a student having concerns about a roommate, or wishing to change a roommate, must discuss the situation with the HD and follow specified conflict resolution procedures.

School officials may move a student temporarily or permanently due to documented medical conditions, or if it is deemed helpful to the student, roommate and/or living group. Students left alone at the end of the room change period will be assigned together so that everyone has a roommate. All final decisions regarding room assignments will be made by the DSA.

Toward the end of each school year, returning seniors will be allowed to request the room and roommate with whom they want to live the following year. The system of room assignment for seniors will be determined by the DSA.

ROOM ENTRY

Staff may enter into student rooms under the following circumstances: (If possible, two staff members should be present.)

1. When a student or MSMS property is believed to be in immediate danger.
2. During Room Inspections.
3. To perform closing or check-out duties.
4. When the resident says it is ok.

A pass key is used for normal non-emergency situations such as maintenance and building code inspections and for cases involving the safety of the room occupants or students in the surrounding rooms. Staff may enter rooms unannounced when there is reasonable suspicion that residence hall rules are being broken. Where there is reasonable suspicion that violations of school policy or criminal law are occurring, a comprehensive room search including the use of Scent Detection Canines may be authorized by a school official. In cases involving an authorized search of the student's room, two adult witnesses should be present, and the student(s) will be present if possible. Student obstruction of a reasonable search by authorized personnel may result in disciplinary action. Each student assumes responsibility for activities occurring in his/her room. During school vacations, staff must enter rooms to check that windows are closed, lights are off, radios are unplugged, etc. in order to ensure the safety of the building during extended periods of time.

At no time will staff open a student's room door for anyone other than the resident of the room unless permission is given by the DSA or their designee.

TIPS: When entering a room under suspicion and the student(s) is present

- Be respectful. Imagine how you would want to be treated in this situation.
- Be firm and assertive, but not aggressive or threatening.
- Be observant. Note things such as how long it takes to answer door; what you hear.
- Use the Code of Ethics and the expectation that students "comply with Reasonable requests from a MSMS official", but do not bully or threaten them with it.
- Repeat yourself and the importance of the resident cooperating.
- Be patient. Encourage them to think about what they are doing. Give them time to respond. Silence may be awkward, but it can also be very powerful.
- Try to address the situation in the room rather than in the hallway.
- If someone continues to refuse to cooperate, do not escalate the situation. Do not create a spectacle in the hallway. Walk away and document what happened. If the situation does not diffuse, contact the HD on duty.
- Don't take it personally. Let the judicial process run its course.
- Don't focus too much on one outcome. Situations rarely work out perfectly. You are not out to "win" a confrontation but too address the issue at hand.
- Never argue with someone under the influence of alcohol. Hand the student over to the HD on duty and let the judicial process run its course.

CLOSING THE RESIDENCE HALLS (EXTENDED WEEKENDS)

At least one weekend out of each month, students are required to return to their homes. The academic day is usually cut short and the halls close at 3:00 p.m. Students must do the following before they are allowed to sign out:

- Rooms must be clean. (Follow room inspection guidelines posted on hall.)
- Remove all trash from their room/bathroom. No trash should be left in the hallways or lobbies.
- Floors should be clean (mopped or vacuumed).
- Everything should be unplugged (except for refrigerators). Everything including refrigerators should be unplugged during long holiday breaks (Thanksgiving, Christmas, etc)
- All lights should be off.

CLOSING THE RESIDENCE HALLS (MAY)

1. When checking out each of your residents, be sure to check for all visible damages. Be sure you have the Room Condition Report (RCR) for that student. Use the Maintenance Log to report maintenance issues for each room (and bathroom) and for your wing. Please make sure all water is running in the bathrooms and all lights are working.
2. Make sure all windows are closed in each room. Indicate any windows that are damaged or where screens are missing.
3. Make sure all furniture is in the room. If anything has been moved out to storage or another room, it is the responsibility of the student to return it to its original place.
4. Make sure room is clean and all trash is placed in the proper place. No trash should be left in the hall or in storage rooms.
5. Check to make sure there is a fire extinguisher on the hall.
6. Make sure the lobby on your floor is clean. Disconnect the TVs from wall.
7. After all the students are gone, make sure all of the doors are open/unlocked. This will make your checkout easier.
8. Make sure the halls are clear of all trash, furniture, etc. Make note of damages in the hall on your Maintenance Log in the "Notes" section.
9. Make sure the end closet on your wing is unlocked.
10. Be sure to get keys and IDs from all students. There is a form for lost keys and IDs. You only need to fill the form out if a student has lost their keys or ID. You don't need to list all the students and then say yes or no for each section. JUNIORS WHO HAVE LOST THEIR IDs WILL BE CHARGED \$25 FOR A REPLACEMENT.

11. Before you leave, you must turn in all of your hall keys (Room, Master, Front/Back Door, etc.) Keys must only be turned in if you plan to be gone from the hall for more than a week over the summer. (You can make arrangements with the Student Affairs office to leave them and pick them up.
12. Be sure to turn in to your HD your Maintenance Log and the Lost Key/Id Form.
13. You will not be cleared to leave until you have done all these things.

Proper checkout is very important. The rooms must be thoroughly cleaned. Make sure cleaning supplies are available and out in plain view so students can clean up their rooms. You are responsible for checking out the students on your wing. If you don't make sure they clean up the room – you are responsible for cleaning it up.

Make sure 24 hours quiet hours are enforced. Don't let people cleaning up/moving out make too much noise. Be visible and proactive. Walk the halls! There should not be more than 2 people in the office at any given time. HDs, be sure to spread the staff out throughout the hall.

When one roommate checks out before the other be sure to check mattresses, closets, desks, and dressers when checking the remaining roommate out. (Mattresses are swapped or junk/garbage is put in the missing roommate's desk, dresser, etc.) Lock the suite bathroom doors if that is possible. If not be sure to check the empty side before letting the last suitemate leave. It is a good idea to meet with both roommates the night before the first one checks-out to see if there are any damage fines that need to be shared. The other one might not be around, or in an exam, when the first one leaves.

Pay attention to garbage/boxes on your hall this week. Make sure you know what belongs to whom and strongly encourage them to throw away stuff now instead of waiting until later. Make sure garbage doesn't pile up in lobbies/kitchens or Laundry/Computer room. It will become your responsibility to take it out if there is trash left in these areas.

DO NOT check people out the night before they leave. You must get up to check them out to really do a thorough job of checking someone out. EVERYTHING must be out of the room to check someone out. Once a student checks out they may not return to the building.

