

**OFFICE OF QUALITY PROFESSIONALS & SPECIAL SCHOOLS**  
**Summary of State Board of Education Agenda Items**  
**April 19-20, 2012**

**MISSISSIPPI SCHOOL FOR THE BLIND**

- E. Approval of the Mississippi School for the Blind 2012-2013 Student Handbook and Academic Calendar

**Executive Summary**

The document contains handbook and an academic calendar for students attending the Mississippi School for the Blind. It details the policies and procedures regarding general information, academic expectations, student services, health services, visitors on campus, school safety and transportation, technology, and discipline.

Cover	Reflects 2012-2013
12-15	Revises Admission Policy; including identifying 20/70 as the lower limit for considering student for admission
20	Further distinguished underwear from outerwear
26	Describes limitations for seniors not meeting graduation
26	Requirements and ICAP requirements
34-35	Defines "excused tardy"
35	Clarifies perfect attendance
35	Further identifies consequences for absenteeism
41-43	2012-2013 MDE Statewide Testing Calendar
58	Clarifies consequences for students violating cell phone policies
59	Adds new guideline for providing counseling services
60	Reflects current hours for health clinic operations
102-109	2012-2013 school calendar
110	Adds Asbestos Hazard Emergency Response Act (AHERA) Management Plan Notification
112	Procedural Safeguards, revised August 9, 2011

Recommendation: Approval

Back-up material attached

**Mississippi School for the Blind  
Summary  
Proposed Student Handbook Changes**

<b>Page</b>	<b>Current Language</b>	<b>Proposed Language</b>	<b>Rationale</b>
Front Cover	2011-2012	2012-2013	Current year
12-15	<p><b>Admissions</b></p> <p>The Mississippi School for the Blind was established to serve visually impaired children who reside in the State of Mississippi. Presently, MSB offers day-school and residential programs for children ages five through 20 years who are (1) visually impaired, (2) deaf-blind, or (3) multiply disabled - visually impaired with additional disabilities. In-home preschool services are also provided for children ages birth through five years through our Comprehensive Homebased Intervention Program.</p> <p style="text-align: center;"><b>GENERAL ELIGIBILITY REQUIREMENTS</b></p> <p>Admission to any educational program or service offered by MSB is determined by the following criteria:</p> <ol style="list-style-type: none"> <li>1. The primary handicapping condition of the student is visual impairment.</li> <li>2. The age of the student is between birth and twenty-one.</li> <li>3. The student must have at least a 50% vision loss. This has been determined to be a visual acuity no better than 20/100 in the better eye after best correction has been made.</li> <li>4. The student must meet all of the following conditions relative to adaptive behavior, achievement, and</li> </ol>	<p>The Mississippi School for the Blind was established to serve visually impaired children who reside in the State of Mississippi. Presently, MSB offers day-school and residential school programs for children ages five through 20 years who are visually impaired including those with additional disabilities. In-home preschool services are also provided for children ages birth through five years through our Comprehensive Homebased Intervention Program.</p> <p style="text-align: center;"><b>GENERAL ELIGIBILITY REQUIREMENTS</b></p> <p>Admission to any educational program or service offered by MSB is determined by the following criteria:</p> <ol style="list-style-type: none"> <li>1. The primary disabling condition of the student is visual impairment (including blindness).</li> <li>2. The student's age may be from birth through 20 years.</li> <li>3. The student must have at least a 50% vision loss. This has been determined to be a visual acuity no better</li> </ol>	<p>Provides current language and more details that parents and school districts have found helpful.</p>

	<p>intellectual functioning. These requirements do not apply to the preschool program.</p> <ol style="list-style-type: none"> <li>a. Must be able to adjust socially and psychologically to the school/dormitory environment as evidenced by his/her presenting no deficits in behavior which will interfere with other students and their opportunities to learn or endanger their campus/residential life, must not present danger to self or others.</li> <li>b. Must score at least a level of Trainable Mentally Retarded (TMR) on a recognized standardized instrument for measuring intellectual functioning. When the use of standardized instruments is questionable, the student must demonstrate measured developmental skills at a level equal to at least one-third of that demonstrated by non-handicapped children of the same chronological age.</li> <li>c. Must demonstrate the capacity to benefit from his/her participation in the educational programs offered by MSB.</li> <li>d. Must demonstrate the following prerequisite skills or the ability to develop these skills during an extended evaluation period: <ol style="list-style-type: none"> <li>i. Schedule-trained in toileting;</li> <li>ii. Accepts solid food or attempts to feed self with a spoon and drinks from a cup;</li> <li>iii. Needs only moderate assistance in bathing, dressing, and</li> </ol> </li> </ol>	<p>than 20/100 in the better eye after best correction has been made. A student, whose vision loss is less severe, may be considered with documentation that demonstrates significant visual needs which may cause visual problems greater than what would be expected by the acuity measurement. However, the lower limit of this additional consideration would be a student with a visual acuity of 20/70.</p> <ol style="list-style-type: none"> <li>4. The student must function at or above the level of an individual with mental abilities at the upper moderate/trainable level. If formal testing is not available, a developmental quotient will be extrapolated based on the student's developmental levels. This has been determined to mean the intellectual quotient or developmental quotient would be no less than 40 to 45.</li> <li>5. The student must demonstrate an ability (or older wording "the capacity") to benefit from the instructional program.</li> <li>6. The student whose medical problems are</li> </ol>	
--	--	--	--

	<p>grooming;</p> <p>iv. Expresses basic needs through oral speech, manual signs, or natural gestures;</p> <p>v. Must be able to move about on his/her own in a safe manner with only a minimum amount of assistance. Students who have medical problems so severe that their treatment and maintenance are beyond the capability of the school's health care program cannot be considered for admission.</p>	<p>so severe that their treatment and maintenance are beyond the capability of the school's health care program cannot be considered for admission to the day-school or residential programs. Additionally, a child (birth to 5) whose medical conditions are so severe that the other conditions should be addressed prior to the beginning of visual instruction will not be considered for admission into the Comprehensive Homebased Instructional Program until a later time when the child would be able to respond and benefit from the instruction.</p> <p>Admission to the day-school or residential school programs must also be determined after considering the following additional criteria:</p> <ol style="list-style-type: none"> <li>1. The student must be able to adjust socially and psychologically to the school/dormitory environment as evidenced by presenting no deficits in behavior which will interfere with the student's opportunity to learn or campus/residential life nor should the student's behavior interfere with</li> </ol>	
--	--	---	--

		<p>that of other students. Additionally, the student's behavior must not present a danger to self or others (including students and staff).</p> <ol style="list-style-type: none"> <li>2. The student must demonstrate the following prerequisite skills or the ability to develop these skills during a temporary placement period: <ol style="list-style-type: none"> <li>a. Schedule-trained in toileting;</li> <li>b. Demonstrates appropriate bathroom behaviors;</li> <li>c. Accepts solid food or attempts to feed self with spoon and drinks from a cup;</li> <li>d. Needs only moderate assistance in bathing, dressing, and grooming;</li> <li>e. Expresses basic needs through oral speech, manual signs, or natural gestures; and</li> <li>f. Must be able to move about on own in a safe manner with only a minimum amount of assistance.</li> </ol> </li> </ol> <p>During the admissions process, the child and his parent/guardian will be scheduled to visit the school for a day in class. If residential placement is being requested the visit will extend to the afternoon for a visit in</p>	
--	--	---	--

		<p>the dormitory.</p> <p>MSB desires to work with and through school districts. Students may be referred to MSB by their Local Educational Agency (LEA), families, doctors, or other interested parties. The referred student and his family must be permanent residents of the State of Mississippi with a current Mississippi residential address, prior to sending any admission information. Once a referral to the day-school or residential school program has been received, MSB will initially contact the local school district's office of special education, inform them of the referral, and send an application packet to the director. As the process continues, MSB will seek to involve the local school district will obtain input from them regarding need for placement as a part of the admission process. The Comprehensive Homebased Intervention Program works directly with the parents initially. The local school district office of special education is contacted no later than the month prior to the child's third birthday. Residency requirements also apply to this program. Throughout a student's placement in the day-school, residential school or Comprehensive Homebased Intervention Program, the student is expected to</p>	
--	--	--	--

		continue to meet the admission criteria. Should a student become unable to demonstrate the ability to meet these criteria, after reasonable accommodations/ interventions have been attempted, the student shall be returned to the local school district for enrollment in the appropriate local school or alternative setting, depending on individual circumstances. MSB will assist the local school in the transition and will provide limited consultation if requested by the district.	
20	... drugs, gaming, and/or alcohol may not be worn.	... drugs, gaming, and/or alcohol may not be worn. Tights may not be worn as slacks.	For improved clarity to distinguish underwear from outerwear
26		Add: If seniors do not meet all graduation requirements they will not be able to participate in any graduation activities such as Class Day and Commencement.	To be consistent with State Board Policy
26		All students are required to complete an ICAP beginning in the 8th grade and a transition portfolio by April 15th of their senior year.	Include new requirements
34-35		Students tardy because of school transportation issues, natural disasters, doctor's appointments and other family emergencies may be considered excused. The determination will be made by the principal/supervisor based on the request made by the student and/or parent.	Defines "excused tardy"

35		Three unexcused tardies are equivalent to one absence and will count against perfect attendance. If a student is tardy three days, the parent will be notified. On the fifth day a conference will be scheduled with the homeroom teacher, the student, and the parent.	Clarifies the impact of tardiness on perfect attendance and structures ongoing parental involvement
35		<p>If a student is absent for three consecutive days the parent will be contacted by the counselor.</p> <p>If a student is absent for five consecutive days, the truancy (school attendance officer) officer will be contacted. A conference will also be scheduled with the student, the counselor, homeroom teacher and an administrator.</p>	This structures ongoing feedback with student and parents to help facilitate school attendance.
41-43	2011-2012 Test Calendar	2012-2013 Test Calendar	Update
58		7. if students do not turn phones in the residential staff as directed above, the students will lose the privilege of having a personal cell phone on campus.	
58	<p>Consequences if phones are taken to the Academic Building or used on school buses -</p> <ol style="list-style-type: none"> <li>1. First infraction ~ cell phone will be confiscated for three (3) consecutive school days and any weekend days that may fall between these school days.</li> <li>2. Second infraction ~ cell phone will be confiscated student for five (5) consecutive school days and any weekend days that may fall between these school days.</li> </ol>	<p>Consequences if phones are brought to the Academic Building or used on school buses -</p> <ol style="list-style-type: none"> <li>1. First infraction ~ cell phone will be confiscated and will only be surrendered to the parent or guardian.</li> <li>2. Second infraction – cell phone will be confiscated and will remain in a supervisor’s possession for the remainder of the school year. Additionally, the student’s privilege to have</li> </ol>	Consequences can be applied without undue management procedures for the staff.



	3. Third infraction ~ cell phone will be confiscated and will remain in a supervisor's possession for the remainder of the school year and three (3) days restriction from dorm activities. Additionally, the student's privilege to have a phone is revoked for the remaining of the school year.	a phone is revoked for the remaining of the school year.	
59		All parents/guardians and students must read and sign an informed consent form each year to receive or refuse basic counseling services.	New guidelines provided for counselors
60	The Health Clinic is located in MSB's Dorm 3 and provides services 24 hours per day Sunday 2:00 p.m. through Friday at 3:00 p.m.	The Health Clinic is located in MSB's Dorm 3 and provides services 24 hours per day Sunday 3:00 p.m. through Friday at 2:00 p.m.	Reflects current hours of operation.
102-109	2011-2012 school calendar	2012-2013 school calendar	update
110		<p align="center"><b><u>AHERA Management Plan Notification</u></b></p> <p>In compliance with the United States Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA) of 1987, buildings on the campus of the Mississippi Schools for the Blind and the Deaf (MSB/D) have been inspected for asbestos-containing materials. The original inspections for MSB and MSD were performed by Roosevelt Yarbrough, Accredited Management Planner and Building Inspector, on March 21, 1989, and February 1, 1989, respectively. Subsequent inspections for both schools occurred:</p> <p>August 8, 1994, by Environmental Management Plus, Inc.  April 19, 1999, by Environmental Management Plus, Inc.  October 20, 2003, by Mississippi</p>	Federal Law

		<p>Environmental Analytical Laboratory, Inc.  May 25, 2010, by Pickering Firm, Inc.</p> <p>The EPA requires reinspections of the asbestos materials every three years. All inspections have been made by accredited asbestos inspectors, and accredited inspectors will perform all future inspections. An accredited Asbestos Management Planner will review the results of the reinspections and their recommended actions to safely manage all asbestos materials in MSB/D buildings.</p> <p>As of the last reinspection, asbestos was noted in:</p> <ol style="list-style-type: none"> <li>1) MSD Annex – Linoleum floor tile, adhesive glue under floor tile, and thermal insulation paper.</li> <li>2) MSD Dorm B – Floor tile and mastic, pipe joint compound thermal insulation.</li> <li>3) MSD Dorm C – Floor tile and mastic, pipe joint compound thermal insulation.</li> <li>4) MSD Recreation Building – Floor tile and mastic.</li> <li>5) MSD Superintendent’s Residence (MSD and MAD Museum) – pipe joint and thermal insulation, soil.</li> <li>6) MSD Dobyys Hall – Floor tile, pipe joint and thermal insulation, soil.</li> </ol> <p>Facilities Maintenance staff in the MSB/D Office of Combined Services visually inspect MSB/D buildings every six (6) months as required by federal law to determine any changes in the condition of identified asbestos-containing building materials. All asbestos materials in occupied MSB/D school</p>	
--	--	--	--

		<p>buildings are in good or fair condition, and they will continue to be managed in place as recommended by the accredited Asbestos Management Planner. There is no evidence of any disturbance or change in condition of the asbestos in MSB/D buildings, and none of the identified asbestos is currently recommended for removal. Asbestos will be abated from MSD Dobyys Hall and MSD Dorm B during their renovations scheduled for 2012 or 2013.</p> <p>In accordance with Federal Law, 40 CFR Section 763.93(e)(10), the Asbestos Management Plan (AMP) for the Mississippi Schools for the Blind and the Deaf is located in the Administrative Office of the Mississippi School for the Blind and is available for on-site review on school days during normal school hours. Please call 601/984-8102 to make an appointment for an onsite review.</p> <p>The Asbestos Management Plan contains information regarding:</p> <ol style="list-style-type: none"> <li>1) Location, amounts, and types of asbestos-containing materials in MSB/D buildings.</li> <li>2) Response actions to the asbestos-containing materials.</li> <li>3) Plans for reinspection, periodic surveillance, and maintenance and operations programs.</li> <li>4) Public Notification procedures.</li> </ol> <p>As a reminder, this notification is required by law and should not be construed to indicate the existence</p>	
--	--	--	--

		of any hazardous conditions in MSB/D school buildings.	
112	Procedural Safeguards	2011 edition of Procedural Safeguards	Current document

# Mississippi School for the Blind



## Student Handbook

~~2011-2012~~

2012-2013

Approved by Mississippi Board of Education  
~~May 20, 2011~~

## **Mississippi School for the Blind**

**1252 Eastover Drive**

**Jackson, MS 39211**

**Phone: (601) 984-8200**

**Fax: (601) 984-8230**

**Website: <http://www2.mde.k12.ms.us/msb>**

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above-mentioned entities:

Director, Office of Human Resources  
Mississippi Department of Education  
359 North West Street, Suite 359  
Jackson, Mississippi 39201  
(601) 359-3511

## Table of Contents

State Board of Education	7
State Superintendent of Education	7
Special Assistant for State Schools & Special Projects	7
Mississippi School for the Blind	8
Welcome	8
Preface	8
Introduction	9
Institutional Organization	9
Academic Department	9
Residential Life Department	10
<b>SECTION I: GENERAL INFORMATION</b>	
History and Purpose	10
Mission	11
Governance	11
Costs	12
Admissions	12
General Eligibility Requirements	12
Minimum Eligibility for Specific Handicapping Conditions	13
Free Appropriate Education	14
Individual Education Program (IEP)	14
Due Process	14
Non-Discrimination Policy	14
Confidentiality	15
Least Restrictive Environment	15
Student Code Conduct	15
Expectations for Students	16
Expectations for Parent(s)/Guardian(s)	17
Student Dress Code	17
Family Educational Rights and Privacy Act (FERPA)	19
Confidentiality and Disclosure Policy	21
Request for Inspection of Student Records	22
Family Involvement	23
AHERA Assurances	23
Section 504 Procedures	23
Emergency Situations	24
Handbook Modifications Acknowledgement	25
<b>SECTION II: ACADEMICS</b>	
Philosophy	25
State Graduation Requirements	26
Grading Scale and Reports	33
Incomplete Grades	33
Grade Challenges	33

Course Selections	34
Promotion and Retention	34
School/Class Attendance	34
School-Related/Approved Functions Absences	34
Tardiness	34
Unexcused Absences and Tardies	35
Permission for Planned Absence	35
Dismissals and Checkout Policies	36
Classroom Behavior	36
Field Trips / Community-Based Lessons	36
Assembly Attendance	37
Academic Expectations and Honesty	37
Tutorials and Required Study Hours	38
Library	38
Textbooks and Other Media – Electronic and Print	39
Schedule Changes	39
Make – Up Work	39
Classroom Assessment	40
Review of Student Performance	40
Projected State Assessment Test Dates	41
College Testing Programs	44
Summer School	44
Dual Enrollment	45
Publications	45
National Honor Society	46
Student Organizations and Clubs	46
Fund Raising	46
Distribution of Non-MSB Printed Material	46
Media Policies	46
Athletic Eligibility	46
Dropout Prevention Plan	47
Alternative School	48
Wellness	48
Insurance	48
Tobacco Products	48
End of Year Violations	48

### **Section III: STUDENT SERVICES**

Philosophy of Residential Life	48
Residential Hall Living	48
Moving in & out of the Dormitory and/or independent Living House	51
Housekeeping In Dormitories and Independent Living House	52
Roommates	53
Residential Life Terminology	53
Residential Life Schedules	53
Off Campus – Permission and Sign out	54



Food Services	55
U.S. Postal Services	56
Religious Services	56
Financial Services	57
Student Activities	57
Campus/Community Service	57
Campus Work Service	57
Guidelines for Students Cell Phones	57

#### **SECTION IV: COUNSELING SERVICES**

Objectives and Programs	59
-------------------------	----

#### **SECTION V: HEALTH SERVICES**

The MSB/MSD Health Clinic	60
Required Information	61
Medication and General Administration Guidelines	62
Self-Administration of Medication	62
Excused Absence From Class For All Health Reasons	62
Communicable Diseases	63
Substance Abuse Policies	64

#### **SECTION VI: VISITORS ON CAMPUS**

Access To The School Campus During The School Day	66
Guest Speakers, Residence, and Academics Visitors	67
Visitors To The Student Center and Dormitories	67

#### **SECTION VII: SCHOOL SAFETY AND TRANSPORTATION**

Safety and Security	68
Student Life Center	69
On Campus	69
Off Campus	70
MSB Safety/Crisis Management Plan and Safety Manual	70
Student Transportation To and From School	71
Day Students	71
Student Conduct on Buses	71
Transportation Safety Procedures	72

#### **SECTION VIII: TECHNOLOGY**

Cell Phones and Other Personal Communication Devices	72
Standard Telephone and Internet Access	72
Network and Computer Usage	73
Student Responsibilities	74
Unauthorized Access to Files and Directories	74
Unauthorized Use of Software	75
Electronic Mail (email)	75

Network, Website, and Communication Systems	76
Waste and Abuse of MSB Internet Resources	76
MSB Internet Hardware	77
Personal Computer and Peripheral Devices	77
MSB Internet Policy Enforcement	78
The Mississippi School for the Blind Acceptable Use Policy	80
Consequences for Failing to Comply with Internet Acceptable Use Policy	82
Student Contract	83
Parent/Guardian Contract	84
<b>SECTION IX: DISCIPLINE</b>	
Mississippi State Laws	85
Philosophy	87
Public Display of Affection (PDA)	88
Harassment	88
Definitions	89
Reporting Harassment	90
Search and Seizure	91
Probation Policies and Procedures	92
Suspension for Ten Days or Less	92
Emergency Suspension	93
Federal Regulations Governing Discipline of Disabled Students	94
Disciplinary Procedures and Due Process	97
Violations and Consequences	
Level I	99
Level II	100
Level III	101
Academic Dishonesty Violations and Consequences	102
Violation of Sign-in and Sign-out	103
Violation of Campus Work Service	103
Residence Hall Restrictions	103
2011-2012 School Calendar	104
Procedural Safeguards	108

**Mississippi State Board of Education**

**Mr. Charles McClelland, Chair**

**Dr. O. Wayne Gann, Vice Chair**

**Mr. Howell Gage**

**Dr. Sue Matheson**

**Mrs. Kami Bumgarner**

**Mrs. Martha Murphy**

**Mr. Claude Hartley**

**Mrs. Rosetta Richard**

**Dr. Tom Burnham, Executive Secretary**

**State Superintendent of Education**

**Dr. Tom Burnham**

**Deputy Superintendent for Quality Professionals  
and Special Schools**

**Dr. Daphne Buckley**

## **Mississippi School for the Blind**

Dr. Rosie L. T. Pridgen, Superintendent  
Dr. Vashti Clayton, Principal  
Mrs. Linda Baker, Supervisor Pre-Voc/Deaf-Blind Department  
Mr. Theodore Dear, Jr. Comprehensive Homebased Intervention Program (CHIP)  
Supervisor  
Mrs. Diann Turner, Residential Education Director  
Mrs. Charlotte Hunter, Counseling Services Director  
Mrs. Claudia Hollingsworth, Admissions-Research Director  
Mrs. Margie Owens, Curriculum/Low Vision Clinic Coordinator  
Dr. Kevan Clinard, Mississippi Instructional Resources Center (MIRC) Director

### **WELCOME**

Welcome to the Mississippi School for the Blind (MSB)! The Mississippi School for the Blind endeavors to promote the development of each student's maximum potential by providing specialized services, materials, and technology.

As a school, we believe that the learning needs of all students with visual impairments or blindness should be the primary focus of all decisions impacting the work of the school. Students with visual impairments or blindness learn in different ways and should be provided with a variety of instructional approaches/strategies to support their learning. Special services and resources are required by visually impaired and blind students, including those with additional disabling conditions such as limited English proficiency, mentally and/or physically challenged, and those talented and gifted.

We believe a student's self-esteem is enhanced by positive relationships and mutual respect between students and staff. The commitment to continuous improvement is imperative to enhance students' abilities to become confident, self-directed, lifelong learners. Students with visual impairments or blindness should have professionals highly qualified in the area of visual impairment or blindness involved in their evaluation, program planning, and program implementation. We further believe that the expanded core curriculum should be a part of the course of study for all students with visual impairments or blindness, including those with additional disabilities and that teachers certified in visual impairment should instruct students who are Braille readers.

### **PREFACE**

Students and their parents/guardians should read the handbook carefully. Please refer questions concerning the handbook to the principal/supervisor and/or the superintendent. The Mississippi School for the Blind welcomes students to a diverse community of lifelong learners.

## **INTRODUCTION**

The policies set forth in this student handbook provide a reasonable guide for acceptable student behavior at the Mississippi School for the Blind. Student, faculty, staff, and parent comments or suggestions will be an integral part of the yearly evaluation and revision of this handbook.

This handbook is a publication of the Mississippi School for the Blind, a residential school that provides programs of study for students who are blind or visually impaired from school districts throughout the state of Mississippi.

All school regulations and policies affecting residential students apply equally to day students. Day students are required to participate in all academic school programs and are entitled and encouraged to participate in residential life curriculum and activities sponsored by the school.

In addition to the policies and procedures outlined in the handbook, all MSB students and employees must abide by all applicable state and federal laws.

## **INSTITUTIONAL ORGANIZATION**

### **Academic Department**

MSB provides a fully accredited elementary and high school program (K-12) designed for children and youth with visual impairments or blindness as well as those with additional disabilities. The courses of study are comparable to those available in any accredited public school. Appropriately certified teachers who have additional training in teaching children with visual impairments provide instruction.

In addition to the standard curricula offered by the State of Mississippi, each student with visual impairment or blindness is provided training across the expanded core curricula to meet specific needs of his or her visual impairment. A student's individualized program may include, but is not limited to, training in the areas of: Braille, low vision, orientation and mobility, everyday living skills, and assistive technology. School counseling services are an integral part of the education of all MSB students.

MSB's elementary program includes K-6 placements and a limited number campus-based Pre-K placements based on each student's needs and recommendation of the Individualized Education Program committee. MDE's curriculum frameworks provide the foundation for instruction at each level. Language arts, mathematics, social studies, and science are the core subjects included in the elementary academic program.

Depending on needs addressed in each student's IEP, a student may also be provided training in the areas of Braille, low vision, orientation and mobility, daily living skills, use of computers, and adaptive technology. In addition to these specialty courses, junior high and high school students who attend MSB may select from electives courses to complete their specific educational programs.

The focus of the student academic program includes curriculum, instruction, assessment, academic and career counseling, special programs, recruiting, and outreach. Faculty develops programs of study, designs instructional strategies; *supervises* classroom management and special projects, and various other activities deemed necessary for the continuous academic growth of all students. The staff includes principals, faculty, counselors, vision specialists, library media specialists, and support staff.

The MSB philosophy mandates that every student, teacher, staff member, and administrator be responsible, contributing members of the learning community. The diverse, unique backgrounds of school community members support the philosophy that each individual is an important part of MSB and, therefore, must act with integrity, honesty, and concern for the well-being of all. MSB encourages and fosters the on-going development of a strong value system and a sense of social responsibility.

### **Residential Life Department**

The residential life staff is comprised of caring individuals who are selected for their knowledge, experience, skills, and abilities. Each one is committed to providing guidance and support for MSB students. The Residential Life Department encompasses all areas of residential life including health services, food services, extra-curricular activities, tutoring, recreation, and independent living. The residential staff are on duty at all times during the after-school hours during the week and on non-homegoing weekends. The staff includes the Director of Residential Education, Supervisor of Residential Education Parents, and Residential Education Parents.

The residential program at MSB provides a safe and secure home-like environment that nurtures and supports students. Therefore, the staff designs and maintains a living environment that enables students to meet high expectations set by themselves, the staff, the school, and the state.

## **SECTION I: GENERAL INFORMATION**

### **History and Purpose**

The Mississippi School for the Blind (MSB) is a component of the Mississippi Department of Education and is governed by the State Board of Education. The school is fully accredited by the Southern Association of Colleges and Schools (SACS). In addition to courses offered to meet SACS' requirements MSB offers electives such as, band, chorus, piano, and everyday living skills. Specialized courses, including mobility, Braille, and low vision are available to meet students' individual needs.

In 1846, a blind philanthropist named James Champlain made an appeal to the Mississippi legislature for state aid to be used in the establishment of an institution for the blind. He was urged to seek private support first, which he did. A school was begun in March, 1847 on North Street (now North Jefferson Street) in Jackson, Mississippi.

MSB was established in 1848 as the Mississippi Institution for the Instruction of the Blind by an act of the Mississippi State Legislature. During the years that followed, the

Institution was also known as the "Asylum for the Blind" or the "Institute for the Blind." In 1875 the school received a donation of \$5,000 from William C. Johnson of Vicksburg, Mississippi. This money was used to purchase land on North State Street in Jackson. The school operated at that site from 1881 until 1950.

In 1924, the Institute's name was changed to the Mississippi School for the Blind. In 1929, the Mississippi Commission established a "temporary" school for the blind Negro children. The school was initially located at the Piney Woods Country Life School in Rankin County. In 1948, a new school for white students was built on Eastover Drive in Northeast Jackson. Approximately three years later, in 1951, a new school for black students was completed on Capers Street in West Jackson. In 1974, elementary students of all races began attending school on the Eastover campus. Junior and senior high students attended school on the Capers Street campus.

All students were moved to the Eastover campus in January 1980. In 1994, the legislature approved funds to initiate the construction of new facilities for the school on land located on the south side of Eastover Drive. Prior to this, MSB had occupied space on the north side of Eastover Drive and the Mississippi School for the Deaf occupied space on the south side, except for one male dormitory constructed for MSB in 1979. MSB took occupancy of eight new buildings on the south campus in August 1998. In December 1999, MSB moved to its new academic complex and convened classes in the new complex January 2000.

## **Mission**

The Mission of the Mississippi School for the Blind is to promote a strong foundation for learning and independence by providing specialized adapted services and materials to enhance maximum potential for students with visual impairments or blindness.

## **Governance**

The Mississippi Legislature vested the State Board of Education with the authority to govern and supervise the school. The Superintendent, the chief administrative officer of the school, shall administer the school in accordance with the policies established by the State Board. The Superintendent shall be responsible for those administrative duties and functions prescribed by the Board, and the Board, in its discretion, may delegate to the Superintendent such powers, as it deems appropriate.

The Superintendent, with the assistance of the faculty and staff, is directed and empowered to carry out all mandates of the legislature and the policies of the State Board of Education.

## Costs

Students pay no tuition, room, or boarding costs at the Mississippi School for the Blind. Legislative appropriations support the costs for attendance at MSB. However, families will be responsible for incidental expenses such as laundry, spending money, and individual expenses.

## Admissions

~~The Mississippi School for the Blind was established to serve visually impaired children who reside in the State of Mississippi. Presently, MSB offers day-school and residential programs for children ages five through 20 years who are (1) visually impaired, (2) deaf-blind, or (3) multiply disabled — visually impaired with additional disabilities. In-home preschool services are also provided for children ages birth through five years through our Comprehensive Homebased Intervention Program.~~

### **~~GENERAL ELIGIBILITY REQUIREMENTS~~**

~~Admission to any educational program or service offered by MSB is determined by the following criteria:~~

- ~~1. The primary handicapping condition of the student is visual impairment.~~
- ~~2. The age of the student is between birth and twenty-one.~~
- ~~3. The student must have at least a 50% vision loss. This has been determined to be a visual acuity no better than 20/100 in the better eye after best correction has been made.~~
- ~~4. The student must meet all of the following conditions relative to adaptive behavior, achievement, and intellectual functioning. These requirements do not apply to the preschool program.~~
  - ~~a. Must be able to adjust socially and psychologically to the school/dormitory environment as evidenced by his/her presenting no deficits in behavior which will interfere with other students and their opportunities to learn or endanger their campus/residential life, must not present danger to self or others.~~
  - ~~b. Must score at least a level of Trainable Mentally Retarded (TMR) on a recognized standardized instrument for measuring intellectual functioning. When the use of standardized instruments is questionable, the student must demonstrate measured developmental skills at a level equal to at least one-third of that demonstrated by non-handicapped children of the same chronological age.~~
  - ~~c. Must demonstrate the capacity to benefit from his/her participation in the educational programs offered by MSB.~~
  - ~~d. Must demonstrate the following prerequisite skills or the ability to develop these skills during an extended evaluation period:~~



- i. ~~Schedule-trained in toileting;~~
- ii. ~~Accepts solid food or attempts to feed self with a spoon and drinks from a cup;~~
- iii. ~~Needs only moderate assistance in bathing, dressing, and grooming;~~
- iv. ~~Expresses basic needs through oral speech, manual signs, or natural gestures;~~
- v. ~~Must be able to move about on his/her own in a safe manner with only a minimum amount of assistance. Students who have medical problems so severe that their treatment and maintenance are beyond the capability of the school's health care program cannot be considered for admission.~~

The Mississippi School for the Blind was established to serve visually impaired children who reside in the State of Mississippi. Presently, MSB offers day-school and residential school programs for children ages five through 20 years who are visually impaired including those with additional disabilities. In-home preschool services are also provided for children ages birth through five years through our Comprehensive Homebased Intervention Program.

### **GENERAL ELIGIBILITY REQUIREMENTS**

Admission to any educational program or service offered by MSB is determined by the following criteria:

1. The primary disabling condition of the student is visual impairment (including blindness).
2. The student's age may be from birth through 20 years.
3. The student must have at least a 50% vision loss. This has been determined to be a visual acuity no better than 20/100 in the better eye after best correction has been made. A student, whose vision loss is less severe, may be considered with documentation that demonstrates significant visual needs which may cause visual problems greater than what would be expected by the acuity measurement. However, the lower limit of this additional consideration would be a student with a visual acuity of 20/70.
4. The student must function at or above the level of an individual with mental abilities at the upper moderate/ trainable level. If formal testing is not available, a developmental quotient will be extrapolated based on the student's developmental levels. This has been determined to mean the intellectual quotient or developmental quotient would be no less than 40 to 45.
5. The student must demonstrate an ability (or older wording "the capacity") to benefit from the instructional program.
6. The student whose medical problems are so severe that their treatment and maintenance are beyond the capability of the school's health care program cannot be considered for admission to the day-school or residential programs. Additionally, a child (birth to 5) whose medical conditions are so severe that the

other conditions should be addressed prior to the beginning of visual instruction will not be considered for admission into the Comprehensive Homebased Instructional Program until a later time when the child would be able to respond and benefit from the instruction.

Admission to the day-school or residential school programs must also be determined after considering the following additional criteria:

1. The student must be able to adjust socially and psychologically to the school/dormitory environment as evidenced by presenting no deficits in behavior which will interfere with the student's opportunity to learn or campus/ residential life nor should the student's behavior interfere with that of other students. Additionally, the student's behavior must not present a danger to self or others (including students and staff).
2. The student must demonstrate the following prerequisite skills or the ability to develop these skills during a temporary placement period:
  - a. Schedule-trained in toileting;
  - b. Demonstrates appropriate bathroom behaviors;
  - c. Accepts solid food or attempts to feed self with spoon and drinks from a cup;
  - d. Needs only moderate assistance in bathing, dressing, and grooming;
  - e. Expresses basic needs through oral speech, manual signs, or natural gestures; and
  - f. Must be able to move about on own in a safe manner with only a minimum amount of assistance.

During the admissions process, the child and his parent/guardian will be scheduled to visit the school for a day in class. If residential placement is being requested the visit will extend to the afternoon for a visit in the dormitory.

MSB desires to work with and through school districts. Students may be referred to MSB by their Local Educational Agency (LEA), families, doctors, or other interested parties. The referred student and his family must be permanent residents of the State of Mississippi with a current Mississippi residential address, prior to sending any admission information. Once a referral to the day-school or residential school program has been received, MSB will initially contact the local school district's office of special education, inform them of the referral, and send an application packet to the director. As the process continues, MSB will seek to involve the local school district will obtain input from them regarding need for placement as a part of the admission process. The Comprehensive Homebased Intervention Program works directly with the parents initially. The local school district office of special education is contacted no later than the month prior to the child's third birthday. Residency requirements also apply to this program.

Throughout a student's placement in the day-school, residential school or Comprehensive Homebased Intervention Program, the student is expected to continue to meet the admission criteria. Should a student become unable to demonstrate the ability to meet these criteria, after reasonable accommodations/ interventions have been attempted, the student shall be returned to the local school district for enrollment in the appropriate local school or alternative setting, depending on individual circumstances.

MSB will assist the local school in the transition and will provide limited consultation if requested by the district.

## **MINIMUM ELIGIBILITY FOR SPECIFIC HANDICAPPING CONDITIONS**

### **1. Visually Impaired**

Visually impaired children are those who have a visual limitation which, even with correction, adversely affects the educational performance and who are classified in one of the following ways:

- a. Blind: A child who has so little vision that he/she must use Braille as the primary reading medium;
- b. Partially Sighted: A child who has a significant loss of vision, but who is able to use regular or large print as his/her reading medium. Generally, a partially sighted child's visual acuity will be between 20/100 and 20/200 in the better eye after correction;
- c. Legally Blind: A child who has a visual acuity of 20/200 or less and/or a peripheral field no greater than 20 degrees in the better eye after best correction.

### **2. Deaf-Blind**

The deaf-blind child is one who has a combination of auditory and visual limitations that causes severe communication, developmental and educational problems. Because of these challenges, the child cannot properly function in an education program solely designed for the hearing or vision impaired.

### **3. Multiply Disabled**

The Multiply Disabled (visually impaired with additional disabilities) child is one who has a combination of visual and learning deficiencies that cause severe educational problems to the extent that the child cannot be properly accommodated in a setting designed solely for either one of the conditions. For MSB's purposes such children must function at or above the Trainable Mentally Retarded level

## **FREE APPROPRIATE EDUCATION**

The Mississippi School for the Blind provides free appropriate educational programming for all eligible students ages birth through twenty years.

## **INDIVIDUAL EDUCATION PROGRAM (IEP)**

The IEP Committee will develop or revise (whichever is appropriate) and implement an individualized education program for each enrolled student. The program will be reviewed periodically, but no less than annually.

### **Due Process**

The Mississippi School for the Blind will insure that all enrolled students and their parent(s)/guardian(s) are guaranteed due process with respect to the provision of a free and appropriate public education.

### **Non-Discrimination Policy**

Evaluation materials and placement procedures utilized by MSB will be, to the maximum extent possible, selected and administered so as to be racially or culturally non-discriminatory. No student will be denied admission to the school or any of its programs, misclassified, misplaced, or unnecessarily labeled as being handicapped because of the inappropriate selection, administration, or interpretation of these materials and procedures.

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School of the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above mentioned entities.

Director, Office of Human Resources  
Mississippi Department of Education  
359 North West Street, Suite 359  
Jackson, Mississippi 39201  
(601) 359-3511

### **Confidentiality**

MSB will protect the confidentiality of all information contained in its records of previous students and currently enrolled students.

### **Least Restrictive Environment**

MSB will, to the maximum extent appropriate, educate children with disabilities with children who are not disabled. A continuum of alternative placements based on the individual student's IEP will be provided. Placement of students will be determined at least annually. In selecting the least restrictive environment for each student, consideration will be given to any potentially harmful effects on the student, the nature and extent of services needed, and/or information provided by the local school district. In the event that an enrolled student can function socially, emotionally, and mentally on par with non-disabled students of a similar chronological age, he/she will be given that opportunity in accord with his/her IEP as determined by the IEP committee, including the student's parents. Agreements with the Jackson Public School District will allow for MSB students to be included in educational programs when appropriate.

### **Student Code of Conduct**

The Mississippi School for the Blind is committed to providing an environment where its students may live and learn safely. Success in this regard is dependent upon the full cooperation of every member of the school's community. This includes school staff, as well as students and parent(s)/guardian(s) who understand their responsibilities to others and are mindful of laws, rules and policies which govern student behavior. Disciplinary measures employed by MSB are intended to assist students to develop skills necessary for effective problem solving, develop positive self-images, learn how to have positive relationships with others, respect personal and property rights of others, understand and appreciate other cultures, ideas and opinions, and develop a sense of responsibility for one's actions and an awareness of their possible consequences. MSB will follow due process guidelines to convene IEP committees, whenever appropriate.

The Student Code of Conduct provides guidelines for students to utilize when interacting with others and making daily life decisions that occur as part of a school and residential setting. The student Code of Conduct provides students, parents, faculty, and staff with a definition of appropriate conduct. This code provides standards to encourage students to grow and develop in an environment that promotes honesty, integrity, service and life-long learning.

The Mississippi School for the Blind admits students with various backgrounds, experiences, and educational expectations. In a community of diverse learners, standards of behavior ensure that all students live in a safe environment conducive to learning and free from disruptions that impede the freedom to develop and grow as productive individuals in society. All students shall conduct themselves in a positive manner, attend classes and complete assignments on time, abide by the Student Code of Conduct, and respect the rights and freedoms of others. MSB students shall demonstrate honesty, integrity, and respect in all school-related and sponsored activities, whether on or off the campus.

In keeping with the requirements of the Student Code of Conduct, students will:

1. Act with honor, courtesy, and respect;

2. Respect the rights and properties of others in the school and community;
3. Care for, support, and respect the physical, natural, educational, and social environment of the school, community, and state;
4. Be truthful and honest to peers, administrators, faculty, staff, parents, and other community members in all aspects of their lives;
5. Be committed to self-discovery, self motivation, and continual personal development necessary to achieve artistic, intellectual, social, and personal growth;
6. Be the only source of any work for which they take credit. They will not cheat, plagiarize, appropriate, or copy the work of others;
7. Participate fully in learning activities required by the teachers and/or the school;
8. Exhibit behaviors that promote personal wellness;
9. Understand that it is a privilege to attend MSB and students are accountable for their own actions;
10. Follow all school, local, federal, and state guidelines, regulations, and laws throughout their tenure at MSB;

MSB will follow due process requirements when required by federal and/or state laws.

## **EXPECTATIONS FOR STUDENTS**

Students' responsibilities and expectations include:

1. Class attendance. Students are expected to attend all classes daily and be punctual in reporting to class.
2. Preparedness. Students are expected to come to class prepared and with the appropriate materials for learning.
3. Respect for others. Students are expected to respect the rights and property of others; as well as refrain from using profane language, and from making inflammatory statements about and in the presence of others.
4. Self-control. Students are responsible for conducting themselves in a safe manner and for accepting responsibility for their own work and behavior.

5. Cooperation. Students are expected to abide by the rules and regulations of the school and be responsive to authority as represented by teachers, residential education parents, and other staff members.

## **EXPECTATIONS FOR PARENT(S)/GUARDIAN(S)**

The parent(s)/guardian(s) of a compulsory school-age child are required to make every reasonable effort to insure that their child attends school. Likewise, parent(s)/guardian(s) are responsible financially for destructive acts their children commit against school property, school personnel, other students or their property. A parent(s)/guardian(s) may be requested to come to the school for a meeting with appropriate school officials to discuss the conduct and acts of their children to make every reasonable effort to insure that their children have a successful and safe living and learning environment.

## **STUDENT DRESS CODE**

All students must observe minimal standards of hygiene, sanitation, and personal grooming. The Student Dress Code is based on two precepts—good health and safety and consistency with instructional processes. To prepare for increased restrictions and responsibilities within the adult workplace, students must learn while still in school to observe basic regulations for the whole group. Students must follow dress code guidelines.

Proper attire is to be worn by all students at all times to foster the best environment for learning. A dress code has been developed to help insure that students dress in a manner that is conducive to the educational process. Violations of this code will result in disciplinary action. In all instances, school administrators will determine the appropriateness of school clothing. Dress code guidelines include, but are not limited to the following:

- Students must wear clothing as intended to be worn and in a manner that is appropriate for school;
- Shoes, boots, or sandals are required at all times during school related activities or in public areas on campus;
- The length of skirts, and dresses must be worn no shorter than knee length at all times when the student is participating in school related activities or in public areas on campus;
- Knee length shorts are permitted. A student may forfeit the privilege of wearing shorts if the code is violated more than two times per school year. Gym shorts are only appropriate for the physical education department and may not be worn while attending other classes.

Inappropriate apparel includes:

- Clothing depicting vulgarity; tobacco, drug, or alcohol advertisements; inappropriate (sexual connotations) slogans or pictures;
- Tops that are revealing (e.g., tank tops, cut-off tops, tube tops, halter tops, sports bras, muscle shirts); shirts and pants or skirts that are excessively low in front, back, or under the arms; or clothing that exposes midriffs; clothing with holes; splits too high, or clothing that tends toward immodesty; Suggestive or revealing clothing that diverts attention from the learning process is not permitted;
- Sweatbands, hair care wraps, plastic shower type caps, bandanas, curlers;
- Shower thongs and other footwear judged to be inappropriate or unsafe may not be worn during the school day.
- Any garments that may be considered gang-related.
- Caps and hats are not to be worn in academic or residential buildings. These items may be kept in the student's locker or book bag during school hours, except during inclement weather while traveling between buildings.
- Undershirts and other underwear worn as outerwear are not permitted. Shirts and/or blouses tied at the waist, clothing not properly fastened, or any item of clothing showing a bare midriff may not be worn. Suspenders should always be fastened at all points and on both shoulders. Pants, shorts, skirts, and belts should be properly fastened at the natural waist above the hips.
- Clothing, jewelry, buttons, patches, or any other items with words, phrases, symbols, pictures, or signs which use indecent, profane, suggestive, or inflammatory words or promote the use of tobacco products, drugs, gaming, and/or alcohol may not be worn. **Tights may not be worn as slacks.**

Students will dress casually and comfortably in relation to the specific activity or occasion (e.g., swimming, recreation, relaxing in the dorm). At all times, students must exercise good judgment when making decisions pertaining to personal grooming and dress. The staff will provide assistance when students have questions about dress codes. The residential education staff will resolve issues of dress code violations before students leave the residential areas. Instructional staff members who observe students in violation of the dress code should report this to their principal or supervisor during first period.

Some school activities may require more formal dress. MSB faculty and staff will notify students and parents, as applicable, of these activities and dress requirements in advance and enforce compliance with proper dress standards. Learning to wear appropriate attire is important to student social development.

Performance attire may be more formal than regular dress standards. The MSB faculty and staff will set the standards for performance including appropriate jewelry and



hairstyles. All hair styles should be clean and well groomed. Dressing appropriately for performance is an important part of learning to perform in a professional manner.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. They are:

- The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access.

Parents or eligible students should submit to the Superintendent (or the Superintendent’s designee) written request that identifies the record(s) they wish to inspect. The Superintendent will make arrangements for access and notify the parent of the eligible student of the time and place where the records may be inspected.

- The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading.

Parents or eligible students may ask the Mississippi School for the Blind (MSB) to amend a record that they believe is inaccurate or misleading. They should write the Superintendent, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If MSB decides not to amend the record as requested by the parent or eligible student, MSB will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent of eligible student when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Mississippi Department of Education as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Mississippi Board of Education; a person or company with whom the Mississippi Department of Education has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request to officials of another school district or college in which a student seeks or intends to enroll MSB discloses educational records without consent. Any disciplinary actions affecting attendance is included in the student's permanent record and cumulative folder. MSB will forward education records, including disciplinary records, to other schools or colleges in which the student seeks or intends to enroll.

MSB discloses directory information regarding its students. Directory information means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height or members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

A school is required to provide military recruiters names, addresses, and telephone listings of secondary students, unless the parent has opted-out of the disclosure as provided below.

The parent or eligible student has the right to refuse to let MSB designate any or all types of information about the student as directory information. The parent or eligible student must notify the Superintendent (or designee of the Superintendent) in writing within 14 days of receipt of this notice that he or she does not want any or all of those types of information about the student designated as directory information or disclosed to military recruiters.

MSB may disclose directory information about former students without meeting these conditions.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue.  
Washington, D.C. 20202-5920

### **CONFIDENTIALITY AND DISCLOSURE POLICY**

MSB respects the privacy rights of all its constituents. This policy does not apply when disclosure is required to prevent clear and imminent danger to an individual or the MSB school community, or when legal requirements demand confidential information be revealed, or when it becomes clear to the faculty or staff that an individual is making self-destructive choices. This includes, but is not limited to, threats of suicide, child

abuse, pregnancy, communicable or fatal diseases, eating disorders, substance abuse, self-mutilation, etc. Only information related to the reason for disclosure will be revealed on a “need to know” basis. Individuals should consult with members of the administrative staff as to the validity of an exception.

### **Request for Inspection of Student Records**

I \_\_\_\_\_, parent/guardian of  
\_\_\_\_\_, request to inspect the  
Student Name  
following education records of the above named student.

---

---

---

---

I understand that officials of the Mississippi School for the Blind make arrangements for access and will notify me of the time and place where the records may be inspected. I further understand that within forty-five (45) days that access to student records will be given of the day the Mississippi School for the Blind received this request.

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_, 20\_\_\_\_\_

### **Family Involvement**

Continuous family involvement is an essential element to students successfully adjusting to life away from home. The MSB environment will provide security, support, materials, and structure to help students continue to grow and develop. Ongoing interactive support, communication, and commitment from MSB and parents/guardians are imperative.

Opportunities for parental involvement in student life are multi-faceted. Parents' Day, informational and orientation meetings, telephone and campus conferences, and varied forms of communication are a few processes in place to encourage continuous communication. Families are encouraged to join organizations that encourage parental education and involvement.

### **AHERA Assurances**

The 1998 Asbestos Hazard Emergency Response Act (AHERA) requirements pertaining to asbestos have been reviewed, the results of which show compliance with federal regulations, and are on file in the office of the Director of Combined Services.

### **Section 504 Procedures**

**Section 504 of the Rehabilitation Act of 1973** prohibits discrimination against persons with a disability in any program receiving federal financial assistance. No discrimination against any person with a disability will be permitted in any of the programs and practices of the Mississippi School for the Blind. To ensure the school's compliance with Section 504, as it applies to students with disabilities, the following procedures have been adopted.

If a student claims that he/she has been subjected to discrimination on the basis of a disability in violation of **Section 504 of the Rehabilitation Act of 1973**, or if the school has reason to believe that a student has a disability which substantially limits the student's major life functions, the school shall convene a team of people who are knowledgeable of the student's educational needs to review and consider all pertinent information related to the suspected disability. Parental involvement and input will be sought and welcome. The meeting shall be convened within seven (7) working days after the school receives a written statement describing the specific discriminatory conduct, or the school becomes aware of the student's disability affecting a major life function.

The team described in the paragraph above shall determine whether the student is disabled under Section 504 and whether that disability substantially limits a major life function. If such a determination is made, the team must further determine what reasonable accommodations are required on behalf of the school to allow the student an equal opportunity to participate in school and school-related activities. This committee shall render its conclusions and recommendations in writing within seven (7) working days of the meeting. If the student's parents disagree with the MSB's decision, the parents shall be informed of their right to ask for an impartial hearing to decide the matter. Hearing request shall be made in writing to the MSB giving specific reasons describing the discriminatory actions by the school and why the school's accommodations are not appropriate.

An impartial hearing shall be held within 30 calendar days of receipt of the written request. The school shall obtain as a hearing officer an individual who is not an employee of the home school district, has no conflict of interest, and who is

knowledgeable of Section 504. The parent and student may take part in the hearing and have an attorney represent them at their own expense. Counsel also may represent the home school district.

The hearing officer shall conduct the hearing so as to give the parents an opportunity to present evidence supporting their claim that their child has been subjected to discriminatory treatment in violation of Section 504. The school shall be given the opportunity to present evidence supporting its position with respect to the student. The school will make a tape recording of the hearing and a copy of the tape will be provided for the parents upon written request. The impartial hearing will be informal with the hearing officer controlling the flow of information from each party. For example, the hearing officer could ask the parties to make statements and present their evidence without resorting to attorneys conducting direct examination, cross examination, opening statements, closing arguments, etc. Each party shall bear his or her own costs for duplication of written evidence and such evidence may be stipulated into the record by agreement.

The hearing officer shall make a decision within seven (7) working days after the conclusion of the hearing. The decision shall be given in writing to the home school district's 504 coordinator and the parents. If either is aggrieved by the action of the hearing officer, an appeal may be taken to the State Superintendent of Education, or designee. The State Superintendent of Education, or designee, will conduct a review of the written record within seven (7) working days of receiving the request or review. The State Superintendent of Education, or designee, may overrule, modify, or uphold the decision of the hearing officer. A decision will be made within seven (7) working days of beginning deliberations on the matter and the State Superintendent of Education, or designee, shall provide a written response to both parties. The decision of the State Superintendent, or designee, is final.

MSB shall publish its policy of nondiscrimination on the basis of disability and shall inform parents of their rights under Section 504, including the right to examine records relevant to their child and the right to an impartial hearing. The school's review procedure will also be made available upon request.

### **Emergency Situations**

During times of emergencies on campus and/or situations caused by inclement weather or other conditions across the state, the Mississippi School for the Blind authorities will not allow a student to leave school premises until it has been reasonably determined that conditions are safe to travel to a given destination.

### **Handbook Modifications**

The guidelines in this handbook change over time and may be expanded or updated throughout the year. MSB will communicate handbook amendments to students and parents via school announcements, mail, e-mail, or website posting prior to the implementation of the amendments.

## SECTION II: ACADEMICS

### Philosophy

The Mississippi School for the Blind was created by the Mississippi Legislature to provide a challenging educational service for blind and visually impaired students of the state. MSB seeks to create a unique educational environment providing superlative classroom instruction, certified staff, and use of community resources. The basic premise academic life is that students can attain academic success when all participants, including parents, students, faculty, staff, administration, and the surrounding community, work together to create a support system allowing students to take advantage of this specialized setting.

The philosophy of academic life at MSB is that all efforts will be made to ensure student academic success and that students will progress to their fullest potentials. Students and parents should recognize the responsibilities that are theirs in order to be successful. Students must meet state graduation requirements to receive a diploma. (See the State Graduation Requirements on page 27.)

Courses listed in the Approved Courses for the Secondary School of Mississippi, as well as other state-approved courses, will be accepted for credit. In addition to the successful completion of the required Carnegie units, a student must achieve passing scores on the statewide testing programs as follows to graduate:

Students who began the 9th grade in the school year 2002-2003 (or thereafter) must pass the Subject Area Tests U.S. History from 1877, English II (with a writing component), Biology I, and Algebra I. This group of students must pass all four Subject Area Tests even if they take the course(s) prior to their 9th grade year.