Don't forget to get their key & ID and note their return on the Room Condition form and Clearance Sheet. Write on the bottom of the Clearance Sheet any fines/fees they need to pay. Tell them to take both their sign out cards and the Clearance Sheet to the office and sign out.

Note all charges for damages in the section provided on the front of the Room Condition form in addition to the Clearance Sheet. The student will pay all fines at the office when they sign out.

We do charge for badly damaged towel racks and for damaged screens. We don't charge for handi-tak-paint-removed spots unless they are unnecessarily large and deep or excessive in number. (Larger than a quarter or an excessive number of spots do require a charge. Excessive means More than five per person.) Make sure they get off all handi-tak!

BUILDING COMMUNITY

Building a community is just as important as academics at an educational institution. This feeling of community and belonging helps diminish the number of students who withdraw from MSMS because they don't feel at home. We want our students to feel welcome. Most students who attend MSMS come because they want to be challenged academically and because they felt out of place in their home schools. How disappointing it would be if they came to MSMS and discovered they didn't fit in here either! Creating community and getting everyone involved on your floor – these two simple things make people feel at home and less likely to withdraw from MSMS. When our residents know each other well, they won't feel uncomfortable or isolated – and they won't be afraid to ask each other for help with difficult homework assignments. If you do not create a community on your floor and become a part of that community, then the students will create a community in which we have no place – you've made your job harder for yourself, and the rest of the staff.

Many of our students come from isolated communities to find themselves living with people from different ethnic, racial and religious backgrounds for the first time. They may come to MSMS with preconceived ideas and prejudices and be surprised to find they have many things in common with people from other cultures and ethnicities. The more they interact and get to know each other, the sooner they will come to respect and tolerate their differences and commonalities.

THE SIX I'S OF COMMUNITY

1. **Introduction** - students must be introduced to the physical setting, policies, and practices of their new environment. It is important that students be oriented to the norms, values and rules of the community.
2. **Interaction** - students need the opportunity for interaction with one another, so that they may be exposed to different people and experiences, and learn from those differences.
3. **Involvement** - true communities encourage, *expect*, and reward member involvement. Students need to feel involved in their own community, so that their community is one that evolves into students naturally helping one another with personal and academic problems (also engaging in the maintenance of community standards).
4. **Influence** - communities are more successful when they allow members to have influence in with regard to their physical and social environments. While many rules are non-negotiable (i.e. study hours), there are ways that students can have collective control within their community -what social activities they wish to participate in/organize; how they want to manage recycling; wing duty, etc.
5. **Investment** - naturally flows from involvement and influence. When students have a high investment in their community, they care about one another and their group. Boundaries with respect to other groups are clear, and group or institutional property is guarded rather than damaged. People start taking responsibility for themselves and the

need for open, honest and assertive communication with one another, rather than expecting that the members of staff are the only ones responsible.

6. **Identity** - when students are able to relate to a floor identity, they tend to refer to themselves in collective terms, like we and us, rather than I and they. Emphasis begins to be put on common purposes and unity.

TALKING TO THE COMMUNITY

Why is dialogue important among members of a community? To begin with, community is the place where people feel that they belong, fit in, are cared for, and a place where they feel important. In addition to being a place where people fit in, community ideally should be a place where it is acceptable to disagree or conflict. Lappe and DuBois cite the art of “Creative Conflict”, or dialogue, as a means of demonstrating diverse perspectives, uncovering interests in a group, and building group confidence. They advocate dialogue that creates an environment “safe” for difference. To create such an environment, it is necessary to ease the fears of community members surrounding dialogue and conflict. Such fears might include embarrassment, ignorance, and ridicule.

How to create an environment “safe” for difference:

- agree to leave labels at the door
- agree to disagree, then explore common ground
- keep focus on the present - and on solutions
- support restrained expressions of anger
- be prepared to speak your mind make no permanent enemies
- finally, remember that no community can deal effectively with an issue unless it is acknowledged

COMMUNITY RITUALS

The idea of rituals is grounded in giving some form of identity or common purpose to the community. Rituals are staged, public, and stylized versions of how things should be and beliefs about how things are that eloquently describe and shape cultural patterns. Although the possibilities for expression are endless, similarly patterns are repeated over time and become part of, as well as reflect, a group's history. These patterns teach cooperation, the importance of tradition, social relations, and solidarity, tasks and goals of the group, and the place of authority. Rituals make statements about the quality of life within the community, and set standards against which people are asked to compare and modify their behavior, values, activities, and relationships.

COMMUNITY BUILDING – THE BEFORE AND AFTER

So, you think that community building starts after the students get here??? Think again. In order for the students to feel at home you'll need to do some behind the scenes work to begin making your area a welcoming place where people can begin to foster lasting connections. Community also involves the physical setting of the building - you know the things you do to make it "homey". Below are some suggestions for you to consider:

Before the Students Arrive:

- Post the names of staff members in the building with a brief explanation of what each does and where they can be located. A picture of each staff member may help.
- Identify the facilities and equipment in the area with proper signage (lounges, study rooms, vending area, laundry room, computer room, etc.)
- Place names on doors of residents - first names or nicknames only. These are called door decs.
- Place a map in the common area for people to mark where they came from.
- Post MSMS/ResLife information in common areas (phone numbers, contact people, services)
- Post a "Who to Call if" sheet on each wing/hall. Include police, fire, ambulance, the number of the front desk.
- Put a sign on your door that will tell where you are and who is on duty in the hall. Leave a pad for messages and notes.
- Post signs informing students of the first hall meeting.
- Make your living area a pleasant place by decorating with posters and creating a "homey" environment in the lounges.
- Complete all room stuffing and make sure that all pertinent information gets placed in each room.
- **GET SOME SLEEP!!!**

When the Students Arrive:

- Meet residents as they arrive. Start to create connections and begin to establish "community" between you and them.
- Greet their parents. Help them at the front desk with their check in.
- Provide for interaction among section members; introduce people to one another as they move in.
- Invite residents into your room for a coke, popcorn, etc. Or just leave the door open when you're there.
- Plan activities (social, recreational, academic, and informational) for section and hall members that will enhance their getting to know one another.
- Model the "community" behavior you would like to see in residents - cooperation, sharing, assisting others, respect for others, etc.

After the Students Arrive:

- Begin to work with other support staff.
- Begin to facilitate community contracts and develop mutual expectations.
- Facilitate a needs assessment to find out what programming events your section will support.
- Monitor the community and keep residents informed of any changes to the community contract. If the group is not abiding by the set regulations, bring them together again and facilitate a discussion to solve the problems.
- Use bulletin boards to advertise events and regulations. Keep all bulletin boards current and neat. Take down any out-dated posters or advertisements.
- Set up a buddy system for students who share common interests.
- Check in with the residents that you have not seen in a while to make sure that they are adjusting to their new surroundings.
- Do not turn a blind eye to issues. Role model and promote positive behavior.
- Consult your supervisor for assistance whenever necessary.
- Be consistent.

ELEMENTS NECESSARY TO ESTABLISH COMMUNITY

1. **Social Contact:** There must be a degree of physical proximity to allow people to have appropriate social contact with each other.
2. **Share Value and Common Purpose:** There must be an identifiable set of shared goals and values toward which the group commonly ascribes and which is seeking to fulfill.
3. **Primary Group:** The individual members must view the community as constituting their primary groups of acquaintances and friends.
4. **Power/Authority:** The members must recognize that the group has the power or authority to act in some way.
5. **Commitment to Cooperative Survival:** Members of the community must make a commitment to the community through a sense of energy output or self sacrifice.
6. **Transcendence of Personal Calling:** Community member must recognize that the group is more important than any individual in it, and by virtue of this belief they must surrender some degree of individuality for the sake of the group.
7. **Communion:** This is the sense of member identification, and acting out of a sense of self within the group.
8. **Process:** The group must have a sense of informal or formal process by which it operates. This may be a parliamentary type of meeting style, or it may be some much more informal style of interaction. However, a process must exist, at least in the minds of the members.
9. **Survival Need:** The community must be based on a sense of mutual dependence, and there must be some reason for this mutual dependence-- that is, a sense that survival can be achieved only through cooperation.

10. **Solidarity/Solitude:** Community members must be able to distinguish between the boundaries of the group. Solitude or some degree of isolation helps in defining the physical boundaries of the group.
11. **Faith/Abandonment:** In order for a community to survive at its most humanistic level, individual must enter the community with some degree of abandonment of their own personal desires in favor of those of the community.
12. **Time:** Community is dependent upon individuals having enough time to contribute to the community, to meet, interact, and to share common experience.
13. **Standards:** A community is supported when it has the authority to define the laws, standard, or rites by which it will operate. In other words, the community defines a standard of behavior.

From The Resident Assistant by Gregory S. Blimling and Lawrence J. Miltenberger, 1981.

SEVENTEEN STEPS TO CREATING A COMMUNITY ON YOUR FLOOR

1. **The First Interaction.** Most likely, the first time you will meet our residents will be during the “moving in” phase. Residents’ parents, grandparents, and brothers and sisters may be present. First impressions are crucial with all those involved. **Be sensitive to their needs, recognizing that our floor’s community is far reaching. Greet them with a genuine smile and be as helpful as possible.**
2. **Check-In.** Keep your door open. Residents will be lonely and will wander in to talk. When you see a door open, pop your head in and talk to the residents. **It is crucial that you be available a lot those first few weeks. Hang out in the lounge.**
3. **Memorize Your Residents Names.** **At first it will be difficult to remember everyone’s name, but try by using word association or something relevant to you.** For example: Barbara is from your hometown. Steve has six sisters.
4. **First Floor Meeting.** Talk with your residents about what a community is and how you plan, with their help, to create one. **This is a perfect opportunity to utilize the Community Agreement.**
5. **Floor Goals.** Ask your residents what they want to accomplish for the next year. These goals can be long or short term. Have them individually write out goals and then discuss them. **Form a grand master list and post it on your bulletin board.**
6. **Maintenance.** Throughout the year keep the floor updated on goals you have reached. **Do this at your monthly floor meetings, on bulletin boards, flyers posted near elevators, or by word of mouth.**
7. **Unattainable Goals.** If you are nowhere near reaching a goal, have the floor help you outline a new plan. If everything has failed thus far, ask a resident to take responsibility of meeting the goal or figuring out why the goal is hopeless. **Maybe the residents know something you don’t!**
8. **Communication.** At the first floor meeting, or later in a program, discuss with residents what effective communication is and how they can use it with their roommates. **Use roommate conflict role-playing. Residents will often model your communication**

technique --communication is an ongoing process, and requires a lot of effort on your part.

9. **Eyes & Ears.** Have your residents bring their Eyes and Ears to the first floor meeting and discuss the residence hall policies. It is important for them to understand what behavior will be accepted.
10. **Confrontation.** Throughout the semester, encourage residents to take responsibility for their floor by picking up garbage, keeping the lobbies clean, monitoring each other's noise levels, and participating in floor and/or hall activities.
11. **Vent Frustrations.** Encourage residents to vent their frustrations. This can be done through a suggestion box, monthly floor meeting, or individually.
12. **Be Specific, Honest, and Caring.** If a resident is not cooperating with another resident or showing them due respect, tell him or her about it. **Give examples of specific behaviors.** Don't say "I heard that you...." Instead, be specific, honest and caring and expect the same from them.
13. **Needs and Interests.** After the first few weeks you will gain a better understanding of floor and individual needs and interests. **Use this information for programming.**
14. **Programming.** Involve your residents in programming. Have them help you make signs or phone calls. **Maybe a resident can even preset a program in his or her expert field.**
15. **Resident Recognition.** When a resident has done something outstanding (made the basketball team, won a scholarship, etc.), put a "congratulation" sign on his/her door. You can make birthday signs as well.
16. **MSMS Activities.** Keep community members aware of service and activities by posting the information and through word of mouth. Proper timing is important. **Putting up a sign and hour before the performance is worthless.**
17. **Resident Who?** Those residents who are never around and have never attended a program must be targeted. Make an effort to personally invite them to a program. **Ask them to go to dinner with you and a couple of residents.**

THE BUILDING BLOCKS OF A STRONG COMMUNITY

Foundation

Respect: Showing respect to yourself, the needs of others and property. Respect to those of different backgrounds, cultures, race, religion, living space, etc.

Responsibility: Community members are responsible for their actions, words and behavior. Community members are also responsible for their living environment, their community surroundings and the building they live in. The residence life team will be responsible for the above statements as well as providing a safe, fun, learning environment.

Servant Leadership: A community based on serving each other and oneself. A community that goes the extra mile, that volunteers in community service, that will keep their hall clean, that participates in organizations, programs, activities etc.

The Core

Attitude: Communities that promote attitudes that are proactive are willing to change, form good habits, etc. Becoming a community member who tries to be the best they can be.

Integrity: Integrity goes beyond honesty. Honesty means conforming our words to reality and integrity means conforming reality to our words. Personal integrity builds trust and you treat everyone by the same principles (you are loyal to those not present).

Pinnacle

Character: Community members will enhance their character by getting involved in quality programs and services that promote personal growth, foster the understanding of human diversity, and encourage academic success.