Students who fail to pass a required Subject Area Test will be offered a chance to retake the test as allowed by the Mississippi Department of Education. Passage of the required Subject Area Test is a separate requirement towards graduation and shall not be the criteria for awarding Carnegie unit credit.

If seniors do not meet all graduation requirements they will not be able to participate in any graduation activities such as Class Day and Commencement.

All students are required to complete an ICAP beginning in the 8th grade and a transition portfolio by April 15th of their senior year.

OFFICE OF ACCREDITATION

APPENDIX A-3

GRADUATION REQUIREMENTS  
STANDARD 20

SENIORS OF SCHOOL YEAR 2011-2012  
(Entering ninth graders in 2008-2009)

Beginning school year 2008-2009 and thereafter, all entering ninth graders (seniors of school year 2011-2012 and later) will be required to have a minimum of 24 Carnegie units as specified below, unless their parent/guardian requests to opt the student out of Appendix A-3 requirements. Any student who is taken out of these requirements of Appendix A-3 will be required to complete the graduation requirements as specified in Appendix A-2. The local school district may establish additional local requirements approved by the local school board as authorized under *MS Code 37-16-7*.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4 <sup>1</sup>	
MATHEMATICS	4 <sup>2</sup>	Algebra I
SCIENCE	4 <sup>3</sup>	Biology I
SOCIAL STUDIES	4	1 World History 1 U.S. History ½ U.S. Government ½ Mississippi Studies <sup>4</sup>
HEALTH	½	Comprehensive Health <i>or</i> Family and Individual Health
BUSINESS & TECHNOLOGY	1 <sup>5</sup>	1 Computer Discovery or ½ Keyboarding ½ Computer Applications
THE ARTS	1	Any approved 500, 000 course or completion of the 2-course sequence for Computer Graphics Technology I and II
ELECTIVES	5½ <sup>6</sup>	
TOTAL UNITS REQUIRED	24	

## APPENDIX A-3 (Continued)

### GRADUATION REQUIREMENTS STANDARD 20

#### SENIORS OF SCHOOL YEAR 2011-2012 (Entering ninth graders in 2008-2009)

<sup>1</sup> Compensatory Reading and Compensatory Writing may not be included in the four English courses required for graduation; however, these courses may be included in the 5 1/2 general electives required for graduation.

<sup>2</sup> Compensatory Mathematics and any developmental mathematics course may not be included in the four mathematics courses required for graduation; however, these courses may be included in the 5 1/2 general electives required for graduation. One of the four required mathematics units may be in Drafting if the student completes the 2-course sequence for Drafting I & II. Beginning school year 2007-2008 for all entering eighth graders, at least two of the four required mathematics courses must be higher than Algebra I. The allowable mathematics courses that can be taken which are higher than Algebra I are: Geometry, Algebra II, Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Probability and Statistics, and AP Statistics. Effective with the eighth graders of 2004-2005, Pre-Algebra, Transition to Algebra, and Algebra I, may be taken in the eighth grade for Carnegie unit credit.

<sup>3</sup> One unit may be in Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment. Two units may be in the following courses if the student completes the 2-course sequence: Agriscience I & II; Allied Health I & II; Aquaculture I & II; Forestry I & II; Horticulture I & II; Plastics and Polymer Science I & II; and Technology Applications I & II. Two units may be earned by completing the AEST 3-course sequence: one unit in Concepts of Agriscience; one unit in Science of Agricultural Animals or Science of Agricultural Plants, or Science of Agricultural Environment; and one unit in Agribusiness and Entrepreneurship. Beginning school year 2008-2009 for all entering eighth graders, one unit must be a lab-based physical science. The allowable lab-based physical science courses are Physical Science, Chemistry I, Chemistry II, AP Chemistry, Physics I, Physics II, AP Physics B, AP Physics C – Electricity and Magnetism, and AP Physics C – Mechanics.

<sup>4</sup> The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other 1/2 unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other 1/2 unit social studies course.

<sup>5</sup> Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one unit in any of the courses listed in the *Business and Technology Framework* (academic and vocational).

<sup>6</sup> Elective units in physical education include participation in interscholastic athletic activities that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association.



**APPENDIX B  
REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL  
STANDARD 32**

**APPENDIX B-1  
Effective Beginning School Year 2005-2006**

CURRICULUM AREA	COURSES	UNITS	TOTAL UNITS
ENGLISH	English I English II English III English IV	1 1 1 1	4
MATHEMATICS	Algebra I Algebra II Geometry Pre-Algebra Transition to Algebra Elective Mathematics Courses	1 1 1 1 1 1	6
SCIENCE	Biology I Chemistry Physics Elective Science Courses	1 1 1 3	6
SOCIAL STUDIES	U.S. History U.S. Government Mississippi Studies World History Economics <i>or</i> Intro to Geography	1 $\frac{1}{2}$ $\frac{1}{2}$ 1 $\frac{1}{2}$	3
BUSINESS & TECHNOLOGY	Computer Applications <sup>1</sup> Keyboarding <sup>1</sup> Personal Finance <i>or</i> Financial Technology	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$	1
HEALTH	Comprehensive Health <sup>2</sup> Physical Education	$\frac{1}{2}$ $\frac{1}{2}$	1
THE ARTS	Any approved 500.00 course	1	1
FAMILY & CONSUMER SCIENCE	Family Dynamics	$\frac{1}{2}$	$\frac{1}{2}$
VOCATIONAL EDUCATION	Any combination of courses <sup>3</sup>	4	4
ELECTIVES	Foreign Language (IHL) <i>or</i> Advanced World Geography (IHL)	1	5
TOTAL UNITS REQUIRED			33

<sup>1</sup> Includes Physics I, Physics II, AP Physics B, AP Physics C—Electricity and Magnetism, and AP Physics C— Mechanics.

<sup>2</sup> Two of the three elective science units may be offered through the following courses: Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment, Agriscience I & II, Allied Health I & II, Aquaculture I & II, Forestry I & II, Horticulture I & II, Plastics and Polymer Science I & II, and Technology Applications I & II.

<sup>3</sup> One unit in Agribusiness and Entrepreneurship Technology or 1/2 unit in Financial Technology, 1/2 unit in Resource Management, or 1/2 unit in National Endowment for Personal Finance may be offered in lieu of 1/2 unit in Personal Finance.

<sup>4</sup> Includes Agriculture; Business Technology; Cooperative and Marketing Education; Family and Consumer Sciences; Health Education; Home Economics, Lodging and Hospitality; Technology Education; and Trade and Industrial.

**APPENDIX B-2**  
**REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL**  
**STANDARD 32**  
**Effective Beginning School Year 2007-2008**

CURRICULUM AREA	COURSES	UNITS	TOTAL UNITS
ENGLISH	English I English II English III English IV	1 1 1 1	4
MATHEMATICS	Algebra I Algebra II Geometry Pre-Algebra Transition to Algebra Elective Mathematics Courses	1 1 1 1 1 1	6
SCIENCE	Biology I Chemistry Physics Elective Science Courses	1 1 1 3	6
SOCIAL STUDIES	U.S. History U.S. Government Mississippi Studies World History Economics <i>or</i> Intro to Geography	1 ½ ½ 1 ½	4
BUSINESS & TECHNOLOGY	Computer Applications <sup>1</sup> Keyboarding <sup>1</sup> Personal Finance <i>or</i> Financial Technology	½ ½ ½	1½
HEALTH	Comprehensive Health <sup>2</sup> Physical Education	½ ½	1
THE ARTS	Any approved 500.00 course	1	1
FAMILY & CONSUMER SCIENCE	Family Dynamics	½	½
VOCATIONAL EDUCATION	Any combination of courses <sup>3</sup>	4	4
ADVANCED PLACEMENT	AP English and Composition <i>or</i> AP English Language and Composition <sup>5</sup> AP Calculus AB <i>or</i> AP Statistics <sup>5</sup> AP Biology <i>or</i> AP Physics <sup>5</sup> AP US History <i>or</i> AP World History <sup>5</sup>	1 <sup>5</sup> 1 <sup>5</sup> 1 <sup>5</sup> 1 <sup>5</sup>	4
ELECTIVES	Foreign Language (IHL) <i>or</i> Advanced World Geography (IHL) <i>or</i> Any other Electives	1 ½	1½
TOTAL UNITS REQUIRED			33 ½

**APPENDIX B-2 (Continued)**

## REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL

### STANDARD 32

#### Effective Beginning School Year 2007-2008

<sup>1</sup> Includes Physics I, Physics II, AP Physics B, AP Physics C—Electricity and Magnetism, and AP Physics C—Mechanics.

<sup>2</sup> Two of the three elective science units may be offered through the following courses: Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment, Agriscience I & II, Allied Health I & II, Aquaculture I & II, Forestry I & II, Horticulture I & II, Plastics and Polymer Science I & II, and Technology Applications I & II.

<sup>3</sup> One unit in Agribusiness and Entrepreneurship Technology or 1/2 unit in Financial Technology, 1/2 unit in Resource Management, or 1/2 unit in National Endowment for Personal Finance maybe offered in lieu of 1/2 unit in Personal Finance.

<sup>4</sup> Includes Agriculture; Business Technology; Cooperative and Marketing Education; Family and Consumer Sciences; Health Education; Home Economics, Lodging and Hospitality; Technology Education; and Trade and Industrial.

<sup>5</sup> Distance learning or the Mississippi Department of Education's Mississippi Virtual Public School (MVPS) may be used as an appropriate alternative for the delivery of Advanced Placement (AP) courses. A school offering the International Baccalaureate program is exempted.

**APPENDIX C  
REQUIREMENTS FOR ADMISSION  
TO PUBLIC UNIVERSITIES IN MISSISSIPPI (IHL)**

<b>CURRICULUM AREA</b>	<b>COURSES</b>	<b>UNITS</b>
ENGLISH		4 <sup>1</sup>
MATHEMATICS	Algebra I <sup>2</sup> Geometry Algebra II or any higher mathematics course	3
SCIENCE	SELECT 3 UNITS FROM THE FOLLOWING LIST: Physical Science Biology Advanced Biology Chemistry Advanced Chemistry Physics Advanced Physics Or any other science course with comparable content and rigor	3 (2 lab-based)
SOCIAL STUDIES	U.S. History World History U.S. Government (½) Economics (½) <i>or</i> Geography (½)	3
COMPUTER EDUCATION	Computer Applications <sup>3</sup>	½
ADVANCED ELECTIVES	SELECT 2 UNITS <sup>4</sup> FROM THE FOLLOWING LIST: Foreign Language <sup>2</sup> World Geography 4 <sup>th</sup> year lab-based Science 4 <sup>th</sup> year Mathematics	2
<b>TOTAL UNITS REQUIRED</b>		15½ <sup>5</sup>

<sup>1</sup> Courses must require substantial communication skills.

<sup>2</sup> Algebra I or first year Foreign Language taken in the eighth grade will be accepted for admission, provided course content is the same as the high school course.

<sup>3</sup> Computer competency requirement may be met through coursework requiring computer as a tool, not keyboarding, or through a statement of competency from the high school.

<sup>4</sup> One of the two units must be in Foreign Language or World Geography.

<sup>5</sup> Limited exceptions to high school unit requirements may be available. For more information contact the Office of Admissions. Admission requirements are subject to change without notice at the direction of the Board of Trustees of the Mississippi Institutions of Higher Learning.

**APPENDIX D  
MISSISSIPPI OCCUPATIONAL DIPLOMA REQUIREMENTS  
STANDARD 20.5**

**SENIORS OF SCHOOL YEAR 2008-2009 AND LATER  
(Entering ninth graders in 2005-2006 and thereafter)**

CURRICULUM AREA	COURSE OPTIONS <sup>1</sup>	TOTAL CREDITS <sup>3</sup>
ENGLISH/LANGUAGE ARTS <sup>1</sup>	Employment English I, II, III <b>and</b> Applied Employment English IV (On The Job) <sup>2</sup>	4 <sup>1</sup>
MATHEMATICS <sup>1</sup>	On The Job Math I, II, III <b>and</b> Applied Job Skills Math IV (On The Job) <sup>2</sup>	4 <sup>1</sup>
SCIENCE <sup>1</sup>	Life Skills Science I, II, III, <b>and</b> Applied Life Skills Science IV (On The Job) <sup>2</sup>	4 <sup>1</sup>
SOCIAL STUDIES <sup>1</sup>	Career Preparation I, II, III <b>and</b> Applied Career Preparation IV (On The Job) <sup>2</sup>	4 <sup>1</sup>
CAREER/TECHNICAL EDUCATION <sup>1</sup>	Special Education Career/Technical Education Grade 10 <b>and</b> Special Education Career/Technical Education Grade <b>Or</b> <b>Completion of a two year Career/Technical (Vocational) Program</b>	2 <sup>2</sup>
ELECTIVES <sup>1</sup>	Special Education courses <b>Or</b> General Education courses <b>Or</b> Vocational-Technical Education Courses	3 <sup>1</sup>
<b>TOTAL<sup>3</sup></b>		<b>21<sup>3</sup></b>

<sup>1</sup>Courses deemed appropriate for each student will be selected from the special education curriculum (special education course credits) and/or general education curriculum (Carnegie units) as determined by each student's Individual Education Plan (IEP) Committee.

<sup>2</sup>Students receiving a Mississippi Occupational Diploma must document evidence of 540 hours of successful paid employment OR successfully complete a two-year Career/Technical (Vocational) Program.

<sup>3</sup>Students receiving a Mississippi Occupational Diploma must document successful completion of minimum requirements in an Occupational Portfolio.

## **Grading Scale and Reports**

Written reports of student progress will be mailed to the student's parents/guardians at the end of the each nine-week period grading and each semester grading period. The parents/guardians are responsible for checking the report card carefully and contacting the school with questions. If a student has a failing grade, a parent/student/teacher conference will be scheduled.

The MSB grading scale is as follows:

A	90 - 100	4.0
B	80 - 89	3.0
C	70 -79	2.0
D	65 - 69	1.0
F	64 and below	0

The lowest passing grade is 65.

The grading policies for each class are determined by the teacher and are communicated to the student through syllabi distributed at the beginning of each semester. Interim or progress reports, phone calls, and other methods of communicating with parents will provide any additional reports that evaluate each student on related issues such as attitude, completion of projects, and homework.

## **Incomplete Grades**

Students with an incomplete at the end of any grading period will have one week to complete the work. If the work is not completed, the teacher will assign the student an "F" for the assignment. Under special circumstances, a student may petition the teacher and the principal for more time; granting extensions will be left to the discretion of the teacher and approved by the principal.

## **Grade Challenges**

The faculty maintains all grades for students. If a student disagrees with an assigned grade, he/she must request a meeting with the teacher. If still not satisfied, the student may file a letter explaining the challenge of the grade to the Principal delineating the steps the student has taken up to this point. Within ten (10) business days of receiving the letter, the Principal will meet, either jointly or separately, with all involved parties to make a final recommendation to the Superintendent. Any appeal of the Superintendent shall be directed to the State Board of Education.

## **Course Selections**

Students and parents should refer to high school graduation requirements and college entrance requirements. Pursuit of classes to enhance a college or university major is suggested. In order to graduate, MSB students must select and successfully complete courses required by the Mississippi State Board of Education. MSB will provide a minimum of 180 days of instruction as required by state law.

## **PROMOTION AND RETENTION**

Satisfactory completion of the approved basic program of study for each grade will entitle a student to be promoted to the next level at the end of each school year.

Where applicable, students must also meet applicable grade level testing and other standards as required by the Mississippi Department of Education in order to be promoted to the next grade.

## **SCHOOL/CLASS ATTENDANCE**

Consistent school attendance and promptness to classes are important factors in determining the effectiveness of a student's educational efforts. The right to attend MSB places certain responsibilities upon students and their parent(s)/guardian(s) to comply with the school's attendance policy. Persistent absences and/or tardiness are problems that require action by the administrative officers of the school

### **School-Related/Approved Functions Absences**

All school related academic functions and academic community-based lessons (Field trips/community-based lessons) are requested through the appropriate principal/supervisor and approved by the superintendent are considered excused absences. Arrangements are made with parental consent at least three weeks before the school-related absence. Students on academic or disciplinary probation or suspension may not be allowed to participate in school related/approved functions until granted permission by the Superintendent.

All excuses are considered unexcused unless proper documentation on the correct form is produced, following approved processes.

### **Tardiness**

Students must report to class on time. During the first week of school, schedule adjustments may cause delays in getting to class. Beginning with the sixth full day of school, students will receive penalties for tardiness. Students should report to class by the second class change bell or will be considered tardy.

Students tardy because of school transportation issues, natural disasters, doctor's appointments and other family emergencies may be considered excused. The

determination will be made by the principal/supervisor based on the request made by the student and/or parent.

Three unexcused tardies are equivalent to one absence and will count against perfect attendance. If a student is tardy three days, the parent will be notified. On the fifth day a conference will be scheduled with the homeroom teacher, the student, and the parent.

If a student is absent for three consecutive days the parent will be contacted by the counselor.

<b>Attendance Guidelines</b>	
<b>Unexcused Absences per nine weeks</b>	<b>Consequence</b>
2 unexcused absences	Letter to parents, possible assignment to Extended School Day, possible room restrictions
3 unexcused absences	Letter to parents, assigned to Extended School Day, activity restrictions
4 or more unexcused absences	Parent conference, IEP review/revision
Student absent five consecutive days	Truancy (school attendance officer) officer will be contacted. A conference will also be scheduled with the student, the counselor, homeroom teacher and an administrator.

When an unplanned absence occurs because of illness, parents should contact the school immediately by calling the Main Office. Upon return, the student must provide a doctor's excuse for the absence or a letter from the parent to the Front Office. The principal/supervisor will provide an excuse form for the student to present to all teachers.

When a day student is absent for other reasons, the school should be contacted immediately by calling the Main Office. The determination of excused or unexcused will be made by the principal/supervisor after the phone call.

An unexcused absence that occurs as a result of MSB imposed disciplinary action shall not be counted as a separate violation of the policy against unexcused absences.

### **Unexcused Absences and Tardies**

Any absences or tardies that do not meet the criteria listed above shall be considered unexcused. Participation in school sponsored or related activities shall not be allowed on the day an unexcused absence occurs or the weekend, if the unexcused absence occurs on a Friday prior to scheduled weekend school events.

When an unexcused absence, tardy, or dismissal causes a student to miss class time, that student shall be given the opportunity to make up work required by his/her teachers. A student may earn up to 75% of the credit normally allowed for this work.



The student shall have the opportunity to complete and submit missed work within five (5) days after returning to school. Otherwise, no credit will be given for missed work.

### **Permission for Planned Absence**

When a parent requires a student to leave school for reasons other than those described above, the principal/supervisor must grant permission prior to the absence. An excused permission form will be issued to the student to share with teachers prior to the excused absence. Student may be excused for the following essential reasons: medical, religious, and family emergency or commitments. Class work and homework must be completed in the prescribed time designated in the Make-Up policy.

### **Dismissals and Checkout Policies**

A student is not permitted to leave the school grounds with persons other than his/her parent(s)/guardian(s) without written authorization from the parent(s)/guardian(s). The authorization should be directed to the student's Principal or the Residential Education Director, whichever is appropriate, and shall state the reason for leaving campus and the name of the person responsible for the student.

Students will not be dismissed before designated times that are distributed at the beginning of the school year for homegoing Fridays. Parent(s)/guardian(s) should arrive before the loading of homegoing buses, if picking up their child/children. Before leaving campus, the student must be signed out at the front office during the school day or at the Residential Education Parent's office after school hours. The student excused from school shall be the responsibility of the parent(s)/guardian(s) or other adult with whom he/she leaves campus. A student is not permitted to leave school during school hours except in cases of emergencies. A student is not permitted to leave at any time without direct acknowledgment and permission from the appropriate principal/supervisor.

## **CLASSROOM BEHAVIOR**

MSB holds all students accountable for their behavior while attending class, participating in Field trips/community-based lessons, attending concerts and assembly programs, or at any period of time that the student is otherwise representing the Mississippi School for the Blind or is under the supervision and is the responsibility of the school. As the ultimate authority in the classroom, the teacher is charged with classroom management. Classroom misbehavior includes, but is not limited to, disrespect, disruption, failure or refusal to follow directions, or failure to complete classroom assignments in a timely manner. When an incident occurs that cannot be solved by the instructor, it is referred to the principal/supervisor.

## **FIELD TRIPS/COMMUNITY- BASED LESSONS**

Field trips/community-based lessons are an important extension of the curriculum. Students are afforded many opportunities during the school year to travel in state and out-of-state. With this privilege comes the responsibility to exhibit expected behaviors while representing MSB. Trip administrators, teachers, or staff members in charge will communicate expectations and the policies of the student handbook are applicable during all travels. Violators will be referred to the principal/supervisor. All students will travel in MSB provided transportation. Students are encouraged to participate in all field trips/community-based lessons sponsored by the school or their teachers. Students are responsible for contacting teachers prior to missing a class for any field trip scheduled by another instructor.

The following guidelines will govern school-sponsored trips:

1. The faculty or staff member sponsoring the trip will complete an **Activity Request Form** and turn it in to the principal/supervisor for approval at least ten school days prior to departure.
2. The teacher will inform all faculty, staff, and administration of those students participating in field trips/community-based lessons. Students are responsible for obtaining class and homework assignments missed as a result of field trips/community-based lessons. All work must be completed in accordance with the Make-Up policy.
3. The field trip sponsor will mail the appropriate forms to parents in a timely manner, if additional permission is needed beyond that which is received during annual student registration. The sponsoring employee's supervisor should be consulted to determine if this is needed.
4. Parents/guardians must sign and return the forms and any fees assessed in order for the students to participate in the field trip/community-based lesson, if needed.
5. Unexpected or sudden trips will be handled on a case-by-case basis.
6. Rules and regulations found in the MSB handbook pertain to all school-sponsored trips.
7. A student without all of the required signed permission forms and/or assessed fees by the trip date may not participate in the field trip.

### **ASSEMBLY ATTENDANCE**

Students must attend all assigned assemblies unless excused by the principal/supervisor. A student excused from an assembly is responsible for obtaining any information and/or announcements from the assembly that was missed.

### **ACADEMIC EXPECTATIONS AND HONESTY**

Students must complete and accept credit only for their own work. Expectations for individual effort may differ among assignments depending on the nature of the work. Group work may or may not be acceptable. One teacher may allow for help from others while another teacher may deny this practice. Each teacher will define expectations in relation to their class. Students must follow teacher expectations and rules.

Students are expected to complete outside assignments alone unless the teacher grants permission prior to the work beginning. When using a primary or secondary source in writing a paper, students must use footnotes or references. Rewriting ideas from another source in your own words is plagiarism if not properly acknowledged.

MSB expects academic honesty from all students. Decisions regarding academic honesty fall to the teacher. To ensure due process, teachers will report suspicion or other indications of dishonesty to the principal/supervisor and the student within ten (10) calendar days of the date of the assignment. Violations may fall into the following categories:

1. Cheating on assignments, tests, or other similar evaluations
2. Plagiarism, violation of copyrights, or other similar types of violations
3. Destroying another student's work

Incidents of academic dishonesty may include using an open book during a test unless the student has been given permission by the teacher to do so; obtaining unauthorized materials; sharing pertinent information with other students about a test, changing materials on a graded test; sharing answers during a test without permission, presenting another's work as your own; and failure to properly acknowledge sources. Any acts of dishonesty may result in disciplinary action.

## **TUTORIALS AND REQUIRED STUDY HOURS**

Students are provided extra opportunities to receive needed academic support through participation in tutorial sessions.

During study hours, from 6:00 p.m. to 7:30 p.m., or at other hours designated by each dorm, Sunday through Thursday, students will respect the quiet atmosphere needed for studying and/or rehearsals/practices. Students are encouraged to study in their residence hall rooms, the residence study rooms, or in specific classrooms that may open specifically for this purpose. Students are also expected to respect any assigned quiet areas during the study hours.

## **LIBRARY**

Students attending MSB are privileged to use the available resources of the library as long as policies and procedures are followed. Each student is responsible for the proper use and timely return of books and materials checked out. Failure to return books and materials by the appointed time could result in fines up to and including the

cost of replacement of materials and books. Students must pay all fines or replacement costs assessed by the library. Library hours will be posted at the beginning of each semester.

### **TEXTBOOKS AND OTHER MEDIA – ELECTRONIC AND PRINT**

Textbooks and other media (e.g., music, CDs, tapes, prints, library books) are the property of MSB and are provided without cost. Students must exercise care in using and maintaining school property. The student assigned responsibility for textbooks or other media must pay for property lost or damaged. In the event MSB property is lost or damaged, the following scale will determine the amount owed MSB by the student.

<b>Age of Textbook, LVA, Instrument, Braille Writer</b>	<b>Amount Collected</b>
---	-------------------------

New – one year old	Full replacement cost
Two years old	80 % of the replacement cost
Three years old	60% of the replacement cost
More than three years old	40% of the replacement cost

For damages, the teacher will assess a fine after examining the books and media as they are returned.

### **SCHEDULE CHANGES**

Each spring preceding the next school year, Junior/Senior High students select courses to fulfill their program of study. MSB hires teachers, plans facilities, and develops a master schedule based on the student choices. Students may not request schedule changes in order to choose a specific teacher. The counselor and the principal will make all schedule changes based on the availability of space. Schedule change requests must be made in writing within the first week of the semester in which the course begins. Until an IEP review/revision is convened, students must follow their schedules as assigned.

### **MAKE - UP WORK**

Students with excused absences may make-up tests, class work, exams, lab work, or assignments without penalty. Students must schedule make-up work immediately upon return to class following the absence. The amount of time provided for make-up work to be completed and turned in for credit will be five school days from the dates the student returns to class. Exceptions or extensions of time may be granted and approved by the Superintendent. Failure to complete and turn in assignments within the stipulated time shall result in a grade of zero for the assignment. Students may earn up to 75% of the credit normally allowed for unexcused absence, tardy or dismissal if the work is completed and submitted within five school days after returning to school.

In the event of an extended illness or absence, teachers will be cooperative in providing make-up opportunities. The ultimate responsibility for obtaining and returning completed make-up work rests with the student.

### **CLASSROOM ASSESSMENT**

The principal/supervisor will establish a schedule for the administration of classroom assessments so that no student has more than three state or semester assessments scheduled on any school day. Teachers must administer all assessments according to the schedule and must have prior approval from the principal/supervisor to deviate from the approved schedule.