PROGRAMMING

Programming is an essential part of the residence hall experience. Hall programming is a great way to develop a community, educate residents while involving them in the process, and allow everyone an outlet to release emotions. These things all the students to stay focused and stress free.

Programming is simply an organized method to help you bring residents together for a variety of reasons, but most importantly, it is used to help turn a group of strangers into a community. Look at a program as an event that brings residents together for a common purpose...the event can be limited to your floor alone, can involve multiple floors – or both buildings. Programs can be social in focus, but can also be a method for teaching valuable life skills...but educational programs can have a social aspect also. Programs can spark student interest in new hobbies, recreational activities or potential careers. Programs can impart valuable information on developing healthy lifestyle habits. Programming is what you make of it.

CONCEPTS/PRINCIPLES

- The program model is designed to assist the residence halls in promoting inclusiveness, student activism, and to develop awareness, advocate, teach/model, and hold community members accountable for the values of respect, responsibility, servant leadership, attitude, and integrity. It is through the community actions and values that will exemplify positive character development.
- The ResLife staff will undergo training/in-service sessions geared towards these five core values. The purpose of training is to discuss the importance of approaching student leadership development as a values-based process rather than a skills-based one. The Department of Residence Life will use an assessment tool at the end of training to measure the extent to which we accomplished our objectives. The tool is designed to measure both skill development and value development.

PROGRAMS

- Professional staff must complete 6 mandatory programs in addition to a monthly celebration with the RA on their floor. The celebration should be for birthdays, grades, student successes, etc.
- RA's must complete 4 programs a year. (two each semester)
- Evaluations from all programs should be given to the HD (for a report).
- Programs can be done during the 4:00 p.m. – 5:00 p.m. and the 9:00 p.m. – 10:00 p.m. time frames during the week and any time on the weekends (be reasonable).
- All staff must assist with Winter Formal, Residence Hall Appreciation Week, Prom and Taki Tiki.

THE WELLNESS MODEL

In Student Affairs, there are numerous models used for developing residence hall programs. One of the most common models is the wellness model and this is the model used at MSMS. Wellness is a lifestyle of healthy living that focuses on balance in all areas of life. We hope to promote healthy habits in our students during their two years at MSMS. Hopefully, they'll take their wellness habits with them to college and beyond. Wellness is the state of optimal well-being, not simply the absence of illness, but an improved quality of life resulting from enhanced physical, mental, and spiritual health.

Six Fundamentals of Wellness:

- **Self-responsibility** - it is up to you to take care of your wellness.
- **Holistic** - based on the integration of body, mind, and spirit.
- **Journey** - there is no absolute level of wellness, it is a continuing journey.
- **Balance** - you need to attend to all areas of your wellness to create a balance.
- **Uniqueness** - there are as many different roads to wellness, as there are people.
- **Time** - do not wait for a better day, make today a better day.

DIMENSIONS OF WELLNESS

Wellness incorporates a variety of issues. To better understand these issues, they have been broken down to represent the dimensions of wellness.

- **Physical Wellness:** involves taking care of our bodies - eating right, exercising, routine medical exams. It also discourages against the use of tobacco, drugs, and excessive alcohol consumption.
- **Social Wellness:** addresses interpersonal relationships and helps us enter into successful and fulfilling relationships with our family, friends, significant others, pets and others.

- **Spiritual Wellness:** involves finding meaning and purpose in life. This can give us strength to cope with despair and help us feel good about being alive. Spiritual wellness may or may not include religion.
- **Emotional Wellness:** addresses intrapersonal relationships. It involves a better understanding of our feelings and emotions.
- **Intellectual Wellness:** involves maintaining cognitive stimulation to prevent mental stagnation. It is a lifelong process of mental challenges and creativity.
- **Vocational Wellness:** addresses career goals and paths and finding a balance between life at home and life at work.
- **Global Wellness:** includes the connection between personal wellness and the broader world in which we live. It addresses intercultural awareness, environmental issues, **diversity**, and global unity.

PROGRAMMING IDEAS BASED ON THE WELLNESS MODEL

Some Social Programming Ideas

- Monthly Birthday Party – Mandatory
- Celebrate a high GPA for your floor
- Make homemade ice cream
- Serve chips, salsa and watch a classic movie
- Discuss basic social etiquette
- Act out ways to improve interpersonal communication skills
- Super Bowl Watch party
- Trip to a local roller rink
- Miniature Golf

Physical Program Ideas

- Teach exercises to your residents that promote good stress management
- Discuss nutritional awareness
- Take a group hike on one of the many hiking trails in town
- Do a basic yoga workout with a live instructor or use a videotape
- Make nonfat fruit smoothies and discussing healthy eating
- Take a basic first aid/CPR class as a group
- Discuss personal hygiene and have free products to hand out
- Discuss alcohol and drug abuse
- Start a physical fitness program on your floor
- Discuss body imaging

Spiritual Program Ideas

- Watch a movie with a moral dilemma and discuss it afterwards
- Have a basic meditation with music

Emotional Program Ideas

- Personal stress analysis
- A discussion about relationships
- Interpersonal skills
- The importance of humor and laughter
- Strategies for facing a stressful/challenging experience
- Coping with the loss of a loved one or close friend

Intellectual Program Ideas

- Poetry Readings
- Political Discussions
- Test taking tips
- Study skills
- Floor quiz show
- Word Searches (*Reader's Digest* publishes one each month)
- Taboo (great group game that painlessly helps personal vocabulary)
- Mind Trap (brain teaser game)
- Trivial Pursuit
- Floor chess tournament

Vocational Program Ideas

- How to write a resume'
- Effectively hunting for a summer job
- College interviews
- The college application process
- College essay tips
- Personal Strength Assessments (The Myers-Briggs is commonly used)

Global Program Ideas

- Speaker on Recycling Program or Visit one
- Field trip to a water treatment facility
- Adopt a highway program
- Bird watching
- Multi-Cultural food fiesta or talent showcase

EFFECTIVE PROGRAMMING

Plan, plan, plan! - Program early and often so your residents will come to expect floor programs as a normal, regular way of life at MSMS – not a last minute splash of programs near the end of an evaluation period to meet a quota.

Expect some disappointments – Don't expect a big turnout the night before a big Physics test or writing lab deadline – it is a fact of life at MSMS. Stay informed through paying attention to student chatter – your residents will know you care about what is going on with them and it will help you figure out a good time to schedule programs on your floor. Turn out for your programs will be better if you **poll your residents** to find out what weeknight is good for them. Even if residents say they don't want programs, do them anyway. How can they say they don't want programs if they've never really experienced them?

There are two ways to approach programming:

- **Spontaneous** – Very creative, but can fail easily.
- **Organized** – The most successful! A number of large and flashy social programs with witty titles do not always mean effective programming – even though they will go a long way in building community on your floor. **Programming should include a wide variety of programs** that open students up to the world around them as well as the positive choices they can make for themselves – all the while having fun together.

Consider the transitions students make coming from home to live at MSMS:

- Most of our students are 15 to 16 years old when they arrive. Many get homesick and some have difficulty dealing with the restrictions here because they had more freedom at home. Other students cannot deal with their newfound freedom because their home environment was much more restrictive and their parents managed their time.
- Time management is a paramount concern for most of our students.
- Active students who were physically fit at home will suddenly find themselves inactive and taking on the "Freshman Fifteen" during their junior year of high school. Many will start to live on a steady diet of Ramen noodles and/or pizza, leaving out other healthy foods.
- Other students who live in front of the computer will need to be coaxed into physical activity.
- Students will find their personal faith and values being challenged for the first time – some will tolerate these new ideologies, some will dismiss them, while others will totally embrace the new ideologies while sometimes trying to totally reject the values they brought from home. While all these issues are hitting them, students are being hit with much higher expectations for their academic work. This is a major stressor for students.

Use your campus and community resources! The career center at MUW, the local health department, even the faculty at MSMS can all be a resource for your programs! Take inventory of your resources as you plan for each program.

All of the above stressors can contribute to a decline in physical and/or emotional health. Our students eat a lot of junk food instead of regular meals. Some of our students have binged and purged or know someone who has. Many have tried alcohol, many have not; some can't wait for the weekend to get out of here to get drunk or high, see their significant other – even to see Mom and Dad. Some are sexually promiscuous, in sexual relationships while others are virgins. Some of our students will experience their first real romance at MSMS and throw caution to the wind...all of the above reflect a need for Wellness Programming.

THE REQUIREMENTS

- The professional staff members for each floor will supervise programming. They are required to plan, implement, and evaluate each program and present written description of programs and results to the HD. The HD or HD designee is required to collect and compile programs and results. This collection will be available for others to view for ideas on programs.
- CLs and RAs are required to aid with major programs (to be decided by the HD). Everyone will be required to work in some capacity with the execution of the beginning of the year Field Day, Winter Formal, Residence Hall Appreciation week, Prom and Tacky Tiki during the spring semester.
- Each floor will have a professional staff member and one RA. This will constitute a floor team responsible for programs for their assigned floor. The professional staff member will work with the RA to develop and execute each program. All programs should be presented in writing to the HD or HD designee before/after.
- Additional programs are highly encouraged for all staff, but not required as long as the required criteria have been met.
- **ALL** staff members (including RA's) are required to provide wing socials for your perspective floors - one will occur at the beginning of school, one at Christmas break, and one before final exams in May.
- Any publicity that is done for your programs need to be up at least 5 days before your program. Since we are dealing with high school students who have a lot going on, it may not be wise to put advertisements up 2 weeks prior to the program so it will not slip their minds.
- **Attendance & Evaluation:** It is **required** for all programs that you provide all participants the opportunity to evaluate the program. This can be done on the attendance sheet, which must be given to the HD or HD designee after programs for evaluation.
- **Forms:** If you desire to choose a location other than the residence halls on campus (i.e. Hogarth Student Center), the Asst. HD for programming will need to reserve the building with the MUW campus.
- **Program Times:** Normal programming for the residents should not occur during study hours (7:00 p.m. – 9:00 p.m.). They may not take place prior to the end of the academic day. On weekends, the times may vary.

- **Community Leader Joint Programming:** Only one (1) program per semester may be done with another CL. Make sure that both staff members assume equal responsibility in terms of planning the program. Both staff members will receive credit for the program if a joint effort was performed. But remember, you must complete the requirements listed above within the semester. Also, you are more than welcome to do programs that will include both genders (male and female MSMS students).
- **Community Service Project:** It is suggested that everyone think about a community service project(s) to complete. Make sure it is one that will be of interest to the residents. You may want to poll the students to get an idea. This project may be tied in with the wellness model, especially for the environmental dimension. It would be nice to see MSMS visible in the local communities.
- **Program Proposal Form:** All programs will need to be approved first. This is to ensure that the program of your choice is deemed appropriate for the residents. Ask the Assistant Hall Director for Community & Leadership Development for forms. You must submit your proposal at least two (2) weeks prior to the date of your program. After approval this form must be submitted to the Department of Student Affairs to receive funding.
- **Budgeting for Programs:** A lot of programs can be done for little or no expense and some of the most creative programs cost the least amount of money! Any program that permits people to positively interact is always worthwhile. Also, remember salsa and chips are cheaper than pizza and cake! And it doesn't hurt to learn to cook. Homemade birthday cakes cost \$5.00 to \$10.00 to bake while ready made cakes can be very expensive.
- **Programming Meetings:** Meetings will be called as necessary to discuss programming. The Assistant Hall Director for Community & Leadership Development will notify you of such meetings.
- **Calendar of Program Dates:** It is suggested that staff sit down and figure out when/who will present programs within each month. The programs should be spaced out as to not have 3 intellectual programs in one month. If conflicting dates and/or times occur the Assistant Hall Director for Community and Leadership Development will ask that a new date and/or time be selected.

PASSIVE PROGRAMMING

Bulletin Boards - This is an opportunity to educate your wing/floor about important issues in our society, health and wellness, positive community relations, academic success, resources around campus, resident recognition, fun hobbies, etc.

The two bulletin boards in the lobby will be for important school information/updates and events/programs. All staff members should help with the upkeep of these bulletin boards.

Wing/floor bulletin boards should be updated twice a semester. There should always be a welcome board at the beginning of each semester. The boards should be changed mid-semester.

Door Decs – This is an opportunity to welcome community members to the hall, to get to know their neighbors, and to begin your year of resident outreach/connections. It is also a very important way for all staff and faculty at MSMS to identify students' rooms in times of emergencies.

Door Decs should be changed at the beginning of each semester. All staff members are encouraged to change door decs a few times each semester, but it is not required.

Design a Theme for your Floor/Wing - This can really make things click on your floor and can be used to create door decs and bulletin boards. You can use this theme to start off your programming for the semester. Using a theme can make planning easier for you and can help create a sense of community from the very beginning.

Online Resources

<http://www.residentassistant.com/index.html>

<http://www.residentassistant.com/calendar/index.htm>-great for monthly themes/programming ideas!