### **REVIEW OF STUDENT PERFORMANCE**

The principal/supervisor will conduct a review of the academic progress of all students on a regular basis with assistance from teachers, staff, and counselors. When needed, the staff will design and implement academic intervention plans with the assistance of parents and the student and make recommendation to the superintendent.

The review of academic progress will help determine the student's ability to attain and maintain success in prescribed course work and to create strategies to assist those in need of assistance. Upon review of grades, course work, and attendance, the staff will make recommendations for students not successful in their schoolwork to be discussed during an IEP review/revision conference.

To assist with academic progress, students who are not performing satisfactorily will have specific strategies developed to meet their individual needs. They may be required to curtail extra-curricular activities when deemed appropriate by the faculty or administration. Teachers and/or administrators may assign tutorials and/or study times to help students reach the expectations of the class and school.

### **COLLEGE TESTING PROGRAMS**

Students are encouraged to take the ACT as often as possible in order to attain the highest score possible. Registration packets are available in the counselor's office. The counselor can assist with registration if requested by the student and/or parent. Students are responsible for payment of their own registration fees. The counselor will assist and work with the principal to provide reasonable accommodations as identified by the student's IEP.

Students must pass Subject Area Tests in order to meet graduation requirements as set by the Mississippi State Board of Education.

**DRAFT 2011-2012 Testing Calendar**  
**Mississippi Department of Education Statewide Testing Calendar**



**DRAFT**

TESTING PROGRAM	DESCRIPTION	TEST DATE	MAKE-UP	
MS Career Planning & Assessment System, Second Edition (MS-CPAS2)	<ul style="list-style-type: none"> <li>Post-Secondary</li> <li>Occupation-Specific Assessments</li> <li>One-week testing window</li> </ul>	June 20-24, 2011 (Site may choose any two consecutive days to test.)	None	
Mississippi Writing Assessment Program (MWAP)	<p>RETESTERS who were first-time test takers IN 2010-2011 ONLY Expository, position paper, and/or response to literature (E/PP/R)</p>	English II Writing Assessment Retest (E/PP/R ONLY) Thursday, Aug. 25, 2011	Friday, Aug. 26, 2011	
Subject Area Testing Program	<ul style="list-style-type: none"> <li>ONLINE retest for Biology I and U.S. History</li> <li>ONLINE retest in Algebra I and English II for students who were FIRST-TIME test takers PRIOR to 2007-2008</li> <li>*Paper/Pencil retest in Algebra I and English II for student who were FIRST-TIME test takers IN 2007-2008, 2008-2009, or 2009-2010</li> <li>Paper/Pencil Retest in Biology I for students who were FIRST TIME test takers IN 2010-2011.</li> </ul>	English II*	Monday, Sept. 19, 2011	
		Algebra I*	Tuesday, Sept. 20, 2011	
		U. S. History	Wednesday, Sept. 21, 2011	
		Biology I	Thursday, Sept. 22, 2011	
English II Writing RETESTS (OSA handles these English II Writing Retest Administrations)	<p>SATP English II Writing RETEST for students who tested PRIOR to 2008-2009 ONLY Two expository prompts</p> <p>AND</p> <p>MWAP English II Writing RETEST for students who were first-time test takers IN 2008-2009 ONLY Expository and/or position paper prompts (E/PP)</p>	<p>SATP English II Writing RETEST for Expository ONLY</p> <p>AND</p> <p>MWAP English II Writing RETEST for Expository and/or Position/Paper ONLY</p>	Tuesday, Sept. 27, 2011	Wednesday, Sept. 28, 2011
Mississippi Writing Assessment Program (MWAP)	<ul style="list-style-type: none"> <li>PRIMARY ADMINISTRATION</li> <li>FIRST-TIME test takers ONLY enrolled in English II for 4x4 Fall Block</li> <li>Retesters who were first-time testers only IN 2009-2010 and have not passed</li> <li>Expository, position paper, AND/OR response to literature prompts (E/PP/R)</li> </ul>	English II Writing Assessment (E/PP/R)	Thursday, Oct. 13, 2011	Friday, Oct. 14, 2011
MS Career Planning & Assessment System, Second Edition (MS-CPAS2)	<ul style="list-style-type: none"> <li>Post-Secondary Occupation-Specific Assessments</li> <li>Secondary 4x4 Block Only Occupation-Specific Completers</li> <li>AEST</li> <li>One-week testing window</li> </ul>	Monday – Friday, Oct. 17-21, 2011 (Site may choose any two consecutive days to test.)	None	
Subject Area Testing Program	<ul style="list-style-type: none"> <li>PRIMARY paper/pencil administration for ONLY 4x4 Fall block FIRST-TIME test takers – ALL CONTENT AREAS</li> <li>ONLINE retest for Biology and U.S. History</li> </ul>	English II*	Monday, Dec. 5, 2011	
		Algebra I*	Tuesday, Dec. 6, 2011	

Page 1 of 4

**NOTE: Make-up tests may be administered immediately following the initial or primary administration but cannot delay or interfere with the pick-up date of materials as scheduled and published by the Office of Student Assessment. Mardi Gras is February 21, 2012; Good Friday is April 6, 2012. REVISED 12-16-10**

**DRAFT 2011-2012 Testing Calendar**  
**Mississippi Department of Education Statewide Testing Calendar**



TESTING PROGRAM	DESCRIPTION	TEST DATE	MAKE-UP
	<ul style="list-style-type: none"> <li>* <b>ONLINE</b> retest in Algebra I and English II for students who were <b>FIRST-TIME</b> test takers <b>PRIOR to 2007-2008</b></li> <li>Paper/Pencil retest in Algebra I and English II for students who were <b>FIRST-TIME</b> test takers <b>IN 2007-2008 or 2008-2009</b></li> <li>**Paper/Pencil retest in Biology I for students who were <b>FIRST-TIME</b> test takers in 2010-2011.</li> </ul>	<p>U.S. History Wednesday, Dec. 7, 2011</p> <p>Biology I** Thursday, Dec. 8, 2011</p>	Friday, Dec. 9, 2011
English II Writing RETESTS (OSA handles these English II Writing Retest Administrations)	<ul style="list-style-type: none"> <li>SATP English II Writing RETEST for students who tested <b>PRIOR to 2008-2009 ONLY</b></li> <li>Two expository prompts</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li><b>ENGLISH II RETESTERS</b> who were first-time test takers <b>IN 2008-2009</b> or who retested August 19, 2010, but did not pass</li> <li>Expository <b>and/or</b> position papers (E/PP)</li> </ul>	<p>SATP English II Writing RETEST for Expository <b>ONLY</b></p> <p style="text-align: center;"><b>AND</b></p> <p>MWAP English II Writing RETEST for Expository <b>and/or</b> Position Paper <b>ONLY</b></p>	Tuesday, Dec. 9, 2011  Monday, Dec. 12, 2011
Mississippi Writing Assessment Program (MWAP)	<ul style="list-style-type: none"> <li>Grade 4 and Grade 7</li> </ul>	Thursday, Mar. 1, 2012	Friday, Mar. 2, 2012
Mississippi Writing Assessment Program (MWAP)	<ul style="list-style-type: none"> <li><b>PRIMARY ADMINISTRATION and RETEST LAST OPPORTUNITY for SENIORS planning to graduate in 2012</b> who are testing with E/PP/R</li> <li><b>SENIORS who are FIRST-TIME test takers</b> for 4x4 Spring block and Traditional Schedule</li> <li><b>SENIORS who are RETESTERS</b> from October 2010 4x4 Administration <b>ONLY</b></li> <li>Expository, position paper, <b>AND/OR</b> response to literature prompts (E/PP/R)</li> </ul>	English II Writing Assessment Wednesday, Mar. 21, 2012	Thursday, Mar. 22, 2012
SATP English II Writing Retest	<ul style="list-style-type: none"> <li>SATP English II Writing RETEST for students who tested <b>PRIOR to 2008-2009 ONLY</b></li> <li>Two expository prompts</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li><b>LAST OPPORTUNITY for SENIORS planning to graduate in 2012</b> or who retested Aug 19, 2010, but did not pass</li> <li>Expository <b>and/or</b> position papers (E/PP)</li> </ul>	<p>SATP English II Writing RETEST for Expository <b>ONLY</b></p> <p style="text-align: center;"><b>AND</b></p> <p>MWAP English II Writing RETEST for Expository <b>and/or</b> Position Paper <b>ONLY</b></p>	Wednesday, Mar. 21, 2012  Thursday, Mar. 22, 2012
MS Career Planning & Assessment System, Second Edition, (MS-CPAS2)	<ul style="list-style-type: none"> <li>Secondary</li> <li>Occupation-Specific Assessments</li> <li>Two-week testing window</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>Post-Secondary</li> <li>Occupation-Specific Assessments</li> <li>Two-week testing window</li> </ul>	<p>Mar. 19-Apr. 5, 2012 (Site may choose any two consecutive days to test.)</p> <p>Feb. 20-Mar. 8, 2012 (Site may choose any two consecutive days to test.)</p>	None

**NOTE:** Make-up tests may be administered immediately following the initial or primary administration but cannot delay or interfere with the pick-up date of materials as scheduled and published by the Office of Student Assessment.  
 Mardi Gras is February 21, 2012; Good Friday is April 6, 2012. **REVISED 12-16-10**

**DRAFT 2011-2012 Testing Calendar**  
 Mississippi Department of Education Statewide Testing Calendar



TESTING PROGRAM	DESCRIPTION	TEST DATE	MAKE-UP	
Subject Area Testing Program	<ul style="list-style-type: none"> <li>• <b>ONLINE RETEST</b> for retesters in <b>Biology I</b> who were first-time test takers <b>PRIOR</b> to 2010-2011, all retesters in <b>U.S. History</b> and for retesters in <b>Algebra I</b> and <b>English II</b> who were first-time test takers <b>PRIOR</b> to 2007-2008</li> <li>• <b>LAST OPPORTUNITY FOR SENIORS WHO PLAN TO GRADUATE IN MAY 2012</b></li> <li>• <b>**ONLINE RETEST:</b></li> <li>• <b>ALL ONLINE RETESTERS and LAST OPPORTUNITY for SENIORS</b> who plan to graduate in <b>May 2012</b> and were first-time test takers in <b>English II</b> or <b>Algebra I</b> <b>PRIOR</b> to 2007-2008 or <b>Biology I</b> <b>PRIOR</b> to 2010-2011.</li> <li>• <b>**SENIORS ONLY PAPER/PENCIL RETEST:</b></li> <li>• <b>LAST OPPORTUNITY for SENIORS</b> who plan to graduate in <b>May 2012</b> who were <b>FIRST-TIME</b> test takers <b>FOR English II or Algebra I IN 2007-2008, 2008-2009 OR 2009-2010</b></li> <li>• <b>LAST OPPORTUNITY for SENIORS</b> who plan to graduate in <b>MAY 2012</b> who were <b>FIRST-TIME</b> test takers for <b>Biology I</b> in 2010-2011</li> </ul>	English II**	Monday, March 26, 2012	Friday, March 30, 2012
		Algebra I**	Tuesday, March 27, 2012	
		U. S. History	Wednesday, March 28, 2012	
		Biology I	Thursday, March 29, 2012	
English Language Proficiency Assessment	<ul style="list-style-type: none"> <li>• WIDA ACCESS for ELLS</li> </ul>	Apr. 2-30, 2012	None	
Subject Area Testing Program	<ul style="list-style-type: none"> <li>• <b>PRIMARY</b> paper/pencil administration for <b>FIRST-TIME</b> test takers in 4x4 Spring Block or Traditional Schedule</li> <li>• <b>***Paper/Pencil</b> retest for students who were first-time test takers <b>IN English II or Algebra I</b> in 2007-2008, 2008-2009, OR 2009-2010 (except <b>SENIORS</b> planning to graduate in <b>May 2012</b> – see ** above)</li> <li>• <b>***Paper/Pencil</b> retest for students who were first-time test takers <b>IN Biology I</b> 2010-2011.</li> </ul>	English II***	Tuesday, May 1, 2012	Monday, May 7, 2012
		Algebra I***	Wednesday, May 2, 2012	
		U. S. History	Thursday, May 3, 2012	
		Biology I	Friday, May 4, 2012	
Elementary/Middle Grades Science Tests	<ul style="list-style-type: none"> <li>• Grades 5 and 8 Science Tests</li> </ul>	Tuesday, May 1, 2012	Wednesday, May 2, 2012	
Mississippi Curriculum Test, Second Edition (MCT2)	<ul style="list-style-type: none"> <li>• Grades 3-8 Language Arts and Mathematics</li> </ul>	Language Arts: Reading	Tuesday, May 8, 2012	Friday, May 11, 2012
		Language Arts: Writing	Wednesday, May 9, 2012	
		Mathematics	Thursday, May 10, 2012	

Red = Online Retests for Algebra I and English II for specific year's courses were taken for the first time  
 Orange = MWAP English II Writing RETEST for students who were first-time test takers **IN 2008-2009 ONLY** Expository and/or position paper prompts (E/PP)

Green = SATP English II Writing RETEST for students who tested **PRIOR** to 2008-2009 ONLY Two expository prompts (E)

Blue = RETESTERS who were first-time test Takers **IN 2010-2011 ONLY** Expository, position paper, and/or response to literature (E/PP/R)

**NOTE: Make-up tests may be administered immediately following the initial or primary administration but cannot delay or interfere with the pick-up date of materials as scheduled and published by the Office of Student Assessment.**

Mardi Gras is February 21, 2012; Good Friday is April 6, 2012. **REVISED 12-16-10**



## Test Dates in the U.S., U.S. Territories, and Canada

Test Date	Registration Deadline	<i>(Late Fee Required)</i>
September 10, 2011	August 12, 2011	August 13 – 26, 2011
October 22, 2011	September 16, 2011	September 17 – 30, 2011
December 10, 2011	November 4, 2011	November 5 – 18, 2011
February 11, 2012*	January 13, 2012	January 14 – 20, 2012
April 14, 2012	March 9, 2012	March 10 – 23, 2012
June 9, 2012	May 4, 2012	May 5 – 18, 2012

### SUMMER SCHOOL

A student who desires to earn additional Carnegie units or failed a Carnegie Credit Course may attend Summer School to make up that Carnegie Credit in a local school district by accomplishing the following steps:

1. Have MSB counselor and principal review student records to Determine what courses are needed.
2. Obtain written approval from the MSB principal that the student is eligible to attend Summer School.
3. Student and parent must identify in writing the local school district the student wishes to attend for Summer School and provide that information to MSB principal or counselor.
4. Three (3) weeks before Summer School begins, the student and parent(s) will request (in writing) approval from the MSB superintendent to attend Summer School. Included in the request must be a course description and length of the course, complete address and phone number of the local school district.

The superintendent's decision to grant or deny approval to attend Summer School will be based upon the request of the student and other factors deemed important by the counselor, principal, accepting local school district and State School Board.

Upon completion of Summer School, parent(s) and/or students should request the local school district to notify MSB counselor or principal, via E-mail or US mail, the student(s) grades for classes taken.

## **DUAL ENROLLMENT**

Upon approval by and the superintendent and the State Board of Education, students attending MSB may participate in a dual enrollment program with local colleges and universities, providing prerequisites are met. Dual enrollment provides opportunities for advanced high school students to earn college credit while in high school. Some dual enrollment courses may be taught on the MSB campus. Only students with 3.0 grade point overall average (on a 4.0 scale) are eligible for dual enrollment. Participation in dual enrollment courses does not obligate students to enroll at participating college or university after high school graduation. Credits earned by students enrolled in the Dual Enrollment Program are held until regular admission status is obtained at a college or university. The same college regulations apply to Dual Enrollment Program students as regular students. Students taking dual enrollment classes on the MSB campus are not charged tuition. To be admitted to the Dual Enrollment Program, students must have the following:

1. Fourteen (14) completed Carnegie Units;
2. Meet prerequisites for specific classes at the participating college or university;
3. An ACT composite score of sixteen (16);
4. Unconditional letter of recommendation from the school counselor and the Principal/supervisor stating ACT and GPA.

Students who have not completed the minimum of fourteen (14)-core high school units may be considered for the Dual Enrollment Program if they have a composite ACT score of thirty (30), the required grade point average, and recommendations prescribed above. The minimum enrollment required to schedule a class on MSB's campus is ten (10).

## **PUBLICATIONS**

Publications of the school may include newspapers, newsletters, a yearbook, a literary magazine, or other media. All publications are part of the humanities curriculum and, therefore, do not form a public forum. The school administration and faculty will direct the nature and function of school-sponsored publications. The final product must reflect and fulfill the MSB vision and mission.

## **NATIONAL HONOR SOCIETY**

The MSB National Honor Society is an Affiliate of the National Honor Society sponsored by the National Association of Secondary School Principals. A selection committee

comprised of representatives from the faculty considers extending invitations for membership to students who satisfy the requirements of the National Honor Society.

### **STUDENT ORGANIZATIONS AND CLUBS**

Students will be permitted to form and join lawful groups for common purposes that are consistent with the vision and mission of MSB. Clubs will be co-curricular with their purpose to serve the educational purpose of MSB. Students have the responsibility, and will be required, to conduct the activities of the organization in a manner that reflects compatibility with the school and its purpose.

### **FUND RAISING**

All student fundraising projects must be submitted to the faculty sponsor of the organization. If approved, the faculty sponsor submits the request to the superintendent for final approval. Requests should be submitted four (4) weeks in advance of the proposed activity. All funds raised must be deposited in the Business Office and an annual accounting given to the principal/supervisor.

### **DISTRIBUTION OF NON-MSB PRINTED MATERIAL**

Any information advocating non-MSB causes must be submitted to the superintendent for approval and dissemination.

### **MEDIA POLICIES**

MSB has a positive working relationship with the news media in order to promote the school and its mission. The superintendent is the spokesperson for coordinating media coverage. All news releases, newsletters, public service announcements, publicity, promotional brochures, advertising (with the exception of advertising for purchasing), graphics, photography, etc. will be originated, produced, disseminated and/or approved by the Superintendent. All students, clubs, and organizations affiliated with MSB must comply.

### **ATHLETIC ELIGIBILITY**

In order to participate in interscholastic athletics, the student must demonstrate satisfactory progress towards mastering State framework and/or IEP competencies or objectives. Students must have at least a "C" (70 or better) cumulative average or its equivalence in academic courses and no failing grades in any courses. A student that fails to maintain a "C" average at the end of any nine-week term or a failing grade in any course that is reflected in the interim, nine-weeks, semester, or yearly grades; will be declared ineligible. The student will remain ineligible during the current grading period that the deficit is discovered and for the next nine weeks grading period. Academic eligibility can be re-established if the "C" average has been earned and no failing grades posted for the following nine-week term.

## **DROPOUT PREVENTION PLAN**

Mississippi School for the Blind is one option on a continuum of services offered for students who are blind or visually impaired in the state. To support students and encourage their continuing education, the following systems are in place:

### **Local School District/School Involvement**

1. MSB involves the local school district and the local school in each student's admission to MSB.
2. MSB facilitates ongoing communication with the local schools by inviting representatives to be a part of annual students' IEP meetings.

### **Intervention Programs**

1. Attendance is monitored and contact made with parents if students are absent.
2. Student progress is monitored and interim reports are issued at least once between the nine-weeks grading cycles.
3. Extended school day study sessions are provided.
4. Tutoring by peers and tutoring by content specialists are provided.

### **College and Career Planning**

1. Transition is incorporated in each student's IEP by the age of 16 or younger, if determined appropriate by the IEP Team.
2. Transition needs are individually addressed.
3. On-site college and career information, catalogs, and application materials are available.
4. Individual assistance provided for college scholarships, applications, and the acquisition financial aid information and assistance with completion, as needed.
5. Campus visits are arranged for seniors and some juniors, depending on interest and need.

### **Support for Transition back to Home School**

1. Communication with students, parents, and local schools is a critical part of transition.
2. Provisions are made for timely submittal of records and data to local school upon request..
3. Transition support is offered to the student and local school upon request.
4. Outreach services are offered for local school districts, provided at their request.

## **ALTERNATIVE SCHOOL**

When students are admitted and enrolled at MSB, they are provided -opportunities to live and learn in a special environment designed specifically to meet the needs of students who are blind or visually impaired. When reasonable behavior modification interventions have not been successful, students who cannot successfully meet the expectations of the academic and residential programs in a special school environment shall be returned to their local school district for enrollment in their appropriate local school or alternative setting, depending on individual circumstances.

## **WELLNESS**

The Mississippi School for the Blind Wellness Policy emphasizes a commitment to proper nutrition, appropriate physical activity, comprehensive health education, marketing, implementation and evaluation. It is designed to effectively utilize school and community resources to effectively serve the needs of students and staff. Students participate in fitness programs designed to promote lifelong habits and skills for healthy living and general wellness to improve the overall quality of live and productivity.

## **INSURANCE**

MSB does not insure personal property against theft, loss or damage of any kind on or off campus.

## **TOBACCO PRODUCTS**

MSB is a tobacco-free environment for students and adults at all times. Smoking or the possession and/or use of tobacco products is not permitted on campus or at school related activities.

## **END OF YEAR VIOLATIONS**

At the discretion of the administration, a senior who commits a serious violation (Level II or III) during the weeks prior to the end of the school year, may be recommended for dismissal or not permitted to participate in the graduation ceremonies.

## **SECTION III: STUDENT SERVICES**

### **PHILOSOPHY OF RESIDENTIAL LIFE**

Having an opportunity to reside on campus enhances the educational experiences students receive at MSB. The residential life program reflects the school goals. MSB encourages individual expression but students must understand that they must maintain self-discipline, responsibility, and effective decision-making skills. The enhancement of

student character is a key component in achieving a positive residential environment. Residential guidelines are based on the premise that living on campus is a privilege that carries with it an expected level of individual responsibility.

## **RESIDENTIAL HALL LIVING**

Living in a residential hall is an exciting opportunity that requires self-discipline, independence, a high degree of responsibility, and compatibility with students from diverse backgrounds. Students who demonstrate these characteristics should adapt successfully to living in a residence hall with minimal adjustments. While students are making transitions from living at home to those of residential life, the residential education parents are constantly available for assistance and support. They help students adjust to the residential setting, and provide guidance and assistance as needed. Such a support system enhances the likelihood that all students will have successful and meaningful educational experiences. An important part of this adjustment is student understanding of the dorm rules and standards of conduct. An orderly, clean, comfortable living area supports and enhances the learning atmosphere and, therefore, benefits the entire school community. Since learning and study styles differ among students, mutual respect must be the cornerstone of a harmonious community. Students must channel their behaviors to create an orderly, responsible atmosphere. Student self-monitoring builds and sustains positive relationships with peers and with residential staff members.

### **Residential Rooms**

Residence hall rooms are generally arranged for double occupancy. A bed, desk, desk lamp, chair, and closet space are provided for each student. Students are encouraged to decorate their rooms using appropriate decorum and judgment in cooperation with their roommates. Residence hall staff will remove items that are against school policy. Nails or Scotch type tape may not be used to put up decorations, but wall putty and/or cement tape may be used instead. Each dorm has rooms that are handicapped accessible.

Students must be granted permission to rearrange their furniture, but all MSB furniture must remain in the room. Students may not move furniture from other areas of the residence hall into individual rooms. Room furnishings include blinds, and students must not place objects on the windows that are visible from the outside.

Students should provide the following items for their own use: towels, washcloths, and bath mats; sheets, pillow cases, blankets, mattress covers, and pillows; hangers, an alarm clock; laundry products; personal care items; and school supplies.

The following items are optional: bedspread or comforter; laundry bag or basket, posters or pictures for the wall, and radio/CD/tape player.

To ensure the safety of students, the Mississippi School for the Blind reserves the right to prohibit specific items. The following list is not intended to be exhaustive. Students may not possess the following in dormitories rooms:

1. Motorized scooters;
2. Cooking appliances including, but not limited to: microwave oven, popcorn popper, hot plate, toaster, toaster oven, coffeemakers, heating coils;
3. Dangerous scientific equipment;
4. Darts and dartboards;
5. Empty alcohol containers used as decorations;
6. Exercise weights, including hand weights;
7. Halogen lights;
8. Ice chests or coolers;
9. Refrigerator or television set
10. Incense or open flame items such as candles;
11. Martial arts equipment;
12. Pets of any kind;
13. Public signs including, but not limited to, highway, traffic, business, parking; and,
14. Weapons including knives with serrated or sharpened edges, razor blades, and box cutters, X-acto knives.

### **Commons Areas**

Both roommates are responsible for items found or damage done in their room unless it is clearly substantiated that only one person is liable. Common areas may also include the hallways, lounges, laundry room, and student center.

### **Laundry Room**

For the convenience of students, washers and dryers are provided. Students who use the laundry room are responsible for keeping it clean. Items brought to the laundry room should not remain there beyond the time it takes to complete the wash and dry cycle. If clothes are left in the machines, they may be taken out, placed in a plastic bag and taken to the Residential Education Parent's Office. If the same student leaves clothes in the laundry room habitually, disciplinary actions will occur. Students should not start laundry within 30 minutes of "lights-out" time.

### **Televisions and Video Equipment**

There is a television, a VCR, and a DVD player in lounge area of each dorm and in the Student Center. All televisions are connected to the local cable network and offer expanded cable channels. Televisions are also located in the library, classroom, and administrative buildings. Personal televisions should not be brought to campus.

Students who bring personal or rented videotapes or DVDs for use in the residence hall must obtain approval from the Director of Residential Education, Residential Parent Supervisor, or Residential Education Parent before viewing. Staff members have the authority to prohibit viewing specific videotapes or DVDs, and television programs or channels if the content is deemed offensive or inappropriate.

### **Posters, Pictures, and Advertisements**

Advertisements for alcoholic beverages or tobacco products are prohibited, including images that entice one to use them. No poster, picture, advertisement, or other image shall encourage illegal drugs use, profanity, or pornography. Images may not depict nude or partially nude individuals. All persons in images must be clothed in nontransparent material. Decorations are allowed. However, lounges and hallways are common areas, decorative items must not express personal opinions that are political, religious, or controversial. Decorations must not belittle, offend, or denigrate any individual or group as outlined in the section on harassment. The residential education staff shall determine whether or not an item will remain on display. Students must hang posters or other decorations with a product approved by MSB, not with nails and tacks.