<http://reslife.net/index.html>

<http://www.studentaffairslink.com/residentassistantlink/content.asp?c=7>

<http://www.paper-clip.com/>

<http://www.kimskorner4teachertalk.com/classmanagement/bb/otherbb.htm>

RESPECT

RESPECTING OUR STUDENTS

Caring for students is what we are all about. The students are the purpose of our jobs, and everything we do centers on caring for them. We are here to serve and protect them in the absence of their parents/guardians.

Remember:

- All students should be treated the same and all rules enforced consistently. Be equally strict or lenient with everybody.
- Do NOT give students whatever they want or cater to their whims.
- Be their friend, but never be their buddy.
- Always maintain the line of professionalism between the students and the staff.
- Authority can be dangerous. Apply only as needed and with extreme care.
- Always be polite and courteous. If you talk down to students, they will likely respond in kind.

- Address the students in the manner in which you would like to be addressed.
- Remember how it felt to be a teenager.

Inappropriate Staff Behaviors

- Never be rude or impolite in any way.
- Never be condescending or sarcastic.
- Never insult a student, even in jest.
- Never use obscene, profane, or vulgar language.
- Never say anything that might reflect unfavorably on you, our staff and program, or MSMS.
- Never say anything that you would not want repeated to a parent! (They are listening most of the time!)
- Never enter a student's room without knocking first.

Respect is a two-way street. The more you give, the more you will receive!

CONFIDENTIALITY

As a staff member you may be told information by any of several sources. It will require discretion by you.

You have access to students' personal information – home addresses, phone numbers, e-mail addresses, medical, academic, and disciplinary records, etc.

- Personal information is to be kept strictly confidential.
- Never discuss student information in the open or in public (or semi-public) places.
- Never discuss one student's grades or discipline with other students.
- Never give out a student's personal information over the telephone.
- Occasionally you may handle documents containing confidential information. Often, though not always, they will be marked "Confidential." Also, watch for documents containing confidential information that may not be marked and handle them with the same care.
- If you are working with a confidential document and a student comes into the vicinity, turn the document face down or cover it. Do NOT let the student see it. When you are done using a confidential document, file it away or return it immediately.
- Any staff member found violating confidentiality will be held accountable. Consequences could include a written notice, counseling session or job termination

POSSIBLE COUNSELING ISSUES

Personal problems can range in seriousness from an inability to tolerate a roommate's taste in music to a feeling of alienation strong enough to lead to suicide. Sometimes merely having a friend is adequate help; but other times, extensive psychiatric treatment is needed. Staff members are not expected to be omnipotent. The HD on duty, DSA or any other member of the Residence Life professional staff should be consulted before it is too late to help a student! Here are some typical types of problems:

- Homesickness
- Family Crisis
- Difficulties With A Partner
- Reaction To Freedom
- Financial Problems
- Religious Concerns
- Conflicts With Roommates or Others
- Introversion or Extroversion
- Illness
- Academic Adjustment
- Vocational Problems

Helpful Hints for Staff in Their Helping Relationships

Although you are not a fully trained counselor, many aspects of your work involve counseling approaches. Some basic techniques will prove important to you, regardless of the type of problem under immediate consideration, and even if your only goal is referral to a trained professional. Some points to remember:

- Be primarily a listener. Give definite indications when you understand what is being said, or ask for clarification where needed. This is work and requires considerable alertness to what is not quite spoken. Without presuming to interpret, you can help a person say what he/she is trying to say. **Do as little talking as possible.**
- Avoid judgmental reactions such as surprise, shock, or amusement unless you are genuinely sharing the student's feeling of deep concern or appropriate humor. That is, you must exhibit appropriate responses to show empathy, but the student must make his/her own judgments.
- Allow the student to make his/her own decisions and help the student explore alternatives. Obviously, this means you must remain objective, not becoming so involved that you act as a block to free explorations. Know your own feelings, and what they are doing to your view of the person's problems, so that you can avoid biased interference.
- Help the student focus on real problems, one at a time. The resident will often talk around his/her real concerns. However, you must be alert to the possibility that, in your

eagerness to concentrate, you are choosing the wrong “problem”. A number of false problems may have to be dispensed with before you can reach the core.

- Always try to keep aware of the feeling behind what the student is saying. This is more significant than the actual content of the student’s statements. His/her feeling may be sorrow, anger, pain, joy, etc. it has an emotional character and is the most important aspect to be recognized in the advisor’s relationship.
- Remember that the key to the entire relationship is your ability to demonstrate warmth, concern, and understanding. No amount of technique can replace simply liking the student and showing it. If you cannot bring yourself to like the individual, it would be wise to admit this to yourself and refer him/her to someone else before damage is done.
- Anytime you help a student, you should follow up to make sure he/she is feeling better, or has met a deadline that that person has set for him/herself. Again, let the student know you are there when needed, but don’t push. This follow-up should be natural and should probably occur within a week of the talk.

EMERGENCY RESPONSE AND PROCEDURES

FIRE PREVENTION

The most important ingredient in preventing a fire is you. The following are residence hall policies and guidelines for preventing fires:

- Candles, oil lamps, and other open-flame or continuous burning objects are not permitted (even for decoration purposes)
- Students may not place or store furniture, trash or personal belongings in the hallways.
- Keep posters and other combustible decorations to a minimum.
- Incense is not permissible. Air fresheners are acceptable as a plug-in or spray.
- Check electrical cords and appliances to insure they are in proper working order. Extension Cords are not allowed, only surge protectors can be used; however, only one surge protector may be used per outlet (surge protectors may not be plugged into other surge protectors).
- Check electrical outlets and surge protectors to insure they are not overloaded. Residence hall staff reserves the right to confiscate any electrical outlet or surge protector for health and safety reasons.
- Stairwell, hallway and fire doors should never be propped open.
- Halogen lamps, lava lamps and bulbs are prohibited in resident rooms.
- Students may not hang objects from fire alarms.

Students violating any of the above guidelines will face disciplinary action.

FIRE AND SAFETY EQUIPMENT

The State Fire Code prohibits anyone from tampering with fire and safety equipment in the residence halls or in any campus building. Tampering includes pulling false fire alarms, discharging fire extinguishers, removing exit signs, and interfering with smoke detectors. Interference with smoke detectors mandates immediate attention. Students responsible will be assessed for the damages and for the hourly rate of the repair person's labor. All violators are subject to disciplinary action and possible criminal prosecution. The maximum civil penalty for malicious use of fire and safety equipment will be enforced.

FIRE DRILL PROCESURES

MSMS residence halls are required to conduct periodic fire drills each semester. Failure to respond appropriately to fire alarms will necessitate the scheduling of additional drills and disciplinary action against the resident(s) involved. If a resident fails to respond to a fire alarm he/she will be subject to disciplinary action. ResLife staff and Campus Police reserve the right to enter student rooms to locate the source of the problem and to ensure that everyone has evacuated the building.

FIRE ALARM/EVACUATION PROCEDURE

When the fire alarm sounds or in case of fire, the following procedures should be followed:

1. The staff member working the front desk should call Campus Police (241-7777) to report the alarm and contact the HD on duty.
2. Staff should facilitate the evacuation of students.
3. Direct evacuation assistance to students with special needs.
4. The HD on duty should bring the most recent copy of the residence hall floor chart and the guest ID book as everyone moves out of the building.
5. As staff members are leaving the building, they must knock on doors to indicate that people must leave the hall immediately. Under some circumstances, staff may be directed back inside the building (once it is safe) to check random rooms to ensure that residents have evacuated.
6. The HD on duty should complete the Fire Alarm Activation Report once the building is clear and give copy to DSA.

It is not the sole responsibility of the student to make sure they evacuate themselves from the building. It is the staff's responsibility to make sure no student remains in the building even during drills. Rooms must be keyed into if students are found to be missing once the building has been evacuated.

TORNADO DRILLS

There will be a lot of times when a tornado warning goes into effect. It is imperative that you react quickly, yet in an orderly fashion, when the tornado siren alarms. In the event of a tornado/hurricane warning (or other natural disaster):

- Close all doors behind you as you move toward the center of the building.
- Move all residents to the hallways of the bottom floors in each building.
- Have everyone lie face down with knees drawn under them and cover their heads with their arms.
- Tell them to wait for further instructions.
- Keep the following in mind during a natural disaster:
 - Stay away from windows and glass doors.
 - Remain indoors until Campus Police, local law enforcement, or hall staff gives the “all clear” notice.
 - Do not walk in, play in or drive through flooded areas. Floodwater contains hidden hazards and may be deeper and faster moving than it appears. Wear sturdy shoes (e.g. sneakers) at all times.
 - Stay away from downed power lines.
- Listen to NOAA Weather Radio or local radio or TV stations for evacuation instructions.
- If advised to evacuate, do so immediately!
- If you or residents are outside, move everyone quickly inside to a sturdy building. Go to the basement if one is available or stay on lower floor. If a building is not available, lie flat in a ditch or low-lying area.
- If you are in a car, get out of your car and head for safety.

BOMB THREAT

Bomb threats and actual bomb emergencies present a serious threat to the public and property. Law enforcement must be able to effectively respond to all bomb threats, assess them and handle each to provide for the safety of the MSMS community. If you receive a Bomb Threat:

1. Call Campus Police.
2. Notify the HD on duty who will then contact the DSA.
3. Follow all directions given by Campus Police and the HD on duty. Upon notification of a bomb threat from any source, the recipient shall immediately relay all available information to the Campus Police:
 - a. Exact location of bomb (if known)
 - b. Time of detonation (if known)
 - c. Description of the bomb (if known)
 - d. Type of explosive (if known)
 - e. Reason for bombing (if known)
 - f. Time of call

A Campus police officer will respond to interview the individual that received the threat. The police officer will determine the need to evacuate and conduct a search of the facility for the bomb. The Campus Police dispatcher will notify the MUW Police Chief. If a bomb threat is received by telephone, the following actions should be taken:

1. Note the precise time the telephone call is received.
2. Attempt to obtain the following information from the caller:
 - a. Where has the bomb been placed?
 - b. What time is the bomb set to explode?
 - c. What type of bomb has been placed?
 - d. In what type of container has the bomb been placed?
 - e. How was the bomb delivered to the university?
 - f. Try to note the characteristics of the caller:
 - i. Age
 - ii. Sex
 - iii. Characteristics of voice (lisp, accent, soft, loud)
 - iv. Background noises (radio, television, people)
 - v. Write down these characteristics for the information of police investigators.

If an evacuation order is given, leave the building but remain available to speak with authorities. (All emergency evacuation procedures should be followed.)

When an evacuation order is given, Residence Life & Housing student staff should knock on room doors on their way out of the building. Once outside, the student staff should identify themselves to the professional staff at the scene and await instruction. Student staff should be prepared to assist with crowd control and dissemination of information.

If a bomb threat is received by letter or note, the following actions should be taken:

1. Upon realizing that the letter or note constitutes a bomb threat, do not handle the letter, its envelope or enclosures. They may contain fingerprints that can be used as a means of identifying the person responsible for the act. Try not to place your fingerprints on any item. If you must move the contents, handle all materials by their edges to the greatest degree possible.
2. Immediately notify MSMS Police.
3. Notify the CRL. Evacuation of the building will be determined by MSMS Police or other responsible MSMS officials.

ALCOHOL INTERVENTION

When conducting Room Inspections, while making rounds, or just being in the residence hall, staff may come across residents possessing, consuming, or displaying alcohol. Below are 5 common alcohol incidents and the general procedural guidelines that should be followed when encountering these incidents. And remember, in any instance you believe a student is intoxicated or possesses alcohol; each residence hall has an intoxilyzer (breathalyzer) for use. This should only be done by one the HD or a member of administration.

1. Remove alcohol bottles for decoration

If a student possesses “empties” used for decoration, the staff member should confiscate immediately and explain that they cannot have alcohol bottles for decoration because MSMS/The Mississippi University for Women is a dry campus. Remind the students that they are minors and that possession of alcohol by a minor is against both state and federal law. The “empties” should be turned in to the HD. The HD on duty will the Director of Student Affairs for judicial proceedings to take place. If empty alcohol bottles are found during closing, remove them from the room. Make sure that you leave a copy of the Room Inspection Form for the student. Please complete an incident report including **room number, what was found, where it was found, and the students who live in that room.** Place the document in the HD’s mailbox.

2. Possession of alcohol bottles/cans

If a student has possession of alcohol, ask the student to dump the alcohol out. The staff member should confiscate the bottles immediately after the student discards and explain that they cannot have alcohol because MSMS/MUW is a dry campus. The staff member should then complete an incident report and the evidence should be submitted to the HD with the documentation. Remind the students that they are minors and that possession of alcohol by a minor is against both state and federal law. The STAFF should express to the student that the incident requires documentation, as the possession of alcoholic beverages on campus is a violation of MSMS policy. The HD on duty will call the DSA and judicial proceedings will take place.