## **MOVING IN AND OUT OF THE DORMITORY AND/OR INDEPENDENT LIVING HOUSE**

### **Moving In**

Upon arrival in the residential halls, the residential education staff will accompany each student to inspect the assigned room in order to record existing damage on a **Room Condition Form**. Within the first week, students may inform the Residential Life Office if additional damage should be added to the form. After the first week, damage to the room or furniture will be charged to the room occupant(s). Students must report others who cause damage to the residence hall. At the end of the year, staff will inspect the room with the student(s) to assess damages that might have occurred. MSB will determine charges and communicate them to students and their parents in writing prior to release.

### **Moving Out**

Students must remove their belongings and check out of the residential halls on the last day of the school's student calendar. The room must be clean and the **Room Condition Form** completed by the Resident Education Parent. During checkout, the Resident Education Parent will assess fines for room or furniture damages.

## **HOUSEKEEPING IN DORMITORIES AND INDEPENDENT LIVING HOUSE**

Students are responsible for cleaning their rooms. A daily inspection will occur. Failure to pass room inspection will result in disciplinary action. Basic cleanliness is expected



at all times. Room inspections help ensure safety, wellness, and a climate conducive to learning. Room inspections include, but are not limited to:

1. Cleaning and straightening all areas of student rooms. These areas include beds, wardrobes, desks, chairs, vents, windows, blinds, floors, woodwork, and other furniture or equipment a student has brought into the room;
2. Ensuring that there are no unauthorized items in the room or bath and that trash has been removed;
3. Checking to make certain that the bathroom areas are clean and free from dirty laundry and trash. Floors, sinks, toilets, showers, and countertops must be clean and orderly.

Cleaning equipment, supplies, and toilet tissue are available through the Residential Education Parent's Office. If desired, students may provide their own cleaning supplies that may be kept in individual rooms. MSB does not provide soap, shampoo, or other personal hygiene items. All who live in the dormitories and the independent living house must assist with general housekeeping by cleaning up after themselves and reporting problems. Students who fail to comply will be subject to disciplinary action. In order to fulfill all or part of assigned work service obligations, students may have to clean the common areas of the residence hall.

## **ROOMMATES**

Dormitory assignments are made by gender. Females are not allowed on halls or in rooms assigned to male students; male students are not allowed on halls or in rooms assigned to females. Violation of this policy is a severe offense and subject to disciplinary action. Students may visit in the lounge areas of the opposite gender only with permission from the residential education parents of the students visiting. Residential education staff will use all data available to help identify compatible roommates. Students may request a roommate change if deemed necessary. A student wishing to change roommates must discuss the situation with the Director of Residence Education. 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 others in the dorm. The Director of Residential Education will make all final decisions regarding room assignments.

## **RESIDENTIAL LIFE TERMINOLOGY**

Study Hours—A predetermined period of time when students are accounted for and required to be focused only on schoolwork. Hours are Monday through Thursday – 4:00-5:00 p.m. or other hours as defined by the residential staff, depending on other extended day activities.

Curfew—A specific time when all students are accounted for and are required to be inside their room. At this time, exit door are locked to the outside and students are to not leave the residential hall for the night.

Lights Out—A specific time when students and guests are required to turn out the lights and go to bed or retire to bedroom at the LifeShare House.

## RESIDENTIAL LIFE SCHEDULES

### School Week Schedule—Sunday through Thursday Evenings

4:00 until 5:00 p.m.	Study Hours (Monday – Thursday)
7:30 p.m.	Visitors exit elementary residential halls
8:30 p.m.	Visitors exit high school residential halls and LifeShare House
10:00 p.m.	Curfew
10:30 p.m. - 6:00 a.m.	Halls quiet
8:30 p.m.	Lights out/Elementary Residential Halls
9:30 p.m.	Lights out/Junior High Residential Halls
10:00 p.m.	Lights out/Senior High Residential Halls
10:30 p.m.	Lights out LifeShare House

**No food delivered after 9:00 p.m. on campus.**

### OFF CAMPUS – PERMISSION AND SIGN OUT

**Off-Campus Trips:** Supervised trips to nearby shopping malls, recreation centers, and eating establishments are scheduled at times which do not conflict with study time or other official school functions. In some cases, MSB covers the costs associated with these activities; at other times participating students pay costs.

**Unsupervised Off-Campus Trips:** Students are permitted to independently leave campus under certain conditions. The student should be at least 16 years of age, should have a written statement from his/her parent(s)/guardian, the authenticity of which has been verified and on file in the office of the Director of Residential Education and should be cleared for independent travel by the MSB Mobility Department. Students should submit a request to the Residential Education Parent Supervisor each time they wish to make an unsupervised off-campus trip. If the Supervisor grants permission, the student should sign out of the residence hall indicating destination and time of return. Upon returning to the residence hall, the student should sign in and note the time of arrival. Leaving campus unsupervised is a privilege that must be earned and a responsibility that must be taken seriously. Any student who fails to act responsibly will lose the privilege.

Going off campus to shop or participate in community events is permitted and sometimes necessary. Leaving campus entails getting permission and signing out in the residence hall office. When signing out, staff reviews with the student the destination and duration of the occasion. Students should allow themselves enough time to complete their business off campus but should not overestimate the duration to the point of excessiveness. Students must have a legitimate purpose and destination when seeking permission to leave campus. Generally, off campus trips are limited to less than four hours (refer to privilege plans). Failure to sign out properly will result in disciplinary action. To promote student safety, MSB staff reserves the right to permit or deny requests to leave campus.

Upon returning to campus students must sign in immediately. MSB allows students broad privileges regarding signing out. Basic integrity and honesty of students will determine the extent of off campus privileges. Violations of trust are serious offenses and will result in loss of privileges and possible suspension.

**Visiting Off-campus:** If a student wishes to visit the home of another student over the weekend (homegoing or non-homegoing), he/she should have written prior permission from his/her parent(s)/guardian and from the parent(s)/guardian of the student to be visited. The Director of Residential Education may verify the permission statements by telephone. The Director of Residential Education should receive permission statements by noon Tuesday, via U.S. mail. Parent(s)/guardian of the student being visited are responsible for transporting the visiting child to and from school and should sign the student out.

**Checking Out of Residence Hall:** A student may check out of a residence hall not later than 7:00 p.m. in the company of a specific adult. Prior to checking out, a signed and verified parent(s)/guardian permission statement must be on file and the Residential Education Parent on duty must be notified before the student leaves campus. The student should be returned no later than 10:00 p.m. on weeknights and 11:00 p.m. on weekends. MSB reserves the right to deny permission for a student to leave campus if it interferes with study time or is otherwise considered not in the best interest of the student.

**Residence Hall Visitors:** All visitors to residence halls (including parent(s) guardian) should check in and receive a Visitor's Pass issued by the Residential Education Parent on duty. MSB reserves the right to deny permission for persons, other than the student's parent(s)/guardian, to visit the student. Residential Education Parents have the right to ask any visitor to leave the residence hall if the visitor's presence is disruptive or otherwise undesirable. Visitors of elementary students should exit residence halls by 7:30 p.m.; high school visitors by 8:30 p.m.

**Telephone Use:** Students may use the MSB WATS line to make cost-free telephone calls to their parent(s)/guardian. Any additional calls should be charged to the number being called or to the student's home telephone number. Calls should be made before or after study hour, and should be limited to five minutes duration. Other telephones are

located in each residence hall lounge area. They may be used by students to make either local or long distance calls at the student's personal expense, as applicable.

**Day Students' Participation:** Day students are welcome to participate in all after-school activities at MSB. They may go to the residential halls after school only if permission to do so has been obtained from the Director of Residential Education at least five days prior to the date of the event and if the request is on file in the appropriate Principal's office. Parent(s)/guardian(s) is(are) expected to transport students to and from activities. MSB will not be responsible for providing transportation home for any day students that remain on campus.

**Overnight Permission:** Under certain circumstances, day students may be allowed to stay overnight in residence halls. Written permission to do so should be requested in advance by the student's parent(s)/guardian from the Director of Residential Services. Permission requests should be received at least a week before the expected stays, if possible. Under normal circumstances, permission will be granted if space and sufficient staff to supervise extra students are available. Day students that stay overnight in a residence hall are subject to the same rules and regulations that govern residential students.

## FOOD SERVICES

The Mississippi School for the Blind provides meals at no cost to all students. To maximize available resources, MSB participates in the National School Lunch and Breakfast Programs. Therefore, parents/guardians of all students are requested to complete **Free/Reduced Meal Forms** so that MSB can receive reimbursement for meals served to students who qualify for free or reduced meals. Not only does this information enable MSB to receive federal school lunch funds and donated commodities, the data will fulfill requirements of No Child Left Behind and provide demographics for use in grant applications.

MSB participates in the United States Department of Agriculture (USDA) Child Nutrition School Breakfast and School Lunch Programs. To qualify as a reimbursable meal, USDA requires that students must be offered five food items from four components (meat, grain, vegetable/fruit, and milk) in at least the minimum serving sizes for the appropriate age/grade group.

Offer versus Serve (OVS) is a system designed to decrease food waste and provide students greater flexibility in choosing what to eat for school breakfast and/or school lunch. Schools participating in National School Breakfast and National School Lunch programs are mandated by federal law to inform high school students of the OVS system. High school students have the option to select only three of the five food items for their meals to be considered reimbursable. MSB's students and parents are informed of OVS. MSB's students are encouraged to accept foods from all food groups to help maintain proper nutrition.

Students must conduct themselves appropriately in the dining room. Shirts and shoes are required; hats and caps removed. Listening to radios, iPods, mp3 players, etc., and playing musical instruments are not permitted. Throwing food, leaving one's tray and leaving debris for others to clean up will result in disciplinary action.

Cafeteria serving hours are:

Breakfast	7:00 a.m. – 7:30 a.m.	Monday – Friday
Lunch	11:20 a.m. – 12:35 p.m.	Monday - Friday
Dinner	5:15 p.m. – 5:45 p.m.	Monday - Thursday

Note: Schedule may vary in accordance with class schedules.

### **U.S. POSTAL SERVICES**

Regular postal services are available by mail being placed in a designated area in the Academic Complex and in the Administrative Complex.

The delivery of mail on the MSB campus is provided for students through the Residential Education staff. Packages received may be picked up in the Residential Life office. Outgoing mail should be deposited in the designated location in the Academic Complex. Mail should be addressed as follows:

(Name of Student)  
Mississippi School for the Blind  
1252 Eastover Drive  
Jackson, MS 39211

### **RELIGIOUS SERVICES**

MSB recognizes that students may wish to attend religious services. A student may attend the church of his/her choice. Written permission from the student's parent(s)/guardian must be received and verified before he/she will be given a pass to leave campus. Students are allowed, with parental permission, to attend religious activities throughout the week so long as it does not interfere with required MSB activities.

### **FINANCIAL SERVICES**

Students are encouraged to not carry large sums of cash. A student account can be arranged through the Business Office. MSB does not assume responsibility for monitoring student financial practices or replacing lost or stolen money, if a student

chooses to keep his/her own money. Students must handle personal finances in accordance with parental wishes and using good judgment.

### **STUDENT ACTIVITIES**

The office of Residential Education and Residential Education Parents will work with students scheduled calendar of activities. Board and table games, intramurals, dances, parties, movie nights, concerts, shows and plays are examples of activities available to students. Trips in and out of town will be possible for shopping, entertainment, concerts, performances, museum visits, or other activities that fulfill educational objectives.

Most of the activities offered by MSB are free of charge. Occasionally, students will be asked to pay the price of admission to special events. Any student needing help to pay for a ticket or other planned activities should talk with the Director of Residential Education. Suggestions for activities from students are sought and encouraged through various committees or by simply passing on the suggestion to one of the staff.

### **CAMPUS/COMMUNITY SERVICE**

A school is a community of people sharing common ideas and goals. Students contributing to the betterment of the school enhance community spirit. When a student contributes to the school community, everyone benefits. Community service will occur during nonacademic hours. This service is important to the overall reputation of the school, and the quality of the work done by the students exemplifies pride in MSB.

### **CAMPUS WORK SERVICE**

MSB students will contribute to the school through campus work service. While duties may vary widely depending on human resources needed at MSB and duties appropriate for students – both residential and day students may fulfill campus work service assigned. The Director of Residential Education will coordinate campus work service.

### **GUIDELINES FOR STUDENT'S CELL PHONES PRIVILEGES**

MSB's residential students are allowed the privilege to bring a personal cell phone to campus. Use of personal cell phones is a privilege that will continue pending compliance with established policies. MSB reserves the right to revoke personal cell phone privileges or take disciplinary action upon violation of the following guidelines:

1. MSB will not be financially responsible for cell phones or minutes the phone is used.
2. Cell phones must not be taken to the academic or vocational school buildings.
3. The voice use of cell phone may not be used while traveling on school buses. However, text messaging and games functions are allowable

4. Students will have access to their cell phones between the hours of 6:00 p.m. –9:30 p.m., depending on the student's grade placement. This is also based on the completion of homework, cleaning of room, and other acts of good citizenship, courtesy, and respect. Students housed in Independent Living House or Independent Living Wing may have access to their cell phones until 10:00 p.m.
5. Students will be responsible for turning in their cell phones to the designated residential staff person.
6. Students are not permitted to loan their cell phone to other students.
7. If students do not turn phones in the residential staff as directed above, the students will lose the privilege of having a personal cell phone on campus.

Consequences if phones are taken to the Academic Building or used on school buses -

1. ~~First infraction – cell phone will be confiscated for three (3) consecutive school days and any weekend days that may fall between these school days.~~
2. ~~Second infraction – cell phone will be confiscated student for five (5) consecutive school days and any weekend days that may fall between these school days.~~
3. ~~Third infraction – cell phone will be confiscated and will remain in a supervisor's possession for the remainder of the school year and three (3) days restriction from dorm activities. Additionally, the student's privilege to have a phone is revoked for the remaining of the school year.~~

Consequences if phones are brought to the Academic Building or used on school buses. First infraction ~ cell phone will be confiscated and will only be surrendered to the parent or guardian.

Second infraction – cell phone will be confiscated and will remain in a supervisor's possession for the remainder of the school year. Additionally, the student's privilege to have a phone is revoked for the remaining of the school year.

If a student has lost his/her cell phone privileges and borrows another student's phone, both students will receive consequences for failure to follow cell phone guidelines.

## **SECTION IV: COUNSELING SERVICES**

The school counselor assists in providing and facilitating a variety of services for students. The counselor's office is located on the second floor of Building A in the academic complex. The counselor is available to students and parents during regular school hours. Appointments can be made in the event of an emergency.

Confidentiality shall be observed in all counselor-student relations.

All parents/guardians and students must read and sign an informed consent form each year to receive or refuse basic counseling services.

## Objectives and Program

The overall objectives are to assist students in (1) adjusting to the MSB environment, and (2) making the most of the MSB “opportunity for excellence.” Individual counseling sessions, small-group discussions, large-group programs, and computer software are utilized to provide services to students, parents, and faculty. Specific objectives include:

1. Encouraging and supporting students’ efforts to develop themselves holistically, with an appropriate focus on their intellectual, social, physical, and emotional development.
2. Assisting students to utilize their abilities effectively, both inside and outside the classroom. Beginning in August and continuing throughout the year, programs are provided to assist students in developing their skills in time management, preparing for and taking tests, reading effectively, and taking notes. Individual follow-up discussions are held focusing on specific concerns as indicated by student progress and input from teachers and parents. Counselors also discuss strategies for good communication, interpersonal skills, goal setting, decision-making, and planning with students.
3. Assisting students to develop and continuously evaluate appropriate educational plans, which address individual strengths and interests, and progressing toward long-range educational and career goals. Activities, which students may use to explore career opportunities, include College Fairs, exposure to various speakers, computer software, teachers, vocational training, and or job counseling.
4. Assisting students in developing a mature level of self-awareness and self-responsibility in dealing with personal, social, and academic concerns.
5. Providing access to information needed to make appropriate decisions in the college selection process. Files of information on colleges throughout the nation are available to students, as well as other resources including books and software.
6. Assisting students and their parents in completing the various components of the college selection process, including testing, applications, and financial aid information. Registration forms and information on both the ACT and SAT are available. The counselor collaborates with others at Mississippi School for the Blind to assist in improving test taking skills. College applications, including teacher and counselor recommendations, are processed in an orderly and timely fashion per student request. Information on federal and state financial aid systems and the necessary forms are provided to students and their families. Students are supported in their search for scholarships through the provision of information, resources, and applications. Final



responsibility for the completion and mailing of college applications rests with the student.

7. Maintaining academic records to meet students' future and current needs. After a student is accepted at MSB, cumulative records are requested from the former school. These school records, together with the grades earned at MSB, are used to generate the official MSB transcript. Students may request that transcripts be sent to all colleges, universities, and scholarship agencies to which the student may apply. Each student's permanent record will be kept as required by law and will be available as needed. MSB operates under the Family Educational Rights and Privacy Act of 1976.

## **SECTION V: HEALTH SERVICES**

### **THE MSB/MSD HEALTH CLINIC**

The Health Clinic is located in MSB's Dorm 3 and provides services 24 hours per day Sunday 2:00 p.m. through Friday at 3:00 p.m. The Health Clinic is located in MSB's Dorm 3 and provides services 24 hours per day Sunday 3:00 p.m. through Friday at 2:00 p.m. The Health Clinic remains operational during non-homegoing weekends. The Health Clinic is staffed by Registered Nurses and Licensed Practical Nurses who examine students and coordinate appointments with a local doctor(s). In addition, MSB/D contracts with a resident doctor at the University Medical Center (UMC) who treats students on campus twice per week. While the nurse can give over-the-counter and prescription medications, provide basic first aid services, and perform health care counseling, the nurse is not a personal physician. When the Health Clinic is closed, the nurse will be on call and can be reached by the Director of Residence Education, if deemed necessary.

Students should alert their teachers in the event they become ill during the school day. If a student becomes ill during the evenings or on the weekend, the Residential Education Parent should be informed. Teachers and/or residential education parents should alert their supervisor and/or the health clinic staff will be contacted. In emergency situations an ambulance service may be called and the service of the emergency room of a local hospital utilized. Parents/guardians **MUST** sign an **MSB Health Information/Medical Treatment Form** allowing a student to receive hospital care in the case of an emergency. MSB will notify parents/guardians immediately in the event of an emergency.

A physician may direct the school nurse to restrict a student's activities if deemed necessary for a speedy and complete recovery and for the general welfare of the school community. Students are expected to comply with the directives. If students who do not obey such restrictions or confinements their class days missed will result in unexcused absences.

**Parents are responsible for all medical costs and will assume all financial obligations incurred by their child in health related situations. Visits to the**

**doctor's office will be billed to the parents. Parents are encouraged to schedule routine medical and dental visits when students are home for breaks or holidays.**

### **Required Medical Information**

All medical information is confidential. Parents must complete fully and accurately all medical forms required for admission to MSB. All students must have a physical and a completed Report of Medical Examination Form before checking into the residence hall. A copy of the immunization form must also be included with the cumulative school records or be delivered with all medical release forms.

The following medical information must be on file prior to admittance:

1. Record of Immunization. Students may obtain a copy of this form at their local school, personal physician or State Department of Health. Ordinarily schools include this information with the school cumulative records. Immunizations must be current according to state code.
2. MSB Health Information/Medical Treatment Form. This form is very important because it authorizes a doctor or hospital to provide treatment for both non-emergency and emergency situations.
3. Report of Medical Examination Form All students must have a physical and a form completed by a physician before enrollment.
4. Administering Prescription Medication to Students Form. This form must be completed and returned at the beginning of the school year and modified whenever a new medication is prescribed.
5. Health Insurance Portability and Accountability Act of 1996. This notice describes how medical information about your child may be used and disclosed and how you may gain access to your child's health information. The form is attached to the notice must be completed at the beginning of each school year so that MSB staff may seek medical assistance for your child and provide medical information to caregivers.

Parents must notify the principal/supervisor, clinic staff, or residential education staff immediately regarding changes in medications, guardianship, insurance, address, and employment. Photocopies of prescription cards should be attached to medical forms, if applicable.

### **Medication and General Administration Guidelines**

Parents/Guardians must notify the school if a student is on any medication and/or under a doctor's care for a medical condition. This information must be provided in written detail from the doctor and the parents/guardians before enrollment in MSB. MSB assumes no responsibility for any adverse or negative reactions of students due to lack of medication as a result of faulty records from parents/guardians and reserves all rights

including the possibility of third party action. MSB assumes no responsibility for any adverse or negative drug interactions of students due to lack of medical information from parents. MSB reserves all rights in relation to the medication policy including the possibility of third party action. MSB also assumes no responsibility for parents' failure to provide medications.

MSB students must file all prescription drug needs and use with the school nurse who will inform the Director of Residential Education and the student's principal or supervisor. Prescriptions must be written for the student and recently dated. Parents must submit all medications to the clinic staff. Failure to abide by MSB medication regulations will result in a Level III violation as defined in this handbook.

All prescription medications defined by Federal laws as controlled substances/narcotics must be supplied in "blister pack" packaging to the Health Clinic staff. Narcotic prescription medications will only be accepted and administered by Health Clinic nurses if they are in "blisters packs." Narcotic prescription medications will not be accepted and administered by Health Clinic nurses if they are not in "blisters packs." The exception to this policy will be liquid prescription narcotic medication which is discouraged from being brought to the Health Clinic. Liquid narcotic medication must be provided in a bottle with measurements that can be used to account for the amount of liquid in the container.

The Health Clinic has an arrangement with Marty's Pharmacy in the Jackson, MS area to fill these narcotic prescriptions locally and supply them to the Health Clinic in blister packs. Parents are encouraged to utilize this service. Information can be obtained at the MSB/D Health Clinic.

### **Self-Administration of Medication**

Students are not permitted to self-administer medication. All medications must be registered with the nurse. MSB requires that the school nurse administer all medication or in the event of school sponsored trips; medication will be administered under the directions of the clinic staff. Students will report to the nurse or designated representative at the predetermined time for administration of medications.

When a doctor prescribes medication for a student illness, the nurse must be notified immediately and all forms completed and turned in to MSB. The nurse will follow up or oversee the administration of the medication. Failure to comply with the doctor's or nurse's directions will result in a discipline procedure at a Level III violation.

### **EXCUSED ABSENCE FROM CLASS FOR HEALTH REASONS**

A student who is ill must inform the nurse at the Health Clinic as soon as possible. Students who do not check in with the nurse will not receive an excuse for illness.

1. To be admitted to class, the student will receive a copy of the **Health Clinic Form**. The teacher will keep this form and record the absence as excused. The nurse will retain a copy of the form in the Health Clinic.

2. Going to the Health Clinic does not automatically excuse a student from class. The nurse and/or doctor must substantiate the seriousness of the illness. A minor illness (e.g., cramps, headache, and minor cold) does not justify an excused absence.
3. At any time during the school day an excused absence will be granted providing the student has gone to Health Clinic and has a substantiated illness.
4. Students excused from two or more classes because of illness shall not attend school functions that day and are expected to remain in the residence hall room except for meals unless written permission from a physician or the school nurse is provided. Students excused from class attendance must receive health clearance from the nurse to leave the residence hall. Students cannot attend any school functions when confined to "bed rest" unless approval is obtained from principal and/or residence education director after a health clearance is obtained from the clinic staff or a physician.
5. When a student is not returning to school from a holiday and/or weekend at home because of illness, the parents must contact the school immediately. The absence will be recorded as excused upon return of the student to MSB with a doctor's excuse or appropriate written statement from a parent.
6. Violation of the above may result in an unexcused absence and disciplinary action.

### **COMMUNICABLE DISEASES**

MSB will comply with all federal and state laws pertaining to the management of communicable diseases. The school will also follow the directives of an attending physician to determine risk factors on a case-by-case basis. Every reasonable precaution will be taken to minimize risks to other students and school personnel. Faculty and staff will not discriminate against students with health conditions and will promote sensitivity, confidentiality, and fair and reasonable accommodations.

If current medical knowledge indicates a student's health condition does not pose a risk to others, the student will continue at MSB as normally as possible. If the student is having academic problems as a result of the health condition, the Principal/Supervisor will be notified immediately. Modifications, if any, may be provided in the work and academic environment. Each situation will be considered individually. If a communicable disease or medical condition is deemed detrimental to the immediate health or welfare of the student or general school population, the student will be sent home immediately upon diagnosis from a physician. Such illnesses include, but are not limited to measles, chicken pox, mumps, and influenza. All temporary leaves from school for illness are for the improved health of the student.

Before returning to MSB, students who have recovered from a communicable disease must acquire a medical release form from the attending physician in the student's

hometown. The form must be presented to the nurse immediately when the student returns to the campus.

MSB policy mandates confidentiality of student health history in compliance with medical, legal, and ethical standards of the school and state.

### **SUBSTANCE ABUSE POLICIES**

Through educational services and other supportive services, MSB strives to provide an alcohol, drug, and smoke-free campus at all times. All federal, state, and local laws drive the policies and procedures of MSB in regard to violations of substance abuse.

MSB will actively provide substance abuse prevention activities and educational programs throughout the school year. MSB promotes a healthy life style.

#### **Amnesty Program**

Amnesty shall be granted to any student with a substance abuse problem only for the initial instance of reported abuse. The student must report the abuse him or herself and/or seek assistance. This student shall then be immune from disciplinary action. The student must contact the nurse, a teacher, or a residential education life staff member prior to any disciplinary action being taken.

If a faculty or staff member initiates the conversation about possible use/abuse the Amnesty Policy is no longer in effect. If deemed necessary, a student must submit to a substance abuse evaluation and any treatment an evaluation reveals as necessary. Failure to comply with the evaluation or treatment will mean full disciplinary action from MSB.

Amnesty will only be granted for the initial instance of substance abuse impairment and must be at the student's initiation. Parents are responsible for any costs incurred as a result of a substance abuse evaluation and treatment.

#### **Possession, Purchase, Distribution or Use of Alcohol**

MSB officials will handle offenses related to the possession, purchase, distribution, or use of alcohol in the following manner:

The purchase and use of alcohol by minors is against the law. MSB considers this a very serious matter and will make every effort to educate and encourage its students to refrain from the use of harmful substances. However, if students choose to become involved in alcohol-related incidents and threaten the opportunities the state of Mississippi has extended to them, MSB will respond in a firm, yet fair, disciplinary manner.

“Possession of alcohol” is defined as students who have alcohol in their rooms or on their persons, in a vehicle or other location where alcohol is found, or personally possessing such. School officials will make every effort to determine who is responsible for possession of alcohol, including shared responsibility by more than one person.

“Distribution of alcohol” includes buying, assistance in obtaining, or giving alcohol to any student enrolled at MSB.