3. Intoxicated and disruptive students

If a student or guest is drunk/visibly intoxicated and disorderly (i.e. being violent, using threatening language, etc.) and will not calm down, seek backup. Call for the HD on duty who will then call Campus Police for assistance and the DSA. Do not say or do anything that will escalate the situation. **Arguing with an intoxicated person or trying to engage them in rational conversation does not generally help the situation. Do not put yourself or others at risk.** It is better to contain, de-escalate, and follow up. • If you suspect an alcohol overdose, contact Campus Police and the HD on duty for assistance, IMMEDIATELY. In each instance, the DSA will begin judicial proceedings.

4. Intoxicated but not disruptive

If the student is drunk/visibly intoxicated but not disorderly, assess his or her intoxication level. If the student is falling down, unaware of surroundings, being carried in, vomiting or

unconscious, seek backup/HD on duty and call Campus Police for medical assistance if necessary. **Note:** If a student vomits in a common area and appears to be able to clean up their mess, encourage to them to do so. (Residents will be billed if the mess is left for someone else to clean up.) However, this does not mean that the student will not be held accountable for their intoxication.

5. Suspected alcohol use

If you suspect students are drinking in their room, calmly follow up on the suspicion (with the HD on duty). First, ask the resident(s) if there is any alcohol in the room. If you see evidence of alcohol consumption in a room, it is reasonable to ask the residents to show you the contents of the refrigerator. If alcohol is found, ask the students to pour it out. If they refuse to show what is in the refrigerator, try to convince them it is in their best interest to cooperate. Tell them “We can do this the hard way or the easier way. Don’t make matters worse for yourself. If you don’t show me, I will look myself.” If the resident still refuses, staff may open the refrigerator.

If a student or guest tells you that a person is passed out in a room, you are obligated to address the situation. Go to the room, knock and announce who you are before opening the door. If a person is indeed intoxicated, follow procedures used for dealing with intoxicated residents. Remember the safety of students comes first. When in doubt, err on the side of caution and get medical help. Fill out an incident report as soon as possible.

If you suspect residents drink in their room, discuss the concern with them and be sure they are clear about the alcohol policy, your responsibility, and their consequences. If you suspect that residents are drinking off campus, have a similar conversation with the residents. Don’t feel you can’t do anything. Your suspicion(s) should be reported to the HD on duty. The DSA will be notified as well.

DRUGS/MARIJUANA SUSPICION

Scenario #1

If you think you smell marijuana or someone tells you that someone is presently smoking in their room:

1. Find another staff member to help confirm the smell.
2. If you think it is marijuana, call the HD on duty. The HD on duty will call the DSA and Campus Police. If possible, do not confront the room until the Officer arrives. (If possible, one staff member should watch the room while the other calls. If people leave the room, try to get their information and ask them to wait in the hallway. Don’t get into an argument if they resist.)
3. When Campus Police arrives, they will knock on the door and question the residents. They may request and conduct a consent search. If the resident refuses, the incident will be documented by both Campus Police and the RL Staff Member. Include reasons for

the suspicion (smell, fans, incense, open windows, towels, glassy eyes, etc.) and the behavior of those present in the room.

4. The HD will contact the Administrator on duty and judicial proceedings will take place.

Scenario #2

If someone tells you that someone else has drugs hidden in their room:

1. Ask:
 - a. How they know
 - b. How much and where the drugs are located
 - c. When did they last see the drugs
2. Contact the HD on duty
3. The HD will consult the DSA to determine the next course of action including possible Campus Police and Administrative involvement.

Scenario #3

If someone tells you that a resident has (in the past) smoked marijuana or done other drugs in their room:

1. Follow up with the suspected resident. Have a private conversation in their room.
2. Tell them that you have heard that they MAY be doing drugs.
3. Do not discuss who told you, rather, emphasize that you are there to learn if what you have heard is true. Ask them if it is true.
4. If they admit to doing drugs, ask them if they currently have any drugs in the room. (If they do, call the HD on duty. The Campus Police and the Administrator on duty or DSA will then be called and judicial proceedings will take place.
5. If they admit to having done drugs in the room in the past, express your concern and document what you are told and submit it to the HD on duty on an incident report within 24 hours.
6. If the resident gets defensive and denies everything, explain that you are not accusing them, only following up on a concern and seeking clarification. We take these matters seriously. If they are not doing drugs, they have nothing to worry about. However, if they are doing drugs, they are being warned to stop.
7. Refer the student to counseling to discuss their drug use or their questions about drug use. This referral is mandatory and your HD should be notified of this referral.
8. Notify your HD of the conversation you had with the resident and how it went.
9. Follow up with the resident to keep lines of communication open.

Scenario 4

If you walk in on a drug violation unexpectedly:

1. Do your best to address the situation despite being caught off guard.
2. Do not leave the room unless you feel that you are in danger.
3. Be direct about what you suspect.
4. Observe and make mental notes of the situation.
5. Call the HD on duty.
6. Try to keep them in the room if possible. If they leave, do not chase after them.
7. Campus Police and the Administrator on duty will then be called and judicial proceedings will take place.

RESIDENCE HALL RESPONSE PROTOCOL

Incidents involving spilled bodily fluid or waste in the common areas (blood, vomit, urine or feces)

1. **Isolate the affected area and assess the situation** • Call to notify the HD on duty • Call Campus Police to dispatch an ambulance if medical attention is necessary. • Post signs in the immediate area to caution and redirect traffic. • If the person responsible is not immediately known, encourage the residents in the area to identify and locate the person so his/her physical condition can be assessed. Identifying the person responsible will also prevent the community from being charged for the cleaning.
2. **Clean the affected area** • If capable, the individual responsible should be instructed to clean up the spill immediately or face extra cleaning charges and disciplinary action (if applicable). • If the individual is incapable of cleaning the spill immediately, seal off the area as best as possible and notify Housekeeping. After hours, and when housekeeping is otherwise unavailable, Residence Life & Housing staff will contain the spill area to safeguard the community. • Spill Kits (available near the front desk) should be used to clean the spill and disinfect the area. Follow instructions for proper handling and disposal of the Spill Kit. **Caution: Blood cells can be present in all body fluids, so always use protection before attempting to clean an area.**
 1. Take proper precautions to prevent unnecessary exposure or contact with the spill.
 2. Always wear rubber gloves.
 3. Use eye protection if necessary.
 4. Clean all surfaces that have come into contact with the spill using a disinfecting agent like bleach or the wipe provided in the Spill Kit.
 5. Dispose of rags and towels properly (following Spill Kit instructions).
 6. If used, disinfect mop head and bucket thoroughly.
3. **Follow up as necessary** • Have a follow up conversation with residents directly involved in the incident to get a clear understanding of what happened. • Document the incident. • Notify the HD on Duty. • Leave Incident Report for the DSA.