“Use of alcohol” is defined as the consumption of alcohol determined by direct observation, a student emitting the odor of alcohol, or a positive reading on an alcohol breath test. In addition, other corroborating signs of usage will be reported, such as slurred speech, uncoordinated body movements, disorientation, incoherence, the proximity of alcohol containers, and other information obtained through discussion with students or witnesses.

1. A student suspected of using, purchasing, possessing, or distributing alcohol would have an immediate discussion with a designated staff member. If there is reason to believe students have consumed alcohol and they deny it, MSB officials will ask them to take an alcohol/breath test. Refusal to take the test may result in being charged with the violation. The decision to administer disciplinary consequences will be based upon observations and other available information.
2. Once determined that the student used, purchased, possessed, or distributed alcohol, the MSB administration will notify parents and schedule an IEP Review/Revision conference. The student will be subject to at least a three-day suspension. Expectations for the student while on suspension and following suspension will be communicated during the conference.
3. Upon returning to school after suspension, the student must report to the principal/director and or supervisor to determine a program of action as discussed in the IEP meeting and/or phone conference;

### **Impaired Students**

If a student behaves in such a way that the faculty and staff believe that substance use may be involved, the following procedure will be initiated:

1. The student’s parents will be notified.
2. The student’s alcohol level will be tested.
3. If the alcohol level is above 0.0, the student will be referred to the Director of Academics or Student Services for disciplinary procedures to be initiated.
4. If the behavior creates urgent concern, the student may be transported to the emergency room. Parents will be charged for the cost of these services.
5. Students refusing the test may be subject to disciplinary action, including suspension. In such an event, the student may still be charged criminally.

It is unlawful for any person under the age of 21 to be in possession of, purchase for personal consumption, or provide alcohol for another minor. Violations of any alcoholic

beverage control laws may result in criminal penalties and are subject to possible civil liability. A negative result to any test does not exonerate a student, as possession is a separate issue.

### **Illegal Drugs**

The administration, faculty, staff, and student body are responsible for ensuring a drug-free campus for the support of a strong academic and residential learning environment. Illegal drugs present a threat to the health and safety of all MSB members. The **Drug-Free Schools and Community Act** and its amendments (1989) establish programs of drug abuse, education, and prevention. MSB works within these guidelines by providing programs, services, and publications that promote the prevention of substance abuse.

The **Drug Free Workplace Act of 1988** requires all agencies receiving federal grants to certify that they will enforce drug-free policies. This policy provides for the implementation of statutory requirements in providing a drug-free workplace.

Students are responsible for complying with Mississippi law that makes it illegal to possess, sell, deliver, or manufacture any controlled substance. Violation of the law may result in prosecution and punishment by the civil authorities as well as disciplinary proceedings by MSB.

### **Illegal Purchase, Use, or Possession of Tobacco and/or Tobacco Products**

Policies pertaining to smoking and tobacco products at MSB are part of the **Drug-Free School and Community Act**; thus, the campus of MSB is a tobacco-free environment. Cigarettes and other tobacco products are not allowed. Smoking, possession, or use of tobacco products are prohibited by students and adults on campus and at school related activities. While under the patronage of MSB the same drug-free policies exist for all MSB administration, faculty, staff, and students. Students do not have to be observed smoking to be in violation; possession constitutes a violation and will be referred to administration as a Level Three violation.

## **Section VI: Visitors on Campus**

The Mississippi School for the Blind encourages visitors to the school campus; however, for the protection of the students and the integrity of the academic and residential life of the campus, policies and procedures have been created.

### **ACCESS TO THE SCHOOL CAMPUS DURING THE SCHOOL DAY**

#### **Visitation by General Public**

Visitors are welcome to the MSB campus. In order to better coordinate their presence, prior arrangements are recommended. MSB welcomes visitors to performances and organized campus tours. All visitors must report to the main office between 8:00 a.m. and 4:00 p.m. After 4:00 p.m. and on non-homegoing weekends, visitors must report to the office at any dormitory.

MSB does not permit unauthorized persons in school buildings or on school grounds. Faculty, staff, and administration are authorized to take appropriate action to prevent

such persons from entering buildings or from loitering on campus grounds. Such persons can be prosecuted to the full extent of the law.

For the safety of students and staff, the general public is not allowed access to the school grounds for recreational purposes while students are on campus, unless permission is obtained from the superintendent.

Persons wishing to visit the school without prior arrangements must report to the main school office where arrangements for the visit will be finalized. Solicitations of teachers or pupils by salespersons are not allowed.

No one will be allowed to travel the school campus during the academic day without a Visitor's Pass procured after completing the sign-in process. MSB reserves the right to refuse admittance to any person wishing to visit the school.

Personal messages or gifts (e.g. balloons, flowers, and food) will not be forwarded to the students during class.

### **Guest Speakers, Residence, and Academics Visitors**

Any arrangement for visitors at MSB must receive approval from the principal/supervisor and the superintendent prior to the invitation being offered by staff and/or students. Visitors must sign in at the front office and a pass will be provided after completion of the sign-in process. This pass is returned to the main school at the end of the visit, at which time the visitor must sign-out and leave the campus immediately. All visitors must stop at the Welcome Center to receive a vehicle pass when entering campus. Visitors must return the pass to the Welcome Center when departing

### **Visitors to the Student Center and Dormitories**

Parents, family members, and friends of students are welcome to visit, but they will be asked to follow visitation guidelines. Siblings, extended family members, and friends of students, should visit during nonacademic hours, and should call ahead to be sure they are listed on the **Visitor Permission Form**. Visitation is not allowed during study time or after curfew. All visitors must sign in at the dormitory or at the supervisor's office in the Student Center for activities in the Student Center.

### **Visitor Permission Forms**

Only those persons listed by parents on the **Visitor Permission Form** are authorized to visit students on campus. These visits are limited to recreation rooms in the dormitories, Student Center, or in areas defined by the principal/supervisor in the academic building. Those listed must check in with the on-duty staff in the residence hall office upon arrival in the building. Visitors must furnish photo identification for verification. Any person not listed by parents will not be allowed to visit. At anytime during the school year, parents may modify listings on the Visitor Permission Form by sending changes to the Director of Residential Education and/or the principal. Modifications may be made in writing via US mail, e-mail, or facsimile. Student hosts must ensure that visitors register and remain in their company at all times.



MSB reserves the right to deny access to its campus, activities, events, etc. Exclusion may include anyone not deemed suitable or appropriate, including students who have withdrawn or dismissed. Exclusion may also apply to individuals listed on student **Visitor Permission Forms**.

### **Overnight Visitation**

Dormitory overnight visitation by family or friends is not permitted. Parents/guardians may follow guidelines for LifeShare House reservations for available overnight lodging. Students are only allowed to visit and/or reside in the LifeShare House with their own parent/guardian.

## **SECTION VII: SCHOOL SAFETY AND TRANSPORTATION**

### **SAFETY AND SECURITY**

Safety and security are universal responsibilities. MSB will provide information and guidance to students related to their safety and well being on campus and in the community. MSB's students and staff must show respect and cooperate with officials at all times.

The following are general safety precautions:

- Observe Student Code of Conduct
- Adhere to all MSB policies and procedures

### **Student Life Center**

To help ensure student safety and to protect personal property in the Residential Halls, students should:

1. Refrain from leaving large sums of money in their rooms;
2. Identify personal belongings, including clothing;
3. Protect luggage and locker keys and do not lend them to anyone;
4. Lock valuable items in wardrobes or luggage;
5. Unplug and store electrical appliances properly after use (e.g., hair dryers, curling irons, irons);
6. Memorize emergency evacuation routes and participate in practice drills; and

7. Help secure the Dormitories by keeping windows and doors closed and locked.

### **On Campus**

To ensure safety while on campus, students should:

1. Restrict themselves to common areas of the campus identified during orientation;
2. Refrain from loitering around nonfunctional buildings;
3. Seek guidance from MSB staff regarding access to appropriate areas;
4. Keep purses, backpacks, or other personal items in their possession, do not leave them unattended;
5. Exhibit good sportsmanship when participating in outdoor activities;
6. Walk with another MSB student at night;
7. Walk on sidewalks and stay in well-lit areas;
8. Be aware of surrounding activities when you are outdoors;
9. Report suspicious persons on campus to the staff or campus security.

### **Off Campus**

To ensure safety while off campus, students should:

1. Be aware of all surroundings when using ATM's;
2. Stay in designated walkways and established routes;
3. Restrict walking to daylight hours;
4. Walk in groups of two or more;
5. Restrict destinations and activities to those stated when signing out of the dorm;
6. Refrain from getting in any vehicle if they signed out "walking";
7. Remember that they represent MSB within the community

### **MSB Safety/Crisis Management Plan and MSB Safety Manual**

The School Safety and Crisis Management Response Team is responsible for creating and updating the MSB/MSD Safety/Crisis Management Plan and MSB/MSD Safety Manual, which are distributed to all students, parents, administrators, faculty and staff. The purpose of these manuals is to assure that adequate programs are provided for the protection of health and safety of students, faculty, staff, and the surrounding community and for compliance with appropriate codes and regulations. Procedures for emergency/safety plans will be printed, distributed and posted so all MSB students, faculty, staff, and administration will be knowledgeable of safety procedures.

The manuals identify health and safety problems; establish standards; evaluate and report on the status of compliance with health and safety standards, codes, and regulations; provide technical services; recommend and implement accident experiences; and develop and manage training resources.

In emergency situations and when required to do so by codes, regulations, or licensure agreement, any trained employees is authorized to take preventative, investigative, and remedial actions.

## **TRANSPORTATION**

### **Student Transportation To and From School**

Parents or other authorized individuals(s) authorized by the parent may transport residential students to and from campus. On weekends and holidays, students should make arrangements in advance of the day of departure to depart at the designated time. Specific times will be set for students to depart from campus. All students must depart campus during the weekends and holidays designated in the MSB calendar. The campus is considered closed on such days. MSB's students are not permitted to operate motor vehicles on campus, drive to or from school, or drive a vehicle to attend any MSB sponsored activities.

#### **Day Students**

Upon arrival at MSB, day students that are transported by means other than day route buses, are, sign in at the front office. Drivers of day route buses that arrive later than 8:00 a.m. are also required to sign students in at the front office.

Day students must arrive on campus by 8:00 a.m. A day student may reside on campus with parental permission for required practices, rehearsals, class assignments, or other educational purposes if the residential education department has granted prior permission. Day students must leave campus by 9:00 p.m. or at the conclusion of the designated activity, unless properly authorized as an overnight visitor. The day student must follow all rules and regulations of the residential facility, including the use of transportation and check-in/check-out policies and procedures.

#### **Student Conduct on Buses**

Recognizing that student misconduct can jeopardize the safety of others, the following procedures have been adopted for student discipline related to school bus transportation:

1. All bus drivers shall report student misconduct promptly to the appropriate Principal or Director of Residential Education.
2. A prompt due process investigation will ensue and, based upon information, disciplinary actions deemed appropriate will be administered. Parents will be notified.
3. Students are subject to disciplinary action, including suspension and/or expulsion from the school if the student constitutes a threat to the safety of the other students on the bus, causes damage or destruction of property, distracts the bus driver, or in other ways interferes with the normal or safe operation of the bus.

### **TRANSPORTATION SAFETY PROCEDURES**

To ensure safety during transportation, students shall:

1. Report to the assigned bus pick-up on time.
2. Use extreme caution when loading and unloading from the bus.
3. Wait until the bus has come to a complete stop and the bus driver indicates it is safe to board or depart from the bus.
4. Talk in normal conversational tones.
5. Keep head, arms, legs, body, and personal possessions out of the aisle of the bus and inside the windows.
6. Be courteous and respectful at all times.
7. Follow the instructions of the driver and the chaperone, as applicable.

## **SECTION VIII: TECHNOLOGY**

### **CELL PHONES AND OTHER PERSONAL COMMUNICATION DEVICES**

Day students may not bring a cell phone or other personal communication devices (PCDs) for use while they are on campus at MSB. Radios, TV's, tape players (other than those assigned for educational purposes), cellular phones, internet switches or routers, compact disc players, video games, pagers, etc. may not be brought to the academic buildings. **Special Note:** Residence students may bring radios, tape players, or CD players' if they use earphones, to use as a diversion while being transported on homegoing weekends. These items should be left with a teacher or in the front office

until departure time. When earphones are used, these items may also be carried on out-of-town school trips, if approved by the trip sponsor(s). Residential students are also permitted to bring and use cell phones during the extended school day provided students adhere to the guidelines outlined in Residential Services section of this Handbook.

### **Standard Telephone and Internet Access**

Each study room in Residence Halls is wired for telephone and Internet access. Guidelines for phone and Internet usage are as follows:

1. MSB does not provide phones for individual rooms.
2. MSB provides local access only. Long distance calls, beyond calls to a parent(s)/guardian(s), may be made using one of the following options:
  - Calling collect
  - Using a calling card provided by a phone company
  - Using a prepaid calling card
3. Parents should refrain from calling students during academic class time, scheduled activities, study hours, or after lights out. In case of emergencies and after lights out, parents may contact students by calling the dormitory staff at the numbers listed in the directory or campus security.
4. Connecting to the Internet via any means (including wireless) other than the ports provided is forbidden. MSB provides high speed Internet ports for this purpose.

### **Network and Computer Usage**

The MSB Internet policy is designed to provide an environment that is consistent with the MSB mission and vision, Mississippi Department of Education requirements, and federal/state laws. MSB Internet refers to devices attached to the entire computer network system at the Mississippi School for the Blind. MSB Internet includes but is not limited to the Local Area Network (LAN on campus), all MSB file servers, and access to the Internet. Access to the Internet is provided through fiber optic lines that are part of the MDE wide area network (WAN). The MDE WAN provides filtering services for MSB Internet.

MSB Internet facilities and network connections are for the purpose of providing educational support to students, faculty, and staff. Under federal statutes and the sections of the Mississippi Code, which govern the use of these resources, all users must use the MSB Internet resources properly and for the purpose designated by the

Legislature. All existing federal and state laws as well as MSB regulations and policies apply, including not only those that are specific to computers, networks, and websites, but also those that may apply generally to personal conduct.

Technology changes rapidly, as do the ways in which users are able to use and perhaps abuse the school computer system. The Mississippi School of the Blind must ensure that its computer resources are used properly and within established guidelines. In pursuit of that goal, the school reserves the right to monitor the system for signs of illegal or unauthorized activity. Even though the MSB Appropriate Use Policy may not expressly prohibit a particular activity, such behavior may not be permissible behavior. For questions related to appropriate use, contact the Technology Coordinator.

### **Student Responsibilities**

As MSB Internet users, students should:

1. Be owners of their data;
2. Be responsible for ensuring that data is adequately protected against unauthorized access;
3. Keep their account passwords confidential (Level III)
4. Remember passwords and refrain from writing them down
5. Change their passwords regularly;
6. Avoid using passwords that could be guessed easily;
7. Deny access to the computer by others for any reason (Level II);
8. Log out and properly shut down their computers when leaving;
9. Never use computers and networks to access, download, upload, create, reproduce, and/or distribute files containing vulgar language and/or obscene materials, and/or any other communication that could be construed as promoting hate, divisiveness, or other potentially damaging thoughts or actions (Level III):
10. Assure the legal and ethical use of the school computers and user accounts;
11. Do not use the school's computer systems for personal financial gain;
12. Report violations of these guidelines to the Technology Coordinator

### **Unauthorized Access to Files and Directories**

As MSB technology users, students must not:

1. Engage in any activity that is intended to circumvent computer security controls; (Level III)
2. Attempt to discover passwords, open unprotected files other than their own, or extract encrypted files; (Level III)
3. Create, modify, or execute programs designed to surreptitiously penetrate or hack computer systems; and (Level III)
4. Access the accounts of others. (Level III)

### **Unauthorized Use of Software**

As MSB technology users, students must not:

1. Violate copyright laws. (Level I)
2. Download, possess, or use software (executables) designed to destroy data, provide unauthorized access to computer systems, or disrupt computing processes, in any way. (Level III)
3. Use or propagate viruses, worms, Trojan horses, or any other invasive software; such activity is expressly forbidden. (Level III)

### **Electronic Mail (email)**

As MSB technology users, students must:

1. Acquire an email account from a free provider (e.g., yahoo.com, hotmail.com) to communicate with faculty, staff, and administration. (Level I)
2. Recognize that MSB Internet access is provided for educational purposes and as a means to widen the communication channels between students, parents, faculty, staff, and administration.
3. Understand that no means are provided within the MSB system to establish a private email account.
4. Be aware that MSB administration has authorization to read both incoming and outgoing email.
5. Understand that use of MSB Internet does not guarantee privacy.
6. Not create, transmit, or forward fraudulent, harassing, or obscene messages and files. (Level II)

7. Not create, transmit, or forward jokes, chain letters, advertisements, mass mail, or Spam. (Level II)
8. Abstain from harassment via MSB computer systems including the use of insulting, sexist, racist, obscene, or suggestive e-mail. (Level III)
9. Emails may be deleted after 30 calendar days.

### **Network, Website, and Communication Systems**

As users of MSB technology, students must not:

1. Attempt to gain unauthorized access to either MSB computers, servers, or to remote computers since such attempts are illegal under criminal law and subject to prosecution. (Level II)
2. Host personal websites on the MSB computer system without specific permission from the Technology Coordinator. (Level III)
3. Attempt to degrade the performance of the MSB computer system or subvert it in any way. (Level III)
4. Physically damage any part of the system deliberately. (Level III)
5. Play computer games or engage in recreational computing on any computer owned by MSB; they must limit playing games or recreational computing to their own personal computers in the Student Life Center or as permitted by the policies of the Residential Education Department. (Level II)

### **Waste and Abuse of MSB Internet Resources**

As users of MSB technology, students must:

1. Avoid activities around workstations that may result in damage to the computer, printer, software, or information. (Level II)
2. Refrain from eating and/or drinking at computer workstations. (Level I)
3. Conserve and protect the resources of MSB computer systems by refraining from using or wasting valuable, limited resources. (Level II)
4. Students should be considerate of fellow users, avoid monopolizing computer systems, connect time, and other computer resources. (Level I)
5. Use network printers for educational purposes. These printers should be used responsibly to prevent waste and abuse. (Level II)
6. Not download files without approval by their teacher, principal, or residential education personnel. (Level II)



## **MSB Internet Hardware**

As MSB technology users, students must not:

1. Relocate computer hardware, peripherals, or cables from their current locations. (Level II)
2. Attempt to service any hardware without authorization from their principal, teacher, or residential education personnel. (Level II)

## **Personal Computer and Peripheral Devices**

As MSB technology users, students must:

1. Purchase and have installed at their own expense the Ethernet card necessary to connect personal computers to the MDE/MSB network. Connecting to the system using a private computer resource is allowable because of the personalized and very specialized software a student may require to satisfactorily use the internet, access network printers or embossers, or otherwise complete assignments. The technology coordinator to assure compliance with the MSB/MDE system should inspect the private computer.
2. Understand that the resources of the MSB technology staff must support the entire campus; therefore, they cannot install or repair equipment, hardware, or software on student computers;
3. Understand that it is a privilege NOT a right for a student to have a personal computer on the MSB campus;
4. Recognize that violations of MSB Internet policy may result in personal computers being sent home, loss of some or all computer privileges, and/or other disciplinary actions;
5. Complete any applicable MSB Internet registration forms and pay any applicable fees before a computer is set up in the residence hall; (Level II)
6. Understand that when there is reasonable, articulable suspicion that violation of school policy or public law is occurring, a school official will authorize a search of all computer files, disks, and CD-ROMs.
7. Ensure that antivirus software is installed, active, and kept up to date on all machines connected to the Internet. (Level II)
8. Comply with any naming scheme designated by the Technology Coordinator who will provide exact specifications to individual users (Level II)

9. Restrict personal equipment to one (1) computer unit: 1 CPU (or laptop), 1 monitor, 1 printer (or embosser), 1 keyboard, 1 mouse, 1 scanner, and 1 set of speakers. (Level II)
10. Seek and obtain permission from the Residential Education Supervisor prior to connecting additional computer equipment (including but not limited to routers, modems, switches, wireless access capability, etc.) in the residence hall. (Level II)

### **MSB Internet Policy Enforcement**

To protect the MSB Internet resources and monitor proper usage of computer resources for educational purposes, the Technology Coordinator shall:

1. Investigate alleged abuses of computer resources;
2. Access the electronic files of its users as part of that investigation if there are indications that computer use guidelines or privileges have been violated;
3. Limit the access of users found to be using computer systems improperly;
4. Administer disciplinary actions as directed by school administration for violations of MSB policies that may include the loss of some or all computer privileges and/or other disciplinary actions;
5. Act as a technical advisor to school administrators when they hear cases involving student misuse of MSB internet privileges;
6. Deny student access temporarily pending review when there is reasonable suspicion that student use may harm or do damage in the interim; and
7. Assign penalties for computer violations as follows:
  - First offense, Level I (non-malicious): written warning;
  - Subsequent violations, Levels I and II: 5 class day suspension of one or more network privileges and 2 hours campus work service and/or loss of personal computer privileges on campus; and
  - Level III violations may include one or more of the following: loss of all network privileges, loss of privilege of personal computer on campus, and/or suspension or dismissal.

## The Mississippi School for the Blind Acceptable Use Policy

The Mississippi School for the Blind (MSB) is pleased to offer to its students, faculty, and staff access to the Internet in accordance with the terms and conditions of this policy. All Users of the Internet access at the MSB must comply with the MSB's Acceptable Use Policy. It is important that all Users understand the terms, conditions and responsibilities associated with the use of the Internet access at MSB. All Users and parents of all Users under the age of 18 are required to sign the attached Contract stating they have carefully read and understand the terms and conditions of the Acceptable Use Policy and will comply with the policy while using the MSB's computer network resources. The attached Contract is a legally binding document and must be signed prior to the User accessing the Internet at the MSB.

### **CIPA**

In December 2000, Congress enacted the Children's Internet Protection Act (CIPA). For any school or library that receives discounts for Internet access or for internal connections, CIPA imposes certain requirements. The CIPA requires that schools restrict employee and student access to the Internet. Under the CIPA, covered schools must have an Internet safety program which filters both adult and student access to visual depictions that are obscene or constitute child pornography. The program must also prevent students from accessing materials that are harmful to minors. The MSB receives these discounts for Internet Access through the E-Rate program and is therefore in compliance with the CIPA.

### **MSB Internet Terms and Conditions of Use**

#### **Personal Safety**

1. User will not disclose, use, disseminate or divulge personal and/or private information about himself/herself, minors or any others including personal identification such as, but not limited to, name, social security numbers, telephone numbers, home address, email address or credit card information. User will immediately report to MSB authorities any attempt by other Internet users to engage in inappropriate conversations or personal contact.

2. MSB faculty and staff are prohibited from disclosing personal information about students on its Web site – such as a student’s full name, home or email address, telephone number or social security number.

### **Illegal Activity**

1. User agrees not to access, transmit or retransmit any material(s) in furtherance of any illegal act or conspiracy to commit any illegal act in violation of local, state or federal laws or regulations. User shall not access, transmit, or retransmit: threatening, harassing, or obscene material, pornographic material, or material protected by trade secret, and/or any other material that is inappropriate to minors. User shall not plagiarize copyrighted materials.
2. User shall not access, transmit, or retransmit any material that promotes violence or the destruction of persons or property by devices including, but not limited to, the use of firearms, explosives, fireworks, smoke bombs, incendiary devices, or other similar materials.
3. User shall not use the network for any illegal activity including, but not limited to, unauthorized access including hacking.
4. User shall not access, transmit, or retransmit language that may be considered offensive, defamatory, or abusive.
5. User shall not access, transmit or retransmit information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.
6. User shall not access, transmit or retransmit information that harasses another person or causes distress to another person.

### **System Resource Limits**

1. User shall only use the MSB system for educational and career development activities and limited, high quality self-discovery activities as approved by MSB faculty for a limited amount of time per week.
2. User agrees not to download large files unless it is absolutely necessary. If absolutely necessary to download large files, User agrees to download the file at the time when the system is not being heavily used.
3. User agrees not to download or install unauthorized software on school computers. This includes students, teachers, staff and administrators.
4. User shall not damage computers, computer systems or computer networks (hardware or software).
5. User agrees not to post chain letters or engage in “spamming” (that is, sending an annoying or unnecessary message to large number of people).
6. Students will not be allowed to engage in any on-line chatting, including Internet messaging, unless it is a part of the curriculum and specifically designated as such by a teacher. Then the session will be monitored by the teacher and limited to the time frames that must also be specified in the curriculum. Teachers must know with whom the student is communicating at all times.

7. User agrees to immediately notify his/her teacher or other school administrator should User accidentally access inappropriate information so MSB can take steps to prevent future access.
8. User will not make any attempt to defeat computer or network security on the MSB network or any other server or network on the Internet.
9. User shall not engage in any Internet activity harmful to or reflecting negatively on the MSB.

### **User Rights and Expectations**

1. User shall have the responsibility to use computer resources for academic purposes only. Therefore, as mandated by CIPA, filtering will be utilized on all computers accessing the Internet. The only exception will be for academic research by a staff member with the approval of school administration.
2. There is absolutely no expectation of privacy on the MSB network. Activities at any workstation or transmission and receipt of data can be monitored anytime both electronically or by staff observation. This includes transmission and receipt of email; email attachments, Web browsing and any other use of the network. User consents to the monitoring of User's activities and files.
3. Faculty and staff Users should log off at the end of each workday.
4. Parents of minor users shall have the right to inspect the contents of the minor User's files.
5. Under no circumstances should a User provide his/her password to another person or use another person's password.
6. MSB will fully cooperate with local, state or federal officials in any investigation related to illegal activities conducted through the User's Internet account.

### **Consequences for Failing to Comply with the Terms and Conditions of the Internet Acceptable Use Policy**

Use of the Internet at the MSB is a privilege, not a right. There will be consequences for any User who fails to comply with the Acceptable Use Policy for the MSB. For student Users, the consequences may include, but are not limited to, paying for damages, denial of access to technology, detention, suspension, expulsion or other remedies applicable under the school disciplinary policy. Any disciplinary action that is a result of an alleged violation of this policy can be appealed through the student grievance procedure provided in the MSB Student/Parent Manual. Additionally, faculty and staff Users who fail to comply with the Acceptable Use Policy will be subject to discipline, including termination from employment with the type of discipline imposed being based on the severity of the specific offense(s). For all Users, the MSB will fully cooperate with local, state and federal officials in any investigation related to illegal activities conducted through the User's Internet account.

**MISSISSIPPI SCHOOL FOR THE BLIND  
ACCEPTABLE USE POLICY  
STUDENT CONTRACT  
(This is a legally binding document.)**

Directions

After reading the Terms and Conditions of the Mississippi School for the Blind Acceptable Use Policy, please fill out the appropriate portions of this Contract completely and legibly and sign this Contract acknowledging your understanding and acceptance of the Terms and Conditions of the Acceptable Use Policy. The signature of a parent or guardian is required for students currently under the age of eighteen. Please return the contract to your teacher. Anyone who does not return a signed Contract will be prohibited from the use of computer equipment at the Mississippi School for the Blind.

**CONTRACT**

I have read the Mississippi School for the Blind (“MSB”) Acceptable Use Policy. I understand and will comply with all Terms and Conditions of the Acceptable Use Policy. I consent to the monitoring of my use of the computer, including computer files, and Internet activities at MSB at any time. I understand that should I commit any violation of the MSB Acceptable Use Policy, the consequences may include, but are not limited to, paying for damages, denial of access to technology, detention, suspension, expulsion or other remedies applicable under the school disciplinary policy. I further understand that MSB will fully cooperate with local, state or federal officials in an investigation related to illegal activities conducted through my Internet Account.

Student's Name (please print): \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

(PARENT SIGNATURE PAGE ON REVERSE SIDE)

**MISSISSIPPI SCHOOL FOR THE BLIND**  
**ACCEPTABLE USE POLICY**  
**PARENT OR GUARDIAN CONTRACT**  
**(This is a legally binding document.)**

(If the student is under the age of eighteen, a parent or guardian must also read and sign this Contract.)

As the parent or guardian of this student, I have read the Mississippi School for the Blind (MSB) Acceptable Use Policy and I understand Terms and Conditions of the policy that my child is to follow while using the Internet at school. I understand that this access is designed for educational purposes only and I have discussed the proper use of the Internet at school with my child. I consent to the monitoring of my child's use of the computer, including computer files, and Internet activities at MSB at any time.

I understand that, if my child violates any of the Terms and Conditions of the policy, he/she will be punished based on the type of violation made. I understand that should my child commit any violation of the MSB Acceptable Use Policy, the consequences may include, but are not limited to, paying for damages, denial of access to technology, detention, suspension, expulsion or other remedies applicable under the school disciplinary policy. I understand that the MSB will fully cooperate with local, state or federal officials in any investigation related to illegal activities conducted through my child's Internet account.

I understand that the MSB has taken available precautions to eliminate controversial material. However, I also recognize it is impossible for the MSB to restrict access to all controversial materials and I agree not to hold them responsible for materials acquired by my child on the network. I accept full responsibility for supervision of my child's Internet access if and when my child's use is not in a school setting. Further, I accept full responsibility for my child's use of property of the MSB. I hereby give my permission for MSB to provide computer network and Internet access to my child and consent to the monitoring of my child's computer and Internet activities by MSB. I certify that the information contained on this Contract is correct.

Parent or Guardian (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

The following numbers are for signature verification. No student will be allowed Internet access until the above signature is verified by telephone.

Daytime Phone Number: \_\_\_\_\_

## **SECTION IX: DISCIPLINE**

### **MISSISSIPPI STATE LAWS**

The State Legislature has passed a number of laws in an attempt to prevent school violence and motivate students to modify or extinguish delinquent behavior. A copy of the entire law may be found in the volumes of Mississippi Code Annotated of 1972, as amended. The following statutes are examples of some of the state laws that pertain to student conduct, but are not meant to be an exhaustive list of all statutes applicable to student conduct on or off school property.

Mississippi Code §37-3-51	Notification of Department of Education of conviction of certificated person of certain felonies of sex offense
Mississippi Code §37-3-81	School Safety Center established by the Mississippi Department of Education
Mississippi Code §37-3-84	Confiscation of illegal firearms; reward
Mississippi Code §37-3-89	School discipline and classroom management courses; requirement; approval
Mississippi Code §37-3-93	School Crisis Manage Program; quick response teams; toll free telephone service for reporting school violence
Mississippi Code §37-7-323	Application and enforcement of general criminal laws of state.
Mississippi Code §37-9-14	General duties and powers of superintendent of school district
Mississippi Code §37-9-17	Fingerprinting and criminal background checks for applicants
Mississippi Code §37-9-71	Suspension of pupils
Mississippi Code §37-11-5	Instruction in fire drills and emergency management
Mississippi Code §37-11-18	Expulsion of student possessing controlled substance or weapon or committing violent act on school property.
Mississippi Code §37-11-18.1	Expulsion of habitually disruptive students aged 13 years or older upon third occurrence of disruptive behavior within school year.



Mississippi Code §37-11-19	Suspension or expulsion of student damaging school property; liability of parent or custodian
Mississippi Code §37-11-20	Intimidation, threatening or coercion of students for purpose of interfering with attendance of classes
Mississippi Code §37-11-21	Abuse of superintendent, principal, teacher, or bus driver
Mississippi Code §37-11-29	Reporting of unlawful activity or violent act on educational property or during school related activity; authority of law enforcement officers; reporting of disposition of charges against student; liability of school personnel participating in reporting
Mississippi Code §37-11-35	Penalties for failure to file reports pursuant to Mississippi Code 37-11-18
Mississippi Code §37-11-37	Public high school fraternity, sorority, or secret society; definition
Mississippi Code §37-11-39	Public high school fraternity, sorority or secret society; illegality
Mississippi Code §37-11-41	Public high school fraternity, sorority or secret society; membership or participating in activities
Mississippi Code §37-11-43	Public high school fraternity, sorority or secret society; duties of boards of trustees
Mississippi Code §37-11-49	Wearing of approved eye protective devices required during participation in certain vocational, industrial arts, and chemical-physical laboratory courses of instruction
Mississippi Code §37-11-53.	Distribution of school district's discipline plan; content of plan; appearance by parents, guardians or custodians at discipline conferences; recovery from parents for damage or destruction of property.
Mississippi Code §37-11-55	Code of Student Conduct
Mississippi Code §37-11-57	Immunity of school personnel from liability for carrying out action in enforcing rules regarding control, discipline, suspension and expulsion of students
Mississippi Code §37-13-91	Compulsory school attendance requirements, generally; enforcement of law

Mississippi Code §37-15-3	Storage of cumulative folders; access to records; disposition of records upon transfer of student between schools; destruction of records
Mississippi Code §37-15-6	Central reporting system for information concerning expulsions from public schools, access to information
Mississippi Code §37-15-9	Requirements for enrollment of children in public schools
Mississippi Code §93-5-26	Rights of non-custodial parents

## **PHILOSOPHY**

At the heart of the vision and mission of MSB is a strong belief in intellectual, academic, and social honesty and integrity. To develop a strong sense of community, the student code of conduct provides a framework within which a sense of closeness, cooperation, sharing, enjoyment, and belonging can emerge. All groups find comfort in establishing standards or rules that help guide the behavior of its members. MSB recognizes the need for such rules, and also understands the value of defining possible consequences in the event those rules are disregarded.

Standards of discipline have been established to provide clear expectations. Both parents and students should spend time familiarizing themselves with these policies. Parents can support the school by holding their children accountable for their actions and not seeking exceptions to policies. Parents are urged to work cooperatively with the academic and residence life staff in maintaining established behavioral standards. MSB will consistently determine consequences for inappropriate behavior.

While sharing responsibility for ensuring a safe living and learning environment, students at MSB must practice self-discipline. MSB staff will assist students in managing their behaviors through education about policies, confronting those in violation, and issuing consequences. MSB encourages and promotes positive behavior and will ensure due process for all students. If students make decisions or choices that do not follow the policies and standards of MSB, they will be held accountable for their actions. The faculty and staff will handle minor violations. However, serious incidents may be referred directly to the administration. A student who is in the presence of a peer breaking MSB policy is “knowingly present” and thus equally responsible for reporting the violation.

Willful or inadvertent disregard for school rules implies a need for learning proper conduct. Learning correct action or behavior is brought about through the use of natural, predetermined consequences. The consequence is intended to reasonably fit the seriousness of the violation and ultimately to change behavior. To this end, three levels of violations and corresponding consequences have been developed. Level I violations are minor infractions that are disruptive to the daily operation of academic and residential life. Level II violations are more serious and indicate a more substantial disregard for school procedures and demonstrate a lack of student self-control. Level III

violations are the infractions indicating disregard for the welfare of self and others. Many of these violations are immediately referred to administration and some may include possible law enforcement involvement.

School officials will determine what constitutes standards of acceptable behavior and address violations of those guidelines utilizing discretion. Unanticipated, unacceptable incidents will arise and require follow-up action. The intent of the school is not to supplant student responsibilities by itemizing every possible violation and defining consequences. Hence, the absence of specifically defined rules or regulations, procedures, or policies should not be viewed as an indication of acceptable behavior. Students should ask for clarification before making assumptions or conducting questionable behavior.

The MSB administration, faculty, and staff are vested with the authority to determine appropriate disciplinary actions for each violation. An ongoing goal is to administer discipline with fairness, impartiality, and justness. MSB will judge students as individuals; considerations may include student attitudes and past disciplinary histories. Creating an all-inclusive list of actions resulting in the disciplinary sanctions is impossible. The charts at the end of this chapter shall serve as a guide.

### **PUBLIC DISPLAY OF AFFECTION (PDA)**

Public displays of affection, beyond a friendly hug or holding hands, are considered a breach of MSB expectations and are subject to disciplinary procedures. Listing every behavior that constitutes PDA is impossible. Students must use caution and common sense in relation to appropriate behavior. Not being in a “dating” relationship or being of the same gender does not alter the PDA restrictions. All MSB staff, not just Residence Education Staff, has the responsibility to use their judgment in asking you to cease any behavior they determine to be PDA. Failure to respond to such a request in a timely manner will escalate the situation to a more serious disciplinary matter. The Disciplinary Procedure will correspond to the gravity of the PDA situation and current disciplinary record.

### **HARASSMENT**

The Mississippi School for the Blind is committed to sustaining a safe and supportive school environment free from harassment. In keeping with this commitment, the school will not tolerate harassment of employees or students by anyone, including administrators, teachers, staff, students, parents, volunteers or any others on campus.

Harassment is unlawful discrimination. Students must treat each other with courtesy and respect at all times. MSB prohibits all types of harassment based on, but not limited to, color, race, religion, creed, national origin, gender, age, or disability. MSB will promptly investigate all complaints of harassment— formal or informal, written or verbal—and take appropriate actions against any member of the school community found in violation of this policy.

### **DEFINITIONS**

**School Community** includes, but is not limited to, all students, parents, school and state employees, contractors, volunteers, committee members, and other visitors.

**School Employee** includes, but is not limited to, all administrators, teachers, staff, bus drivers, custodians, cafeteria workers, and agents of the school.

**Harassment** means verbal or physical conduct based on an individual's actual or perceived race, religion, color, national origin, gender, age, or disability that affects or interferes with a student's educational performance or creates a hostile, offensive, or intimidating environment.

Harassment may include any form of unwelcome and unwanted verbal, physical, or written conduct that offends, degrades, or belittles an individual. Such conduct includes, but is not limited to, unsolicited derogatory remarks, jokes, demeaning comments, offensive behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting, or the display or circulation of written materials or pictures.

**Sexual Harassment** includes, but is not limited to, unwelcome and unwanted sexual advances, requests for sexual favors, or other inappropriate verbal or physical conduct of a sexual nature made by any school employee or volunteer to a student or to another school employee or volunteer; a student to another student; or a student to a staff member when:

1. Submission to such contact is made either explicitly or implicitly as a term or condition of an individual's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as a basis for employment or education decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

These stipulations apply whether the harassment is between people of the same, or of a different gender. Sexual harassment may include, but is not limited to, sexually oriented verbal teasing, abuse or harassment; pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications; unwelcome and unwanted touching such as pinching, patting, or constant brushing against another's body; suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, employment, status, or similar personal concerns; or filing a false complaint of sexual harassment.

**Peer Harassment** includes, but is not limited to, unwelcome and unwanted attention from peers or other individuals and includes such actions as name calling, threatening gestures, unwanted physical contact, vandalism of personal property, and filing a false complaint.

**Racial and Color Harassment** includes, but is not limited to, unwelcome and unwanted verbal, written, or physical conduct directed at the characteristics of an individual's race or color. Nicknames, emphasizing stereotypes, racial slurs, comments on one's manner of speaking, and negative references to racial customs are examples of racial or color harassment.

**Religious Creed Harassment** includes, but is not limited to, unwelcome and unwanted verbal, written, or physical conduct directed at an individual's religion or creed such as derogatory comments regarding surnames, religious clothing, religious slurs, or graffiti.

**National Origin Harassment** includes, but is not limited to, unwelcome and unwanted verbal, written, or physical conduct directed at the characteristics of an individual's national origin such as negative comments regarding surnames, manner of speaking, customs, language, or ethnic slurs.

**Disability Harassment** includes, but is not limited to, unwelcome and unwanted verbal, written, or physical conduct directed at a person's disabling mental or physical condition such as manner of speech or movement or interference with an individual's equipment.

## **REPORTING HARASSMENT**

Any school employee or student who observes, overhears, or otherwise witnesses harassment is encouraged to take appropriate action to report the incident immediately. In the event the school employee or student is unable to personally take prompt action, they are encouraged to report the incident or complaint in writing to the Principal or supervisor, the Director of Residence Education, and/or the Superintendent. Any complaint of harassment filed by a student or staff member will be reported immediately to the Principal or supervisor, the Director of Residence Education, and/or the Superintendent.

An individual who alleges any form of harassment by a staff member, student, or other person may complain directly to a teacher, staff member, or administrator. An official complaint must be written and signed. Filing of a complaint or reporting harassment in any manner will not affect an individual's status, future employment, work assignments, or grades.

Under certain circumstances, sexual harassment behaviors (e.g., sexual touching, grabbing, pinching, being forced to kiss, being forced to commit acts against one's wishes) may constitute physical or sexual abuse. Therefore, when educators become aware of suspected abuse, they must report the incident to the Mississippi Department of Human Services. Such acts constitute violations of Mississippi criminal law resulting in law enforcement investigations and possible criminal charges.

### **Retaliation to Harassment**

Members of the school community may not retaliate against any person who reports alleged harassment or any person who testifies, assists, or participates in the investigation, proceedings, or hearing related to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment and may be redressed through the same process for reporting, investigating, and enforcing procedures for harassment. Any person who knowingly files a false claim or report may be subject to the same actions that MSB might take against any other individual violating this harassment policy.

The right to confidentiality, both of the complainant and the accused, will be respected consistent with the legal obligation of the school and the necessity to investigate allegations of misconduct and to take corrective actions when such conduct occurs.

## **Consequences to Violation of Harassment Policies**

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

## **SEARCH AND SEIZURE**

### **General Searches**

The school retains the right to search school property, such as desks and lockers, at will. Otherwise, if school officials (e.g., administration, faculty, residence life staff, counselors, nurse) have reasonable grounds to suspect a student may be in possession of drugs, alcohol, tobacco, weapons, and other contraband while on campus, during school activities, or while transporting a student; the school will:

1. Search pockets, purses, book bags, and other properties of the student;
2. Conduct a same sex pat down of the student; and
3. Search the student's dormitory room and personal belongings.

If the items in question are located, they will be confiscated and described in a list sent to the appropriate MSB administrators. ALL illegal contraband will be confiscated. If school officials have reason to suspect a student may be using drugs or alcohol while on campus, the student may be asked to submit to a drug screening. Refusal for testing may result in disciplinary action. In such an event the student may still be charged criminally.

The school will monitor student Internet activity and will search, upon reasonable suspicion of the commission of a criminal act or the commission of an act in violation of school policy, a student's history of Internet activity and any files saved to a server(s), on a personal computer, or on storage disks.

### **Room Searches**

Authorized MSB staff will enter student rooms in non-emergency situations such as maintenance, building code inspections, and/or to ensure the safety of room occupants or students in surrounding areas. Staff may enter rooms unannounced when there is a reasonable suspicion of violation of residence hall rules. Where there is reasonable, articulable suspicion that violations of school policy or criminal law are occurring, a comprehensive room search may be authorized by a school official. Room searches will be conducted as discreetly as possible. All occupants will be present to witness the search. If all occupants of the room cannot be located immediately a search will be conducted without the student's presence. Student obstruction of a reasonable search by authorized personnel may result in disciplinary action. Students assume responsibility for activities occurring in their rooms. To ensure building safety during

school vacations, staff will enter rooms to see that windows are closed, lights out, and radios turned off.

### **Scent Detection Canine Searches**

The use of law enforcement scent canines is a dramatic tactic designed to dramatically illustrate that neither school authorities nor law enforcement agencies will tolerate illicit drugs or other scent-detectable contraband on campus. Scent detection canine searches may include the common areas of the dormitories, academic building(s), and the parking lot including the external surfaces of automobiles. Alert by a scent detection canine will be considered reasonable, articulable suspicion. Therefore, the appropriate law enforcement agency will authorize further search and seizure in relation to that property or individual in accordance with their policies and procedures. Local law enforcement officers, with the assistance of MSB personnel, will conduct all scent detection canine searches.

## **PROBATION POLICIES AND PROCEDURES**

**Probation** is a period of time set by an administrator during which a student is given a chance to improve behavior exhibited in prior violations of school policy. The Principal or supervisor or the Director of Residence Education will notify students, parents, and teachers in writing of students placed on probation. This notification could include a contract including future plans and expectations of the student and the manner in which the student must meet the prescribed requirements. The parents, student, faculty, Principal or supervisor, Director of Residence Education, and the counselor will receive copies of the signed contract. Students who fail to make required minimum academic progress, to improve attendance, violate school policy or to correct behavioral problems during the probationary term will be evaluated for appropriate actions.

## **GENERAL SUSPENSION FOR TEN (10) DAYS OR LESS**

**Suspension** is the administrative removal of a student from class attendance at the Mississippi School for the Blind for a specified period of time due to violations of school policy. If the student receives an out-of-school suspension; the student must remain at home for the number of days assigned. The Superintendent may suspend a student from MSB for a period of ten (10) school days or less when it is determined that a student's behavior is detrimental to the good order of the school, and that suspension is an appropriate disciplinary action for a serious violation of school rules (or frequent violations of school rules). The procedure for suspending a student is as follows:

1. MSB officials will provide the student with a notice of the charge of violation of school discipline and the evidence against him/her. The notice of the charge may be given orally. The opportunity will be given for the student to hear the charge and evidence and to offer the student an opportunity to respond. This will be the only hearing conducted.

2. If the facts indicate the student's guilt, the Superintendent will determine the appropriate term of suspension.
3. Upon notification of the suspension, the student is placed on restriction (in dormitory room, if during extended day or in a room specified by the principal/supervisor during the school day) until the actual departure from school to begin the suspension. The suspension may begin immediately. MSB will inform the parent(s) of the suspension in person or by phone prior to the student leaving campus.
4. Within five school days of the informal hearing with the student, MSB officials will send written notification to the student and parents specifying the reasons for the suspension.
5. Suspended students may not attend school-sponsored functions on or off campus during the suspension, including weekends. Such exclusions include field trips, competitions, social events, etc.
6. A student suspended from school may make up only work involving major grades. To take advantage of this opportunity, the student must comply with the timelines specified in MSB policies for making up work. (See pages 37-38) Failure to contact teachers and make specific arrangements will waive the right to make up the work. Teachers are not obligated to repeat classroom lectures or provide private tutoring for material missed in class.
7. Upon completion of suspension, a student returning to school must make an appointment with the school official who handled the suspension to discuss returning to school and any additional restrictions that may apply. Also, parents may be requested to consult with the MSB official.

### **Emergency Suspension**

**Emergency Suspension** occurs when the Superintendent or a designee summarily suspends a student for not more than three (3) days prior to complete an investigation for serious student misconduct under circumstances where immediate removal of the student is necessary to restore order, protect persons on the school grounds, protect the student, or protect school property. The school official will meet with the student to explain briefly the purpose of the suspension and allow the student to respond. Parents will be immediately notified of the suspension. The student may be placed under the supervision of security that is provided by MSB and may not attend any classes. The student must leave school as soon as possible.

During the student's absence, a school official will complete the investigation. In such cases, the administration will complete an investigation by the end of the school day following the emergency suspension. The administration will communicate findings to the student by phone and allow the student to respond. This will be the only hearing conducted.

Further disciplinary action will be recommended or taken as needed. If additional suspension is necessary, the Superintendent or a designee may extend the suspension for a period not to exceed a maximum of ten days. A written notification of the reasons for the suspension will be sent to the student and parents within three (3) school days.



If no further suspension is imposed, the student may make up all school work as previously defined in section “6” under Suspension and must initiate contact with the school official upon his return as indicated in section “7” under Suspension.

## **FEDERAL REGULATIONS GOVERNING DISCIPLINE OF DISABLED STUDENTS AS SPECIFIED IN THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) OF 2004**

The MSB students determined to be IDEA eligible according to federal and state regulations will be granted the protections afforded to them under applicable federal laws and regulations as well as the policies of the State Board of Education.

### **Change in Student Placement**

A change in placement occurs if (a) the removal is more than 10 consecutive school days; or (b) the child is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year; and because the factors such as the length of each removal, the total amount time the child is removed, and the proximity of the removals to one another.

### **Authority of School Personnel**

The MSB school personnel may remove a child with a disability who violates the code of student conduct from their current placement to an appropriate interim alternative educational setting, another setting or suspension, for not more than 10 school days to the extent such alternatives are applied to children without disabilities and additional removals for more than 10 consecutive school days in that same school year for separate incidents of misconduct as long as those removals do not constitute a change in placement.

School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child’s disability, in cases where a child:

- (a) Carries or possess a weapon to or at school, on school premises, or to or at a school function;
- (b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substances, while at school, on school premises, or at a school function;
- (c) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

### **Interim Alternative Educational Setting**

An IEP Team must determine an interim alternative education setting. Any interim alternative educational setting in which the student is placed by the school personnel or hearing officer must be selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP and includes services and modifications to address the behavior that are designed to prevent the behavior from recurring.

### **Manifestation Determination Review**

A manifestation determination review is an evaluation of the relationship between a student's disability and the act of misconduct that must be conducted when the MSB proposes to take specified serious disciplinary actions. The IEP Team, as determined by the parent and MSB, has up to 10 school days from any decision to change a child's educational placement for disciplinary reasons to review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information provided by the parent to determine the relationship, if any, between the student's disability and the misconduct in question.

The behavior is a manifestation of the student's disability if:

- (1) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- (2) If the conduct in question was the direct result of the MSB's failure to implement the student's IEP.

The conduct will be determined to be a manifestation of the child's disability if the MSB, the parent and relevant members of the student's IEP Team determine that either condition is met.

If MSB, the parents, and the relevant members of the student's IEP Team determine that the condition in paragraph (2) above was met, MSB will take immediate steps to remedy those deficiencies.

No manifestation review is required when a child is removed from his current placement for not more than 10 school days to an interim alternative educational setting, another setting or as a result of a suspension.

### **Determination that Behavior was a Manifestation of Disability**

The IEP Team will conduct a functional behavior assessment (and implement a behavioral intervention plan) in circumstances where the manifestation determination review concludes that the student's behavior was related to his disability provided the MSB has not already conducted such assessment before the occurrence of the behavior that resulted in the change in the student's placement. If a Behavioral

Intervention Plan has already been developed and implemented, the IEP Team will review the plan and make modifications, as necessary, to address the behavior.

### **Determination that Behavior was not a Manifestation of Disability**

If a student is removed from the current placement for more than 10 days for conduct determined not to be a manifestation of his disability or removed to an interim alternative educational setting for drugs, weapons or infliction of serious bodily injury (regardless of whether the behavior is a manifestation of the disability), the student will receive, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications, that are designed to address the behavior so that it does not recur.

### **Functional Behavioral Assessment**

A functional behavior assessment is a procedure to assess problem behavior prior to recommending strategies for dealing with the student's problem behavior. The general purpose of a functional assessment of behavior is to provide the IEP Team with additional information, analysis, and strategies for dealing with undesirable behavior, especially when it is interfering with the student's education. The process involves identifying the undesirable behavior; observing the student and collecting data on the problem behavior and consequences; developing an intervention(s); and collecting data on the effectiveness of the intervention(s) in changing the behavior. A functional behavioral assessment is only performed when specific disciplinary measures are being considered.

### **Behavioral Intervention Plan**

The IEP Team will consider, when appropriate, strategies, including positive behavioral interventions and supports, to address behavior in the case of a student with a disability whose behavior impedes his or her learning or that of other students.

### **Expedited Due Process**

When a parent or the Superintendent or designee for MSB requests an appeal to review a manifestation determination, the Mississippi Department of Education will arrange for an expedited, impartial due process hearing, which shall occur within 20 school days of the date the hearing is requested. The hearing officer will make a determination within 10 school days after the hearing. The student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of a change in placement resulting from the behavior, whichever occurs first, unless the parent and the MSB agree otherwise. This applies to removals of up to 45 school days for special circumstances, such as drugs, weapons, infliction of serious bodily injury.

A parent's right to an expedited, impartial due process hearing is limited to disciplinary situations involving a change of placement, which would occur if a child were removed

from the current placement for more than 10 school days at a time or if there were a series of removals from the child's current educational placement in school year. The MSB has the right to request an expedited hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the student or to others.

A resolution meeting must occur within seven days of receiving notice of the due process complaint unless the parent and MSB agree in writing to waive the resolution meeting or agree to use mediation. The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of the receipt of the due process complaint.

The decisions rendered in expedited due process hearings are appealable in any state court of competent jurisdiction or in a district court of the United States.

## **PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES**

Procedural Safeguards for Students with Disabilities is given to parents during the intake process, when notice of the IEP meeting is sent, during IEP development/review, when notice of staffing meeting is sent, and during a staffing meeting. Procedural Safeguards for Students with Disabilities Notice is additionally given to parents as an attachment to the Student Handbook.

## **DISCIPLINARY PROCEDURES AND DUE PROCESS**

### **Notification to Student of Level I or Level II Violations**

MSB officials will notify students when Level I violations or Level II violations occur with a copy of the Rule Violation Notification form.

Except where circumstances dictate otherwise (e.g., further investigation needed, availability of students, referral to an administrator), notification will occur within twenty-four (24) hours of the staff becoming aware of the violation. Consequences, as defined in the Violations and Consequences Chart will be applied depending on the level of the violation and the frequency of the offense. A warning will be noted and need not be discussed with the reporting staff unless requested by the student. However, in all other instances, the student must respond to the notice by discussing the situation with the reporting staff within twenty-four (24) hours. Upon completion of the conference, the staff will fill out an Assignment of Consequence form and give a copy of it to the student, unless the student intends to ask for a review of the disciplinary action. In such case, it must be submitted in writing to the Superintendent.

### **Determination of Consequences**

Staff may use discretion in relation to assigning one or more consequences regarding an incident. When an incident occurs involving multiple violations on the same level, staff may count each violation separately or consider the incident as one violation for the purpose of determining the consequence(s). However, when an incident involves

multiple violations on different levels, the most severe consequence of the higher level, or consequences based on the frequency of the offense on the lower level, will apply.

### **Accumulation of Violations and End of Year Violations**

Level I violations and Level II violations do not carry over to the next semester. Level III and Level IV violations carry over to the next semester.

At the discretion of the administration, a senior who commits a serious violation (Level II or III) during the weeks prior to the end of the school year may be dismissed, or may not be permitted to participate in the graduation ceremonies.

### **Failure to Abide by Disciplinary Action:**

If a student fails to fulfill consequences assigned for a Level I or Level II violation, they must complete the restitution, and MSB officials will invoke disrespect charges one level above the current violations. Students who commit major violations of restriction guidelines or fail to abide by the consequences of incidents involving multiple Level II violations will be referred to administration and assigned a Level III violation.

### **Notification to Student of Level III Violations**

Multiple Level III violations (more than one) may result in a student's suspension, dismissal, or expulsion. The student and parents will be notified by MSB in writing of the alleged incident and the consequences by hand delivered letter, certified mail, or overnight delivery. Such notification will advise the student and parents that they may have a right to request a hearing, depending on the level of the disciplinary action.

## Violations and Consequences

The following list of violations is not meant to be all-inclusive. Administration will assign activities not listed to the appropriate level. Repeated offenses may result in consequences on a higher level.

Level One Violations	Level One Consequences	
1. Not completing class work on time	1 <sup>st</sup> Offense	Written or verbal warning from teacher
2. Non-compliance	2 <sup>nd</sup> Offense	Conference with student, notification to parents, other possible sanctions Residence Hall restrictions
3. Disrespectful behavior		
4. Use/display of profane or obscene behavior, excessive tardiness to class	3 <sup>rd</sup> Offense	Parent conference, review of student record, referred to administration for intervention plan
5. Violation of quiet hours	4 <sup>th</sup> Offense	Referred to administration as a Level Two violation
6. Use of profanity, verbal or written		
7. Leaving a residence hall, unauthorized	5 <sup>th</sup> Offense	Referred to administration for action (may rise to Level Two and letter to parents possible)
8. Inappropriate public display of affection (Acceptable: hand holding; brief friendly hug; kiss on the cheek; arm around shoulder or waist)	6 <sup>th</sup> Offense	Parent conference and may be referred to administration as a Level Three violation
9. Failure to discuss rule violation with staff within 24 hours of notification		
10. Blocking air flow under dorm door		
11. Not completing assigned campus work service or work duty		
12. Disturbing others, excessive noise, horseplay, running, etc.		
13. Accidental failure to sign in or out for field trips, community service, going home on weekends, etc.		
14. Misuse and/or unauthorized use of school furniture		
15. Failure to meet room inspection standards		
16. In residence hall, but not in room at curfew		
17. Use of electrical appliances other than those designated appropriate for school use		
18. Violation of the dress code		
19. Behavior lacking consideration for others		
20. Leaving clothes in laundry room		
21. Computer or network offenses		

Level Two Violations	Level Two Consequences—Referred to Administration								
<ol style="list-style-type: none"> <li>1. Failure to attend required assemblies and meetings</li> <li>2. Excessive disrespectful behavior</li> <li>3. Unauthorized entry or exit from a room or building</li> <li>4. Forging, cheating, or plagiarism on academic work or documents</li> <li>5. Failing to follow safety and security procedures</li> <li>6. Unauthorized entry to or exit from the cafeteria, residence hall, school building, or off limits area of the campus</li> <li>7. Gambling or gaming</li> <li>8. Misuse or unauthorized use of school equipment or property</li> <li>9. Actions resulting in defacement of school property (student responsible for restitution)</li> <li>10. Failure to follow cafeteria or school protocol including failure to clean up after oneself in an appropriate manner, taking utensils, food, drinks, and flatware from cafeteria, food fights, etc.</li> <li>11. Disrespect or defiance of school personnel</li> <li>12. Possession of pornographic, lewd, or obscene materials</li> <li>13. Materials encouraging the use of illegal drugs, alcohol, or tobacco</li> <li>14. Compromising hall security (e.g., propping open exit doors, exiting an alarmed door)</li> <li>15. Failure to follow evacuation and emergency procedures</li> <li>16. Failing to register a guest, taking a guest in the dorms' sleep area, without permission</li> <li>17. Allowing other students in room after curfew</li> <li>18. Conveying false information through electronic, written, or verbal means</li> <li>19. Acts of minor vandalism</li> <li>20. Lying to judicial court or administration</li> <li>21. Deliberate failure to sign in or out</li> <li>22. Indecent exposure</li> <li>23. Lewd gestures, etc.</li> <li>24. Computer or network offenses</li> </ol>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 15%;">1<sup>st</sup> Offense</td> <td>Conference with student, notification to parents, residence hall restrictions, other possible sanctions</td> </tr> <tr> <td style="vertical-align: top;">2<sup>nd</sup> Offense</td> <td>Parent conference, review of student record, referred to administration for intervention plan</td> </tr> <tr> <td style="vertical-align: top;">3<sup>rd</sup> Offense</td> <td>Parents notified, sanctions created deemed necessary, possible referral to Level Three violation</td> </tr> <tr> <td style="vertical-align: top;">4th Offense</td> <td>Referred to Director of Residence Education, principal/supervisor or designee as a possible Level Three violation, parent conference required</td> </tr> </table>	1 <sup>st</sup> Offense	Conference with student, notification to parents, residence hall restrictions, other possible sanctions	2 <sup>nd</sup> Offense	Parent conference, review of student record, referred to administration for intervention plan	3 <sup>rd</sup> Offense	Parents notified, sanctions created deemed necessary, possible referral to Level Three violation	4th Offense	Referred to Director of Residence Education, principal/supervisor or designee as a possible Level Three violation, parent conference required
1 <sup>st</sup> Offense	Conference with student, notification to parents, residence hall restrictions, other possible sanctions								
2 <sup>nd</sup> Offense	Parent conference, review of student record, referred to administration for intervention plan								
3 <sup>rd</sup> Offense	Parents notified, sanctions created deemed necessary, possible referral to Level Three violation								
4th Offense	Referred to Director of Residence Education, principal/supervisor or designee as a possible Level Three violation, parent conference required								
Level Three Violations	Level Three Consequences—Referred to Administration								
<ol style="list-style-type: none"> <li>1. Stealing or vandalism</li> <li>2. Drugs, smoking, and/or alcohol policy violations</li> </ol>	<p>All Level Three violations are immediately referred directly to the Superintendent and may include suspension. There is also the possibility of law enforcement involvement.</p>								

<ol style="list-style-type: none"> <li>3. Threats, hate crimes</li> <li>4. Harassment</li> <li>5. Acts of violence or fighting</li> <li>6. Computer violations invasive to system or network offenses</li> <li>7. Direct disobedience or insubordination</li> <li>8. Vandalism, destruction, or misuse of school property</li> <li>9. Behavior impeding the day-to-day operation of the school</li> <li>10. Leaving a classroom or class building without permission</li> <li>11. Violation of municipal, state or federal laws</li> <li>12. Any action that constitutes a threat to self or others, including assault/battery, molestation, extortion</li> <li>13. Indecent exposure, and/or other offenses of an overt sexual nature; sex between or among students, or other prohibited sexual conduct.</li> <li>14. Failure to receive staff approval before leaving campus</li> <li>15. Possession and/or use of burning substances (e.g., candles, incense)</li> <li>16. Direct disobedience or insubordination</li> <li>17. Forgery, fraud, submission of false information</li> <li>18. Unauthorized use of keys</li> <li>19. Documenting false information (e.g., signing out under false name, signing out for one destination and going to another destination)</li> <li>20. Vandalism, destruction, or other severe misuse of property</li> <li>21. Possession, creation, distribution, or use of fake I.D.</li> <li>22. Fighting, including battery (unprovoked), inflicting or threatening bodily harm</li> <li>23. Possession, use, or distribution of any tobacco products</li> </ol>	
<ol style="list-style-type: none"> <li>24. Unauthorized purchase/possession, irresponsible use of and/or distribution of prescription or over the counter medications and/or inhalants</li> <li>25. Unauthorized use of motor vehicle</li> <li>26. Indecent behavior or exposure</li> <li>27. Behavior impeding the day-to-day operation of the school and residential life</li> <li>28. Facilitating the presence of unauthorized persons in the school and residential hall</li> </ol>	<p>All Level III Violations are referred to Superintendent for action and may include suspension and possible law enforcement involvement.</p>



<p>29. Compromising campus security and safety, tampering with safety equipment and alarms, creating false emergency alarm</p> <p>30. Unauthorized absence from school campus, including running away</p> <p>31. Being in hall or room of the opposite sex</p> <p>32. Possession of weapons, including martial arts weapons, breaking and entering, theft, shoplifting, receiving stolen property</p> <p>33. Purchase, possession of, distribution of, consumption of, or being under the influence of alcohol or other drugs</p> <p>34. Misconduct during school-sponsored events</p> <p>35. Exiting dorm or Independent Living House after curfew</p>	
---	--

## Academic Dishonesty Violations and Consequences

Academic Dishonesty		Consequences
1 <sup>st</sup> Offense	Written warning from teacher	Grade of "0" on the assignment and referral to administration as a Level II violation
2 <sup>nd</sup> Offense	Conference with student, notification to parents, other possible sanctions	Parents will be notified, and a failing grade will be recorded for the class. Student will be referred as a Level III violation.
3 <sup>rd</sup> Offense	Parent conference, review of student record, referred to administration for intervention plan	Grade of "0" on the assignment, Level III violation will be enforced, a failing grade will be recorded for the class, and the parents will be notified.

Violation of Sign-In and Sign-Out Policy for Building Curfew	
<p>If students fail to sign in, but have returned to the building, they will be given an early curfew time beginning the next night in proportion to the offense.</p> <p>The following sanctions apply when students fail to follow the sign-in/sign-out policy:</p> <p>Up to 30 minutes late      Restricted dorm privileges</p> <p>Over 30 minutes late      Referral to Director of Residence Education or designee as a Level Three violation, and parent/guardian notified.</p>	

Violation of Campus Work Service Requirements	
1 <sup>st</sup> Offense	Written warning and one hour extra campus work service to be completed after original assignment is done.
2 <sup>nd</sup> Offense	Conference, parent notification, work duty assignment and previous campus work service completed
3 <sup>rd</sup> Offense	Referral to administration as a Level Three violation

### Residence Hall Restrictions

When fulfilling residence hall restrictions, students:

1. May attend classes and meals (30 minutes)
2. Must be inside their dorm room all other times
- ~~3.~~ May attend religious services as determined by Director of Residential Education
4. Must notify dorm staff of their whereabouts at all times before leaving room
5. Make up all interrupted times (i.e., a weekend for a weekend, a week day for a week day)
6. May go to the fitness center or library for a total of one hour each evening (including weekends). Students must sign in and out with supervisor on duty and return by 8:00 p.m.
7. May not have outside guests or visitors;
8. May not attend, or participate in, non-academic activities;
9. Understand that MSB will notify parents and may request a conference; and
10. Comply with these requirements, or they will be referred to the administration for a re-evaluation of their status as students at MSB.

**MISSISSIPPI SCHOOLS FOR THE BLIND AND THE DEAF  
2011-2012 CALENDAR**

Monday, August 1	9, 10 and 11-Month Staff Returns
<hr/>	
Wednesday-Thursday, August 3-4	Student Registration
<hr/>	
Monday, August 8	<b><u>CLASSES BEGIN</u></b>
Friday, August 12	HOMEGOING
Friday, August 19	HOMEGOING
Friday, August 26	HOMEGOING
Friday, September 2	HOMEGOING
Monday, September 5	<b><u>SCHOOL HOLIDAY (Labor Day)</u></b>
Tuesday, September 6	<b>Staff Work Day</b>
	7:00 p.m. Residence Halls Open
Wednesday, September 7	Classes Resume
Friday, September 9	HOMEGOING
Friday, September 16	HOMEGOING
<hr/>	
Friday, September 23	HOMEGOING
Friday, September 30	HOMEGOING
Friday, October 7	HOMEGOING
<hr/>	
Friday, October 14	HOMEGOING
Friday, October 21	HOMEGOING
Friday, October 28	HOMEGOING
Friday, November 4	HOMEGOING
Friday, November 11	HOMEGOING
<hr/>	
Friday, November 18	HOMEGOING

Monday, November 21—  
Friday, November 25

**FALL BREAK**

Sunday, November 27 7:00 p.m. Residence Halls Open

Monday, November 28 Classes Resume

Friday, December 2 **HOMEGOING**

Friday, December 9 **HOMEGOING**

Friday, December 16 **HOMEGOING**

Thursday, December 22 **HOMEGOING**

December 23, 2011—  
January 6, 2012

**WINTER BREAK**

Sunday, January 8 7:00 p.m. Residence Halls Open

Monday, January 9 Classes Resume

Friday, January 13 **HOMEGOING**

Monday, January 16 **SCHOOL HOLIDAY (MLK & REL Day)**

Tuesday, January 17 **Staff Work Day**  
7:00 p.m. Residence Halls Open

Wednesday, January 18 Classes Resume

Friday, January 20 **HOMEGOING**

Friday, January 27 **HOMEGOING**

Friday, February 3 **HOMEGOING**

Friday, February 10 **HOMEGOING**

Friday, February 17 **HOMEGOING**

Friday, February 24 **HOMEGOING**

Friday, March 2 **HOMEGOING**

Friday, March 9 **HOMEGOING**

Monday, March 12 – March 16		<b><u>SPRING BREAK</u></b>
Sunday, March 18	7:00 p.m.	Residence Halls Open
Monday, March 19		Classes Resume
Friday, March 23		HOMEGOING
Friday, March 30		HOMEGOING
Thursday, April 5 Or Friday April 6		HOMEGOING April 6 may be school holiday or make up day for inclement weather
Monday April 9		Staff Work Day
	7:00 p.m.	Residence Halls Open
Tuesday, April 10		Classes Resume
Friday, April 13		HOMEGOING
Friday, April 20		HOMEGOING
Friday, April 27		HOMEGOING
Friday, May 4		HOMEGOING
Friday, May 11		HOMEGOING
Monday, May 14		School Holiday or Make-up day for Inclement weather
Sunday, May 13 or Monday May 14	7:00 p.m.	Residence Halls Open
Friday, May 18		HOMEGOING
Tuesday, May 22 – Thursday, May 24		<b><u>FINAL EXAMS</u></b>
Friday, May 25	10:00 a.m.	<b>MSB GRADUATION</b>
	1:00 p.m.	<b>MSD GRADUATION</b>

~~Monday, May 28~~ ~~SCHOOL HOLIDAY (Memorial Day)~~

~~Wednesday, May 30<sup>\*\*\*</sup>~~ ~~9-Month Staff Last Day~~

~~Wednesday, June 27<sup>\*\*\*</sup>~~ ~~10-Month Staff Last Day~~

~~Thursday, July 26<sup>\*\*\*</sup>~~ ~~11-Month Staff Last Day~~

~~\*\*\* Final date will be determined after the need for inclement  
— weather make-up days are known~~

**~~This calendar reflects the following:~~**

- ~~● 182 Instructional days~~
  - ~~● 192 work days for nine-month staff.~~
  - ~~● 212 work days for ten-month staff.~~
  - ~~● 232 work days for eleven-month staff~~
  - ~~● Graduation schedule: May 25, 2012  
MSB at 10:00 a.m.  
MSD at 1:00 p.m.~~
  - ~~● Fall Break: November 21 - 25, 2011 (Homegoing, Friday, November 18, 2011)~~
  - ~~● Winter Break: December 23, 2011 - January 6, 2012 (Homegoing Thursday, December 22, 2011)~~
  - ~~● Spring Break: March 12 - 16, 2012 (Homegoing, Friday, March 9, 2012)~~
  - ~~● School Holiday/Staff Work Day/Transportation Days on
    - ~~○ Tuesday, September 6 - Residence Halls Open 7:00 p.m.~~
    - ~~○ Tuesday, January 17 - Residence Halls Open 7:00 p.m.~~
    - ~~○ Monday, April 9 - Residence Halls open 7:00 p.m.~~~~
  - ~~● Two days identified as make-up days in case of inclement weather: April 6 and May 14~~
-

# Mississippi Schools for the Blind and the Deaf 2012-2013 Proposed School Calendar

---

Wednesday, August 1	9, 10, 11-Month Staff Return
Wednesday – Friday August 1-3	Professional Development
Monday, August 6	Day Students’ Registration
Tuesday, August 7	Residential Students’ Registration
Wednesday, August 8	<b>CLASSES BEGIN</b>
Friday, August 10	HOMEGOING
Friday, August 17	HOMEGOING
Friday, August 24	HOMEGOING
Friday, August 31	HOMEGOING
Monday, September 3	<b>SCHOOL HOLIDAY (Labor Day)</b>
Tuesday, September 4	<b>Staff Work Day</b> Residence Halls Open (7:00 p.m.)
Wednesday, September 5	Classes Resume
Friday, September 7	HOMEGOING
Friday, September 14	HOMEGOING
Friday, September 21	HOMEGOING
Friday, September 28	HOMEGOING
Friday, October 5	HOMEGOING
Friday, October 12	HOMEGOING
Friday, October 19	HOMEGOING
Friday, October 26	HOMEGOING

Friday, November 2	HOMEGOING
Friday, November 9	HOMEGOING
Friday, November 16	HOMEGOING
Monday, November 19 – Friday, November 23	<b>FALL BREAK</b>
Sunday, November 25	Residence Halls Open (7:00 p.m.)
Monday, November 26	Classes Resume
Friday, November 30	HOMEGOING
Friday, December 7	HOMEGOING
Friday, December 14	HOMEGOING
Thursday, December 20	HOMEGOING
December 21 - January 4	<b>WINTER BREAK</b>
Sunday, January 6	Residence Halls Open (7:00 p.m.)
Monday, January 7	Classes Resume
Friday, January 11	HOMEGOING
Friday, January 18	HOMEGOING
Monday, January 21	<b>SCHOOL HOLIDAY</b>
Tuesday, January 22	<b>Staff Work Day</b> Residence Halls Open (7:00 p.m.)
Wednesday, January 23	Classes Resume
Friday, January 25	HOMEGOING
Friday, February 1	HOMEGOING
Friday, February 8	HOMEGOING
Friday, February 15	HOMEGOING
Friday, February 22	HOMEGOING
Friday, March 1	HOMEGOING



Friday, March 8		HOMEGOING
Monday, March 11 – March 15		<b>SPRING BREAK</b>
Sunday, March 17		Residence Halls Open (7:00 p.m.)
Monday, March 18		Classes Resume
Friday, March 22		HOMEGOING
Thursday, March 28 or Friday, March 29		HOMEGOING <b>SCHOOL HOLIDAY or INCLEMENT WEATHER MAKE UP DAY</b>
Monday, April 1		<b>Staff Work Day</b> Residence Halls Open (7:00 p.m.)
Tuesday, April 2		Classes Resume
Friday, April 5		HOMEGOING
Friday, April 12		HOMEGOING
Friday, April 19		HOMEGOING
Friday, April 26		HOMEGOING
Friday, May 3		HOMEGOING
Friday, May 10		HOMEGOING
Monday, May 13		<b>SCHOOL HOLIDAY or INCLEMENT WEATHER MAKE UP DAY</b>
Sunday, May 12 or Monday, May 23		Residence Halls Open (7:00 p.m.)
Friday, May 17		HOMEGOING
Tuesday, May 21 - Thursday, May 23		<b>FINAL EXAMS</b>
Friday, May 24	10:00 a.m. 1:00 p.m.	<b>MSD GRADUATION MSB GRADUATION</b>
Monday, May 27		<b>SCHOOL HOLIDAY (Memorial Day)</b>
Thursday, May 30***		9-Month Last Day

Thursday, June 27\*\*\*

10-Month Last Day

Monday, July 29\*\*\*

11-Month Last Day

\*\*\* Final date will be determined after the need for inclement weather make-up days are known.

---

---

**This calendar reflects the following:**

- 180 Instructional days
- 192 work days for nine-month staff.
- 212 work days for ten-month staff.
- 232 work days for eleven-month staff
- Graduation schedule: May 24, 2013
  - MSB at 10:00 a.m.
  - MSD at 1:00 p.m.
- Fall Break: November 19 - 23, 2012 (Homegoing, Friday, November 16, 2012)
- Winter Break: December 21, 2012 – January 4, 2013 (Homegoing Thursday, December 20, 2012)
- Spring Break: March 11 - 15, 2013 (Homegoing, Friday, March 8, 2013)
- Two days are identified as make-up days for inclement weather: March 29 and May 13
- School Holiday/Staff Work Day/Transportation Days on
  - Tuesday, September 4 - Residence Halls Open 7:00 p.m.
  - Tuesday, January 22 - Residence Halls Open 7:00 p.m.
  - Monday, May 13 - Residence Halls open 7:00 p.m.

### **AHERA Management Plan Notification**

In compliance with the United States Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA) of 1987, buildings on the campus of the Mississippi Schools for the Blind and the Deaf (MSB/D) have been inspected for asbestos-containing materials. The original inspections for MSB and MSD were performed by Roosevelt Yarbrough, Accredited Management Planner and Building Inspector, on March 21, 1989, and February 1, 1989, respectively. Subsequent inspections for both schools occurred:

August 8, 1994, by Environmental Management Plus, Inc.

April 19, 1999, by Environmental Management Plus, Inc.

October 20, 2003, by Mississippi Environmental Analytical Laboratory, Inc.

May 25, 2010, by Pickering Firm, Inc.

The EPA requires reinspections of the asbestos materials every three years. All inspections have been made by accredited asbestos inspectors, and accredited inspectors will perform all future inspections. An accredited Asbestos Management Planner will review the results of the reinspections and their recommended actions to safely manage all asbestos materials in MSB/D buildings.

As of the last reinspection, asbestos was noted in:

- 1) MSD Annex – Linoleum floor tile, adhesive glue under floor tile, and thermal insulation paper.
- 2) MSD Dorm B – Floor tile and mastic, pipe joint compound thermal insulation.
- 3) MSD Dorm C – Floor tile and mastic, pipe joint compound thermal insulation.
- 4) MSD Recreation Building – Floor tile and mastic.
- 5) MSD Superintendent's Residence (MSD and MAD Museum) – pipe joint and thermal insulation, soil.
- 6) MSD Doby's Hall – Floor tile, pipe joint and thermal insulation, soil.

Facilities Maintenance staff in the MSB/D Office of Combined Services visually inspect MSB/D buildings every six (6) months as required by federal law to determine any changes in the condition of identified asbestos-containing building materials. All asbestos materials in occupied MSB/D school buildings are in good or fair condition, and they will continue to be managed in place as recommended by the accredited Asbestos Management Planner. There is no evidence of any disturbance or change in condition of the asbestos in MSB/D buildings, and none of the identified asbestos is currently recommended for removal. Asbestos will be abated from MSD Doby's Hall and MSD Dorm B during their renovations scheduled for 2012 or 2013.

In accordance with Federal Law, 40 CFR Section 763.93(e)(10), the Asbestos Management Plan (AMP) for the Mississippi Schools for the Blind and the Deaf is located in the Administrative Office of the Mississippi School for the Blind and is available for on-site review on school days during normal school hours. Please call 601/984-8102 to make an appointment for an onsite review.

The Asbestos Management Plan contains information regarding:

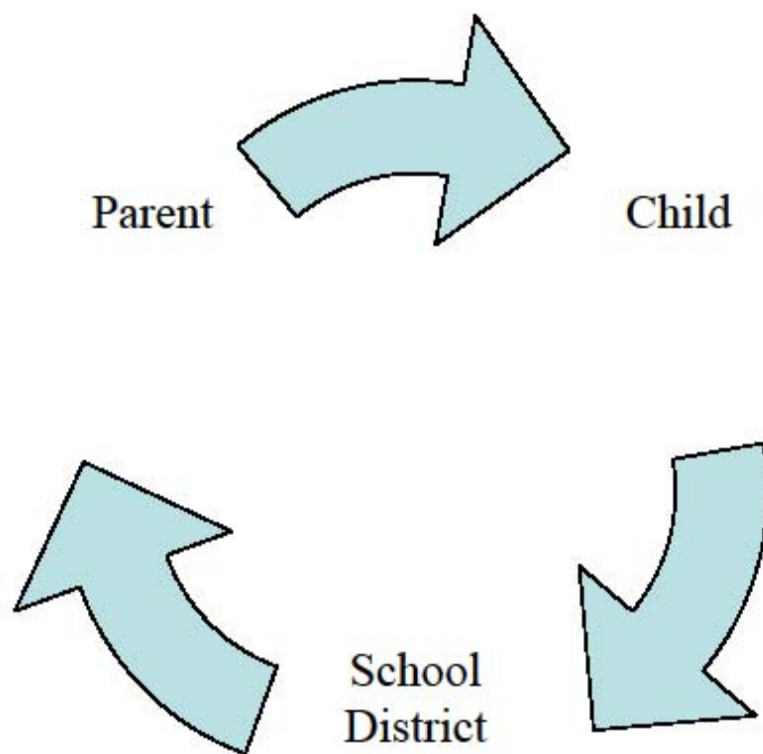
- 1) Location, amounts, and types of asbestos-containing materials in MSB/D buildings.
- 2) Response actions to the asbestos-containing materials.
- 3) Plans for reinspection, periodic surveillance, and maintenance and operations programs.
- 4) Public Notification procedures.

As a reminder, this notification is required by law and should not be construed to indicate the existence of any hazardous conditions in MSB/D school buildings.



# **PROCEDURAL SAFEGUARDS**

Your Family's Special Education Rights



Mississippi Department of Education  
Office of Special Education

Revised December 16, 2009

---

This document replaced with the August 9, 2011 edition